ROCKINGHAM COMMUNITY COLLEGE
2012-2013 CATALOG

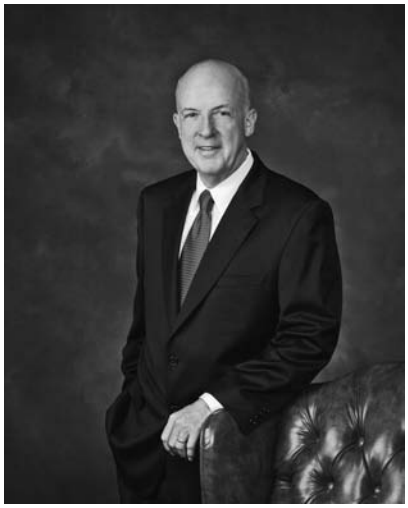
Rockingham
Community College

NOT YOUR TYPICAL
COMMUNITY COLLEGE

The Place To Build Your Future

Rockingham Community College Catalog
2012 - 2013

P.O. Box 38
Wentworth, NC 27375
336-342-4261
TTY 336-634-0132
www.rockinghamcc.edu



Greetings from the President

Welcome to Rockingham Community College, Rockingham County's premier higher education institution!

Rockingham Community College is an excellent place for you to continue your education. We provide outstanding educational programs for those who wish to transfer to a four-year college or university, enhance their job skills, or learn new skills to enter the workforce immediately. By offering high quality technical, transfer, and continuing education programs, RCC has what you need to help you improve your life.

An important part of college life is student involvement in extracurricular activities. To help you become more involved, RCC provides a host of opportunities for you outside the classroom. If you want to attend or participate in athletic events, we have sports teams and fitness activities to meet your needs. If your desire is to work with other students to help improve the college and the community, we have many opportunities for service through our student clubs and organizations. In addition, the college frequently presents special events for the community that include musical and theatrical performances, art exhibits, workshops, and lectures.

The college provides an excellent environment for you to continue your education. Located on a beautiful 250+ acre campus with state-of-the-art facilities, the campus is an open and inviting place for you to study.

You will find the atmosphere at the college warm and inviting. Our goal is to enhance your success and help you reach your full potential. Our dedicated faculty and staff are here to help you reach your goals by providing guidance with a nurturing attitude. Our small class size ensures that you will receive the attention you need to become successful. I am certain the time you spend at RCC will enhance your life and lead to a more productive future.

Rockingham Community College along with the North Carolina Community College System are dedicated to providing an environment for creating success that leads to hope, opportunity, and jobs.

Sincerely,

Michael S. Helmick, Ed.D.
President

Rockingham Community College
Board of Trustees

C. Grayson Whitt, Chair
Eden

Mark G. Collins
Reidsville

Elizabeth H. Maddrey
Eden

Barbara S. Moore
Reidsville

Donna S. Rothrock
Reidsville

Thomas R. Schoolfield
Reidsville

Janice R. Tate
Madison

S. Jack Webster
Madison

Cynthia S. Wharton
Ruffin

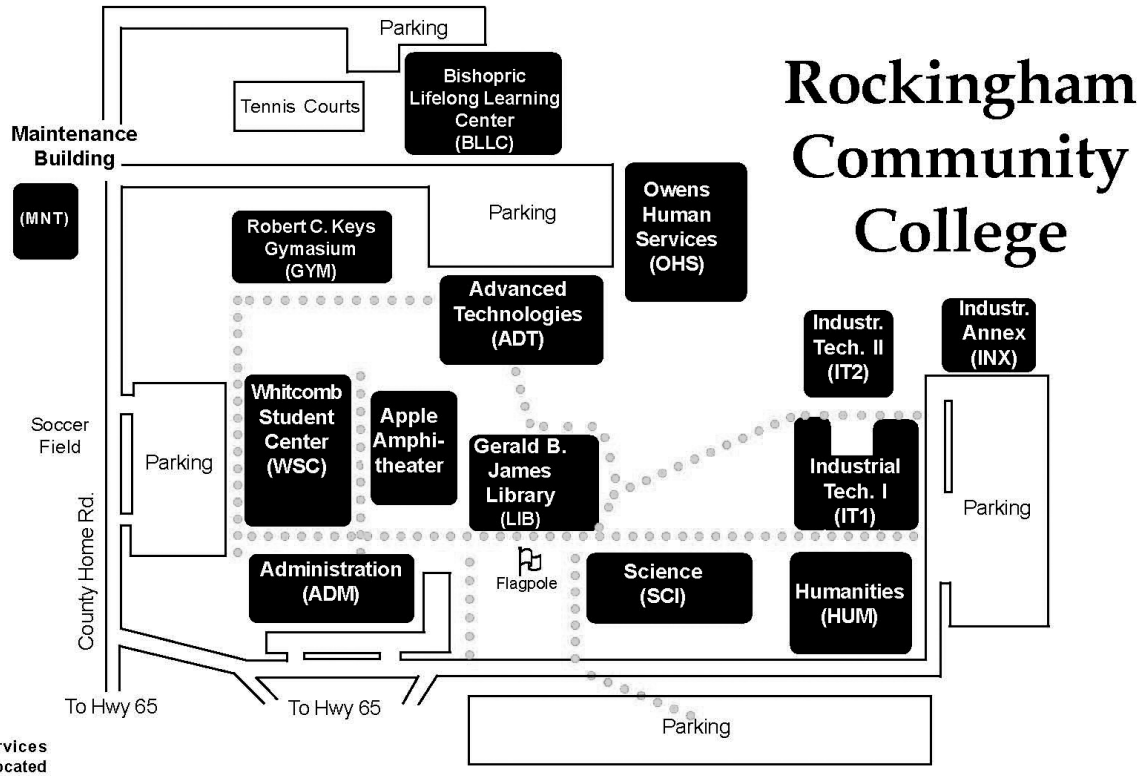
Kenan C. Wright
Eden

Not Pictured

Randy D. Judkins
Reidsville

Rebecca G. Price
Stokesdale

Campus Map



The Emergency Services Training Center is located .15 miles from the County Home Road and NC Highway 65

Rockingham Community College
2012-2013 Calendar

2012

August 13	Monday	Faculty/Staff Return
August 15	Wednesday	Financial Aid Available for Bookstore Purchases
August 14–16	Tuesday-Thursday	Fall Registration
August 20	Monday	Fall Classes Begin
September 3	Monday	Labor Day Holiday
October 8-9	Monday-Tuesday	Fall Break
November 13–15	Tuesday-Thursday	Spring Registration
November 21–23	Wednesday-Friday	Thanksgiving Holidays
December 17	Monday	Fall Semester Ends
December 19	Wednesday	Sponsored Students Funds Available for Bookstore Purchases
December 24-December 31	Friday-Monday	Christmas Holidays

2013

January 1	Tuesday	New Year's Holiday
January 2	Wednesday	College Reopens
January 3	Thursday	Financial Aid Available for Bookstore Purchases
January 2 - 3	Wednesday-Thursday	Spring Registration
January 7	Monday	Spring Classes Begin
January 21	Monday	MLK Holiday
March 25-29	Monday-Friday	Spring Break
April 16-17	Tuesday-Wednesday	Summer Registration
May 6	Monday	Spring Semester Ends
May 10	Friday	Graduation
May 22	Wednesday	Financial Aid Available for Bookstore Purchases
May 23	Thursday	Final Day Summer Registration
May 27	Monday	Memorial Day Holiday
May 28	Tuesday	Summer Semester Begins
July 4	Thursday	Independence Day Holiday
July 23	Tuesday	Summer Semester Ends
July 26	Friday	Graduation

Changes in Programs, Costs, Schedules, etc.

Rockingham Community College reserves the right to make changes in regulations, courses, schedules, fees, office locations, and other matters of policy and procedures as and when deemed necessary.

Accreditation

Rockingham Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, Georgia, telephone number 404 679-4500, to award Associate Degrees.

The Early Childhood Education program is accredited by the National Association for the Education of Young Children (NAEYC) upon recommendation of the Early Childhood Associate Degree Accreditation Commission.

National Association for the Education of Young Children
1313 L Street, NW, Suite 500
Washington, DC 20005-4101

The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

Commission on Accreditation for Respiratory Care
1248 Harwood Road
Bedford, TX 76021
817-283-2835

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Accreditation Review Committee on Education in Surgical Technology (ARC-ST).

Accreditation Review Committee on Education in Surgical Technology
6 W. Dry Creek Circle, Suite #210
Littleton, CO 80120
303-694-9262

Commission on Accreditation of Allied Health
Education Programs
1361 Park Street
Clearwater, FL 33756
717-210-2350

The Practical Nursing and Associate Degree Nursing Programs are approved by the North Carolina Board of Nursing.

North Carolina Board of Nursing
P.O. Box 2129
Raleigh, NC 27602
919-782-3211

The Phlebotomy Program is approved by the National Accrediting Agency for Clinical Laboratory Services (NAACLS).

National Accrediting Agency for Clinical Laboratory Services
8410 W. Bryn Mawr Avenue, Suite 670
Chicago, IL 60631
773-714-8880

Rockingham Community College History

June 1963—N. C. General Assembly passes enabling legislation leading to local elections on the establishment of community colleges and technical institute across the state.

July 1963—The people of Rockingham County formally request approval from the State Board of Education for establishment of a community college in the county.

November 1963—The citizens of the county vote in favor of a community college, approving $1.25 million in bonds and a supporting tax levy.

December 1963—State Board of Education grants charter for Rockingham Community College. First trustees are appointed.

January 1964—Trustees hold first meeting, electing Welsford Bishopric of Eden as chairman.

April 1964—Dr. Gerald B. James is appointed RCC president. Work begins on site selection, architectural design, and faculty/staff employment.

January 1966—Groundbreaking ceremony is held as work begins on first four buildings (Shop, Classroom, Laboratory, and Learning Resources Center).

October 1966—Classes begin in Shop, Laboratory, and Classroom buildings as workmen add finishing touches. (Learning Resources Center opens in February, 1968.)

November 1966—Student Government Association holds first meeting.

June 1967—Trustees adopt college seal.

August 1967—RCC holds first graduation.

December 1967—Rockingham Community College is accredited by the Southern Association of Colleges and Schools, retroactive to the opening of the college, to grant the associate degree. (Accreditation reaffirmed in December, 1972, December, 1983 and December, 1993.)

October 1969—Physical Education Building is opened.

January 1970—RCC Foundation, Inc., files articles of incorporation, establishing it as a vehicle for receiving charitable contributions to the college.

April 1971—The Harold W. Whitcomb Student Center (the first building on campus to be named for an individual; also built and furnished entirely from individual and corporate gifts) is opened. The building houses Student Services offices as well as dining facilities, lounge, meeting and recreation rooms.

October 1975—Administration Building is completed.

October 1976—New campus wide governance system giving equal voice to students, faculty and staff is instituted. Building for receiving, storage, and maintenance is completed.

September 1979—Shop Building II is completed, with new facilities for auto body repair, light construction, and electrical installation and maintenance programs. State funds RCC's Special Needs Assistant Program (SNAP), one of the few assistance/counseling projects for students with disabilities in North Carolina. The Career Life Planning Center opens in the Whitcomb Student Center.

June 1982—The Special Collections Room, devoted to area heritage and historical research, is opened by RCC Foundation in the Learning Resources Center.

February 1983—RCC Foundation and Development Office begin first fund-raising drives in Eden, Reidsville, and Western Rockingham County.

July 1983—Dr. Gerald James retires as president. Dr. N. Jerry Owens, Jr., becomes RCC's second president.

April 1984—Multimedia Learning Center opens in the Lab Building. Self-paced Secretarial Science courses taught up to 14 hours a day with state-of-the-art equipment. Enrollment doubles in summer secretarial programs.

May 1984—Electromechanical Technology Program is approved for start of fall semester 1984.

September 1984—College logo approved.

November 1984—$4 million bond issue passes by 4-1 ratio, assuring construction of $3.6 million Technical Laboratories Building and $400,000 in other facilities.

September 1985—Associate in Fine Arts Degree offered.

September 1986—Heating, Air Conditioning and Refrigeration Program starts.

Fall 1986—Events held to commemorate 20th Anniversary of RCC.

January 1987—Julius J. Gwyn elected chair of Board of Trustees, succeeding Welsford F. Bishopric who served continuously as chair from January 1964. Both are original trustees.

Fall 1987—Fine and Creative Woodworking Program begins.

January 1988—Technical Laboratories Building opened and dedicated.

June 1988—Advanced Machinist Program established. RCC Foundation experiences its best year ever, receiving $242,788 in charitable contributions.

August 1988—Instruction/Storage Building completed.

December 1988—Small Business Center begins operation.

September 1989—Paralegal Technology and Practical Nursing programs started.

January 1990—Robert Harris elected Board of Trustees chair. Child Care Center opens.

March 1990—Law Enforcement Technology Program begins.

May 1990—Rockingham County Folk Festival draws an estimated 8,000-10,000 people to RCC campus and is destined to become an annual event. Personnel Management and

Travel and Tourism programs begin.

September 1990—Real Estate Technology Specialist program begins.

September 1991—Customer Service Technology Program begins.

October 1991—RCC celebrates its 25th year of service.

December 1991—Teacher Assistant Program begins.

January 1992—Joe King elected Board of Trustees chair.

September 1992—Manufacturing Systems Technology Program begins.

March 1993—Phlebotomy Program begins.

September 1993—Horticulture Technology programs begins.

November 1993—State-wide bond issues for community college construction passes. RCC receives $2.7 million for new Human Services Building.

January 1994—Garland Rakestraw elected Board of Trustees chair.

January 1994—Learning Resources Center renamed The Gerald B. James Library.

September 1994—Environmental Science Technology program begins.

October 1994—RCC received Title III Grant for $1.7M over 5 years.

December 1994—Surgical Technology program begins.

January 1995—Human Services Building named The N. Jerry Owens, Jr. Human Services Building.

January 1996—W.B. Apple, Jr. elected Board of Trustees chair.

March 1996—Center for Active Retirement opened in Human Services Building.

June 1996—Dr. N. Jerry Owens, Jr. retires as president.

July 1996—Dr. Robert C. Keys becomes RCC's third president.

October 1996—College celebrates 30th year of service and Installation Ceremony for Dr. Robert C. Keys.

August 1997—Semester conversion begins.

September 1997—Distance Learning Center opened for students.

December 1997—Emergency Services Training Center opened.

January 1998—Ruth A. Hodges elected Board of Trustee Chair.

August 1998—Occupational Therapy Assistant program begins.

August 1998—Fire Protection Technology program begins.

January 1999—Respiratory Therapy program begins with Kate B. Reynolds Grant.

August 1999—Criminal Justice Technology program begins.

September 1999—Whitcomb Student Center renovations completed.

January 2000—Frank M. Dalton elected Board of Trustees chair.

April 2001 — Ben R. and Lemma M. Apple Foundation Amphitheater opens.

January 2002—Cynthia S. Wharton elected Board of Trustees Chair.

April 2003 – Emergency Services Training Center classroom/storage building dedicated.

December 2003 – RCC receives reaffirmation of accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools.

January 2004 – S. Jack Webster elected Board of Trustees chair.

September 2004 – RCC receives a $1.8 million dollar Title III grant from the U.S. Department of Education.

November 2004 – Groundbreaking for the Bishopric Lifelong Learning Center.

January 2005 – RCC launches new web site.

November 2005 – The RCC Foundation launches a capital campaign to build a community civic center with the announcement of a $3 million dollar gift from the McMichael Family Foundation. The facility name will be The McMichael Civic Center.

January 2006 – Vernie B. Williams elected Board of Trustees Chair.

October 2006 – RCC celebrates its 40th year of service.

April 2007 – First game played on the RCC baseball field.

January 2008 – Kenan C. Wright elected Board of Trustees Chair.

August 2008 – Rockingham County's Early College High School (ECHS) opened on the RCC campus.

September 2008 – RCC dedicated the Julius J. Gwyn Boardroom.

January 2010 – Barbara S. Moore elected Board of Trustees Chair.

February 2011 – Dr. Robert C. Keys retires as president.

March 2011— Dr. Michael S. Helmick becomes RCC's fourth president.

March 2011– The Robert C. Keys Gymnasium is dedicated.

March 2011– RCC becomes a tobacco-free campus.

July 2011– The design of the college seal was updated.

January 2012– C. Grayson Whitt elected Board of Trustees Chair.

Statements of Mission, Purpose, and Values

Mission

The mission of Rockingham Community College is to enhance individual and community success in Rockingham County through education as well as full development of human potential, employment assistance, service to business and industry, and contributions to cultural and social development.

Purpose

Rockingham Community College was chartered in 1963 as a comprehensive, public community college with an open door admissions policy. Our purpose is to provide individuals with high quality, economical, and convenient educational opportunities consistent with student and community needs. To fulfill its mission and achieve its purpose, Rockingham Community College provides:

- support services to assist individuals in problem-solving in their personal, career, and academic planning;
- courses for students who wish to complete the GED (high school equivalency) or develop basic skills and competencies;
- training for employment in industrial and technical fields;
- courses to develop the skills of under prepared students;
- freshman and sophomore level courses transferable to other colleges and universitie
- courses to develop and upgrade students' vocational, technological, occupational, and academic skills and competencies;
- in-service and start-up training for area business and industry; and
- opportunities for continuing personal growth and cultural and academic enrichment for students and the community.

Values

Commitment to Students

We believe that each person is important. We appreciate the diversity in the students we serve. We treat our students with respect and fairness. We are committed to giving students individual assistance and support. We provide an educational environment that encourages students to progress to their maximum potential.

Commitment to Access

We believe that the programs and services of the college should be equally available and accessible to all.

Commitment to Excellence

We believe that each individual should strive for excellence and we value a job well done. We aim for the highest level of professionalism, competence, and productivity as standards for our college. We aim for responsible participation and high achievement as -standards for our students and our community. As role models, our faculty and staff strive to improve the chance of success for each student.

Contribution to the Community

We are committed to enhancing the quality of life, increasing the value of education, and promoting the unity within the community to achieve social and economic success.

Quality Work Environment

We recognize the importance of faculty and staff through open and honest communications, and appropriate involvement in planning and decision-making. We encourage responsible and creative risk-taking, recognize and reward exceptional performance, and provide for professional development.

Adopted with revisions by the Board of Trustees, July 2001

Awards and Honors

Academic Excellence Award

The North Carolina Community College System invites each of the state's 58 community colleges to annually select a student to receive the "Academic Excellence Award." The award recognizes a student's academic achievement at his or her community college as well as the potential for future success. To be nominated, a student must be currently enrolled at the institution, must have completed at least 12 semester hours in a designated associate degree program or a one-year diploma program, and must have a cumulative GPA of 3.25 or higher. Institutions may include additional criteria as desired. At RCC, students are nominated by the faculty and must meet these minimum qualifications before they are reviewed by a committee comprised of representatives from the various academic divisions. One Academic Excellence Award recipient is selected and is recognized at a statewide event. Also at RCC, the student selected for the award, as well as all students who were nominated, are recognized at the College's annual Student Awards Ceremony.

Meritorious Service Award

The Meritorious Service Award may be awarded at Student Awards Day to individuals and/or groups who have made a significant contribution to the progress of the College and/or well-being of the College community. This contribution is typically above and beyond the normal expectations of performance as a member of an organization, as an office holder, as a student, etc. A candidate may be nominated by faculty, staff, student, or a campus organization.

Excellence in Teaching Award

The RCC annual Excellence In Teaching Award is designed to recognize a full-time faculty member and a part-time faculty member for excellence in teaching. The individuals are nominated by faculty, staff or students and screened by the Excellence in Teaching Committee. The full-time faculty member is recognized at the May graduation with a certificate. The part-time faculty member receives a certificate at graduation. RCC's full-time winner will also be nominated for the State Board of North Carolina Community College System/RJ Reynolds Excellence in Teaching Award. All college nominees will receive a pin and certificate acknowledging their achievement.

Academic Honors

President's List

To be eligible for the President's List within any given semester:
(1) A student must maintain a 4.00 GPA within the semester with at least 12 credit hours being attempted.

Dean's List

To be eligible for the Dean's List within any given semester:

1. A student must maintain a 3.25 GPA within the semester with at least 12 credit hours being attempted with no grade less than a C at the end of that semester.
2. Semester GPAs will be computed at the end of each semester and grades received in any previous semester will not be included in computing the GPA for the current semester.

Academic Honors at Graduation

In an effort to recognize sustained academic excellence, academic honors are awarded at graduation, based on cumulative GPA in courses taken at Rockingham Community College. Only those courses used to meet graduation requirements in diploma or degree programs are used in computing this GPA.
Permanent Dean's List (GPA of 3.25-3.39)
Honors (GPA of 3.40-3.69)
High Honors (GPA of 3.70-4.00)

Outstanding Student Award

Each year the RCC faculty presents the Outstanding Student Award to a May graduate. The student is selected based on academic excellence, contribution to the College community, and potential for continued study or occupational advancement.

Who's Who Among Students in American Colleges and Universities

RCC participates in the selection of students for inclusion in the junior and community college recognition for Who's Who in American Colleges and Universities. Who's Who recognizes well-rounded students who have demonstrated a balance of academic achievement at an above-average level and involvement in and service to the College and/or community. To be nominated, a student must be in his or her final year of study at RCC, must have a cumulative GPA of 3.00 or higher, must have demonstrated participation and leadership in RCC extracurricular activities (such as honorary and/or social organizations, service activities, and/or athletics), must have displayed the qualities of good citizenship within the College and community, and who demonstrates the potential for future success and achievement. At RCC, students are nominated by faculty and staff.

Student Academic Honor Organizations

Phi Theta Kappa Honor Society

Phi Theta Kappa is the international honor society of two-year colleges. Founded in 1918, over 1.2 million members have been inducted. Our chapter, Alpha Kappa Pi, was chartered in 1985.

Membership in Alpha Kappa Pi is extended to any full or part time student who has completed 12 semester hours of credit leading to an associate degree, has a major GPA of 3.50, and enjoys full rights of citizenship. Membership offers opportunities for scholarships, intellectual enrichment, character development, fellowship and leadership. Contact the current Alpha Kappa Pi Vice President of Membership or a designated AKP Faculty Advisor for additional information (name may be obtained from the RCC website).

Sigma Delta Nu

Sigma Delta Nu is the international Spanish honor society for two-year colleges. The purpose of this honor society is to recognize students for outstanding achievement in their overall grade point average and particularly in their Spanish courses. To be eligible for membership, students must earn a minimum GPA of 3.0, with no grade in Spanish lower than a B. Activities of the chapter will include not only recognition of outstanding academic achievement, but also involvement in cultural activities on campus and within the community.

Sigma Kappa Delta

Sigma Kappa Delta, The National English Honor Society for two-year college students, strives to meet the following goals:

- Recognize and reward outstanding achievement in English courses
- Provide opportunities that promote discussion of literature on campus and in our community
- Foster professional interaction among members
- Exhibit high standards of academic achievement

Requirements of Membership:

- Letter of invitation from RCC
- Current enrollment at RCC
- Completion of at least 12 semester hours of college credit
- Completion of at least one college level English course with a "B" or higher in all English coursework
- Minimum overall GPA of 3.3

Admission Policies and Procedures

The Open Door Policy

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

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

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

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

General Admission Requirements for Curriculum Programs

Applicants for admission to Rockingham Community College must be 18 years of age or high school graduates. The College will accept students with a high school equivalency diploma. A high school diploma or the equivalent is required of all applicants for degree, diploma, and certificate programs.

Rockingham Community College will admit high school students between the ages of 16 and 18 to appropriate courses at the College. Guidelines established by RCC and area schools will be observed.

Rockingham Community College is authorized by the U.S. Immigration and Naturalization Service to admit foreign students (F-1 Visa classification) who possess valid non-immigrant documentation. Specific admission policies and procedures apply to these students. Please refer to the section on Specific Admission Requirements for Curriculum Programs for detailed information on the admission process.

Persons intending to enroll in a specific curriculum are encouraged to submit their applications at least two months prior to the term in which they wish to enroll. Applications can be obtained from high school counselors, from the Student Development Office and online at www.cfnc.org. For admissions information, call (336) 342-4261, ext. 2333. If needed, individual appointments with counselors may be made.

Admission Procedure for Curriculum Programs

There are four primary steps in the admission process, as described below.

1. **Submit a completed RCC Admission Application to the Admission Office.** Prospective students may complete the Application for Admission on the RCC homepage (www.rockinghamcc.edu). The application may also be completed through www.cfnc.org. Paper copies of the enrollment application are available upon request. The Admission Office telephone number is (336) 342-4261, ext. 2333; TTY (for hearing impaired applicants) is (336) 634-0132. Applicants who do not enroll will have their documentation (i.e., application, transcripts, test scores) kept on file for one year. After one year, all materials will be shredded, and the applicant must re-submit all information.

2. **Request that official high school (or GED or Adult High School) transcripts and all college, university, or other post-secondary educational transcripts be sent directly to the Admissions Office.** RCC will only recognize high school diplomas from regionally accredited schools or home schools registered with the state. Students not completing such a program must complete their GED or Adult High School diplomas through a regionally accredited institution. For a listing of these regional accrediting agencies, please see "Credit through Education, Testing, and Other Experiences" on page 21. Students who fail to submit all transcripts from institutions attended may be subject to denial of admission and financial aid. Students who are in their first semester of enrollment or re-admission must submit all official transcripts to the Admissions Office within thirty (30) calendar days from the first day of the academic session. Students will not be allowed to register for upcoming semesters, receive grades posted through WebAdvisor or other formats, or request RCC transcripts until all transcripts from other institutions have been received.

   An official transcript is required to complete the admission process for curriculum programs in keeping with the procedures described in #2 above. The requirement to present official transcripts from all schools attended ensures verification of a student's completion of all courses and/or programs of study at other institutions. Only official transcripts are used to review potential transfer of academic credit and/or award of other credits that may apply to a student's program of study. Students often bring to the admission process copies of unofficial transcripts that may possibly be used for advising purposes, but until official transcripts are received, no review of potential transfer credit will occur. *Applicants are cautioned that failure to present transcripts at the time of admission and subsequent advising could result in their registration for courses previously completed elsewhere, but because of the absence of the transcript(s), these course completions were unknown to counselors and/or academic advisors.*

3. **Meet with an admission counselor to determine the need for placement testing. If placement testing is required, the applicant will be guided to the Testing Center to complete the testing.**

4. **Once all admission documents have been received by the Admission Office, the student may be formally admitted to a program of study and meet with the assigned faculty advisor to register for classes.**

Time Limits for Credit Acceptance

Giving the rapidly changing nature of information and resulting modification of course competencies, RCC reserves the right to limit credits accepted in a program of study based on the year in which the credits were earned. Courses that are part of an earned degree are subject to review. Upon review of and *prior to admission to a program of study*, RCC will adhere to all the following guidelines for credit acceptance:

1. Credits completed more than ten calendar years prior to admission into a program will be subject to review by the division dean (or Vice President for Academic Affairs) in which the program of study resides unless they are included in an earned associate or higher degree.
2. Courses, even those that are part of an earned degree, which rely on technology, the health sciences, foreign language, the sciences, or those with rapidly changing competencies, will be subject to review by the division dean where the course resides. Courses subject to review will be compiled and maintained by the respective division.
3. Developmental coursework is valid for three years. After three years, students will have the option to re-take the placement test and enroll in the indicated course or enroll in the last developmental course they successfully completed.
4. Students applying for Health Sciences programs must adhere to the specific admission requirements including time limits and course grades as outlined in the Health Sciences admission information packets.
5. All credit awarded is at the discretion of the college.

Transcript Guidelines for Financial Aid Applicants

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

Transcript Guidelines for Veteran Applicants

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

Transcript Guidelines for Health Sciences Program Applicants

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

Testing and Placement

Students enrolling in RCC enter with a variety of skills and academic backgrounds. In an effort to ensure appropriate course placement, applicants may be required to take a placement test (the need for testing is determined by an RCC counselor). The COMPASS placement test covers math, reading and writing, and applicants may be required to take all or part of the placement test. Many of RCC's college level courses require successful mastery of developmental course levels (i.e. MAT 060, 070, 080; RED 080, 090, ENG 075, 080, 090). The student's test scores will indicate if developmental courses are needed prior to enrolling in college level courses.

RCC will accept student test scores received at other institutions provided the scores are from either the COMPASS or ASSET test. No other test scores are recognized at RCC. Test scores may be no more than three years old.

Students are allowed to take the placement test two times within a three year period, and RCC will honor the test scores that result in the highest course placement for the student.

Also, a computer skills placement test is required unless an applicant qualifies for a waiver. The Computer Skills Placement Test (CSPT) is required for all curriculum students applying to RCC. The CSPT provides an accurate assessment of essential skills needed by students to succeed in college courses. In a college learning environment heavily committed to the use of technology, computers, email, and Internet, students must be expected to master basic skills before enrolling in classes where they must master advanced skills. Based on test scores and program requirements, students will be placed in the appropriate pre-requisite course.

Students will be waived from the CSPT if one of the following has been verified:

a. Successful completion of 6411 Computer Applications I, 6412 Computer Applications II, or 6514 Digital Communication with a grade of "B" or better. Students must enroll at RCC within two years after high school graduation. This waiver is in accordance with the RCC-RCS Articulation Agreement.
b. Successful completion of CIS 070 Fundamentals of Computing or equivalent from any regionally accredited institution within the last three years.

c. Successful completion of CAS 3120 Introduction to Computers from the Community and Workforce Education Division (RCC) within the last three years.

Waiver of Placement Tests/Developmental Courses

Students may have all or part of the placement tests and developmental courses waived (subject to Time Limits for Credit Acceptance) if their transcripts document that they have already passed the appropriate college-level English or mathematics courses. Further, students may waive the mathematics placement and mathematics developmental courses with official documentation of a score of 500 or better on the mathematics section of the SAT or a score of 21 or higher on the mathematics section of the ACT. Students may also waive the reading/writing placement tests and reading/English developmental courses with official documentation of a score of 500 or better on each of the writing and critical reading sections of the SAT or with a score of 21 or higher on each of the reading and writing sections of the ACT. SAT and ACT scores may be no more than three years old.

Admission Requirements for Special Circumstances

Re-Admitted (Former RCC) Curriculum Students

After a one-semester absence (excluding the summer term), former students (including RCC graduates) must submit an updated RCC Admission Application, official transcripts from any additional institutions attended, and provide any other information that may be required. They must also meet the current admission requirements for the program of study, including evaluation of all coursework earned at RCC and other institutions.

Special Credit Students

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

High School Student Enrollment Options

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

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

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

Please refer to the **Career and College Promise 2012-2013 High School Enrollment Options** booklet for information on eligibility requirements for each pathway.

Home Schooled Students

The home school administrator must provide proof that the home school is certified by the North Carolina Department of Non-Public Instruction. This means that the administrator must have a school approval number (if applicable), a

charter for the school or anything that notes approval from the North Carolina Department of Non-Public Instruction, and provide copies of this information with the RCC Admission Application. The home school administrator must also provide an official home school transcript. The transcript must be provided on the school's official letterhead, showing specific courses completed or in progress for each year attended, and the grade received for each course. If the student has graduated, the transcript must show date of graduation. The transcript must include the original signature of the home school administrator. If the home school administrator and/or the student do not have the proper certification, the student cannot register for any credit courses at Rockingham Community College. If the student insists on enrolling, he/she must obtain a general education development (GED) certificate from RCC's Continuing Education Division before being eligible to register for classes.

Home school students permitted to register for curriculum classes under the Career and College Promise Program are subject to prevailing policies regarding availability of courses and payment of tuition and fees. They are responsible for the payment of parking and technology fees and the purchase of required textbooks and materials.

Foreign Education Credits from Secondary and/or Post-Secondary Institutions

In addition to completing the general college admission process, these students must submit copies of transcripts of all foreign coursework completed at secondary and/or post-secondary institutions to the Admissions Office. Photocopies are acceptable. These documents must include a certified translation if they are not written in English.

In order for the transcript to be considered official, the student must also request an evaluation of foreign coursework through one of the following agencies:

Educational Credential Evaluators, Inc.
PO Box 514070
Milwaukee, WI 53203-3470 USA
(414)289-3400
Internet address: www.ece.org

World Education Services
PO Box 5087
Bowling Green Station
New York, NY 10274-5087
(212) 966-6311
Internet address: www.wes.org

The evaluation agency must send the evaluation directly to the RCC Admissions Office. Student copies will not be accepted. Students who wish to have their post-secondary coursework considered for prerequisite or transfer credit must request that the evaluation agency provide a course-by-course evaluation. Additional information, such as a course syllabus or course catalog description may also be required. Once the official evaluation has been received by the Admissions Office, the course(s) will be evaluated by the respective academic department for award of credit. No credit will be awarded for grades below the "C" level. Students may be required to take the college's placement test if proper documentation of appropriate prerequisite coursework is not received.

If the student has completed a GED or an accredited high school diploma in the United States, the foreign secondary education transcript is not required.

Non-Immigrant (F-1 Visa) Students

An F-1 student visa status may be granted to a non-immigrant who is a bona fide student "qualified to pursue a full course of study" at an academic institution authorized to admit foreign students. When applying for an F-1 visa classification, the individual must prove to a U.S. consular official that he/she wishes to enter the U.S. temporarily and solely for purposes of

study and that he/she has permanent residence in a foreign country with no intention of abandoning.

Rockingham Community College is authorized by the U.S. Immigration and Naturalization Service to admit foreign students who possess valid non-immigrant documentation. The applicant must complete the following steps to be considered for admission:

Submit an RCC Admission Application and provide official transcripts of all foreign coursework completed at secondary and/or post-secondary institutions to the Admissions Office. These documents must include a certified translation if they are not written in English.

In order for the transcripts to be considered official, the student must also request an evaluation of foreign coursework through one of the following agencies:

Educational Credential Evaluators, Inc.
PO Box 514070
Milwaukee, WI 53203-3470 USA
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Bowling Green Station
New York, NY 10274-5087
(212) 966-6311
Internet address: www.wes.org

The evaluation agency must send the evaluation directly to the RCC Admissions Office. Student copies will not be accepted.

Students who wish to have their post-secondary coursework considered for prerequisite or transfer credit must request that the evaluation agency provide a course-by-course evaluation. Additional information, such as a course syllabus or course catalog description may also be required. Once the official evaluation has been received by the Admissions Office, the course(s) will be evaluated by the respective academic department for award of credit. No credit will be awarded for grades below the "C" level. Students may be required to take the college's placement test if proper documentation of appropriate prerequisite coursework is not received.

If English is not the student's primary language, he/she must provide evidence of proficiency in the English language. Rockingham Community College currently requires that international students whose native language is not English must meet one of the following:

- Take the TOEFL (Test of English as a Foreign Language) exam and achieve a minimum score of 500 on the paper-based or minimum of 173 on the computer-based test. Test scores must be sent directly from the Educational Testing Service (the TOEFL administrator) to Admissions. Photocopies will not be accepted.
- Provide documentation of English as a Second Language proficiency in university level curricula.
- Provide documentation of successful course work in English at a U.S. or English-speaking institution of higher education.
- Provide documentation of satisfactory completion of senior English at an accredited U.S. secondary school.
- Provide documentation of acceptable Scholastic Aptitude Test (SAT) scores. A student must achieve a minimum score of 500 or better on both the Critical Reading and Writing sections of the test. Scores must be sent directly from the

College Board (the SAT administrator) to Admissions. Photocopies will not be accepted.

The applicants must submit a completed F-1 Certification of Financial Support form. All sponsors must submit a completed and notarized F-1 Sponsor Support Form and any documentation required on the form. All documents must be submitted together.

Once all required documentation has been received and the admission process is complete, the applicant will be issued a Form I-20, which will be mailed to the address noted on the RCC Admission Application.

Upon arrival at Rockingham Community College, the applicant will be scheduled to take a placement test in reading, writing and mathematics. After the test, the applicant will meet with an advisor to review test results and register for classes. Upon registering, the student must pay for classes immediately.

Within 5 days of establishing a residence, the student must notify the Primary Designated School Official at RCC of his/her new U.S. address and telephone number.

All application materials and supporting documentation must be received by May 1 for the fall semester and October 1 for the spring semester. Once all requirements have been met, RCC will issue the Form I-20. Students transferring from another institution must meet the above requirements and submit a Form I-538 (requesting permission to transfer) at least 30 days prior to the start of the semester.

Student Records

Upon receipt of the application for admission from the prospective student, a student record file is established by the Records Office. It is the policy of the college that this student record file shall be used throughout the student's enrollment and maintain pertinent basic data relative to the individual's admission and academic progress. All official documents become the property of the college. It is the student's responsibility to notify the Records Office of name, address or other directory information changes.

The contents of the student record file are as follows: application for admission, transcripts of the student's previous educational record, placement test results, self-reported medical history, residency questionnaire, correspondence relative to admission and academic progress. The contents of the student record file are maintained in accordance with the Family Education Rights and Privacy Act of 1974.

Students that are no longer enrolled at Rockingham Community College will have the contents of their student record file maintained in accordance with the North Carolina Community College System Standard Records Retention and Disposition Schedule dated April 1, 2001.

Prerequisite and/or Co-requisite Requirements - Equivalency Exemption

Rockingham Community College is committed to complying with state regulations (23NCAC.02E.204) which require Prerequisite and/or Co-requisite Requirements - Equivalency Exemption

Rockingham Community College is committed to complying with state regulations (23NCAC.02E.204) which require the following:

(1) (c) ii (D) If the course is a prerequisite to another course, the student shall complete all component parts before enrolling in the next course;

(1) (c) ii (E) If the course is a co-requisite to another course it must be taken before or in conjunction with that course.

The Combined Course Library of the North Carolina Community College System lists minimum required course prerequisites and co-requisites. In addition, Rockingham Community College may include additional prerequisites and co-requisites if they are at a higher level. Students must comply with college requirements stipulating that courses may not be taken until **all** prerequisites have been met. Instructors must clearly state the prerequisites of the course at the first class session.

A student requesting a prerequisite and/or co-requisite equivalency exemption must submit the documentation demonstrating knowledge and/or skills required for admission to the course to the appropriate Division Dean or Department Chair. Credit is not awarded for the exempted course. Documentation may include:

- the student's RCC academic record
- a transcript from another regionally accredited college indicating that the student has successfully completed the same course or a course with similar objectives and content
- employment records demonstrating that the student has been employed in a position that already utilizes the skills taught in the course
- Credit by Examination
- Credit for Prior Knowledge, Experience, or Certification

The Division Dean or Department Chair will review the request and send a written recommendation to the Vice President for Academic Affairs indicating that the equivalent competencies for the prerequisite and/or co-requisite have been met. Upon approval by the Vice President for Academic Affairs, the Division Dean or Department Chair will have the authority to override the prerequisite and/or co-requisite during registration. Documentation for equivalency exemptions will be kept on file with the Registrar in the Student Development office.

Course Substitution

Under extenuating circumstances, a student may apply to his/her advisor for approval of a course substitution. A course substitution requires final approval by the appropriate dean and the Vice President for Academic Affairs. The Credit Verification Form must be on file in the Records Office (student file) for audit purposes for graduation.

Credit through Education, Testing, and Other Educational Experiences

Request for Credit through education, testing and other educational experiences will be reviewed following the criteria below.

I. Education Verification (Required Review of Official Transcript) – Courses which are judged equivalent in content and quantity to courses offered at RCC and with a grade of "A", "B", or "C". Course review will follow the Time Limits for Credit Acceptance on page 14. Individual courses that are in sequence may be accepted when one grade of the sequence is less than a "C" if approved by the appropriate Dean. Pass/Fail or Satisfactory/Unsatisfactory grading system is acceptable for prior education verification if the grade awarded is equivalent to a "C" or better. Request must be submitted to the Registrar and verification will be determined by:
   a) An evaluation of the catalog description of the course.
   b) Consideration of the program in which the student was enrolled when taking the course.
   c) When appropriate, a conference with the student and/or a representative of the transferring institution.
   d) Official transcripts for courses that are completed after enrollment at Rockingham Community College must be submitted in a timely manner as soon as the courses are completed from another college. It is the student's responsibility to notify the Registrar of enrollment at other colleges during the last semester if applying for graduation and arrangements must be made to have official transcripts received by the end of the exam schedule for the semester at RCC.

e) Courses requested must have been completed at institutions maintaining either the accredited or correspondent status with one of the following lists of accrediting agencies:
Middle States Association of Colleges and Schools, Commission on Higher Education (MSA-CHE)
Northwest Commission of Colleges and Universities (NWCCU)
North Central Association of Colleges and Secondary Schools, The Higher Learning Commission (NCA-HLC)
New England Association of Schools and Colleges, Commission on Institutions of Higher Education (NEASC-CIHE)
New England Association of Schools and Colleges, Commission on Technical and Career Institutions (NEASC-CTCI)
Southern Association of Colleges and Schools, Commission on Colleges (SACS)
Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)
Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)

II. Courses at institutions not affiliated with an accrediting agency – The acceptance of such courses for credit will be determined by the Vice President for Academic Affairs based upon a written recommendation from the appropriate Dean of the subject area involved. The recommendation shall reflect a course by course review and should involve documentation of the validation process and a rationale and justification for granting credit. The decision of the Vice President for Academic Affairs will be based upon appropriate consultation with faculty and staff and will be final. Copies of the recommendation, documentation, and decision shall become a part of the student's permanent record.

III. Advanced Placement – Students requesting credit for Advanced Placement courses with test scores of 3 or higher must send official transcripts to the Admissions Office for evaluation by the Registrar. Credit for two successive courses can only be awarded with a score of five. Students who receive AP course credit at a community college but do not complete the general education core will have AP credit awarded on the basis of the receiving institution's AP policy. Courses transferred from institutions other than North Carolina community colleges are not part of this agreement.

High School Advance Placement Subject Examination	**Minimum Score**	**Hours Awarded**	**RCC Course**
AP English Lang & Comp	3	3	ENG 111
AP English Lang & Comp	5	6	ENG 111 & ENG 113
AP English Lit & Comp	3	3	ENG 111
AP English Lit & Comp	5	6	ENG 111 & ENG 113
AP U.S. History	3	3	HIS 131
AP U.S. History	5	6	HIS 131 & HIS 132
AP European History	3	3	HIS 121
AP European History	5	6	HIS 121& HIS 122
AP Biology	3	4	BIO 111
AP Chemistry	3	4	CHM 131 & CHM 131A
AP Chemistry	5	4	CHM 151
AP Environmental Science	3	4	BIO 140 & BIO 140A
AP Physics B	3	4	PHY 151
AP Math Calculus AB	3	4	MAT 271
AP Math Calculus BC	3	4	MAT 271
AP Math Calculus BC	5	8	MAT 271 & MAT 272
AP Statistics	3	4	MAT 151 & MAT 151A

IV. International Baccalaureate (IB) – Credit will be awarded for Higher Level (HL) examinations. Students must have their official IB scores sent to the Registrar for review and final approval. Credits granted for IB courses will appear as a transfer course on the student's transcript. Credit will not be awarded for Standard Level (SL) examinations unless noted.

Course Credit	Score	RCC Equivalent	Hours
Art and Design II	Portfolio Review		
Biology (HL)	5+	BIO 111	4
English III A (HL)	5+	ENG 231	3
English III B (HL)	5+	ENG 232	3
English IV A (HL)	5+	ENG 261	3
English IV B (HL)	5+	ENG 262	3
History of the Americas			
Part A (HL)	5+	HIS 131	3
Part B (HL)	5+	HIS 132	3
Spanish V (SL)	5+	SPA 211/212	6

V. College Level Examination Program (CLEP) Subject Examination – Experiences may be validated through CLEP Subject Examinations which are judged equivalent to courses offered at RCC. Credit will be awarded for a score of 50 or above on a CLEP Subject Examination that is at or above the mean score achieved by students in the national norms sample who earned a grade of "C" in a regular college course in the subject. Equivalency and the amount of credit to be awarded will be determined by the Vice President for Academic Affairs based upon a written recommendation from the appropriate Dean of the subject area involved. The decision of the Vice President for Academic Affairs is final. The recommendation should reflect the scope of the material measured and a rationale and justification of equivalency. Copies of the recommendation and decision shall become a part of the student's academic record.

VI. Military Experiences – The acceptance of military experiences for credit may be reviewed based upon the criteria outlined in *A Guide to the Evaluation of Educational Experiences in the Armed Forces*. The student can also request Credit for Prior Knowledge, Experience, or Certification.

Students who have completed the Armed Forces Basic Training must provide a copy of form DD214 showing dates of service and an honorable discharge. Credit for PED 111 and PED 112 will be awarded following the Time Limits for Credit Acceptance.

Registration, Tuition, and Fees

Registration

Rockingham Community College operates with a fall semester, spring semester, and summer term. Students should bring the appropriate tuition and fees to the registration process.

After completing all steps in the admission process (including placement testing, if needed), students begin the registration process by making an appointment with an assigned advisor who assists in planning an overall program of study and in making changes in that plan as they are needed. Students are encouraged to make an appointment with their advisor early by phone or in person.

First-time students work with an advisor following completion of the admission process, which includes meeting with a counselor, completion of placement tests (as needed), and fulfillment of any other admission requirements.

After the advisor has approved a student's course selection, the advisor will enter the course information and print a schedule that includes fee payment information. All students are expected to register during the time set aside for registration purposes.

After the first semester as a new or re-admitted student, an individual may register for classes using WebAdvisor. WebAdvisor is a comprehensive web-based tool that allows for online registration and access to other information via the Internet. Requests and approvals for an Audit; S/U grade option; Repeat of a Course, Credit for Prior Knowledge, Experience, or Certification; Credit by Examination; and Independent Study must be completed at the time of registration. (Registration and drop/add dates and procedures are listed in the college calendar and in the schedules.)

An audit cannot be changed to credit or credit to audit after the deadline for adding courses without approval of the instructor, advisor and Vice President for Academic Affairs.

Course Load

A full-time student is one who is carrying twelve or more semester credit hours of course work. Course schedules and course loads should be carefully planned through consultation with counselors and faculty advisors. No student may carry in excess of 19 credit hours fall or spring semesters or the equivalent (9 credit hours) for summer term without prior approval of the appropriate division dean and Vice President for Academic Affairs. Students who plan to work are advised to adjust their course loads proportionate to the number of hours of work.

Schedule Changes

At the beginning of each semester there is a scheduled period for registered students to drop and add courses. The time limit for such changes appears in the College Calendar and curriculum course schedule. Registered students wishing to add or drop courses during this period should see their advisor. Certain restrictions may apply with regard to the ability to add certain courses following the first class day of a given term.

Tuition and Fees

Tuition is set by the State Board of Community Colleges and is subject to change without notice. Cost of textbooks and supplies are additional expenses and vary according to the program of study. Current tuition and basic fees are as follows:

Curriculum Programs of Study (subject to change)

North Carolina Residents tuition is	$69.00 per credit hour
*maximum tuition per semester is	$1162.00
*maximum student activity fee is	$32.00
Out-of-State Students tuition is	$261.00 per credit hour
*maximum tuition per semester is	$4234.00
*maximum student activity fee is	$32.00

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

Establishment of Residency

The basis for determining the appropriate tuition charges rests upon whether a student is a resident or a nonresident for tuition purposes. Every applicant for admission must make a statement as to the length of his or her residence in North Carolina with assessment by the institution in accordance with current North Carolina law (General Statute 116-143.1).

To qualify as a resident for tuition purposes, a person must have established legal residence (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his or her classification as a resident for tuition purposes.

To be eligible for classification as a resident for tuition purposes, a person must establish that his or her presence in the State currently is, and during the requisite 12-month qualifying period was, for purposes of maintaining a bona fide domicile rather than that of maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.

An individual shall not be classified as a resident for tuition purposes and thus not rendered eligible to receive the in-State tuition rate until he or she has provided such evidence related to legal residence and its duration as may be required by officials of the institution of higher education from which the individual seeks the in-State tuition rate.

North Carolina provides certain tuition benefits for spouses, family members and military dependents. Persons who qualify for these benefits include spouses of North Carolina residents, spouses and dependents of active duty military personnel stationed in North Carolina, and family members of deceased or disabled emergency workers.

If you believe you qualify for these benefits, you should contact the Registrar in the Records Office for a supplemental form. When you have completed the supplemental form, please submit both that form and a copy of your residency status application to the Registrar.

The burden of establishing the facts, which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant. International students, depending on visa classification, may not be eligible for North Carolina residency status and in-state tuition.

Copies of the applicable North Carolina law and institutional regulations, contained in the current ***Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes,*** which govern these determinations are available from the Registrar in the Records Office for inspection upon request.

Residence-and-Tuition Status Application Forms for change in residency status for purposes of tuition charges are available from the Registrar in the Records Office in the Whitcomb Student Center.

If the student has substantial reason to believe that the out-of-state residency classification has been assigned in error, the decision of the Registrar may be appealed in writing to the Vice President for Student Development.

Student Activity Fees (subject to change)

Fall and Spring Semesters

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

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

Summer Term

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

Graduation Fee

A $25 graduation fee will be charged to all students completing a certificate, and diploma or associate degree program. The fee includes the cost of providing the diploma, cover, cap, gown, and 10 graduation invitations.

The cost of a replacement diploma is $35.00.

Technology Fee paid by all students

1-3 credit hours – $10.00 per semester
4 or more credit hours – $16.00 per semester

Parking Fee paid by all students

$10.00 fall and spring semester
$5.00 summer term

Senior Citizens

North Carolina residents who are 65 years or older may take up to 6 curriculum credit hours per term at Rockingham Community College with no tuition charged. Additional courses taken beyond the 6 credit hours are subject to tuition and fees at the current rates.

North Carolina residents who are 65 years or older may take one course of non-credit instruction per academic term with no tuition charged. Required course materials are the responsibility of the student. There are no fee waivers for self-supporting classes for any student, regardless of age.

Tuition Refunds

Curriculum

1. Classes which begin during the first week of the semester:
   A student who officially withdraws prior to the first day of class(es) of the academic semester as noted in the college calendar is due a 100 percent refund. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment.
   A student who officially withdraws from the class(es) prior to or on the official 10 percent point of the semester will receive a 75 percent refund.
2. Classes which begin other than the first week of the semester:
   For classes beginning at times other than the first week (seven calendar days) of the semester, a student who officially withdraws from the class prior to the first class meeting will receive a 100 percent refund. A student who officially withdraws from the class prior to or on the 10 percent point of the class will receive a 75 percent refund.
   To comply with applicable federal regulations regarding refunds, federal regulations will supersede the state refund regulations stated in this rule.

Occupational Extension

1. Membership Classes:
   A student who officially withdraws from an occupational extension class(es) prior to the first class meeting will be eligible for a 100 percent refund. Also, a student is eligible for a 100 percent refund if the class in which the student is officially registered fails to "make" due to insufficient enrollment.
   After the class begins, a student who officially withdraws from the class prior to or on the 10 percent point of the scheduled hours of the class will be given, upon request of the student, a 75 percent refund. The rule applies regardless of the number of times the class meets or the number of hours the class is scheduled to meet.
2. Contact Hour Classes:
   A student who officially withdraws from a contact hour occupational extension class(es) prior to the first class meeting will be eligible for a 100 percent refund. Also, if an applicable class fails to "make" due to insufficient enrollment, a student is eligible for a 100 percent refund. After the class begins, a student who officially withdraws from the class prior to or on the 5th calendar day of the first day of class(es) will be given, upon request of the student, a 75 percent refund. The rule applies regardless of the number of times the class meets or the number of hours the class is scheduled to meet.

Additional Costs

Accident Insurance

Accident insurance, covering the student during hours in school is available. The premium is subject to change by the insuring agency. This insurance may be required in certain high-risk programs.

Textbooks and Supplies

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

Financial Aid

Financial Aid Policy

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

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

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

- A student must be a U.S. citizen or an eligible non-citizen.
- A student must submit the Free Application for Federal Student Aid (FAFSA) after which the results are received and processed by the RCC Financial Aid Office.
- A student must be enrolled in an approved program of study at RCC
- A student must maintain Financial Aid Satisfactory Academic Progress while enrolled at RCC to continue to receive financial aid
- A student receiving federal financial aid must not be in default on any student federal loan or owe a refund on any Title IV grant at any educational institution (individual situations may require supporting documentation)
- A student must never have been convicted of any illegal drug offense while receiving federal student aid. A prior drug-related conviction does not necessarily make a student ineligible for aid. Call 1-800-433-3243 for more information.

Students may apply for financial aid, but aid will not be processed until they have first been accepted for admission by the Admissions Office and all official transcripts from high school/GED and prior colleges have been received. Any student wishing to use financial aid funds to pay for tuition and fees at time of registration should have completed all documentation for their financial aid file no later than June 15 for Fall registration and November 15 for Spring registration. Availability of eligible funds at registration is not guaranteed; however, the financial aid office will make every effort to process all files in a timely manner for late submissions.

Students must keep in mind that they are eligible for financial aid only for courses that are in their prescribed course of study and for remedial courses taken as a result of placement test scores. Math 050, although required for some students, is not counted toward hours to determine financial aid eligibility. Audit courses and courses taken as Credit by Examination (CE) are not eligible for financial aid. Elective courses taken outside their program of study may affect students' financial aid award.

Financial aid does not cover classes not required in a student's active program of study. Enrolling in classes not required for graduation, may result in financial aid funds being owed back to RCC by the student, if financial aid is used to cover the charges associated with these courses.

Rights and Responsibilities of Students

Students should know and understand their rights and responsibilities for continuation of financial aid under the Title IV programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-study, and Federal

Direct Loans, if available). These include:

- The student has the responsibility of notifying the financial aid office of any other scholarships, grants, or loans extended to him/her from sources outside of the college.
- All awards are based on full-time enrollment for the academic year. Adjustments will be made accordingly if a student is enrolled for less than full time or does not attend the entire year.
- Students must maintain Financial Aid Satisfactory Academic Progress as outlined in the College Catalog in order to receive any type of financial assistance.
- The student who withdraws from school and creates an overpayment will not be allowed to receive financial assistance until the overpayment has been repaid in full.
- Financial need will be reevaluated each year and appropriate increases or decreases in the amount of the assistance offered will be made. A current FAFSA must be submitted each academic year for the purpose of the reevaluation. RCC's priority deadline for filing the FAFSA is March 15 of each year for the following fall semester (which begins in August).
- Enroll only in courses required in your major. Financial aid pays for only required courses.

Financial Aid will be considered and awarded/adjusted according to the student's appropriate credit-hour enrollment status:

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

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

- Practical Nursing Diploma (D45660)
- Surgical Technology Diploma (D45740)
- Cosmetology Diploma (D55140)
- Basic Law Enforcement Training (C55120)
- Cosmetology Certificate (C55140)

NOTE: Once students are taking actual COS courses, aid is paid at full-time status. The required clock hours, must be completed before students are eligible for a second disbursement of aid. Students not taking COS courses who are accepted into the cosmetology program will be subject to the clock hour conversion formula listed below. BLET students must complete the required clock hours before being eligible for aid the following semesters.

To determine Title IV credit hours for Practical Nursing and Surgical Technology:

- Multiply the number oflecture/lab and contact hours by 16 weeks and divide by 37.5.
- Example: registered for 4 classes and 13 contact hours (13 contact hours ×16) ÷ 37.5 = 5.55 Title IV credit hours. Round down to 5 Title IV credit hours and receive aid at less than half-time status.

Your award will be prorated depending on the number of **contact hours** you are taking:

23 contact hours or more - 100%
17-22 contact hours - 75%
12-16 contact hours - 50%
Fewer than 12 contact hours will be - 25%

Types of Available Financial Aid

All students seeking federal or state financial aid based on need must begin the process by completing the Free Application for Federal Student Aid (FAFSA). This application may be completed online at www.fafsa.gov. A student may request paper copies of the application by calling 1-800-433-3243. The student will receive the results from the federal processor in the form of a Student Aid Report (SAR) and the schools noted by the student will receive the electronic results in the college's financial aid office. The financial aid office is authorized to request additional documentation as needed to complete the verification and awarding process.

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

North Carolina Community College Grant (NCCCG)

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

North Carolina Education Lottery Scholarship (ELS)

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

Federal Work Study

The Federal Work-Study Program provides jobs on campus for students who demonstrate financial need, are enrolled in a minimum of 6 credit hours in an approved course of study, maintain a 2.0 or better GPA, and have completed the FAFSA application. Job assignments are based on departmental needs, student's interest, skills and class schedule; and contingent upon available funds. Work-study jobs are available in many academic and administrative departments on campus. Applications are available online at www.rockinghamcc.edu or in the Financial Aid Office.

Scholarships Provided through the Rockingham Community College Foundation

Various individuals and organizations contribute funds for scholarships. The scholarships and the criteria for consideration that are available at RCC are listed below. Scholarship applications must be received each year by March 1 in order to be considered for award for the following fall and spring semesters.

Endowed Scholarships

Sudie P. Adams Nursing Scholarship

This scholarship was established in August 1994 by Mrs. Sudie P. Adams of the Bethany area in Rockingham County. It was Mrs. Adams' belief in education and the need for properly trained health-care providers that led her to establish the scholarship which is awarded to second-year nursing students with a 3.0 GPA who demonstrate a commitment to the health care profession. Preference will be given to students with financial need.

The Ben R. and Lemma M. Apple Scholarship

This scholarship was established in October 2003 through a gift from the Ben R. and Lemma M. Apple Foundation which was created by Mrs. Apple of Madison, NC, prior to her death in 1990. This scholarship was designed to promote the values of education among residents in this area and to encourage students from lower to middle income backgrounds to excel academically and work toward realizing their full potential. Apple scholarships are awarded to students between the ages of 16 and 21 who are current residents of western Rockingham or eastern Stokes County and have lived there for one year or longer. Recipients, who can be enrolled in any program of study leading to a degree of diploma, must demonstrate financial need and never have been convicted of a felony. The scholarship is renewable for a second year if a 2.75 GPA is maintained.

Patricia Lufty Apple Scholarship

This scholarship was established in July 2000 by Mrs. Patricia Lufty Apple of Reidsville, NC. Mrs. Apple created this scholarship to assist students interested in helping others through medicine. It is awarded to students who reside in Rockingham County or adjacent counties who desire to study for a degree in Nursing or any other medical field. Recipients must have a 3.0 GPA and their scholastic merit as well as their financial need will be considered, and the scholarship is renewable for a second year if a 3.0 GPA is maintained.

W.B. "Dud" Apple, Jr. Scholarship

The W.B. "Dud" Apple, Jr. Scholarship was created in December 1998 by Mr. Apple of Reidsville, NC. As a father, Mr. Apple experienced the positive impact that education had on the lives of his four children and wanted to endow a scholarship to honor each of them and to remember their mother, Dorothy Wilson Apple. Apple Scholarship recipients will have a 2.75 GPA; be enrolled in an allied health program; be residents of Rockingham County; and demonstrate financial need. The scholarship is available to traditional and non-traditional students and is renewable for a second year if the required GPA is maintained.

Atkins-Pryor Scholarship

Eden residents, Mark and Brenda Pryor Atkins established this scholarship, which became fully endowed in December 2009, as a tribute to their parents, Dr. Samuel and Elizabeth Atkins and Leonard and Catherine Pryor, who they say provided love, inspiration and motivation for their children. Their parents were great proponents of learning and impressed upon them the need for education. As a teacher in Rockingham County schools, Mrs. Atkins was acutely aware of the personal and financial price exacted from young people who did not choose to stay in school. Mr. and Mrs. Atkins hope this scholarship will help students experience success through education. Recipients of the Atkins-Pryor Scholarship will be residents of Rockingham County who are enrolled full-time in any RCC program of study leading to a degree or diploma. Atkins-Pryor Scholars will have a minimum GPA of 2.75 and demonstrate financial need. Preference will be given to high school seniors, but non-traditional students may receive the scholarship.

BB&T Community Scholarship

As a part of a merger agreement with Mutual Saving Bank, BB&T established a community trust grant program to benefit area non-profit organizations. Endowing a scholarship at Rockingham Community College in 1999 with a portion of these funds was a way of fulfilling the corporation's mission to make the communities served by the bank more successful and ultimately better places to live. Recipients must be residents of Rockingham County; have a 2.75 GPA; and be enrolled in any course of study leading to a degree or diploma. Scholastic merit and financial need will both be considered for the award. The scholarship is renewable for a second year if the required GPA is maintained.

Marion "Mike" Bagwell Memorial Scholarship

This scholarship was established by family and friends of Marion "Mike" Bagwell in December 1994 to recognize his professional contributions to an area industry, Isometrics. The purpose of this scholarship, which was endowed in March of 1995, is to assist vocational students in attaining the specialized training their work requires. Scholarships will be awarded annually to students enrolled in the Machining Technology, Welding Technology or Industrial Systems Technology programs. Recipients must have a 2.75 GPA and preference will be given to students planning to reside and work in Rockingham County.

Welsford Farrell Bishopric Scholarship

This scholarship was established in honor of Welsford Farrell Bishopric, who was elected the first chairman of the Board of Trustees of Rockingham Community College and served in that capacity for 23 consecutive years. The recipient must demonstrate financial need, enroll in a post-secondary degree or diploma program, and maintain a "C+" average. Preference will be given to Spray Cotton Mills employees or their children and Rockingham County residents.

Raymond W. Bratton Memorial Scholarship

Raymond Bratton's wife, Mary, and sons, Randy and William, established this scholarship in his memory in December of 1998. Mr. Bratton was a longtime resident of Reidsville, NC who valued education and admired the work RCC was doing in the county. Recipients of this scholarship will be enrolled in the college transfer program with a 2.75 GPA and preference will be given to those planning to major in pharmacy or education. Students must demonstrate financial need and the scholarship is renewable if a 3.0 GPA is maintained.

Richard Glenn Carter Memorial Scholarship

This scholarship was begun in May 1991 by members of the Shiloh Volunteer Fire Department in Rockingham County. A gift from Richard's parents, Norman and Donna Carter of Stoneville, endowed the fund. The scholarship will be awarded to students in a vocational or technical program with preference being given to students in the nursing program and to those who have served their communities in some emergency service capacity. Recipients must demonstrate financial need, be residents of Rockingham County and maintain a 2.75 GPA.

Cate Scholarship

The Redford Cate family of Reidsville, N.C. established this scholarship. Recipients must be twenty-five years of age or older and demonstrate financial need. Recipients must be a resident of Rockingham County enrolled in a two-year program and preference will be given to applicants who attend First Baptist Church on Main Street in Reidsville. This scholarship is renewable for a second year if the recipient maintains a "B" average.

Citty Family Scholarship

This scholarship was established at RCC in November 2005 by family members of Alma and Russell G. Citty, R. Price Citty, and Robert B. Citty Sr., of Reidsville, NC. It was established in memory of two parents and two sons to honor their lives and legacy by giving back to the community which has been such a strong support to them throughout their years as operators of Citty Funeral Home in Reidsville. Recipients of this scholarship will be full time students; residents of Rockingham, Guilford, Caswell or Alamance Counties; be in good academic standing and be enrolled in a program of study leading to an associate degree with preference given to those in science programs. Financial need will be considered, and the scholarship is renewable for a second year if the required GPA is maintained.

Fred B. Coates Scholarship

This scholarship was established in honor of Fred B. Coates, a veterinarian in Reidsville. First priority will be given to a Rockingham County student who is enrolled in the College Transfer Program pursuing a career in veterinary medicine or a related field. Second priority will be given to a Rockingham County student enrolled in the College Transfer Program aspiring to become a medical doctor or nurse. Preference will be given to any student recommended by the Reidsville Veterinary Hospital. Recipients will automatically receive a second-year scholarship if a "B" average is maintained.

Connolly Family Memorial Scholarship

The Connolly Family Memorial Scholarship was established in June 1991 by the children of Thomas and Margaret Connolly and siblings of Monica Connolly of Madison. This scholarship is awarded to a second-year associate degree nursing student in the top 25 percent of their class who is not receiving government tuition assistance.

Raymond H. Cure Scholarship

This scholarship was established in October 2003 by friends and former students of Mr. Raymond H. Cure of Madison, NC in recognition of his many contributions as a coach, teacher, administrator and friend. Cure Scholars will be selected from graduating seniors attending Dalton L. McMichael High School who are enrolled full time in any area of study in the college transfer program, have a 2.75 GPA and demonstrate financial need. This scholarship is renewable for a second year if the required GPA is maintained.

Merle Adams Dabbs Business Scholarship

The Merle Adams Dabbs Business Scholarship was established in December 1990 by a family member in memory of Mrs. Dabbs who owned and operated Dabbs Florist in Reidsville. The scholarship will be awarded to traditional students graduating from a Rockingham County high school on the basis of service, dedication, and participation in school and community activities. Recipients must (1) graduate in the top 25 percent of their senior class; (2) plan to major in a business curriculum; and (3) demonstrate a true desire to better themselves through education. If two candidates are equally qualified, financial need will be considered. The scholarship is renewable for a second year if the recipient maintains a 3.0 average.

Dickerson-Blankenship Scholarship

The Dickerson-Blankenship Scholarship was established in February 1991 in memory of James Wesley "Buddy" Dickerson, Thelma Davis Dickerson, Cecil Norman Blankenship and Syble Allison Blankenship and in honor of their families. Scholarships will be awarded to students with a 2.0 GPA who have been active in school, church, and/or community service organizations. Students may be enrolled in any program of study and demonstrate a desire to better themselves through education. The scholarship is renewable if the required GPA is maintained.

Duncan P. Dixon, Jr. Memorial Scholarship

Duncan Dixon was a mathematics instructor at Rockingham Community College when the college opened in 1966 and taught here for eleven years. Friends and fellow faculty members established this scholarship in July of 1998 in memory of the contributions to the college and the teaching profession that Duncan made. Recipients of the award must have a 2.75 GPA, be from any geographical area and enrolled in any program leading to a degree or diploma. The scholarship is renewable for a second year if the required GPA is maintained.

Ida Hauser Duncan Scholarship

Dr. Dorothy M. Haith of Perry, Georgia and formerly of Reidsville, NC, established this scholarship in 2011 to honor Mrs. Duncan who was a teacher of social studies and business at Reidsville's Washington High School from 1938 to 1958. Mrs. Duncan took a deep interest in teaching her students more than academics. As a student who benefitted from Mrs. Duncan's mentoring and encouragement and as an enthusiastic believer in higher education herself, Dr. Haith established this scholarship to express appreciation for the positive influence Mrs. Duncan had on her life and many others. Recipients of the scholarship will be seniors graduating from Reidsville Senior High School who are enrolled full-time in any RCC program of study leading to a degree or diploma. Duncan Scholars will demonstrate good character, a sincere desire for education and financial need. Recipients must have a minimum 2.25 grade point average and show academic promise for completing their course of study at RCC. This scholarship is renewable for up to two additional years of study if the recipient continues to make the required academic progress.

Emily Rothrock Durban Scholarship

This scholarship was established in October 2004 by family members of Mrs. Durban a resident of Reidsville, NC. The scholarship was established in celebration of her 85th birthday to recognize her lifelong commitment to education and to helping students. Emily's family hopes that her legacy of caring and encouragement will continue through this scholarship. Durban scholarships will be awarded to non-traditional aged students enrolled in any area of study who demonstrate financial need. The scholarship may be renewed for a second year.

Alice and John Dyer Scholarship

The children of Alice and John Dyer established this scholarship in 1998 to express love and admiration for their parents who were life-long residents of Eden, NC. The establishment of this scholarship is meant to show appreciation for their mother's and father's continual love, guidance, tenderness, dedication, and patience. Recipients will be full-time students; residents of Rockingham County; have a minimum GPA of 2.75; and be enrolled in a technical or vocational curriculum. Financial need will be considered in awarding this scholarship that is renewable for a second year if the required GPA is maintained.

Eden Business Scholarship

The Eden Business Scholarship was established in 1996 by local businesses to assist and encourage Morehead High School graduates in their pursuit of business careers by providing financial support associated with the cost of attending Rockingham Community College. This scholarship will be awarded to Morehead High School graduates (both traditional and non-traditional) who are full-time students in the college transfer program for the business curriculum. The recipient must have achieved at least a 2.75 Morehead High School GPA, have demonstrated a true desire to better themselves through education and have been a well-rounded student who participated in school and community activities. The scholarship is renewable for a second year if the student maintains a 3.0 RCC GPA.

Martha Jacobs Eula Endowed Scholarship

The Martha Jacobs Eula Endowed Scholarship was established in November 1989 through a bequest made by Mrs. Eula. It was Mrs. Eula's dedication to education and her experience in RCC art classes that prompted her to include this scholarship in her will. This scholarship is to be awarded to a student studying in the arts field. There are no geographical restrictions on residency and financial need is a consideration for making this award.

Harry M. Fitz Scholarship

Mr. Ted Haapala of Eden, NC, created this scholarship in memory of his father-in-law, Harry M. Fitz. Mr Fitz served as the Assistant Superintendent of Property at the University of New Hampshire from 1947 to 1969. He achieved this position without the benefit of a college education. It was Mr. Fitz's support and encouragement that led Mr Haapala to complete his own college degree as a non-traditional student. Mr. Haapala's appreciation of his father's-in-law encouragement led him to establish this scholarship in his memory. Scholars will be non-traditional students enrolled in information technology programs. Recipients must have a minimum 2.8 GPA, be enrolled full-time, and demonstrate financial need,.

Fitz-Haapala Scholarship

This scholarship was established in March 2004 by Theodore E. and Gloria F. Haapala of Eden, NC in memory of their parents Eino and Aili Haapala and Harry and Della Fitz, who valued education and training beyond high school. Recipients will be non-traditional age students enrolled full time in allied health programs, child care provider programs, or the machinist program. They must have a GPA of 2.8, and demonstrate financial need. This scholarship is renewable for additional years, if the required GPA is maintained.

The Kempson Ellington and Thelma Heggie Freeman Memorial Scholarship

The Kempson Ellington and Thelma Heggie Freeman Memorial Scholarship was established in 1996 through a bequest from the Freemans' estate. As residents of Rockingham County, the Freemans knew the value of Rockingham Community College and its ability to provide students with a quality education. Scholarships will be made to residents of Rockingham County who desire to better themselves through education. Students must have a 2.5 GPA to qualify for a scholarship and scholarships are renewable for additional years if the required average is maintained.

Jerry L. Frye Scholarship

An intense interest in and dedication to education led Faye Frye and her sons, Matt and Chris of Stoneville to endow a scholarship in her husband's and their father's name. Recipients of this scholarship will be high school seniors from the Stoneville attendance area of the Rockingham County School system. Scholars may be enrolled in any area of study and financial need will be considered if two or more students are equally qualified. The scholarship is renewable for a second year if the student maintains a 2.75 GPA.

Futch Family Scholarship

This scholarship was established in 2006 by Nat and Peggy Futch of Stokesdale. Through their volunteer activities the couple became acutely aware of the county's need for quality child care and of RCC's excellent early childhood education program. Futch Family Scholars will have a minimum 2.75 GPA, demonstrate financial need and be enrolled in the early childhood education program. Preference will be given to Rockingham County residents and the scholarship is renewable for additional years of study if satisfactory academic progress is made.

Garrett Endowed Scholarship

The Garrett Scholarship was begun by Mr. and Mrs. John W. Garrett, III in March 1991. This scholarship will be awarded to a Reidsville High School student who graduates in the top third of their class. The scholarship is renewable for a second year if the recipient maintains a "B" average.

Gillie Memorial Scholarship

The Gillie Memorial Scholarship was begun in December 1989 in memory of Garland Kemp Gillie, Sr., as a tribute to his willingness to help others whenever possible and in memory of Garland Kemp Gillie, Jr., in recognition of his interest in education and his respect for academics. This scholarship will be awarded to students from Rockingham, Stokes, or Caswell Counties on the basis of service, dedication, and participation in school and community activities. Recipients should (1) graduate in the top 25 percent of their high school class, (2) plan to major in the liberal arts, and (3) demonstrate a true desire to better themselves through education. If two or more applicants appear to be equally qualified, financial need of the applicant will be the determining factor.

Sergeant Carter Lee Graves Memorial Scholarship

This scholarship was established in October 1994 by retired Command Sergeant Major Perry G. Graves, Sr. of Reidsville, NC, in memory of his brother, Carter, who was a young soldier killed in action in the Vietnam conflict in 1969. It was Carter's deep belief in the value of education, freedom and equal justice that led his brother to establish this scholarship. This scholarship will be awarded to students residing in Rockingham County with preference to residents of Reidsville and African-American students. Eligible students must have a 2.75 GPA and be enrolled in any program of study leading to a degree, diploma or certificate, and is renewable for a second year of the students maintains a 2.75 GPA.

Gray-Truslow Scholarship

The Gray-Truslow Scholarship was begun in November 1989 to honor Caroline (Tine) Gray Truslow's parents, the late Dr. and Mrs. Eugene Price Gray of Winston-Salem, NC, and to acknowledge the advantages she and her husband, Dr. Roy E. Truslow, have been fortunate enough to enjoy and want to share with others. The only requirement the recipient must meet is to have a desire to better himself through education. This scholarship does not have any geographical restrictions, scholastic requirements, or designated field of study. The award may be made to either a first- or second-year student at RCC.

Margaret E. Griffin Scholarship

Margaret Griffin taught speech communications and English at RCC for thirty years as a professor in the Humanities Department. She created this scholarship in December 2007 to honor the many special students she taught during her career here. Griffin Scholars must demonstrate financial need and have a minimum 2.75 GPA. Recipients may be full- or part-time students and preference will be given to students planning to major in speech communication or English.

Eino J. Haapala Scholarhsip

This scholarship was established by Mr. Theodore Haapala of Eden in memory of his father, Eino, who was a certified public accountant and the first in his family to attain formal education beyond high school. As the beneficiary of a quality education, Mr. Haapala acquired the knowledge and expertise to become a partner in a CPA firm and then later to own his own firm. Haapala Scholars will be non-traditional age students enrolled in information technology programs. They must have a 2.8 GPA, be enrolled full-time and demonstrate financial need.

The Haapala Family Scholarship

The Haapala Family Scholarship was established in February 2012 by Theodore E. Haapala of Eden, NC and the Gloria F. Haapala Family Trust. The Haapala family created this scholarship to assist good students who may encounter unexpected difficulties that might prevent them from continuing their education without some assistance. Scholarship recipients will be students in good academic standing, enrolled in any program leading to a degree or diploma who have encountered unexpected financial hardships that might jeopardize the completion of their program. Haapala Family Scholars must have a minimum 3.0 grade point average and demonstrate financial need. Recipients will be selected during the fall semester for a spring semester award. This scholarship is available for one semester and is not renewable.

Gloria F. Haapala Scholarship

This scholarship was established in January 2007 by Theodore E. Haapala of Eden, NC and his children, Mark and Mary-Ellen. It is in memory of Gloria Fitz Haapala, a former educator, teacher and literacy tutor who believed in the value of education and continuing one's education beyond high school. Gloria F. Haapala Scholars will be non-traditional age students enrolled in education or allied health programs. Recipients must have a 2.8 GPA, be enrolled full time and demonstrate financial need. This scholarship is renewable for additional years of study if a recipient maintains the required GPA and is making satisfactory academic progress.

Dorothy M. Haith Scholarship

Dorothy Haith was a native of Reidsville, NC and a graduate of Reidsville's Washington High School. She went on to earn her doctorate in information services. As an enthusiastic believer in higher education and in appreciation for the quality education she received in Reidsville City Schools, Dr. Haith established this scholarship to help make a difference in the lives of students in her hometown through education. Scholarship recipients will be seniors graduating from Reidsville High School who are enrolled full-time in any RCC program of study leading to a degree or diploma. Haith Scholars will demonstrate a potential for success in higher education but are not necessarily at the top academic levels that would qualify them for merit awards. Recipients will demonstrate financial need. This scholarship is renewable for up to two additional years of study if the recipient continues to meet the scholarship's requirements.

Hance Second Chance Scholarship

The children of Laconla "Toby" Hance and their spouses established this scholarship to honor the memory of a man who believed in the value of and the need for education. This scholarship is designed to assist those who need a "second chance" to get the education required to improve their lives. Hance Scholars will be residents of Rockingham County who are returning to school after a time away from education. Recipients may be enrolled in any area of study leading to a degree, diploma or certificate. They may be enrolled either full- or part-time and must demonstrate financial need. There is no minimum GPA required to qualify for this scholarship, but recipients must maintain a 2.5 or better GPA after their first semester of study.

Robert A. Harris Scholarship

This scholarship was established in December 1997 by friends of Robert Harris of Eden to recognize his many contributions to Rockingham Community College as a trustee and member of the RCC Foundation Board of Directors. Recipients will be residents of Rockingham County studying in any area leading to a degree or diploma. Harris Scholars will be high school seniors who have a 2.75 GPA and demonstrate financial need. The scholarship is renewable for a second year if this GPA is maintained.

Maude C. Heffner Memorial Scholarship

This scholarship was established through a bequest made by Ms. Heffner and may be awarded to students enrolled in any program leading to a degree or diploma. Recipients must demonstrate financial need and maintain a "C" average. This scholarship is renewable if a "C" average is maintained.

Dorothy and Jesse Helms Scholarship

The Marion Bagwell family of Reidsville, NC created this scholarship to honor Senator Jesse Helms and his wife Dorothy. Senator Helms began his career in newspaper journalism before entering the radio and television broadcasting fields. He then entered politics and represented North Carolina in the United States Senate from 1972 to 2002 and served as Chairman of the Senate Foreign Relations Committee and the Agriculture Committee. This scholarship will be awarded to full-time students in the college transfer program with a 3.0 GPA who are interested in pursuing a career in journalism.

Hickman-Mitchell Memorial Scholarship

The Stoneville, North Carolina Rotary Club established the Hickman-Mitchell Scholarship in June 1998 in memory of Powell Hickman and Elizabeth Mitchell, residents of Stoneville who were killed by the tornado that struck the area on March 20, 1998. Club members felt that by creating a scholarship in memory of the retired farmer and young schoolteacher that something good could come out of the tragedy. Recipients of the scholarship must have a 3.0 GPA and be from the Stoneville attendance zone in the Rockingham County School system. Scholars may be enrolled in any area of study that leads to a degree or diploma and the award is renewable for a second year if the GPA is maintained.

The Betty P. and William G. Holland Scholarship

This scholarship was established by Mrs. Betty Holland of Reidsville, NC and became endowed in June 2010. As an employee of Rockingham Community College for over 36 years, Mrs. Holland had an opportunity to see first-hand what access to education beyond high school could do for students. During their forty-two years of marriage, Betty and her husband, Bill, quietly helped many people with funds for various needs. As an expression of her high regard for education and her confidence in RCC to provide students with a quality experience, Mrs. Holland established this scholarship as a way to continue her and her late husband's care and concern for others. Holland Scholarships will be awarded to students who graduate from a Rockingham County high school; demonstrate financial need; have a 3.0 grade point average; and are enrolled in an allied health program.

Home Builders Association of Rockingham County Scholarship

This scholarship was established in 1988 by the Rockingham County Chapter of the Home Builders Association and is awarded to a Rockingham County resident who is a high school graduate and has maintained a "C" average. Preference will be given to students in vocational programs related to the building industry. Recipients must demonstrate financial need.

Patty Hoskins Memorial Education Scholarship

This scholarship was endowed in August 1994 by Mr. and Mrs. James R. Walker of Eden, NC. Mrs. Walker established the scholarship in memory of her daughter, Patty who was an outgoing young woman who loved people, animals of all kinds and life in general. Recipients of this scholarship will be college transfer students majoring in education with the intent to teach with a GPA of 3.0 or better. Financial need will be considered.

Mary Sue Hutcherson Memorial Scholarship

The Mary Sue Hutcherson Memorial Scholarship was established in 1999 by her niece, Mrs. Ethylanne H. Burch of Reidsville. Mrs. Hutcherson was a loving and talented nurse whose career at Reidsville's Annie Penn Hospital spanned over 30 years. Hutcherson Scholars must have a 2.75 GPA and be enrolled in an allied health program. Scholastic merit and financial need will be considered and the scholarship is renewable for a second year if the required GPA is maintained.

Dee and Gerald B. James Scholarship

Named for Rockingham Community College's founding President and his wife, this scholarship provides funds for students interested in bettering themselves through education. The scholarship is awarded to residents of Rockingham County on the basis of scholastic achievement. Students may be enrolled in any area of study and financial need is not a requirement.

Virginia Jett Scholarship

This scholarship is given by the First Presbyterian Church of Reidsville in memory of Virginia Jett, who was a lifelong resident of Reidsville. The annual scholarship(s) will be awarded to a student(s) from Rockingham County.

Anne Simpson Jones Memorial Scholarship

This scholarship was established in memory of Anne Simpson Jones by her son, Robert Jones. Mrs. Jones was an active participant of several fine arts activities and the scholarship is available to a resident of Rockingham County who plans to enroll in the Fine Arts Associate Degree Program.

Elizabeth S. "Sears" Jones Memorial Nursing Scholarship

This scholarship was established in October 2000 by gifts from friends and her son, John Paul Jones, VI of Ruffin, NC. Elizabeth "Sears" Jones loved nursing. The scholarship honors her commitment to the nursing profession and the professional and caring way she carried out her duties. Jones Scholarships will be awarded to second-year students in the Associate Degree nursing program with a proven commitment to the nursing profession, a 3.0 GPA and who demonstrate financial need.

Gena Leigh Joyce Memorial Scholarship

This scholarship was given by the parents of Gena Leigh Joyce. Gena was a high school senior at the time of her death who planned to attend Rockingham Community College the next fall. The recipient of this scholarship must be a resident of Rockingham County, in the top 10 percent of their graduating high school class, enrolled in the College Transfer program and demonstrate financial need. This scholarship is renewable for a second year if a "B" average is maintained.

Joseph Hardin and Hettie Shaffer Joyce Scholarship

Mr. Joyce was a farmer in Stoneville and his wife was a homemaker. Their son, Hardin Sylvester Joyce of Thomasville, established this scholarship in November 2010 in their loving memory and as a way to help make education accessible to everyone. Joyce Scholars will be residents of Rockingham County who are enrolled in any RCC program leading to a degree or diploma. Recipients must have a 3.0 grade point average and demonstrate financial need. The scholarship is renewable for a second year if the required grade point average is maintained.

Robert C. Keys Leadership Scholarship

This fund was established in November 2010 by colleagues and friends of Dr. Robert C. Keys upon his retirement as the third president of Rockingham Community College. Throughout his career, Dr. Keys emphasized student development and training outside the classroom as well as classroom preparation. Through this scholarship, Dr. Keys hopes to encourage, recognize and reward students who have chosen to make a positive difference on the campus and in the community through sharing their leadership skills and talents. Recipients will be full-time students who, generally, have graduated from high school within the last five years and have completed a minimum of 24 hours of coursework at RCC. In addition to being good students in the classroom, Keys Scholars will be actively involved in college life outside of the classroom. This merit-based award will recognize hard work and campus involvement with no requirements of financial need. Preference will be given to residents of Rockingham County. The award is for one year of study and recipients may be enrolled in any area of study leading to an associate degree.

E. Lee and Vivian P. Kimbro Scholarship

Mr. and Mrs. Lee Kimbro, who were natives and longtime residents of Reidsville, established this scholarship in 1999 to assist deserving students with a financial need in furthering their education beyond high school. Recipients must be residents of Rockingham County; have a minimum 2.5 GPA; be enrolled in a vocational program; and demonstrate a willingness to better themselves through education. The scholarship is renewable for a second year if the required GPA is maintained.

Edna Price King Memorial Scholarship

This scholarship was established in memory of Edna Price King by her husband, Elwood King, and her sons. This scholarship will be awarded to a Reidsville resident or a Rockingham County resident who plans to enroll in the Nursing Program at Rockingham Community College. The recipient must also demonstrate financial need.

Emily Patterson Kinlaw Memorial Scholarship

This scholarship was established in memory of Emily Patterson Kinlaw who was the daughter of John Kinlaw and Susan Thompson. The recipient must be a Rockingham County resident and a graduate of Rockingham County Senior High School or Reidsville Senior High School. The recipient must demonstrate financial need and have a "B" average. This scholarship is renewable if the student maintains a "B" average.

Frank and Marion Lane Scholarship

The Lanes valued education and training for life's work and continual self-improvement. Mrs. Lane established this scholarship in December 2005 to honor her late husband's dedication to the community and to give back to her hometown of Reidsville. Lane Scholars will be residents of Rockingham County for two or more years; enrolled in any program of study leading to a degreee or diploma; have a minimum 2.5 GPA; and demonstrate financial need. The scholarship is renewable for additional years of study if satisfactory academic progress is made and the required GPA is maintained.

Leaksville High School Class of 1952 Scholarship

Alumni of the Leaksville High School Class of 1952 established this scholarship at their 45th class reunion in December of 1997. The class chose to create this scholarship to assist and encourage Morehead High School graduates who are full-time students in RCC's college transfer program. Recipients must have a 2.75 Morehead High School GPA, have demonstrated a desire to better themselves through education and have been a well-rounded student who participated in school and community activities. The scholarship is renewable for a second year if the student maintains a 3.0 average.

H. Maud G. Lemons and Wade W. Lemons Memorial Scholarship

This scholarship was established by a bequest made by the late Maud G. Lemons. Annual scholarships will be awarded to students graduating from McMichael High School in western Rockingham County. Maud Lemons served as a school teacher for 46 years, the majority of which was spent in the Madison-Mayodan city school system.

C.P. "Casey" Lewis, Jr. Memorial Scholarship

In October 1997, Mrs. Margaret Seaks Lewis of Reidsville established this scholarship in honor of her husband, Dr. C.P. "Casey" Lewis, Jr. She created this scholarship to recognize his high regard for education and to honor his service as a physician to their community. Students with a 2.75 GPA who are enrolled in any program of study leading to a degree or diploma are eligible for this scholarship. Recipients will demonstrate financial need and the scholarship is renewable if a 2.75 GPA is maintained.

Dr. Robert Long Endowed Scholarship

The Dr. Robert Long Scholarship was begun in December 1989 by family friends to honor Long on his 60th birthday. Dr. Long joined the staff of RCC in 1968. He served the college in various capacities including Vice President for Instruction from 1980 until his retirement in 1983. This scholarship will be awarded to a student studying Office Systems Technology. The recipient must be a citizen of Rockingham County and preference will be given to students from the Mayfield Community. Financial need is a consideration but not a requirement. The recipient must maintain a "C+" average to continue receiving the scholarship.

John D. Love Family Scholarship

This scholarship was established in February 1994 by Mrs. Dorothy Love of Reidsville in memory of her husband, John, and in honor of her family. Recipients must be students in the business technology area with plans to attain an associate degree or transfer to a four-year institution to major in business. Students must be a resident of Rockingham County and have a 3.0 GPA. Financial need will be considered.

Rachel Creech Lufty Scholarship

Mrs. Lufty established this scholarship in October 1994 to honor the memory of her parents, J. Rufus and Rachel Jones Creech of Johnston County, NC. It was her parents' deep belief in the value of education, their commitment to ensuring that young people had access to education and their concern for the general welfare of all citizens that led Mrs. Lufty to create this scholarship. Recipients must be permanent residents of Rockingham County and be between the ages of 17 and 20 years of age when applying for the scholarship. Lufty scholars must have a 3.0 GPA, be enrolled in any area of study leading to a degree or diploma and demonstrate financial need.

Elizabeth H. and Joseph G. Maddrey Scholarship

The Elizabeth H. and Joseph G. Maddrey Scholarship was established in December 2011 by Elizabeth and Joseph Maddrey of Eden, NC. Mr. Maddrey, a practicing attorney in Eden, and Mrs. Maddrey, a former educator and civic volunteer, both value the importance of an education. This scholarship will be awarded to seniors graduating from Morehead High School who are enrolled full-time in an RCC program of study leading to an Associate Degree. Maddrey Scholars will demonstrate good character, and a sincere desire for education. Recipients must have a minimum 3.0 grade point average and show academic promise for completing their course of study at RCC. The award is renewable for one additional year of study.

Michael W. Mansfield Scholarship

Mr. and Mrs. William T. Mansfield established this scholarship in honor of their son Michael, an alumnus of RCC, and in appreciation for the quality education that he received here. This scholarship reflects Michael's interest and accomplishments in the computer field. Michael Mansfield scholars will be enrolled in the Computer Information Technology program or in a vocational field related to manufacturing. Recipients must have a 2.75 GPA and demonstrate financial need. Partial scholarships are available to students enrolled less than full-time.

Steven G. Mansfield Scholarship

The Steven G. Mansfield Scholarship was created by Mr. and Mrs. William Mansfield, in honor of their son Steven, an alumnus of RCC, and in appreciation for the quality education he received here. Steven's interest and accomplishments in the engineering field and his wife Tara's involvement in early childhood education are reflected in this scholarship. Recipients of the Steven Mansfield scholarships will be enrolled in the college transfer program, with a preference for those majoring in engineering fields or the early childhood education program. Recipients must have a 2.75 GPA and demonstrate financial need. Partial scholarships will be available to students enrolled less than full-time.

Gail P. Martin Scholarship

The Marion "Mike" Bagwell family established the Gail P. Martin Scholarship in honor of Mrs. Martin who served as Mr. Bagwell's assistant at Isometrics, Inc. from 1965 until Mr. Bagwell's death in 1993. The family wanted to honor Mrs. Martin's professional and personal commitment to her work and to express appreciation for her loyalty as an Isometric employee. Martin scholars will be residents of Rockingham County who are enrolled in an associate degree or college transfer program. Recipients must have a 3.0 GPA and preference will be given to students with financial need and/or have family members employed by Isometrics, Inc. The scholarship is renewable for a second year if the required GPA is maintained.

Howard R. McMichael Athletic Scholarship

This scholarship was established at RCC in August 2000 by friends and family members in memory of Howard who was a devoted sports fan and athlete himself. A lifelong resident of Reidsville, NC Howard had a zest for life that was evident to all. One of his greatest loves was collegiate athletics and this scholarship was created to assist student athletes in their quest for an education. Student athletes at RCC may be enrolled in any qualified program of study and demonstrate a commitment to both the classroom and their sport, and demonstrate financial need. The scholarship is renewable for a second year if the required GPA is maintained.

Darlene Meacher Memorial Scholarship

This scholarship was established in May 2000 by Mr. and Mrs. Ray E. Meacher of Reidsville and was created as a tribute to Ray's daughter, Darlene, who died at the age of seven of complications from Hurlers Syndrome. As an affirmation of their respect for education, the Meachers established this scholarship on the occasion of their 25th wedding anniversary. Recipients of the scholarship will be enrolled in the Associate of Science Program with plans to transfer to a senior institution. Students must have a 3.0 GPA and demonstrate financial need. The scholarship is renewable for a second year if the GPA is maintained.

Elizabeth "Beth" Webster Mitchell Memorial Scholarship

Residents of Rockingham County along with family and friends of "Beth" Mitchell established this scholarship in May 1998 in her memory after she lost her life in the tornado that struck Stoneville on March 20, 1998. This scholarship recognizes Beth's inspirational spirit which she shared with all around her including her students and fellow teachers at Stoneville Elementary School where she had taught for two years. Recipients of the award will be studying in the humanities area with preference being given to students from western Rockingham County or those planning working in some aspect of education. Students must have a 2.75 GPA and demonstrate financial need. The scholarship is renewable for a second year if the minimum GPA is maintained.

J. Hilton Monsees Memorial Scholarship

Mr. Monsees served in World War II as a flight chief on B-24 bomber planes and upon returning to civilian life he served for 42 years as a member of the Reidsville Fire Department, with 25 of those years as chief. He founded the Combat Airmen of WWII and this scholarship was created in November 2005 to honor the life of a man committed to serving others. Monsees Scholars will be residents of Rockingham County; maintain a 3.0 GPA; be a descendant of either a United States military veteran or a member of a fire department in Rockingham County. Scholars will demonstrate financial need and the scholarship is renewable if academic requirements are met.

Bernice Penn Moore Endowed Scholarship

The Bernice Penn Moore Endowed Scholarship was established by Mrs. Moore to promote the value and access to education for residents of Rockingham County. Recipients must be a resident of Rockingham County with preference being given to residents of Reidsville. The scholarship is renewable for a second year if a "B" average is maintained.

Walter H. and Marilyn M. Moore Scholarship

Walter "Bullet" Moore was a beloved dentist in Reidsville and Marilyn is an active homemaker. As committed community members, the Moores were involved with many civic organizations and causes. Mrs. Moore established this scholarship in March 2007 as a way to give back to her community and help others reap the benefits of education. Moore Scholars will be Reidsville residents who are enrolled full-time in any program of study leading to a degree or diploma; demonstrate financial need; and have a minimum 3.0 GPA. Scholarships are renewable for additional years of study if academic requirements are met.

Morehead Memorial Hospital Auxiliary Allied Health Scholarship and Loan Fund

The Morehead Memorial Hospital Auxiliary established this scholarship in August 2006 to help fund the education of students who would become the excellently trained, skilled health care professionals that are central to Morehead's goal of providing the best patient care possible. These scholarships will be awarded to Rockingham County residents enrolled full-time in a qualified allied health program with a minimum 3.0 GPA and financial need. The scholarships are renewable for additional years of study if academic requirements are met. Recipients will agree to work at Morehead Memorial Hospital for a minimum of one year following graduation. The scholarship reverts to a loan to be repaid if certain criteria are not met. See the director of Financial Aid for additional details.

Jack Howard Murphy Scholarship

This scholarship was established in 2006 from the estate of Jack Howard Murphy. It is to be awarded to students in financial need who maintain above-average grades and are pursuing a degree in medical care.

William Worth Murphy Scholarship

This scholarship was established in 1969 by Dr. and Mrs. Roy Truslow of Reidsville to honor Mrs. Truslow's stepfather. This scholarship is awarded to a Rockingham County resident planning a career in nursing or a related medical field. Students must demonstrate a financial need and maintain a "C" average.

Margaret J. Murray and Martha E. Murray Scholarship

The children of Clay and Margaret Murray established this scholarship in memory of their mother and of their sister, Martha Murray in March 2007. Margaret Murray, a career English teacher, taught classes at RCC in her retirement and Martha received an associate degree in horticulture technology and later taught classes in RCC's horticulture program. Both women valued the role of the college in the community. Murray scholars will be majoring in English, teaching, creative writing or horticulture and have 3.0 GPA. Recipients must demonstrate financial need and may be enrolled either full- or part-time. Scholarships are renewable if satisfactory progress is being made.

Thomas Graves Nelson Memorial Scholarship

This scholarship was begun in March 1993 by William Nelson, III and his wife, Anne, in memory of Will's brother Tommy. The Nelsons established this scholarship as a tribute to Tommy and as an expression of the Nelson family's commitment to higher education, to Rockingham County and to RCC. Qualified recipients of the scholarship will be graduates of a Rockingham County high school who plan to study in the college transfer curriculum and transfer to a senior institution to complete a four-year degree. Recipients must have a 2.75 GPA and demonstrate financial need. Preference will be given to graduates of Morehead High School in Eden.

The Dollibelle Gregory Newnam Memorial Scholarship

The Dollibelle Gregory Newnam Memorial Scholarship was established by her sister, Mrs. Franklin Oakley of Reidsville. The scholarship will be awarded to students from Rockingham County in their second year of study in the business technologies area who are intent upon completing their associate degree at RCC.

Nolen-Snodderly Memorial Scholarship

This scholarship was given by Don and Lorene Snodderly of Stoneville. The recipient of this scholarship must be a resident of Rockingham County and preference will be given to graduates of Morehead High School in Eden, NC and McMichael High School in Western Rockingham County. The recipient must be enrolled in either the Associate Degree Nursing program or Horticulture Technology and must maintain a "B" average after the first semester of enrollment. This scholarship may be renewed for a second year if the student maintains a "B" average.

John A. Overby Memorial Scholarship

A special project commemorating the 50th Anniversary of Short Sugar's Drive-In in Reidsville, NC established the John A. Overby Memorial Scholarship. Johnnie Overby was one of the original owners of Short Sugar's and was involved with the youth of Rockingham County all his life. This scholarship was established to honor and continue Overby's interest in the young people of this county. Recipients will be enrolled for a minimum of six (6) credit hours in any of area of study leading to a degree or diploma. Scholars must have a 2.75 GPA and be well-rounded students participating in school and community activities. Preference will be given to employees of Short Sugar's or their children. Financial need will be considered and the scholarship is renewable for a second year if the required GPA is maintained.

N. Jerry and Mary Owens Scholarship

The N. Jerry and Mary Owens Scholarship was established in 1996 by the trustees of Rockingham Community College, RCC faculty and staff, the RCC Foundation and area citizens to honor Dr. Owens' retirement as the second president of Rockingham Community College. This scholarship will be awarded to residents of Rockingham County enrolled in any course of study leading to a degree or diploma. Recipients must have a 2.5 GPA or better and demonstrate financial need. The scholarship is renewable for a second year if the required GPA is maintained.

Veronica Estelle Pittman Memorial Scholarship

As a 2007 graduate of RCC's Respiratory Therapy program, Veronica Pittman was appreciative of the training she received and loved her new profession. She found working in the emergency department particularly rewarding. Veronica was committed to helping others, whether through kind acts like tutoring fellow students or the comfort she was able to offer her patients. Pittman Memorial Scholars will be second-year, non-traditional students who demonstrate financial need. Preference will be given to students in the Respiratory Therapy program and to students who have volunteered time providing health care services. Pittman Scholars do not have to have a minimum GPA to qualify for the scholarship, but must maintain a 2.75 GPA to retain it.

Charles Benton Pratt, Sr., and Clara Jones Pratt Scholarship

This scholarship was established in March 2006 through a bequest from the estate of Marguerite Pratt Chapman of Madison, NC who valued education and training for one's life work. Her wish was that recipients benefit from the opportunities made available through educational achievement. Pratt Scholars will be either full- or part-time -students enrolled in any program of study leading to a degree or diploma who demonstrate academic ability and financial need. The scholarship is renewable for additional years of study if the recipient is making satisfactory academic progress.

C. Garland Rakestraw Scholarship

The C. Garland Rakestraw Scholarship was established in February 2012 with a gift from Garland Rakestraw of Stoneville, NC. Through his service on the RCC Foundation board of directors and the College's board of trustees, Rakestraw saw firsthand the positive impact that RCC had on individual students and the county as a whole. As a businessman, Rakestraw wanted to give something back to the communities that helped make his business a success. Scholarship recipients must have a 2.5 grade point average and be residents of Rockingham or Stokes County. They may be enrolled in any area of study leading to a degree or diploma. Rakestraw Scholars must demonstrate financial need and a desire to better themselves through education. This scholarship is open to full-and part-time students. Awards to part-time students will be made on a pro rated basis. The scholarship is renewable for a second year if the required gpa is maintained.

Garland and Ann Rakestraw Scholarship

This scholarship was established in July 2002 with a gift from Garland and Ann Rakestraw of Stoneville, NC. Through his service on the RCC Foundation board of directors and the college's board of trustees, Garland saw firsthand the positive impact that RCC had on individual students and the county as a whole. The Rakestraws wanted to do something to make the education available to anyone who wanted additional training. Recipients must have a 2.75 GPA and be residents of Rockingham or Stokes County, be enrolled in a program of study leading to a degree, diploma or certificate, and demonstrate financial need. The scholarship is renewable for a second year if the required GPA is maintained.

Gladys Leon Rakestraw Memorial Scholarship

This scholarship was established in June 1994 by Miss Rakestraw's sisters, Marie Rakestraw Irving and Helen Rakestraw Tuttle, both of Stoneville, NC. This scholarship is intended to recognize Miss Rakestraw's commitment to teaching as evidenced by her thirty years as a second grade teacher and her desire to make education accessible to all who wanted to learn. Recipients must reside in Rockingham County, have a 2.85 GPA, demonstrate financial need and be enrolled in any area of study at RCC.

William Alexander Rankin and William Alexander Rankin Jr. Memorial Scholarship

This scholarship was created by Mrs. Lucy Rankin in 1972 to memorialize her husband, William Alexander Rankin and her son, William Alexander Rankin, Jr. Preference will be given to graduates of Rockingham County Senior High School. Applicants may be enrolled in any program at RCC and must demonstrate financial need.

Obaid U. Rehman Memorial Scholarship

This scholarship was established in March 2001 by his brother and sister-in-law, Dr. and Mrs. Najeeb Rehman of Reidsville, NC. Dr. Obaid Rehman was a bright young hematologist and oncologist practicing in Michigan when he convinced his younger brother, Najeeb, to come to the United States from their native Pakistan, to study medicine. Obaid was a mentor and inspiration to his younger brother. Recipients of this scholarship should have a 2.75 GPA and be enrolled in any area of study, with preference given to allied health. Preference should also be given to graduates from a Rockingham County public high school. Scholars must demonstrate financial need and a desire to better themselves through education. This scholarship is renewable for a second year if the required GPA is maintained.

Reidsville High School Class of 1958 Memorial Scholarship

This scholarship was established by class members on the occasion of their 40th Class Reunion on October 3, 1998. Class members began this fund to memorialize classmates who were no longer with them while creating a vehicle to help others wishing to pursue education beyond high school. This scholarship will be awarded to residents of Rockingham County with members of the Reidsville High School Class of 1958 and their descendents receiving preference. Recipients will have a 2.75 GPA and be enrolled in any program of study leading to a degree or diploma. The scholarship is based on merit and need and is renewable for a second year if the GPA is maintained.

Sheila Clifton Rhodes Memorial Fine Arts Scholarship

This scholarship was established in April 2001 by Leota and George Deaton of Stoneville, NC. Sheila Rhodes graduated from RCC in 1995 with an associate degree in fine arts and went on to receive her bachelor degree in fine arts from UNCG in 1997. She was a loving mother, devoted minister's wife and talented artist who fought a courageous battle with cancer. The Rhodes Scholarship will be awarded to students studying in the fine arts with a desire to pursue a career in art. Recipients must have a 2.75 GPA, with a preference given to high school seniors with demonstrated financial need. The scholarship is renewable for a second year if the required GPA is maintained.

Franklin Whitaker Ricks Memorial Scholarship

Franklin Ricks was a businessman from Eden but his interests were not limited to the business/retail world. He was interested in journalism and creative writing. His personal writing composed during his illness inspired others dealing with cancer to continue their fight against the disease. Ricks Scholarship will be awarded to students interested in journalism or creative writing. Recipients may be enrolled either full- or part-time in the college transfer program, demonstrate financial need and have a minimum 2.75 GPA.

C. P. and Ruby Robertson Scholarship

The C. P. and Ruby Robertson Scholarship was established by Mrs. Ruby Robertson in memory of her husband to perpetuate his high regard for education. Recipients will have a "C+" average; demonstrate financial need; be enrolled in any area of study leading to a degree, certificate or diploma; and have a true desire to better themselves through education. The award is renewable for a second year if the student maintains a 2.5 average. Preference will be given to students from western Rockingham and eastern Stokes counties.

Norwood E. Robinson Memorial Scholarship

This scholarship was established in July 2002 with a gift from his wife, Edna A. Robinson of Reidsville, NC. Mrs. Robinson created this scholarship in her husband's memory to acknowledge his high regard for education and to honor his many contributions to improving the quality of life in Reidsville. Robinson Scholars must have a 2.5 GPA and be enrolled in any area of study leading to a degree or diploma. Scholars must demonstrate financial need and a desire to better themselves through education. The scholarship is renewable for a second year if the required GPA is maintained.

Rockingham County Retired School Personnel Scholarship

Members of the Rockingham County Retired School Personnel group began awarding scholarships to students in 1978. Funded by various fund raising events and contributions from the organization's members, the scholarship was awarded to graduating seniors from the county's high schools to attend the college of their choice. In 2007 the group decided to endow their scholarship with the RCC Foundation to serve as a lasting memorial to its members. Recipients of the RCRSP Scholarship will be current seniors in a Rockingham County high school; have a minimum GPA of 3.0; be enrolled full-time in the college transfer program with plans for entering the field of education; and demonstrate financial need.

Hubert W. Safriet Scholarship

Friends and family members of Mr. Hubert W. Safriet of Reidsville, NC established this scholarship in December 1998. It was created in honor of Mr. Safreit to recognize his many contributions to the Reidsville community, Rockingham County, the banking profession and his church. Mr. Safriet was a man with a history of helping others and through the legacy of this scholarship, will continue his caring tradition. Safriet Scholars will be selected from graduating seniors from Reidsville Senior High School who are enrolled in any area of study leading to a degree or diploma, with a 2.0 GPA and have demonstrated financial need. This scholarship is renewable for a second year if the required GPA is maintained.

Alexander Powell Sands Memorial Scholarship

This scholarship was established in memory of Alexander Powell Sands and is awarded to a resident of Rockingham County. Recipients must have financial need and preference is given to students enrolled in the College Transfer Program and planning to major in an agricultural-related field at a four-year institution. Recipients are eligible for a second-year scholarship if a "B" average is maintained.

Thomas R. "Sonny" Schoolfield, IV Memorial Scholarship

The Sonny Schoolfield Memorial Scholarship was begun in May of 1990 by friends of the Schoolfield family in memory of Sonny Schoolfield who died in a boating accident at the end of his junior year in college. This scholarship will be awarded to a North Carolina resident studying in a technical field. Preference will be given to Burlington Industries employees or their family members. Recipients should demonstrate a strong sense of responsibility and a desire to better themselves through education. If two candidates are equally qualified, then financial need will be considered. The scholarship is renewable for a second year if the recipient maintains a "B" average.

Melody Harris Shropshire Memorial Scholarship

The Melody Harris Shropshire Memorial Scholarship was established in October of 1990 by her husband, Randy, as a tribute to a wonderful wife and mother who was dedicated to teaching and loving children. Students from Rockingham County, NC and Henry County, VA who are planning to enter the teaching profession are eligible. Recipients maintaining a "B" average will be eligible to receive the award for a second year.

Edith A. Small Scholarship

Miss Small was a teacher who established this scholarship through a bequest from her estate in July 1994. She chose to create this scholarship at RCC because she believed in education and this institution's ability to provide students with an education of outstanding quality. Recipients must demonstrate financial need and a desire to better themselves through education. Students must have a 2.0 GPA and priority shall be given to students preparing to enter the nursing or teaching professions.

Sudie V. Small Scholarship

The Sudie V. Small Scholarship was established in 1996 by a bequest from Miss Small's estate. Miss Small, a lifetime resident of the Reidsville area chose to establish the scholarship at Rockingham Community College because she believed in education and the College's ability to provide a quality education. Scholarships will be awarded to students who demonstrate a financial need and a desire to better themselves through education. Scholarships are renewable for a second year if recipients maintain a 2.5 GPA.

Alice Carraway Smith Education Scholarship

As a former teacher, Alice Smith knew of the need for effective and inspiring teachers in the classroom. Inspired herself by the agreement between RCC and Greensboro College to offer education majors the opportunity to complete their four-year degree on the RCC campus, she established this scholarship which will be awarded to full- or part-time students enrolled in the college transfer program who plan to major in education. If a recipient enters the Greensboro College education program offered at RCC, the scholarship will be available to them for an additional two years of study provided other scholarship requirements including financial need, a 3.0 GPA and a commitment to community involvement are met.

John Smith, Jr. Family Endowed Scholarship Fund

This scholarship was established by Mr. John Smith, Jr. in July 2005, to promote educational opportunities for citizens of the United States of America who have resided in Rockingham County for four years before being awarded the scholarship. The scholarship is awarded based on merit, work ethic and experience working in a hospital of nursing home as an LPN, sitter or similar employment capacity. A recipient must be enrolled in RCC's Associate Degree Nursing Program, maintain an acceptable GPA for continuing enrollment in the ADN program and remain in the College as a full time student until the college's requirements for the degree are completed. The recipient must also agree to work in Rockingham County at a hospital or nursing facility for two years after graduation.

Steve Edward Smith Scholarship

This scholarship was established in September 2005 by Mr. Steve Smith of Reidsville, NC. Through his gift, Mr. Smith is hopeful that more students might have the opportunity to experience personal and professional success through education. Smith Scholarship recipients must have a 3.0 GPA and be enrolled in an allied health program. Preference will be given to students in the associate degree nursing program. Recipients must be residents of Rockingham County who are enrolled full time and demonstrate financial need. Scholarships are renewable for a second year if the required GPA is maintained.

Sarah Watt Stokes Memorial Scholarship

The Sarah Watt Stokes Memorial Scholarship was established by her family in January 1991. Eligible recipients are students enrolled in the Criminal Justice Technology Program. The scholarship is renewable if the recipient maintains a "C+" average.

William C. Stokes Memorial Scholarship

This scholarship was established in memory of William C. Stokes, who was one of the original trustees at Rockingham Community College. Recipients must be a resident of Rockingham County and demonstrate financial need. This award is renewable if a "B" average is maintained. Recipients may be enrolled in any program leading toward a certificate, diploma or degree.

Tommy Styer Memorial Scholarship

This scholarship was established in July 2001 by Tommy Styer's parents, Ray and Sara Styer of Reidsville, NC. Tommy was eleven years old when he died as a result of a farming accident. Tommy's parents established this scholarship in his memory to encourage capable students to continue their education. Scholarship recipients must be North Carolina residents studying in a health related field. Preference will be give to students enrolled in the Associate Degree Nursing program and special consideration will be afforded non-traditional students. Students must have a 3.0 GPA and maintain a 2.75 GPA to receive the scholarship the second year. Styer scholars must demonstrate financial need and a desire to better themselves through education.

Clarence Tatum Endowed Scholarship

The Clarence Tatum Endowed Scholarship was established in 1991. Recipients of this scholarship must demonstrate financial need, satisfactory academic progress and may be enrolled in any curriculum program. Preference is given to Western Rockingham County residents.

James Oscar and Margaret H. Thomas Memorial Scholarship

Mrs. Louise Thomas Hornaday of Snow Camp, NC established the James Oscar and Margaret H. Thomas Memorial Scholarship in honor of her parents. Mr. Thomas was an executive with Fieldcrest Mills in Eden and civic leader. Mrs. Thomas was a homemaker and mother to eight children. Mrs. Hornaday created this scholarship in recognition of her parents' passion for education and their commitment to making it accessible to everyone. Thomas Scholarship recipients will be residents of Rockingham County who are enrolled in any program leading to a degree or diploma. Students must have a 3.0 GPA and demonstrate financial need. The scholarship is renewable for a second year if the required GPA is maintained.

The Jimmy and Susan Thompson Scholarship

This scholarship was endowed by James and Susan Thompson of Reidsville in April 2012. The Thompsons have a high regard for education and hope students will use this scholarship opportunity to create a better life for themselves and their families. The Thompson Scholarship is available to students enrolled in any program of study working toward a degree, diploma, or certificate who demonstrate financial need. The scholarship is available to full- and part-time students on a pro rata basis as well as traditional and non-traditional students. Thompson Scholarships are renewable for up to two years for students who maintain a "B" average.

Susan McCoy Thompson Scholarship

James L. Thompson of Reidsville, NC created this scholarship to honor his wife, Susan, who is an instructor in Rockingham Community College's Business Technologies Department. As committed supporters of RCC, Mr. and Mrs. Thompson want to assist the college in making the best educational opportunities available to any who choose to further their education. Thompson Scholars will be residents of Rockingham County and may be enrolled full or part time in Computer Information Technology, Office Systems Technology or Business Administration. The scholarship is renewable for subsequent semesters if the recipient completes all courses in which they were enrolled at the ten percent point of the semester with a passing grade, and maintains a 3.0 GPA.

Elton and Plum Trent Scholarship

The Elton and Plum Trent Scholarship was established by the Trents who have committed themselves to bettering the community of Reidsville where they work and live. Mr. Trent wanted to give back to the community that made his success in the construction business possible. Trent Scholars must be residents of Rockingham County and be enrolled in any program leading to a degree or diploma. They will be selected their senior year in high school, have a 2.75 GPA, demonstrate financial need and be involved in some form of volunteer work. This scholarship is renewable for a second year if the GPA is maintained.

Sadie A. and Grover C. Truslow Scholarship

This scholarship was established by Dr. and Mrs. Roy Truslow of Reidsville in 1966 in memory of Sadie A. and Grover C. Truslow and their family. The scholarship will be awarded to a Rockingham County resident planning to enter the nursing or other medically related field. The recipient will have a "C" average or better and demonstrate financial need.

Scott M. Varner Scholarship

This scholarship was established in March 1992 by Scott's family and friends to affirm his strong belief in education and to acknowledge his deep concern that everyone have access to an education that could lead to their self-fulfillment. The scholarship will be awarded to residents of Rockingham County enrolled in the college transfer program. Preference will be given to volunteer fire fighters in the county or their children who have a letter of recommendation from their area fire chief. Secondary consideration will be given to employees or dependents of employees of the police departments, sheriff's department, emergency medical services or rescue squads who have a letter of recommendation from the appropriate department head. Financial need will be considered and the award is renewable for a second year if a 2.75 GPA is maintained.

Ellen Watkins Scholarship and Emergency Grant Fund

RCC alumna, Ellen Hinson Watkins, endowed this unique combination scholarship and grant fund in May 2001. Ms. Hinson's belief that a person's life is enhanced by education and her desire to assist students in achieving their educational goals led her to create this scholarship and emergency grant fund. Hinson scholars will be enrolled in the college transfer program or a two-year associate degree program in the liberal arts area. Students must have a 3.0 GPA and maintain this average to renew the scholarship for a second or third year if necessary. If two or more applicants are equally qualified, financial need will be considered.

Dorothy Gillie Waynick Memorial Scholarship

This scholarship was established by Mrs. Waynick's son, William Waynick in August 1994. He endowed this scholarship to honor his mother's long-time commitment to education and her wish to help students who had a true desire to help themselves through education. Scholarship recipients will be residents of Rockingham County who plan to enter the nursing or teaching professions. Students must have a 2.75 GPA. Financial need will be considered.

Robert S. Waynick, Jr. Memorial Scholarship

This scholarship was established in January of 1994 by Mrs. Dorothy Waynick of Reidsville in memory of her son, Robert. Recipients of the scholarship must be residents of Rockingham County who are enrolled in the college transfer program. Preference will be given to students majoring in history. Recipients must maintain a 2.75 GPA and financial need will be considered if two or more applicants are equally qualified.

Virginia D. Waynick Memorial Scholarship

This scholarship was established in November 2002 by Virginia Waynick's husband, James F. Waynick of Reidsville, NC. Both Virginia and James considered Rockingham Community College to be a valuable asset to the community and both enjoyed taking courses at the college, she in art and he in electrical technology. Mr. Waynick established this scholarship to honor the memory of his wife and to give deserving students an opportunity to benefit from all that RCC has to offer. Waynick scholarship recipients will have a minimum 2.5 GPA and may be enrolled in any area of study leading to a degree or diploma. They must demonstrate financial need and a desire to better themselves through education. The scholarship is renewable for a second year if the required GPA is maintained.

Wilkins~Van Ness~Felts Memorial Scholarhsip

Edward V. Wilkins, DDS, James Henry Van Ness IV, and William Edward Felts, Jr. were not natives of Reidsville, but all became active, dedicated citizens in their adopted hometown. In addition to being involved and concerned community leaders, these friends were generous men who quietly and without fanfare found ways to help people in need. The wives of these benevolent gentlemen established this scholarship as a way to continue their husbands' legacy of giving and sharing. Scholarship recipients will be residents of Rockingham County with preference given to students from Reidsville. Scholars may be either full- or part-time students enrolled in any area of study leading to a degree or diploma with a minimum GPA of 2.5. Scholars must demonstrate financial need and preference will be given to non-traditional age students. This scholarship is renewable for up to three additional years of study provided the recipient makes satisfactory academic progress.

Ralph R. and Mary Williams Memorial Scholarship

This scholarship was established in August 1988. Mr. and Mrs. Williams, both lifelong residents of Rockingham County, had a high regard for Rockingham Community College and the assistance it provided area students in helping them achieve their academic goals. Scholarship recipients must have a 2.75 GPA and may be enrolled in any area of study at RCC leading to an associate degree. Williams Scholars must demonstrate financial need and a desire to better themselves through education. The scholarship is renewable for a second year, and may be transferred to any accredited senior institution of the recipient's choice if the required GPA is maintained.

Ruby Malinda Williams Memorial Scholarship

The Ruby Malinda Williams Memorial Scholarship was established in April 1992 by Rear Admiral and Mrs. Winford Barrow to recognize Miss Williams' years of service as a natural science teacher at Reidsville High School from 1934 to 1945. The Barrows created this scholarship in appreciation for Miss Williams' talents in teaching, counseling and nurturing her students to reach their full potential in academics and good citizenship. This scholarship will be awarded to a senior from Reidsville High School who graduates in the top twenty-five percent (25%) of their class or has a 3.25 average, whichever is higher. Preference will be given to students planning on majoring in the natural sciences or teaching.

Raymond "Winky" Willis Memorial Scholarship

The Raymond "Winky" Willis Memorial Scholarship was established in 1994 by the Youth for Truth organization and its supporters in Mayodan and Madison, NC to recognize the many contributions that Willis made to the youth in the these communities. This scholarship will be awarded to students residing in western Rockingham County who are studying in any area leading to a degree, diploma or certificate. Students must have a 2.0 GPA to qualify for the scholarship and demonstrate financial need. The scholarship is renewable for a second year if a 2.0 GPA is maintained.

Warren and Louise Wilson Memorial Scholarship

This scholarship was established in September 1994 by the Wilsons' sons, Bruce and Stephen, in memory of their devotion and commitment to church, family and community and their strength in the face of adversity. Recipients will have a C+ or higher GPA, demonstrate financial need, be enrolled in any area of study leading to a degree, diploma or certificate and have a true desire to better themselves through education. Preference will be given to students from Rockingham County and especially Eden, NC.

Annie Wootton Scholarship

This scholarship, which was established by a bequest from the late Miss Annie Wooton, a teacher and former counselor with the Reidsville City Schools, will be awarded to students enrolled in any RCC degree or diploma program. Recipients must have a "B" average with preference given to graduates of Reidsville Senior High School.

Annie Wootton Memorial Scholarship

The Annie Wootton Memorial Scholarship was established in April 2006 through the transfer of a trust established by the estate of Annie Wootton of Reidsville, NC. Miss Wootton, who taught most of her years at Reidsville Senior High School, wanted to instill in her students an appreciation and desire for education. Wootton Scholars must be graduates of Reidsville Senior High School and may be either full- or part-time students at RCC enrolled in any program of study leading to a degree or diploma. This scholarship, which "should not be restricted to student applicants with top grades, but shall be broad enough to include students with average grades," is renewable for additional years of study if satisfactory academic progress is made.

Elmer A. Wrenn Memorial Scholarship

Established in memory of the first business manager at RCC, this scholarship will be awarded to a student pursuing a business administration major or other major in a closely related field.

J. M. Wright, Jr. Scholarship

Co-workers and friends of Mr. Wright established this scholarship to honor him upon his retirement as president of the Rockingham County Farm Bureau. They wanted to pay tribute and show appreciation for Wright's 42 years of loyalty, dedication and commitment to quality service. Recipients of this scholarship will demonstrate financial need and may be enroll either full or part-time in any program leading to a degree or diploma with preference given to those planning to major in an agricultural field.

Institutional and General Scholarships

Lindsay Katharine Apple Memorial Scholarship

Lindsay was a young woman who spent most of her life giving to others through charitable service. During her time as a student at Reidsville High School, Lindsay was involved in service activities at school and church. As a student at UNC Chapel Hill and a young professional, Lindsay always found time for charitable service including several mission trips abroad. Hers was a life of helping others and family and friends who established this scholarship hope to continue her legacy of caring by helping others receive the gift of education that can change lives. Apple Scholars will be second-year students majoring in education with a minimum grade point average of 3.0 who have financial need. Recipients will be residents of Rockingham County with preference being given to graduates of Reidsville High School.

Annie Penn Hospital Auxiliary Scholarship

This scholarship is made possible by the annual support of the Annie Penn Hospital Auxiliary which was established in 1955. Auxiliary members recognize that committed, excellently trained nurses are central to the hospital's goal of providing the best patient care possible. Recipients of this scholarship will be residents of Rockingham County who are full-time students in the associate degree nursing program with a minimum 3.0 GPA. Scholars will demonstrate financial need and a commitment to the nursing profession. The scholarships are renewable for additional years of study if the required GPA is maintained.

Annie Penn Hospital Surgical Services Scholarship

The Annie Penn Hospital Surgical Services Scholarship was established in April of 2011 by the Annie Penn Hospital Surgical Services and Endoscopy Department in Reidsville, NC. Annie Penn Surgical Services recognizes that excellently trained, skilled surgical technologists are central to providing quality healthcare in an operating arena. Annie Penn Surgical Services has a long history of supporting professional development and excellence and is committed to continuing that tradition through this scholarship. Recipients of Annie Penn Hospital Surgical Services Scholarships will be residents of Rockingham County who have been accepted into the Surgical Technology Program. APHSS Scholars will have a 3.0 minimum grade point average. Recipients will demonstrate financial need and a true commitment to the healthcare profession. Scholarships are for one year of study.

The Kenneth L. Capps Associate in Science Scholarship

This scholarship was begun in the summer of 1994 b y members of Rockingham Community College's Zeta Alumni Chapter of Phi Theta Kappa Honor Society. This scholarship was created to honor Ken Capps, and instructor in the Science Department, for his exemplary service to the College as both a classroom instructor and faculty advisor to the campus' Alpha Kappa Pi Chapter of Phi Theta Kappa Honor Society. This merit scholarship is awarded to students declaring a major in Associate Science. Recipients must have a 3.0 GPA and may be either a first or second year student. Recommendations for potential recipients may be submitted by the Science Department faculty.

Eden Chamber of Commerce Scholarship

As members of an organization concerned with the economic development and fiscal viability of Rockingham County, the Eden Chamber's board of directors recognized that an educated workforce is a critical factor in the county's future growth and they established this scholarship in January 2006 and fund it on an annual basis with proceeds from community projects. Recipients of this scholarship will be high school seniors with a 3.0 GPA who are residents of Rockingham County. These full-time students must demonstrate financial need and be enrolled in a business technologies program. The scholarship is renewable for additional years of study if the required GPA is maintained and satisfactory academic progress is made.

Faye S. Frazier Memorial Scholarship

Kelli Frazier established this scholarship in memory of her mother, Faye, who lost her life in a car accident in September 2006. Faye believed in helping others whenever you were in a position to give assistance and she valued education and thought highly of McMichael High School and RCC. Her daughter chose to honor her mother by creating a scholarship that would be awarded to graduates of McMichael High School with a 2.5 GPA who are enrolled either on a full- or part-time basis in any area of study leading to an associate degree. Recipients will demonstrate financial need and preference will be given to applicants who have community volunteer experience. The scholarship is renewable if the recipient maintains a 2.75 GPA.

Marvin and Marion Grogan Scholarship

This scholarship is funded annually through a grant from the Marvin and Marion Grogan Gift Fund of the Lutheran Community Foundation. The Grogans, who are residents of Reidsville, NC, established this one-year scholarship to assist students with financial need who are enrolled in any program leading to a degree or a diploma.

Sylvia Grogan Scholarship

This scholarship was established February 2001 by the medical staff of Morehead Hospital in Eden, NC, upon retirement of Sylvia Grogan as the marketing director of the hospital. The medical staff created this scholarship to recognize Mrs. Grogan's years of committed service and the dynamic role she played in the hospital's growth and development. Recipients of the scholarship will be from Morehead High School in Eden, NC and have a 2.75 GPA. They must be enrolled in the college transfer program and demonstrate financial need.

Brian Hare Scholarship

This scholarship was established in December 1997. Family and friends of Brian established this scholarship in his memory and in remembrance of the way he faced a serious illness with courage and grace. Recipients of this scholarship must be students from Rockingham County Senior High with plans to go into the medical or allied health fields. They must have a 2.75 GPA and demonstrate financial need.

Elizabeth Loving James Memorial Scholarhsip

Elizabeth Loving James was a native of Madison, NC and though she moved to Winston-Salem as a young woman, she always loved Rockingham County. She established *Friendship House*, a home for alcoholic women and served as the home's unpaid director.. Mrs. James' daughter, Martha James Keiger, established this scholarship to memorialize a selfless woman and to help make a difference in the lives of students in her mother's home county through education. Recipients will be seniors graduating from a Rockingham County high school who are enrolled in any RCC program leading to a degree or diploma. James Scholars will demonstrate a potential for success in higher education but are not necessarily at the top academic levels that would qualify them for merit awards. Recipients will have participated in extracurricular activities at their high school and in their community. James Scholars may have financial need but may not qualify for other financial aid based on family income. The scholarship is renewable for up to two additional years of study if the recipient makes satisfactory academic progress.

E. Lee and Vivian P. Kimbro General Scholarship

This scholarship was established in November 1999 by Lee and Vivian Kimbro of Reidsville, NC. In a spirit of public concern, the Kimbros, who are natives and long time residents of Rockingham County, created this scholarship fund to assist deserving students with a financial need in furthering their education beyond high school. Kimbro Scholars must be recent high school graduates who have a minimum GPA of 2.5 and have financial need. They must be enrolled in a vocational program and demonstrate a willingness to better themselves through education. The scholarship is renewable for a second year if the GPA is maintained.

MLK, Jr. Unity Fund Scholarship

The M.L.K., Jr. Unity Fund is an association formed for the specific purpose of holding a unity breakfast each year in honor of Rev. Dr. Martin Luther King, Jr. The association includes representatives of the Reidsville Chamber of Commerce, the City of Reidsville Human Relations Commission and the Reidsville Branch of the NAACP. Recipients of the scholarship will be seniors attending Reidsville High School who have a maximum GPA of 2.75, demonstrate financial need, and are enrolling in any RCC program of study leading to a degree or diploma. Recipients may be enrolled either full- or part-time and may not receive any other scholarship.

William Carlton Parrish Memorial Scholarship

This scholarship was established in March 2004 by Parrish's friends and associates of Rockingham Community College and his parents, John Parrish and Robbin Parrish. Bill, as he was known on the RCC campus, loved helping people and sharing his knowledge with a caring, loving, heartfelt spirit. This scholarship was inspired by Bill's love for others, his ever-present positive attitude and his desire to learn. Recipients will be graduated of Morehead High School in Eden, NC and have a 3.5 GPA. Parrish Scholars must be enrolled in the college transfer program with a major in computer science or a computer-related associate's degree program. Recipients must demonstrate financial need and is renewable for a second year if the required GPA is maintained.

Reidsville Junior Service League Nursing Scholarship

The Reidsville Junior Service league was established in 1935 and has served the Reidsville community in many ways through the years. eague members recognize that excellently trained, skilled nurses are central to providing quality healthcare in the area. The Reidsville JSL wants to assist capable students committed to entering the nursing profession. Recipients of this scholarship will be residents of Rockingham County with preference given to citizens of Reidsville and the vicinity who have been accepted into the Associate Degree Nursing program or the Licensed Practical Nursing program. RJSLN Scholars will have a 3.0 grade point average, demonstrate financial need and have a true commitment to the healthcare profession. Scholarships are for one year only.

Rockingham County Wings First Responder Scholarship

The Rockingham County Wings First Responders Scholarship was established in September 2011 by the Gold Wing Road Riders Association Chapter NC-W, known as Rockingham County Wings. Rockingham County Wings established this scholarship on the tenth anniversary of the 9/11 terrorist attacks as a way of honoring the first responders to that tragedy and their own participants who served in the military. This scholarship is also a memorial to the victims of the attacks and seeks to honor those first responders who acted selflessly in the face of this horrific tragedy. Recipients of this scholarship will be enrolled in the Emergency Medical Technician-Paramedic program offered through the college's Continuing Education Division. Preference will be given to residents of Rockingham County and public safety officers. Preference will also be given to: 1) those currently serving in the military or veterans with an honorable discharge; 2) students who have completed or who are currently enrolled in the Basic or Experienced Motorcycle Rider Course offered by RCC; or 3) who have a motorcycle endorsement. Scholarships are available for one semester.

Rural Community Evidence-Based Practice Symposium Scholarship

The Rural Community Evidence-Based Practice Symposium Scholarship is made possible through support from Annie Penn Hospital in Reidsville, NC and Morehead Memorial Hospital in Eden, NC. The hospitals recognize that excellently trained, skilled nurses are central to providing quality healthcare. Both hospitals have traditions of supporting professional development and are seeking to continue this tradition through this scholarship. Recipients of Rural Community Evidence-Based Practice Symposium Scholarships will be residents of Rockingham County who have been accepted into the associate degree nursing program. RCEBPS Scholars will have a 3.0 minimum grade point average. Recipients must demonstrate financial need and a true commitment to the healthcare profession. Scholarships are for one year of study.

Devona Sands Memorial Nursing Scholarship

Family and friends of Devona Sands established this scholarship to honor her commitment to the nursing profession. A 1987 graduate of RCC's associate degree nursing program, Devona was passionate about her work and committed to quality patient care. As a wife and mother of two, her life was full but she always took time to share with and care for others—even in the early stages of a rapidly deteriorating form of amyotrophic lateral sclerosis (aka Lou Gehrig's Disease). Recipients will be residents of western Rockingham County who are full-time students in the associate degree nursing program with a 3.0 minimum GPA. Sands Scholars will demonstrate financial need and a true commitment to the nursing profession.

The Timothy Ray Scales Memorial Scholarship

Family members established this scholarship with contributions received in memory of Timothy Ray Scales of Stoneville, NC in March of 2012. Scales, who died in 2011 while serving as a member of the Rockingham Board of Education, was a tireless advocate for education. To honor his dedication to education, Scales' family created this scholarship for graduates of McMichael High School who are enrolled in any area of study leading to an associate degree. Scales Scholars must demonstrate financial need and have a 3.0 GPA

The Single Parent Promise Scholarship

This scholarship was established in the spring of 2012 by students in RCC's Single Parent Outreach Support Group. The students started this general scholarship to help single parents find the financial assistance they need to return to school to better their lives. Recipients will be enrolled in any area of study leading to a degree, diploma or certificate. The recipient must be a single parent with full custody of at least one child. The scholarship is for one year and the student must be enrolled a minimum of nine hours. Preference will be given to members of the Single Parent Outreach Support Group.

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Joe and Virginia "Cissy" Solomon Memorial Scholarship

This scholarship was established in May 2000 by members of the Solomon family. The Solomons owned "The Sweet Shop" restaurant in Reidsville, NC which was a gathering place for area teens. The couple loved young people and always had an encouraging word for them. The Solomons were active in their church and community and this scholarship honors their lives of giving and sharing with others. Recipients must be enrolled in a Machinist Program and have a 3.0 GPA and demonstrate financial need. The scholarship is not renewable.

RCC Foundation Scholars Program

Scholarships in the amount of $1,500 are awarded annually to a graduate of each of the four Rockingham county high schools. Eligible applicants will be high school seniors who are in the top 20 percent of their graduating class. Financial need is not a consideration and there is no restriction to program of study, except the student must be enrolled full-time. These scholarships are renewable for a second year if a 3.0 GPA is maintained.

Emanuel Sternberger Educational Fund Scholarship

The Emanuel Sternberger Fund was originally created in trust form by Bertha S. Sternberger in 1925 to honor and memorialize her husband, Emanuel who was president of Greensboro's Revolution Cotton Mills. The trust was converted into a scholarship fund at the Community Foundation of Greater Greensboro in 2009. The purpose of the scholarship is "to aid individuals of any age worthy of help, without regard to their sex, race, creed or religious beliefs, to obtain the advantages of higher education and training in educational, scientific, professional, musical, technical or artistic lines for vocational purposes." Rockingham Community College selects up to two students to compete for this scholarship which is awarded across a four-county region. Applicants must be legal residents of North Carolina for at least one year; complete the Free Application for Federal Aid (FASFA): demonstrate financial need: have completed at least one semester of study at RCC; have a minimum GPA of 2.50 and complete a special application available from the Student Aid Office. The scholarship is renewable if the recipient maintains satisfactory academic progress.

Sherry Thompson Memorial Scholarship

Members of the Eden Woman's Club established this scholarship in 1991 in recognition of the high quality of education available at RCC and the need for skilled health care professionals in Rockingham County. In 2005 the scholarship was renamed to memorialize club member Sherry Thompson. Recipients of the Thompson Scholarship will be enrolled in a health science program, reside in Rockingham County, maintain a 3.0 GPA and demonstrate financial need.

Train and Gain Scholarship Sponsored by MillerCoors

In 2004 Miller Brewing Company funded a grant to establish the Train and Gain program which focused on training students in Industrial Technologies Division programs. High school seniors, current RCC students and students currently completing RCC's GED program may apply for the scholarship which is designed to cover most costs associated with one year of study. In 2008 the sponsoring company merged to become MillerCoors and in 2009 the amount of the scholarship was increased to $1,500 an academic year.

George W. "Butch" Trent, Jr. and Stephanie D. Trent Nursing Scholarship

As a lifelong resident and business owner in Reidsville, Butch and his wife Stephanie, a longtime resident of the city and community volunteer, chose to establish a scholarship at RCC as a way to give back to the community that has supported them. Their desire to help someone improve their life through education combined with their commitment to Reidsville's Annie Penn Hospital led them to create a scholarship for Associate Degree Nursing students. Recipients will be residents of Rockingham County who are full-time students in the ADN program with a 3.0 minimum GPA. Trent Scholars may be traditional or non-traditional students who demonstrate financial need and a true commitment to the nursing profession. If the recipient is a first-year ADN student, the scholarship may be renewable for the second year of study if the required GPA is maintained.

The James Sneed Wilson, IV Memorial Scholarship

This scholarship was donated to the Rockingham Community College Foundation in April 1994 by Mr. and Mrs. Mitchell B. Wilson of Reidsville, NC. The Wilson's contributed this scholarship in memory of their nephew James who died of muscular dystrophy in 1985. Recipients must be traditional high school graduates of Morehead High School in Eden, NC, have a 3.0 GPA, and plan to major in education, business, or a health-related field. Recipients must show demonstrated financial need.

Students are invited to inquire about other scholarships which may be available through the Financial Aid Office. All scholarship applications are due in the Financial Aid Office no later than April 1 each year. RCC scholarship applications are available at the RCC Financial Aid Office or online at RCC's website.

Education Credit

Lifetime Learning Credit

The Lifetime Learning Credit helps parents and students pay for post-secondary education.

For the tax year, you may be able to claim a Lifetime Learning Credit of up to $2,000 for qualified education expenses paid for all students enrolled in eligible educational institutions. There is no limit on the number of years the Lifetime Learning Credit can be claimed for each student. However, a taxpayer cannot claim both the American Opportunity Credit and Lifetime Learning Credits for the same student in one year. Thus, the Lifetime Learning Credit may be particularly helpful to graduate students, students who are only taking one course and those who are not pursuing a degree.

Generally, you can claim the Lifetime Learning Credit if all three of the following requirements are met:

- You pay qualified education expenses of higher education.
- You pay the education expenses for an eligible student.
- The eligible student is either yourself, your spouse or a dependent for whom you claim an exemption on your tax return.

If you're eligible to claim the Lifetime Learning Credit and are also eligible to claim the or American Opportunity Credit for the same student in the same year, you can choose to claim either credit, but not both.

If you pay qualified education expenses for more than one student in the same year, you can choose to take credits on a per-student, per-year basis. This means that, for example, you can claim the or American Opportunity Credit for one student and the Lifetime Learning Credit for another student in the same year.

If you have questions about the tax credit, see http://www.irs.gov/newsroom/article/0,,id=218389,00.html.

The American Opportunity Credit will expire on December 31, 2012.

Loan Funds

Rockingham Community College, Duncan-Marion, Mary Rochester, Jack Garber, Jean Irving, Hooper-Shockley, and Mary Owens Emergency Loan Funds

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

The Nurse Education Scholarship Loan Program

Enacted by the 1989 General Assembly, the NESLP is a scholarship loan program based upon financial need. Recipients must agree to work in a health-care facility upon graduation or repay the amount received. Awards are available to Associate Degree Nursing and Practical Nursing students. Applicants should complete the Free Application for Federal Student Aid. Additional information can be found at the College Foundation of NC website: **www.cfnc.org**.

The Nurse Scholars Program

Enacted by the 1989 General Assembly, the NSP is a merit scholarship loan program for full-time students. Financial need is not a selection criterion. Associate Degree Nursing students must have a 3.0 GPA, be a North Carolina resident, and agree to enter into a contractual agreement with the State Education Assistance Authority to practice at an approved site as a full-time RN in the State upon graduation. Additional information can be found at the College Foundation of NC website: www.cfnc.org.

Other Sources and Procedural Information

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

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

All financial aid is awarded on the basis of demonstrated need. Those persons who foresee a need for financial assistance are encouraged to complete the Free Application for Federal Student Aid (FAFSA) early in the year preceding the date of expected enrollment. The FAFSA may be filed online at www.fafsa.ed.gov. RCC's priority filing date is March 15; it is important to meet that deadline in order to receive priority consideration for financial aid. The RCC Scholarship Application deadline is due March 1 each year.

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

Financial Aid Satisfactory Academic Progress Policy

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

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

Qualitative Standard – GPA

Students must maintain a cumulative GPA of at least a 2.0 as calculated for financial aid purposes. Cumulative GPA is calculated from the beginning date of enrollment to the present. There are several GPA calculators online; here is a link to one: http://www.revfad.com/gpa_calculator.html.

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

Quantitative Standard – Pace of Completion/Pass Rate

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

Maximum Time Frame

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

Financial Aid Warning/Probation

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

Financial Aid Suspension/Termination

A student will be placed on financial aid suspension/termination when he or she has not met SAP conditions at the end of the financial aid warning/probation period or if he or she has not met the conditions of an approved appeal. Students are not eligible to receive financial aid while on suspension/termination until he or she has attended classes and made up credit hours and/or increased GPA to a 2.0 or better. Students will need to appeal to have financial aid reinstated at that point.

Appeal Procedure

All appeals must be made in writing on a SAP Appeal Form. Visit the Financial Aid Office or the Financial Aid webpage online at www.rockinghamcc.edu for an appeal form that is relevant to your situation. All appeals must include an explanation of the reasons the student did not meet SAP requirements, documentation of all extenuating circumstances, and explanation with documentation that the situations outlined in the student's appeal are now resolved. Submit the appeal and non-returnable documentation to the Financial Aid Office for the Appeals Committee to review.

Students appealing to receive financial aid for a second degree program must make an appeal in writing on a Second Degree Appeal Form. Visit the Financial Aid Office or the Financial Aid webpage online at www.rockinghamcc.edu for an appeal form. Students must explain in detail his or her reasons for returning to RCC to pursue a second degree. Submit the appeal to the Financial Aid Office for the Appeals Committee to review.

If appeals are approved, they are approved conditionally. The conditions are listed below:

- Achieve 2.0 GPA or better each semester,
- No withdrawals for any semester,
- No F grades for any semester, and
- Follow the academic plan to graduate by the expected graduation date taking only classes in the program.

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

Additional Financial Aid Information

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

SAP is cumulative and includes all periods of enrollment, even those for which a student did not receive financial aid.

Withdrawals whether "official" or "unofficial" and/or "withdraw passing" (WP) or "withdraw failing" (WF) affect the student's ability to meet the qualitative standard described above. Please discuss any plans prior to withdrawing from courses with the Financial Aid Office to see how it may affect financial aid eligibility.

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

Repeated Courses are permitted. However, if a student passes a course ("D" or better) the course may only be repeated once for financial aid purposes. NOTE: Previous hours attempted and earned will be counted in the total hours attempted and earned.

Transfer Credit hours and grades accepted from other institutions the student has attended are included in the SAP calculation.

Developmental/Remedial Coursework is included in the SAP calculation. Also, there is a limit on the amount of developmental/remedial coursework that can be included for financial aid purposes. A student can receive financial aid for up to 30 credit hours of developmental/remedial coursework. MAT 050 cannot be included in enrollment status for financial aid purposes.

Audited courses cannot be included in enrollment status for financial aid purposes.

Change of program may result in reduced financial aid eligibility for the new program since SAP is cumulative and includes previously attempted hours in other programs.

Policy on Return of Title IV Funds

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

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

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

   The percent of semester completed shall be the percentage of Title IV aid earned by the student. The total number of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.
   b. The percentage of Title IV aid unearned shall be 100 percent minus the percent earned.
   c. Unearned aid shall be returned first by RCC from the student's account calculated as follows:

Total institutional charges X percent of unearned aid = amount returned to program(s).

   Unearned Title IV aid shall be returned to the following programs in the following order:
      1. Federal Pell Grant
      2. Federal SEOG
      3. Other Title IV grant programs

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

d. When the total amount of unearned aid is greater than the amount returned by RCC from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:
   1. Federal Pell Grant **
   2. Federal SEOG**
   3. Other Title IV grant programs**
   4. Refunds and adjusted bills will be sent to the student's home address on file in the Records Office following withdrawal. Students are responsible for any portion of their institutional charges that are left outstanding after Title IV funds are returned.
   5. Institutional and student responsibility in regard to the return of Title IV funds.
      a. RCC's responsibility in regard to the return of Title IV funds includes:
         - providing each student with the information given in this policy,
         - identifying students who are affected by this policy and completing the Return of Title IV funds calculation for those students,
         - returning any Title IV funds that are due the Title IV programs,
         - collecting from student any amount that the institution had to pay for textbooks and supplies.

      b. The student's responsibility in regard to return of Title IV funds includes:
         - becoming familiar with the Return of Title IV Funds policy and how complete withdrawal affects eligibility for Title IV aid,
         - notify Records Office of withdrawal by completing withdrawal form,
         - returning to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for via the Return of Title IV funds calculation,
         - reimbursing RCC for any funds the institution had to pay for textbooks and supplies.
   6. The fees, procedures, and policies stated above supersede those published previously and are subject to change at any time.

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

** Amounts to be returned by the student to the federal grant programs will receive a 50 percent discount.

Department of Veterans Affairs

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

Institutional curriculum programs are approved under the provisions of Title 38 and Title 10 United States Code for the educational training of veterans under Public Law 894 and for the children and spouses of deceased or totally disabled veterans under Public Law 634.

Students who are eligible and entitled to receive benefits under provisions of Chapter 30, 31, 33, 35, 1606, 1607, and Sections 901 and 903 may enroll in programs approved by the North Carolina State Approving Agency and may apply for veteran educational benefits. Application for VA educational benefits may be made online at www.gibill.va.gov.. Copies of Member 4 are required for some service members.

A veteran who plans to attend Rockingham Community College must complete the application process through the Admissions Office of the college. The student is responsible for submitting a Registration Statement (class list, tuition, and fees) to the VA Coordinator in the Financial Aid Office in order to be certified for educational benefits.
Veterans who wish to receive full educational benefits are required to carry a full class load (a minimum of 12 credit

hours) in all degree and diploma programs. Benefits status and payment are determined by the following credit-hour rates:

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

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

6 (or more) credit hours—full time
4-5 credit hours—3/4 time
3 credit hours—1/2 time
Fewer than 3 hours—pay tuition and fees

Regulations for Students Receiving VA Educational Benefits

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

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

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

3. **Course Options**
   All courses taken must apply toward degree/diploma requirements. A veteran may not receive VA educational benefits for courses not required in his/her specific program of study.
   Internet/Telecourses (Distance Learning)
   In order to maintain a high quality of educational and academic excellence, all VA students receiving educational benefits from Veteran Affairs will meet the following criteria upon enrollment in an Internet/Telecourse class:
   a. Remedial courses must be pursued through classroom instruction. VA regulations prohibit payment for remedial courses taken via Internet or Telecourse class.
   b. The veteran must have completed any required remedial work as determined by Rockingham Community College's placement test scores before benefits can be paid for curriculum courses taken via Internet/Telecourses. (Appeal may be considered on case-by-case basis.)
   c. The Internet/Telecourse class must be an integral part of the veteran's current program.
   d. Distance Learning may affect Chapter 33 Post 9/11 GI Bill benefits.

4. **Course Substitutions**
   A student may apply to his/her advisor for approval of up to three course substitutions. A course substitution requires final approval by the appropriate dean and the Vice President for Academic Affairs. The approved document must be on file in the Records Office (academic file) and in the Financial Aid Office for audit purposes for graduation.

5. **Drops/Withdrawals**
   Effect of complete withdrawal from school:

Instructor-Initiated Drop

Instructor drops of veterans receiving benefits must be reported to VA effective the last date attending class. If non-punitive grades are awarded and no extenuating circumstances are reported, benefits are adjusted from the first day of classes. If punitive grades are awarded, benefits are payable to the last date of attendance.

Student-Initiated Withdrawal

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

6. **Changes of Program**

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

7. **Grades**

Non-punitive Grades

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

W or WP If an eligible veteran withdraws from a course after the drop-add period, receives a non-punitive W or WP grade, and mitigating circumstances are not found, benefits for that course will be terminated effective back to the first day of class in that course. The course can be repeated for VA benefit payments. If the eligible veteran withdraws and mitigating circumstances are shown, the veteran will be eligible for benefits through the last day of attendance in that course.

U If an eligible veteran completes a course but receives a non-punitive U grade and mitigating circumstances are not found, benefits for that course will be terminated effective back to the first day of class in that course. The course can be repeated for VA benefit payments.

I The grade of Incomplete "I" may be given only when the completed portion of a student's work in the course is of passing quality and due to extenuating circumstances the student is not able to complete all the course requirements. *A student's desire to avoid a low grade is not a legitimate reason to award an incomplete.* The student requesting an Incomplete should be able to complete the course with minimal assistance from the instructor. An "I" does not count as hours attempted or hours earned. The student has until the end of the 8th week (subsequent fall or spring term) to complete the course requirements. If the instructor does not remove the "I" grade nor request a time extension, the "I" grade will change to an "F".

If course requirements are met and the "I" grade is replaced with a grade of A, B, C, D, F or S prior to the end of the 8th week of the subsequent semester, VA benefits are payable for one semester.

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

CE If the eligible veteran completes a course through proficiency examination, VA benefits will not be

payable for that course. If "CE" credit has been given, the course may not be repeated for VA benefits.

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

Punitive Grades

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

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

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

Progress Records

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

8. Probation

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

Class Attendance

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

Overpayment of VA Benefits

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

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

Services for Students

RCC's Student Development Division offers a number of services designed to assist students in developing self-reliant, responsible behavior. In addition, students are invited to visit the RCC webpage for online resources.

Advisement Services

Academic advising is an ongoing process in which the advisor goes beyond registration and degree planning to assist the student in clarification of educational goals, career goals, life goals, and evaluating progress toward established goals. The advisor may need to refer the student to the Career Center and/or counselor as needed. While the responsibility for making decisions and attaining these goals ultimately lies with the student, at RCC, the advisors encourage students to think critically, seek out resources, and develop action steps. The desired result is that students will feel a sense of connection with the advisor and a sense of guidance, while realizing personal responsibility for exploring options and making decisions.

Academic advising at Rockingham Community College is viewed as a continuing teaching and learning process in which the resources of the institution are available to assist the student in his/her total development. The primary facilitator for this process is the faculty advisor who, as a teacher, role model, and mentor, assists the student in designing and modifying an academic plan which reflects the student's career decisions. The relationship between the advisor and student should be one of trust and commitment, in which both understand and perform their respective roles and responsibilities. This relationship is enhanced through cooperation, encouragement, and stimulation.

The advisor helps the student identify his/her goals, objectives, and concerns at Rockingham Community College. As a teacher, the advisor assists the student in developing skills in asking questions, in planning and implementing, and in making decisions. As an academic role model, the advisor brings to the relationship a concern for the student and his/her academic program as well as information, experience, and resources which can be of assistance to the student. As a mentor, the advisor raises appropriate questions, offers advice, and facilitates the solving of academic problems. In the event the student's personal problems interfere with academic success, the advisor may assist the student in identifying and utilizing college and community resources.

The student brings to the advisor/student relationship an openness concerning his/her interests, responsibilities, experiences, goals, and abilities. As a learner, the student recognizes the importance of working with his/her advisor and seeks to strengthen the relationship through honest expressions of the self.

Frequent advisor-student contact should enhance the probability that a student will be able to make appropriate course selections and thereby transfer to other programs and/or institutions without problems. Frequent contact will also be beneficial in the event of problems in classes in which the student is currently enrolled.

Advisor Responsibilities

The advisor provides guidance and assistance to the student by:

1. Discussing and explaining the advisement process.
2. Monitoring advisee progress through scheduled appointments to obtain feedback.
3. Maintaining an active file on each advisee.
4. Maintaining an updated graduation check list.
5. Maintaining office hours and appointment sheets for advisee.
6. Assisting advisee to develop long range plan of study.
7. Assisting advisee in selection of courses for a particular semester.
8. Approving the registration for advisee by signing the appropriate registration form.

Student Responsibilities

The student assumes responsibility for his/her education by:

1. Scheduling an appointment with the advisor at least 2 weeks prior to the beginning of registration to prepare for registration.
2. Obtaining from a counselor the transfer requirements of the school to which they wish to transfer and/or copy of the appropriate college catalog(s) to be used with the advisor.
3. Discussing with the advisor educational and career goals that will affect the RCC program of study.
4. Selecting courses and developing a suitable schedule of classes using the program planning sheet.
5. Meeting with the advisor to select courses and complete the registration forms or to prepare to register using WebAdvisor.
6. Discussing any changes in schedule and registration with the advisor.

A student desiring to change programs must see a counselor to discuss plans and complete the necessary forms. To change an advisor, a student must see a counselor or the current advisor to make the necessary changes.

All students are responsible for the proper completion of their academic program, for familiarity with all requirements of the catalog, for maintaining the grade average required and knowing their academic standing, and for meeting all other requirements. Advisors and counselors are available to all students, but final responsibility remains with the student.

Currently-enrolled students registering on Web Advisor must see their academic advisors to remove any restrictions that could prevent registration.

Counseling Services

The primary objectives of counseling at Rockingham Community College are:

- to help students create achievable personal and career goals
- to help students create realistic academic plans
- to help students improve decision-making abilities which will aid them in exercising self direction and problem solving

Counseling services are available to all students and offer the opportunity for individuals to explore with a counselor individual concerns, academic issues, career decisions, and program changes or selection which may affect them during their college years.

Typical counseling sessions involve career testing and counseling, personal challenges and concerns, and academic issues. Referral services to other agencies are available for those individuals who may be in need of them.

Career testing is an integral part of the counseling resources at Rockingham Community College. Tests and inventories provide the student with information related to personal abilities, interests, and values. Together, the counselor and student evaluate this information for the student's career/life planning process.

Students are encouraged to use the counseling services as an important part of their college lives. For further information, visit or call the Student Development Office, extension 2333.

Career and Life Planning

Rockingham Community College's College Transfer and Career Development Center provides resources and services to assist people in career and educational planning. The center is located in the Whitcomb Student Center.

These resources are designed to encourage individuals to examine and understand their personal aptitudes, interests, behaviors, abilities, skills and values and to use this information in exploring and establishing realistic career goals. Types of resources offered include: individual and group counseling by a career counselor; a variety of tests and inventories (abilities, interests, and values); educational, career and job search information; workshops, and college catalogs. A career library containing occupational materials including books, pamphlets, media and Internet resources, and employment-related information is maintained in the College Transfer and Career Center. Also, a collection of materials concerning colleges, universities, trade and professional schools is available.

The College Transfer and Career Center also assists students and alumni with the job search process. Job search strategies, interviewing techniques, and preparation of resumes and cover letters are among the services offered.

All services and some materials are available free of charge to students, alumni, employees and area citizens.

On Campus Recruiting

College and university representatives visit RCC regularly to inform and recruit RCC students. These visits allow RCC students to learn about the college transfer process and explore other educational opportunities beyond RCC. RCC also hosts an annual College Transfer Day event in addition to visits by individual representatives on a periodic basis. There may also be visits to campus from recruiters from various employing organizations.

Job Opportunity Listings

Employers may submit information on employment opportunities through e-mail, fax, phone or mail. This information is shared with alumni and department heads upon receipt. Job listings are posted in Whitcomb Student Center and may be distributed elsewhere on campus. Contact the College Transfer and Career Development Center at 342-4261, ext. 2992 for assistance.

Services for Students With Disabilities

Rockingham Community College is committed to full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The college works to ensure that the programs, activities and facilities of the college are fully accessible to all qualified persons. Students with disabilities should contact a disability counselor, located in the Whitcomb Student Center, to self-disclose the disability and to request services and/or reasonable accommodations. It is the student's responsibility to provide the college with current, appropriate documentation of the disability (must be signed by a qualified professional). Appropriate documentation will reflect the student's current disability status, functional limitations, and how that disability affects participation in courses, programs, services, and activities.

Disclosing a disability does not require the student to request accommodations. Sometimes accommodation requests are needed on a per-course basis. The disability counselor will help the student determine if accommodations are necessary for each specific course. **Information regarding a student's disability will not be shared with a third party (including faculty) without the student's express permission.** Students must request accommodations each semester, and must request them in a timely manner – preferably before the semester starts (or as close to the start of the semester as possible). Please contact Steve Rohrbeck, Disability Counselor, at (336) 342-4261 ext. 2343, for specific information on disclosing a disability and requesting accommodations.

Handicapped parking stickers are available from the office of the Vice-President for Student Development (x2110) in the Whitcomb Student Center.

Student Email

RCC student Email is the official means of communication with RCC students. A student's failure to receive or read official college communications sent to the student's official email address does not absolve the student from knowing and complying with the content of the official communication. Students will benefit by receiving timely, accurate, and up-to-date communication about matters including, but not limited to:

- financial aid and scholarships
- registration
- billing notification
- college policy statements
- college services and events
- course information
- degree completion and/or graduation
- administrative actions
- academic calendar
- tax information

Students can login to check email using last name first initial and last four digits of student ID number and the assigned password. Student email addresses consist of login information plus @students.rockinghamcc.edu (ex.smithj1234@students.rockinghamcc.edu).

Access Restriction

Access to and use of student email is considered a privilege accorded at the discretion of RCC. The college maintains the right to immediately withdraw the access and use of student email when there is reason to believe that violations of law or college policies have occurred. In such cases, the alleged violation will be referred to the Vice-President for Student Development for further investigation and adjudication under the Code of Student Conduct. The range of sanctions for unacceptable use of student email includes expulsion from the college.

Prohibited Uses

Rockingham Community College Mail systems are not to be used for the following:

- Personal gain (Financial or otherwise to make a profit).
- Chain letters *(e.g., any communication which requests or demands the recipient forward the message to one or more individuals*)
- Solicitations for contributions for non-college sponsored entities.
- "Get rich quick or pyramid schemes"
- Deliberate acts associated with denying, interfering with, or disrupting networking or email service of Rockingham Community College Campus or that of any other agency.
- Attempts to perform mass mailings to the entire campus (or a large subset of the campus), or other agency of a non-official nature, which has a negative impact on the daily operation of the college.
- Intentionally e-mailing, transmitting, or posting links to obscene or sexually explicit materials, including but not limited to, sexually explicit images, messages, cartoons, jokes, and audio files.
- Any unlawful activity which would violate any U. S. or state law.

No one shall deliberately alter or attempt to conceal their true return email address or the origination location of the message. No one shall deliberately set forth to interfere with the reception of e-mail by an individual. No one shall deliberately set forth to intercept, receive, and/or view another individual's e-mail without that user's consent. Only

authorized individuals of the RCC staff may at any time view a student's email if that student is suspected of a violation of this email policy or the campus computing policy. Routine checks of server logs or high account activity that may raise suspicion can be considered grounds to review a student's email.

WebAdvisor

WebAdvisor is a comprehensive web-based tool that allows registration as well as access to other information via the Internet. Through WebAdvisor, you will be able to:

- search for classes by time, location, day and instructor
- review course descriptions
- check course availability in real-time
- register for classes
- print class schedules
- view account summary
- check financial aid status
- check final grades
- print a non-official transcript
- make a payment
- view tax information

Currently enrolled students registering on WebAdvisor must see their advisors and remove any restrictions that could prevent registration (such as unpaid accounts, unsatisfactory academic standing, and other restrictions).

Academic Technology, Tutoring and Testing Center (AT3)

The Academic Technology, Tutoring and Testing Center (AT3) is an open lab available to students. The schedule for the Center is available each semester on the RCC website and in the Center. Typical schedules are Monday-Thursday 8:00a.m. - 10:00p.m. and Fridays 8:00a.m.-1:00p.m. The AT3 has computers available for student use with qualified assistants on hand to aid students in their operation. At the center, students can check e-mail, communicate with instructors, write papers, work on projects, or study on their own. Tutoring is also available for students within this facility. Tutoring in computer-related skills and course work is available during all hours of operation. Specific tutoring by English faculty and peer tutors in such areas as writing, grammar, research, study skills, foreign languages, speech, and other subjects as well as online writing assistance is available from of 8:30 a.m.-3:30 p.m. on Monday-Thursday and 9:00 a.m.-1:00 p.m. on Friday. Appointments are available, but walk-ins are welcome. All tutoring is free. Summer hours vary. Please visit the RCC website or call the AT3 at (336)342-4261, ext. 2233 or 2123, for more information.

Math/Science Lab

The Math/Science Lab serves primarily as a resource for students in developmental mathematics courses. Developmental math students who visit the Math/Science Lab have access to math instructors, peer tutors, instructional videos and computers. Students in curriculum level courses have access to math and science videos, as well as computers in the Lab. All tutoring is free. The Math/Science Lab schedule varies from semester to semester.

Student Success Center

The Student Success Center is a resource designed to assist students in achieving a successful transition into and through their academic experience at Rockingham Community College. The Center provides programs, counseling, advising assistance, and coordination with various academic departments to help students plan their academic programs and acquire the tools needed to be successful in their courses. In particular, the Center works with entering students who enroll in two or more developmental courses. However, all RCC students are eligible to utilize the services of the Center, which include

face-to-face academic advising, a variety of academic success programs related to time management and study skills, and coordination of tutorial assistance with academic departments. The Student Success Center is located on the second floor of the Library. Visit the Student Success Center or the Office of Student Development (in the Whitcomb Student Center) for additional information regarding the services and opportunities available to students.

Student Support Services Program

The TRiO Student Support Services Program is a federally-funded program that offers extra support and assistance for 140 qualified students each year. The program offers both one-to-one and group-based services and programs, all of which are at no cost to program participants. Program services include academic and career counseling, career exploration, individual tutorial services in various subject areas, and workshops and seminars to improve study skills, test-taking abilities, time management, and 'coping' skills. There are also programs and services related to financial literacy, college transfer advisement, and cultural enrichment.

Students are elibible for this program if they: are currently enrolled and registered for at least six (6) credit hours in a curriculum program; have a minimum cumulative GPA of 2.00; are first-generation college students (meaning that neither parent holds a bachelor's degree), meet the current requirements for low-income families, or have a documented disability that affects academic progress.

The Student Support Services Program is located on the second floor of the James Library.

Campus Government and Student Life

Each student at Rockingham Community College is invited to take an active part in the making of decisions; indeed, taking part in campus government is regarded as an important part of one's education. The supervision of all student activities is the responsibility of the Director of Student Life.

Students share equally with faculty and staff in creating policies that affect the campus community. The President of the SGA serves as a non-voting member of the college's Board of Trustees.

In addition, students are encouraged to take part in one or more of a variety of clubs and committees on the RCC campus. The student newspaper, *The Rock*, provides reporting, creative writing, photography, advertising sales, editorial, and layout experience for its staff.

Students are invited to join clubs which cater to their interests or to organize other organizations in accordance with guidelines approved by the SGA. Clubs and committees at RCC are: Alpha-Omega Club, the Science-Fiction Club, the Nature Club, the Athletics Committee, the Chess Club, the Astronomy Club, Alpha Kappa Pi chapter of Phi Theta Kappa (academic honors society), Cultural Diversity Club, SIFE Club, the Early Childhood Club, Criminal Justice Club, Sigma Kappa Delta English honor society, and Sigma Delta Nu Spanish honor society.

For more details about the entire club/committee system at Rockingham Community College, contact the Director of Student Life.

Food Service

Subway restaurant, located in the lower level of Whitcomb Student Center, provides sandwiches and other items on a daily basis. Operating hours are posted each semester. Special hours are in effect during breaks. Also, snacks and drinks are provided through vending machines located throughout campus.

Bookstore

The Bookstore, on the upper level of Whitcomb Student Center, carries all instructional supplies for classes as well as a variety of paperbacks, pens, pencils, notebooks, gifts, and RCC clothing items. The Bookstore is open from 8:30 a.m. until 6:00 p.m. Mondays and Tuesdays. It is also open from 8:30 a.m. until 3:30 p.m. on Wednesdays, Thursdays, and Fridays. The Bookstore is open additional hours during buyback and registration. Summer hours vary. Please visit the RCC website or call the bookstore at (336) 342-4261, ext. 2261, for more information.

Bookstore Refund Policy

If you are not satisfied with your purchase, the RCC Bookstore will be happy to issue a refund, which is subject to the following policy:

1. Cash register receipt must accompany all returns for refund.
2. Merchandise must be in saleable condition (i.e., unopened package, not written in or otherwise defaced, not used or worn.)
3. Merchandise defective due to publisher's or manufacturer's error will always be replaced.
4. Textbook returns should be made within the first two weeks of class. Refunds will be mailed by the RCC Business Office and should be received within 3 weeks after the return. All returns are subject to the approval of bookstore personnel, and any exceptions to this policy must have the approval of the bookstore manager.

Sports and Recreation

Intercollegiate Athletics

RCC offers men's basketball and baseball, women's volleyball and basketball, and as interest is expressed, men's and women's golf. Individuals interested in playing intercollegiate athletics at RCC should call the Director of Student Life and Athletics, at (336) 342-4261, ext. 2230. Students admitted to the college who plan to participate in intercollegiate athletics must meet all admissions criteria set forth in the college catalog. Athletic recruitment follows the guidelines set forth by the National Junior College Athletic Association and the potential student-athlete's ability to benefit from Rockingham Community College's program and services. Financial Aid for student-athletes is administered through the Financial Aid Office. Student-athletes are encouraged to apply for all the financial aid for which they may qualify. The institution currently awards no scholarships based purely on athletic participation. Student-athletes must maintain satisfactory progress in their chosen majors. This satisfactory progress is determined jointly by RCC's Academic Progress Policy and NJCAA eligibility guidelines.

Inter-organizational Competition

Inter-organizational competition among RCC students and between RCC students and representatives of non-RCC organizations is permitted when participation in such activities is judged to contribute to the educational objectives of college instructional and/or student activities programs. Inter-organizational competition refers to any organized competitive co-curricular activity involving RCC students. Such activities may involve team sports, individual sports such as golf or tennis, or recreational matches such as with chess and bridge.

Intramural Sports and Recreation

An intramural sports program is available to all RCC curriculum students. Participating in these sports is voluntary and college credit is not given. Interested students should call the Director of Student Life at (336) 342-4261, ext. 2230. The college maintains athletic fields, a gymnasium, and tennis course for recreational use at specified times.

Gymnasium

The Keys Gymnasium is open for free-play during specified times during the week when the college is in session. Times available for free-play are posted in the Gym and may vary from week to week. Students, faculty, staff, and employees of organizations that are in partnership agreement with RCC are eligible to use the Gym during free-play times. However, a current RCC ID card is required by all that wish to use the Gym. Qualified personnel may obtain their RCC ID cards at the Student Center during normal college hours. Expectations for use of the Gym are posted in the Gym lobby.

Fitness Center

The Fitness Center, located in the Gym, is open during specified times during the week when the college is in session. Times are posted in the Gym and may vary from week-to-week. Students, faculty, staff, and employees of organizations that are in a partnership agreement with RCC are eligible to use the Fitness Center during free-play times. However, a current RCC ID card is required. Qualified personnel may obtain their RCC ID cards at the Student Center. Regulations regarding the use of the Fitness Center are posted in the Fitness Center.

Library, Gerald B. James

The Gerald B. James Library offers a wide variety of materials and services to the students and faculty of Rockingham Community College and to the citizens of Rockingham County. Individuals are invited to come to the library to acquire materials needed for classes or for personal enrichment, to study, or to get assistance with special research needs.

Library Materials and Services

The library houses more than 40,000 books, non-print media, periodicals, newspapers and other materials to support the instructional programs of the college. A staff member is always on hand to assist students in locating print and online information. The library also provides electronic access on campus and remote access to information including NC LIVE databases, eBooks, online newspapers, periodicals and more. Laptop computers are available to curriculum students for use in the library or bring your own laptop and make use of our wireless Internet access.

Group Study Rooms

When not reserved, group study rooms are available to users on a first come, first serve basis. Group reservations can be made in person at the circulation desk or by phone 342-4261, ext. 2247. Reservations are for two hours, renewable based on availability. Reservations are held no more than 10 minutes after the appointed time. Individuals using the study room will be asked to leave if a group requests to use the room. The study rooms are not sound proof. Therefore, noise must be kept to a minimum to prevent disturbing others.

Hours

Monday through Thursday 7:45 a.m. to 9:00 p.m.
Friday 7:45 a.m. to 3:00 p.m.
Closed Weekends
Hours for summer, holidays or semester breaks or changes in hours are posted at the library and on the library web page.
For more information, please call (336) 342-4261, ext. 2247 or visit us online at www.rockinghamcc.edu/library

Library hours are posted on the front door and on the library's web page. Library users are responsible for exiting the library in a timely manner. Users should bring all items for check out to the circulation desk 10 minutes prior to closing. Photocopying should also be completed 10 minutes prior to closing. Users on computers should save and/or print materials 15 minutes prior to closing.

Library Use Policy

The Gerald B. James Library is committed to maintaining a safe environment conducive to research and study. The library is open to the general public as well as the college community. Library users are expected to act in a responsible manner that is respectful of other library users, staff, materials, and facilities. Users are expected to conduct themselves in a manner in accordance with the policies outlined in this document as well as all applicable college policies, local, state, and federal laws.

Users will observe the following guidelines:

- Children under the age of 14 must be accompanied and supervised by an adult.
- The use of cell phones and library telephones is prohibited.
- No food is allowed in the library, including study rooms.
- Spill-proof beverage containers are permitted in the library.
- Smoking and the use of tobacco products are prohibited in the building.
- The use or possession of alcoholic beverages and/or drugs is prohibited.
- Weapons, simulated or real are prohibited.
- Shirts and shoes must be worn at all times.

Children

Children under the age of 14 entering the library must be accompanied and supervised by an adult over the age of 18. Parents and/or guardians are responsible for the conduct of their children and must provide close supervision at all times. The library does not censor library materials. Therefore, it is the parent's and/or the guardian's responsibility to determine whether the material their child is reading, viewing, or listening to is appropriate for their child.

Electronic Devices

Personal electronic and musical devices such as digital media and/or audio players and laptops are permitted in the library, but must be used with headphones. Library users will be responsible for supplying their own headphones or they can purchase earbuds at the circulation desk. The volume should be kept to a level that cannot be heard by other library users.

Food and Beverages

Food is not permitted in the library. Spill-proof beverage containers are permitted. Acceptable spill-proof beverage containers will be determined by the library staff. Examples of spill-proof beverage containers include water and soda bottles with screw cap lids, sports bottles and commuter mugs. Beverage containers not permitted include open mugs/cups, paper and styrofoam cups (even with lids), aluminum cans and glass bottles.

Users bringing food and/or non-secure beverage containers into the library will be asked to dispose of the items immediately. Do not place beverages near computers or equipment. If spills occur, please clean immediately. Please report large spills so proper cleanup can occur.

Fire and Tornado Alarms

All building occupants will respond immediately to building alarms by leaving the building in the case of fire or relocating to the basement of the building in the event of a tornado warning. Library staff will direct everyone to the nearest exit or the stairs to the lower level. Do not use the elevator. When staff receives the all-clear signal, everyone may return to their original locations in the building. The campus will be notified of the start of a drill by short blasts over the college's horn system for at least 30 seconds. (These blasts will be distinct from the tornado alarm, which consists of one long blast of at least 30 seconds).

Unattended Items

Personal items should not be left unattended, even for a few minutes. Library staff is not responsible for lost, damaged, or stolen personal items; this includes personal items left at the circulation desk. Unattended items found by staff or library users will be placed in the library lost and found.

Disruptive Behavior

Users exhibiting disruptive behavior will be asked to cease the offending behavior or to leave the library. Specific examples of disruptive behaviors include but are not limited to excessive noise, horseplay, fighting, intimidating or abusive language, overt signs of drunkenness or other substance abuse, vandalism, inappropriate behavior, or harassment of any kind.

It is expected that staff requests for compliance will be immediately and respectfully honored. If the behavior continues or resumes, campus security will be called. Depending on the seriousness of the infraction, refusal to comply with policies may result in refusal of future access to the library and/or suspension of library privileges. Questions or complaints should be addressed to the Director of Library Services.

Rockingham County Historical Collections

Of interest to both the classroom student and the independent researcher in local history and genealogy is the collection of materials including deeds, wills, trusts, marriage notices and similar documents. Old newspapers, local histories, photographs and architectural surveys are also materials which are available. The collection is a project of the Rockingham Visitors needing special assistance are urged to call ahead when planning a visit.

Academic Regulations

The catalog of Rockingham Community College is intended to describe the operations and programs offered by the college.

Students generally may expect to earn a diploma or degree in accordance with the curriculum requirements outlined in the catalog published at the time of initial enrollment. However, the college reserves the right to make changes in the curricula and/or schedule when it is deemed to be in the best interest of the students and/or college.

When changes occur students must adjust to these changes unless special permission is granted.

If a student withdraws and then re-enters the same program, the catalog in effect at the time of re-entry will be the catalog used to determine diploma or degree requirements.

Variation in Degree Requirements

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

Scholastic Standards

Rockingham Community College students are expected to maintain satisfactory scholastic standards. At the end of each semester an assessment shall be made of each student's total scholastic record. The academic policies are directed toward (1) prevention of failure, (2) remediation, and when other methods do not succeed, (3) exclusion from a program or the college.

Graduate Competencies

Students meeting the requirements for graduation from Rockingham Community College's associate degree and diploma programs should:

Demonstrate effective speaking, writing, and reading skills.
Gather and analyze information to make logical decisions.
Demonstrate positive interpersonal skills.
Demonstrate appropriate mathematical skills.
Demonstrate appropriate computer skills.

RCC Academic Honesty Policy

Academic integrity will not be compromised at Rockingham Community College. Cheating, plagiarizing, falsifying results of study or facilitating academic dishonesty are prohibited and can result in sanctions as extreme as suspension from class(es) and/or from RCC.

It is the right and responsibility of instructors to maintain an atmosphere of high academic integrity within their classrooms. A charge of academic dishonesty and the assigned consequences thereof are the right of the instructor. It is the right of the student to contest a charge of academic dishonesty and/or the consequences assigned by the instructor. The procedures for contesting a charge of academic dishonesty are the same as those for contesting an assigned grade. Those procedures are specified in the Grade Appeal.

In the event of cheating or academic dishonesty that extends beyond a single class, faculty members, deans, or counselors may send the charge to the Vice President for Academic Affairs. If deemed necessary by the Vice President for Academic Affairs, an ad hoc committee may be appointed to investigate the charge and recommend an action to be taken.

Grading

Philosophy

Operating under the "Open Door" policy, Rockingham Community College accepts all adults who make application and can benefit from any of the programs offered (see admission procedures and requirements). It is believed that, given the proper program and circumstances, most students can perform satisfactorily. The overall objective is to work with students at their present levels of achievement and ability and help them reach their optimum potentials insofar as possible within the capabilities and limitations of the institution. To accomplish these goals the faculty and staff seek to help students to understand clearly what level of achievement is expected of them and how that level may be reached. The grading system is designed to provide students with constructive feedback about their progress and goal attainment.

In order to fulfill their primary purpose of enhancing learning, grades must serve a communicating and motivating purpose. RCC's grading system seeks to fulfill this dual role. It is designed to reflect the belief that students learn better when motivated by success rather than failure and that they should, therefore, be informed of good performances and successful results. Likewise, it is designed with the belief that students should be provided with knowledge of mistakes and how to correct them. In addition, the system attempts to accommodate the fact that different students require different time spans to master given subjects.

Rights and Responsibilities

Involved in any grading system are certain rights and responsibilities of students, instructors, administrators, advisors, and counselors. The following list represents only those rights and responsibilities which relate directly to the Rockingham Community College grading system. Other rights and responsibilities are outlined in this catalog and in other college publications such as the online Student Handbook and the Faculty-Staff Handbook:

Students

1. The student has the responsibility to put forth sincere, conscientious effort to fulfill the objectives of courses in which he/she is enrolled.
2. The student has the responsibility to meet with his/her instructors, advisor, or counselor if the student feels he/she is in academic difficulty.
3. The student has the right to know the basis on which he/she will be evaluated.
4. The student has the responsibility, with the aid of his/her instructors and counselors, to set realistic goals.
5. The student has the responsibility to pace himself/herself in an open-ended course (a course in which the time allowed for completion of the objectives is flexible.)
6. The student has the right to appeal a grade and the responsibility to know the correct procedure for appeal.
7. The student has the responsibility to contact his/her instructor regarding the grade of "I" and to make arrangements to complete the necessary work to remove the "I" within the time allowed.
8. The student has the responsibility to follow the established procedures when withdrawing from a course or from the institution.

9. The student must follow the Course Repeat Policy if repeating a course with a grade of "C" or better and must properly register to repeat a course.
10. The student has the responsibility, prior to filing a notice with the Records Office for a degree, diploma, or certificate to review his/her record in consultation with his/her advisor to assure that all graduation requirements will be met before the proposed graduation date.
11. The student has the responsibility to be familiar with the online Student Handbook, the RCC Catalog, any additional academic policies and procedures not specifically outlined in Items 1 through 10 listed above, and to plan his/her program accordingly.
12. Additional rights and responsibilities for students as outlined in appropriate sections of this catalog and in other college publications such as the online Student Handbook and the RCC webpage.

Instructors

1. The instructor has the right to define performance requirements for specific grades.
2. The instructor has the responsibility to state the course objectives and grading system early in the semester.
3. The instructor has the right and the responsibility to continue his/her efforts in learning new and different ways to facilitate student instruction and evaluation.
4. The instructor has the right and responsibility to determine the best methods of presenting material in his/her courses.
5. The instructor has the responsibility to evaluate his/her grading procedures periodically.
6. Additional rights and responsibilities for instructors are outlined in appropriate sections of this catalog and in other college publications such as the Faculty-Staff Handbook.

Administrators

1. The administrator has the responsibility to recommend the employment of faculty and other professional staff whose philosophy is consistent with that of the institution.
2. The administrator has the responsibility to provide the time, resources, and facilities necessary for the teaching and learning process.
3. The administrator has the responsibility to provide a process for grade appeals.
4. The administrator has the responsibility to provide in-service training for the faculty.
5. The administrator has the responsibility to provide appropriate counseling and advising services.
6. The administrator has the responsibility to provide services for effective placement of students in courses.
7. The administrator has the responsibility to provide leadership in the development and continuing evaluation of a standard grading system.
8. Additional rights and responsibilities for administrators are outlined in appropriate sections of this catalog and in other college publications such as the Faculty-Staff Handbook.

Advisors

1. The advisor has the responsibility to consult with the student's instructor and/or counselor in cases where the student's progress in a course or program is in question.
2. The advisor has the counselor-shared responsibility to assist the student in preparing grade contesting requests.

Counselors

1. The counselor has the responsibility to consult with the student's instructor and/or advisor in cases where the student's progress in a course or program is in question.
2. The counselor has the advisor-shared responsibility to assist the student in preparing grade contesting requests.

Grading Symbols

Since the RCC grading system operates on the firm belief that each student has the right to know the basis on which he/she will be evaluated, every effort is made to identify and define symbols used in the institution and in each course. A total of fourteen different symbols have been identified and defined for use in the RCC grading system. All courses, except those designed open-ended or CE will utilize the other ten symbols.

Grades

Used in GPA Computation

A, B, C, D, F, WF

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

B The student has more than adequately met the objectives established for the course by the instructor and the department or departments involved. — 3 per sem. hr.

C The student has adequately met the objectives established for the course by the instructor and the department or departments involved. — 2 per sem. hr.

D The student has minimally met the objectives established for the course by the instructor and department or departments involved. — 1 per sem. hr.

F The student failed to meet the objectives established by the instructor and the department or departments involved in a traditional course or failed to make satisfactory progress in an open-ended course. — 0 per sem. hr.

WF The instructor withdraws a student after the 60th percent point or its equivalent due to absences or other considerations while the student is doing unsatisfactory work. This symbol counts as hours attempted but not as hours earned. — 0 per sem. hr.

Not used in GPA Computation

S, U, I, AU, W, WP, CE, NC

S The student successfully completed the course on the S-U option or completed a course in which the S or U is given. The symbol does not count as hours attempted but does count as hours earned. The "S" grade indicates that the course was completed with a "C" or better. — 0 per sem. hr.

U The student did not successfully complete a course taken on the S-U option or did not successfully complete a course in which the S or U is given. This symbol does not count as hours attempted or as hours earned. — 0 per sem. hr.

I The grade of Incomplete "I" may be given only when the completed portion of a student's work in the course is of passing quality and due to extenuating circumstances the student is not able to complete all the course requirements. *A student's desire to avoid a low grade is not a legitimate reason to award an incomplete.* The student requesting an Incomplete should be able to complete the course with minimal assistance from the instructor. An "I" does not count as hours attempted or hours earned. The student has until the end of the 8th week (subsequent fall or spring term) to complete the course requirements. If the instructor does not remove the "I" grade nor request a time extension, the "I" grade will change to an "F". — 0 per sem. hr.

AU Audit courses taken as an audit are not graded and no credits are earned. — 0 per sem. hr

W The student withdrew during the 60th percent point of a regular semester or its equivalent in an abbreviated semester. Withdrawals may be student or instructor initiated. This symbol does not count as hours attempted or as hours earned. — 0 per sem. hr.

WP The instructor withdraws a student after the 60th percent point or its equivalent due to absences or other considerations while the student is doing satisfactory work. This symbol does not count as hours attempted or as hours earned. — 0 per sem. hr.

CE Credit by Exam
The student received credit for course through proficiency examination (see Credit by Exam). This symbol counts as hours earned but not as hours attempted. No more than 50% of the degree program requirements may be earned in this manner. — 0 per sem. hr.

NC The student earned no credit for the course. This symbol does not count for hours attempted or hours earned. The symbol may be used only for "grade forgiveness". — 0 per sem. hr.

Audit

Students wishing to audit courses must officially register for such courses. Auditors receive no credit and the grade symbol "AU" will be recorded on the student's transcript.

Students may audit a course one time prior to taking the course for credit. Once academic credit has been awarded for a course, students may audit the class one additional time.

To audit a course, the student will officially register for the course in the normal registration process as required of any other course before the final date for adding courses in any given semester. Fees for auditing a course are the same as for taking a course for credit.

Students taking classes for Audit may not receive financial aid for audit classes.

Credit by Exam

Credit by Exam may be defined as an evaluative procedure whereby a student professing adequate competence in a particular subject area may undertake an examination designed to measure his/her competence within that given subject area. Upon completion of such examination and the scoring on such tests at or above a predetermined minimum score, the individual shall be given credit for such course. Such credit shall be recorded on the individual's transcript as hours earned only. The student must apply, register, pay the required fee, and take the Credit by Exam "examination" administered by Rockingham Community College.

Students taking classes for Credit by Exam may not receive financial aid for this course.

1. Credit by Exam "examinations" will be prepared by appropriate dean in cooperation with individual instructors within departments.
2. Students will be charged a registration fee for Credit by Exam courses at the same rate as for any other course.
3. Only those courses listed in the current catalog which are approved for Credit by Exam may be taken for such credit and only in the amount of credit listed. Each department has determined which of its course offerings may be completed through Credit by Exam.
4. Credit by Exam "examinations" for approved courses may be taken during any semester regardless of whether such courses are listed on the Schedule of Courses to be taught within any given semester, and such examinations may be taken beginning with the first day of classes but not later than two weeks prior to the end of the semester.
5. Rockingham Community College may accept credit that is granted via Credit by Exam at other colleges but such credit will be included in the maximum allowed via Credit by Exam at Rockingham Community College.
6. The symbol (Credit by Exam) or equivalent abbreviation will be printed on the student's transcript if he/she completes a course through such proficiency examination. However, this credit will not be included in the student's grade point average.
7. No more than one-half of the required credits for a degree or diploma may be earned through Credit by Exam unless otherwise approved by the Vice President for Academic Affairs.
8. Students are urged to inquire into the regulations of the college or university to which they intend to transfer relative to such institution's policy regarding the acceptance of Credit by Exam course credits.
9. Credit by Exam may be granted to Rockingham Community College students who are registered in college at the time the Credit by Exam course is taken and are eligible to take the class under college regulations.
10. To attempt a course via Credit by Exam, the student must:
    A. Secure an application from his/her advisor.
    B. Furnish proof to the satisfaction of his/her advisor, instructor, and Dean of the department involved that his/her previous experience or training will insure a reasonable measure of success on the examination.
    C. Have the Credit by Exam application endorsed by his/her advisor, instructor, and appropriate Dean of the department involved.
    D. Submit forms for Credit by Exam to the Records Office at the time of registration and pay appropriate tuition and fees for the course:
11. Information concerning which departments offer Credit by Exam courses may be obtained from the office of the Vice President for Academic Affairs.

Incomplete Grade

The following definition and procedure govern the use of the "I" grade.

1. Definition: The grade of Incomplete ("I") may be given only when the completed portion of a student's work in the course is of passing quality and due to extenuating circumstances the student is not able to complete all the course requirements. A student's desire to avoid a low grade is not a legitimate reason to award an incomplete. The student requesting an Incomplete should be able to complete the course with minimal assistance from the instructor. An "I" does not count as hours attempted or hours earned.
2. Students must make arrangements with the instructor to receive an incomplete grade prior to the end of the semester.
3. The instructor will complete the "Report of Incomplete Grade" form describing the requirement(s) to remove an "I" grade. This form must be filed in the Dean's Office with a copy to the student.
4. The student has until the end of the 8th week of the subsequent fall or spring term to complete the course requirements. If the instructor does not remove the "I" grade nor request a time extension, the "I" grade will change to an "F".
5. Students can not register for the same course when an "I" has been issued.
6. After the course work is completed, the assignment of the grade is the responsibility of the instructor and will be submitted on a Grade Change Form to the Registrar's office for processing. When removing the "I", an instructor cannot submit a grade change of "WP", "WF", or "NC".

Satisfactory/Unsatisfactory Grading Option

This grading system encourages students to explore courses for credit outside their major. Because these courses will not count in the GPA but will count toward credits earned, the possibility of failure, strong competition, etc., is removed. The students could use this option in choosing electives where they have some interest but little or no previous experience or skill in taking courses outside their program.

Satisfactory/Unsatisfactory Policy

1. Courses may be taken on S/U basis only with the approval of the student's advisor and the instructor of the course.
2. A student may earn not more than 6 credit hours of "S" toward the total credit hours required for a diploma or a degree. Any course which is offered only on a S/U basis will not be included in the 6 hours of "S" limitation.
3. A student may take only one course per semester on the S/U option. Exception must be approved by the student's advisor.
4. A grade of "S" indicates that the student has satisfactorily met the objectives of the course. The "S" does not count as hours attempted but does count as hours earned. A grade of "U" indicates that the student did not successfully complete the course. The "U" does not count as hours attempted or as hours earned. The "S" grade indicates that the course was completed with a "C" or better.
5. The student must declare his intention to take the S/U option prior to the end of the drop/add period. In order to declare the S/U grading option, the student must:
   a) Report to his/her advisor, discuss the S/U option, complete the proper form, and obtain his/her advisor's approval.
   b) Report to the instructor, discuss the S/U option, and obtain the instructor's approval.
   c) Submit the form to the Records Office before the end of the drop/add period.
6. To assist a student in registering to take a course under the S/U grading option, the advisor should:
   a) Provide the student with the S/U option application form.
   b) Assist the student in completing the form by dating and endorsing the application in the blank marked "advisor".
   c) Instruct the student to list the course on the registration form (or drop/add form in the case of an added course).
   d) Instruct the student to contact the appropriate instructor involved to secure his/her signature of approval.
   e) Provide the student with the name of the Dean involved and instruct him/her to secure the signature of approval.
   f) Instruct the student to turn in the S/U Grading Option application form during registration.

Grade Point Average (GPA)

Grade Point Average (GPA) is defined as the total grade points earned divided by the total number of credit hours attempted. Grade points are the numerical equivalents of the letter grades and are used to determine academic honors. A minimum GPA of 2.0 in the program of study for all certificates, diplomas and degrees is necessary to meet grade requirements for graduation.

Grade Forgiveness

The purpose of Grade Forgiveness is to provide students who wish to continue their education at Rockingham Community College a 'fresh start' from previous grades that are detrimental to their current and future educational endeavors. Students who have been academically dismissed from or have not enrolled in credit courses at Rockingham Community College for a period of five years and whose cumulative RCC academic record would prevent them from being reinstated in good or improved academic standing may petition for Grade Forgiveness according to the criteria below.

A student seeking Grade Forgiveness is required to complete an Application for Grade Forgiveness that is available in the Academic Records Office. This application must be accompanied by a letter that explains the student's reason(s) for requesting Grade Forgiveness and the circumstances that surrounded the previous period of unsatisfactory academic performance. The completed application and letter must be submitted to the Vice President for Student Development.

A student may request Grade Forgiveness for one of the following reasons: (1) past academic performance; or (2) change in academic program since the time of previous enrollment.

The following criteria apply to request a Grade Forgiveness:

1. The student must be currently enrolled at Rockingham Community College or will enroll in the academic term that immediately follows the approval of Grade Forgiveness.
2. The student must not have been enrolled in credit courses at Rockingham Community College for at least five years prior to re-enrollment and approval of Grade Forgiveness.
3. For each course for which Grade Forgiveness is approved, forgiven grades and hours attempted will no longer be calculated into the student's cumulative grade point average. For each course for which Grade Forgiveness is approved, the original course listing will remain on the transcript and the original course grade will be replaced by the grade 'NC.'
4. Grade Forgiveness may be granted only once to any student. Once Grade Forgiveness is granted, the change is permanent. Should a course be repeated for which Grade Forgiveness has been approved, the repeated course grade will not affect or change the grade of 'NC' that replaced the forgiven grade.
5. Grade Forgiveness may not be requested for courses that were ultimately counted toward the award of a certificate, diploma, or degree previously awarded by Rockingham Community College.
6. Grade Forgiveness, when approved by the Vice President for Academic Affairs, applies only to Rockingham Community College courses. There is no appeal of a Grade Forgiveness decision. Also, there is no guarantee, expressed or implied, that the forgiveness will be recognized by any other college or university.
7. All changes to the student's official transcript will be made by the Registrar. Approvals of Grade Forgiveness will be noted as an attachment in the student's official academic record.
8. A student's eligibility for financial aid is determined in accordance with applicable Federal, State, and institutional financial aid regulations. The Grade Forgiveness policy does not override financial aid regulations. Thus, a student seeking Grade Forgiveness must consult with the financial aid office to determine the potential impact of Grade Forgiveness upon his or her financial aid eligibility.
9. Students who re-enter Rockingham Community College under Grade Forgiveness must follow and adhere to the terms of the Catalog, including all academic requirements and policies.

Grade (Final) Appeal

All students enrolled in classes at Rockingham Community College have the right to appeal a final course final course grade assigned to them. The following procedure will be followed by the student requesting a final course grade appeal:

1. Schedule an appointment with the instructor who has assigned the final course grade. Discuss the matter with the instructor, asking him/her to review the basis for assigning the final course grade. If the disagreement about the final course grade is resolved in this discussion, the instructor will process the *Grade Change Form*.
2. If not resolved, schedule an appointment with a counselor or advisor, who will aid the student in the writing of the case and schedule an appointment with the instructor's Dean.
3. If the matter is not resolved with the dean, a final review will be made by the Vice President for Academic Affairs in consultation with all individuals involved. Upon recommendation by the Vice President for Academic Affairs (after all steps have been followed), the final course grade in question may be set aside and declared invalid in which case the student will be given a comprehensive examination by the department involved to establish a final course grade of record.

The right to appeal a final course grade expires at the end of the academic term (fall, spring, summer) following the one in which the final course grade is assigned. The time limit will be waived only in unusual circumstances. When a student contests a grade assigned by an instructor no longer employed by the college, Step One (1) above does not apply.

Grade (Final) Changes

Instructors retain primary responsibility for assigning final course grades in which a student is registered. In the event the instructor is no longer employed by the college, final course grade changes can be recommended by the appropriate dean provided there is sufficient evidence to make a change. Students who believe their final course grade is incorrect must follow the procedure for grade change. Changes to grade requests must be submitted by the end of the academic term (fall, spring, summer) following the semester in which the final course grade is assigned.

Procedure for Grade Change

1. The student contacts the instructor who assigned the final course grade (or the appropriate dean if the instructor is no longer employed by the College) and explains the requested grade change. If the grade change request is granted, the instructor (dean) completes the *Grade Change Form*. If a student is unable to resolve a final course grade dispute with the instructor, the student must follow the Grade Appeal Policy.
2. The instructor (dean) submits the *Grade Change Form* to the Vice President for Academic Affairs for approval and signature.
3. Upon approval of the grade change by the Vice President for Academic Affairs, the *Grade Change Form* is submitted to the Registrar's Office.
4. The Registrar's Office records the grade change and provides a copy to the advisor and the student.

Academic Progress Policy and Procedure

The policies governing academic progress at Rockingham Community College are intended to assist students in successfully completing their programs of study. Procedures are designed to identify students experiencing academic difficulty and to ensure effective corrective action. These procedures are designed to:

1. Inform all students of minimum academic standards and grading procedures
2. Identify and alert students displaying signs of academic difficulty as early in the semester as possible.
3. Notify all students of their GPAs immediately following the semester grading term.
4. Provide opportunities for corrective action to such students.

Students enrolled in certificate, degree and diploma programs are expected to maintain satisfactory academic progress toward completion of the requirements for their program. Special credit, dual enrolled, and Early College High School students are also subject to the college's satisfactory academic progress policy.

For the purpose of determining academic progress, final grades on all courses within the student's program will be considered. Satisfactory academic progress will be based upon the acquisition of at least 2.0 cumulative GPA on each semester or term of enrollment. Note: Health science programs of study may require a higher GPA for satisfactory progress.

Review of Academic Standing Based Upon Program Change

A student who is placed on Academic Warning, Academic Probation, or Academic Suspension at the end of an academic term and has changed academic programs during the period of unsatisfactory academic status may request to have his or her academic status reevaluated. Such a request must be submitted in writing to the Vice President for Student Development, who will then implement the process for review of the request and the student's academic record.

Academic Warning

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

Academic Probation

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

Academic Suspension

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

Repeat of a Completed Course

A student may request to repeat a course for credit using the following guidelines. All grades awarded for repeated courses will appear on the transcript; however, the most recent grade for a repeated course is used to calculate a student's GPA. Repeat of a course is not permitted for a grade of "I" and "CE". A student requesting a repeat of course for which an "AU" was recorded, must follow the Audit policy in the RCC catalog. A student will be permitted to repeat (second attempt) a course once without permission. A third attempt of a course requires the student to complete the Course Repeat Form and make an appointment for approval by the dean of the division where the course is taught. A subsequent attempt requires approval from the Vice President for Academic Affairs. The completed Course Repeat Request Form must

be provided by the student at the time of the appointment with the Vice President for Academic Affairs. **Withdrawals from a course with a W, WP, or WF are included in the number of times the course has been attempted.**

Student Change of Program

Students desiring to change their programs of study should contact a counselor at least two weeks before registration to allow ample time for any necessary placement testing and evaluation of previous course work.

When a student decides to change programs (e.g. business administration to college parallel, machine shop to welding, etc.) the procedure officially begins with a conference with a counselor. The counselor will assist the student in preparing the appropriate forms which will be processed through the Student Development Office.

The new advisor will be sent a new advisement sheet. Only transcripts from other colleges are evaluated and/or "re-evaluated".

Recalculation of GPA for Program Change

The program GPA will be recalculated on the basis of the following guidelines when a program is changed:

1. If a student has made a grade of A, B, C, D, or S in a course that is normally considered to be a part of the new program, the student will receive full credit for that course.
2. If a student has made a grade of W, NC, OE, WP, or U in a course that is normally considered to be a part of the new program, this grade or course will not in any way be included in the recalculation of GPA.
3. Courses that are not applicable to the new program will not be included in the recalculation of the program GPA.
4. If a student transfers out of a program into another and then transfers back to the original one, the recalculation of GPA will be done on the same basis as outlined above, i.e., it will include all applicable courses taken at any time.
5. The responsibility for deciding which courses (other than those specifically appearing in both programs) are transferable rests upon the Registrar. The advisor, the dean, and others may be consulted in making this decision.

(*Special Note to Veterans*): Because of specific Veterans Administration policies regarding benefits, questions concerning program change, repeat courses, and the Academic Probation Policy should be referred to the RCC Veterans Affairs Officer.

Class Attendance

The college's class attendance policy is designed to promote student success. Students are expected to attend *every* scheduled lecture, lab, shop, and clinic on time and be prepared to engage in the teaching and learning process. Students are responsible for all materials covered and all assignments made in class. Each instructor is responsible for providing the student with a written attendance policy in the course syllabus.

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

Religious Observance

Rockingham Community College recognizes the diversity in religious beliefs. Out of respect for individual religious convictions, students may be granted two (2) class days of excused absences per academic year. A student wishing to exercise this leave must provide written notice to all instructors two weeks in advance of the leave. Students will be given the opportunity to make up any class work missed during the excused day(s).

Withdrawals from the College

A student must see a counselor and complete the necessary forms in the Student Development Office before the student may officially withdraw from the college. Failure to do so may be damaging to the student's academic record. Grades will be assigned as outlined in the Student Initiated Course Withdrawal Policy.

Official withdrawal procedures are as follows:

1. The student reports to the Student Development Office for a withdrawal interview with a counselor and completes an application to withdraw.
2. The student obtains clearance on the Application to Withdraw form from the following:
   a. Instructors who will assign grades according to course withdrawal policy.
   b. Gerald B. James Library
   c. Financial Aid Office (when applicable)
   d. Veterans Affairs Office (when applicable)
   e. Business Office
   f. Records Office
3. The student must leave the form with the Records Office. The student's withdrawal is not official until the form is accepted by the Records Office.
4. The Records Office notifies each instructor and the student's advisor of the completed withdrawal.
5. When applicable, the Records Office will notify such agencies as Social Security, Veterans Administration, Vocational Rehabilitation, Financial Aid Office etc., of the completed withdrawal.

Withdrawals from Programs

(Transfer to a New Program of Study)

Students desiring to withdraw from a program of study should discuss the possibility of transferring to another more appropriate program of instruction within the college with their counselor. Procedures for transferring courses common to the old and the new programs assure the student of a minimum loss of course work.

Withdrawal from Courses

In all cases of withdrawals from courses, a student or instructor must complete the appropriate forms through the Records Office at the time of withdrawal. A student who has withdrawn from all courses is no longer considered a registered student.

Student-Initiated Withdrawal

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

It is the student's responsibility to initiate a withdrawal from a course. Students may withdraw from a course through the end of the 60th percent point of the semester or its equivalent in a shortened session. Students are not allowed to initiate drops beyond this point. After the thirteenth week of classes or its equivalent in a shortened session, students are required

to meet with their instructor to initiate withdrawals for justifiable reasons. Also, students who are found guilty of plagiarism before the 60% point of the semester may not withdraw from the course in order to avoid penalty of an "F" or "WF" given by the instructor as a result of the plagiarism. In those cases, the "F" or "WF" grade will be given. In order for a student to initiate a withdrawal, all the following steps must be completed.

Students will:

1. Obtain the withdrawal form. Forms are available from either area secretaries or Student Development Office.
2. Discuss the intention to withdraw with the course instructor. Obtain the instructor's initials on the appropriate place on the withdrawal form.
3. Discuss intention to withdraw with his/her advisor and obtain signature in the appropriate place on the withdrawal form.
4. Return the completed form to the Records Office. Withdrawal is not complete until the form is returned to the Records Office.

Instructors will:

1. Discuss ramifications of withdrawal and other options available with students before approving withdrawal.
2. Assign grade of "W", "WP," or "WF," depending on when the student is withdrawn and indicate last date of attendance.
3. Initial the drop form if drop is approved.
4. Notify the Veterans' Affairs and Financial Aid offices *immediately* if a student receiving VA or financial aid has missed two weeks of classes with no contact from the student.

Advisors will:

1. Discuss the ramifications of withdrawal on a student's program progression and other options available to them before approving withdrawal.
2. Sign the drop form if the drop is approved.
3. Remind the student to return the withdrawal form to the Records Office.

Instructor-Initiated Withdrawals

Instructor-initiated course withdrawals are governed by the following policies:

A. Absences

Each instructor is responsible for providing the student with a written attendance policy in the course syllabus. If a student misses a class for any reason, it is his/her responsibility to confer with the instructor at his/her earliest opportunity. When a student is withdrawn for excessive absences, the grade normally assigned will be a "W", "WP" or "WF". The grade assigned will depend upon when in the semester the withdrawal occurs and the nature of the student's work. (See gradesymbol definitions.)

NCCCS regulations require that the college maintain accurate record of class attendance for all students. Withdrawal and readmission are left to the discretion of the instructor. Instructor must process the appropriate form for withdrawal or readmission and send to the Records Office.

B. Disruption of Class

Students who disrupt class may be withdrawn from the course after the instructor has taken corrective measures such as a conference with the student in question and/or referring the student to other faculty or staff. When a student is withdrawn for disruption of class, the grade assigned will be a "W", "WP", or "WF". The grade normally assigned will

depend upon when in the semester the withdrawal occurs and the nature of the student's work. (See Grade Symbol definitions.)

C. Student Achievement Limitations

In cases where student achievement limitations hamper the instructional effectiveness of a course, the instructor may initiate a withdrawal with the approval of the appropriate dean and the Vice President for Academic Affairs. A grade of "W" will be assigned to students withdrawing for achievement limitations.

Independent Study

Independent Study at Rockingham Community College is provided to permit flexibility in the development of students' program of study, to enhance students' breadth of learning, and to develop within students a high degree of self-motivation toward academic pursuits. Such courses are equivalent in terms of quality and quantity to regularly scheduled courses appearing under course designations in the catalog.

If the student wishes to engage in the study of subject matter for which a comparable course is offered at RCC but under special circumstances needs to meet the course requirements through Independent Study, the student would complete the Independent Study Approval Form and register for the course according to the registration procedures outlined in the catalog.

Special circumstances under which a student may need to attempt a course through Independent Study under this second plan are:

1. To take a course out of the normal scheduling sequence but which is needed to meet graduation requirements.
2. To engage in Independent Study because of the nature of a learning disability
3. To take a course which conflicts with a regularly scheduled course.

When the student engages in an Independent Study course with a regular course description (i.e., MAT, ENG, HIS), the grade symbols adopted and approved for that particular course will be awarded.

No student may apply more than two independent study courses to meet graduation requirements. A student wishing to take an Independent Study Course should:

1. Report to his/her advisor, discuss the option of taking a course through Independent Study, verify that the student will not exceed the limit of two independent study courses, and obtain the Independent Study Approval Form.
2. Report to his/her instructor, discuss the option of taking a course through Independent Study, complete the appropriate sections of the Independent Study Approval Form, and secure the instructor's signature.
3. Have the Independent Study Approval Form endorsed by his/her advisor and the appropriate Dean of the department involved.
4. Officially register for the course by completing the normal registration process as required of any other course before the final date for adding courses.

Application for Graduation

Students who expect to complete requirements for a degree, diploma, or certificate must apply in the Records Office for graduation by filling out an Application for Graduation. These forms should be completed at the time of registration for the semester in which the student expects to graduate. There is a published deadline by which the Application for Graduation must be submitted for a specified graduation date. Graduation ceremonies are held at the end of the spring and summer terms.

Students completing their programs of study may apply for December graduation, although there is no December ceremony.

To be eligible for graduation, the student must have completed the appropriate program requirements, have a final cumulative GPA of 2.0 in the selected program of study, and have cleared all indebtedness to the College including tuition, fee, fines, etc.

It is the policy of the college that at least 25 percent of the Semester Credit Hours required for graduation be taken at RCC. It is the student's responsibility to notify the Registrar of enrollment at other colleges during the last semester if applying for graduation and must arrange to have official transcripts received by the Registrar by the end of the last day of final exams of the semester in which the student expects to graduate from RCC.

The college encourages participation in graduation, but if a student chooses not to participate, he/she may obtain the earned degree, diploma, or certificate from the Records Office during regular office hours beginning the day after graduation.

Students planning to graduate should submit an Application for Graduation form during registration for their final semester. A $25 graduation fee will be charged to all students completing a certificate, diploma, or associate degree program. The fee includes the cost of providing the diploma and diploma cover, cap, tassel, gown, and 10 graduation invitations.

Transcript Requests

Transcripts can be requested in person at the Records Office or by submitting a written request. Requests are not accepted by telephone. You can print a copy of the Transcript Request Form from the web page and mail the completed form to the Records Office. A faxed request with signature can be sent to (336) 342-1809. E-mail requests are not accepted without an electronic signature. Currently enrolled students may print an unofficial transcript via WebAdvisor.

2010-2011 Performance Measures and Standards

In order to insure public accountability for programs and services, the State Board of Community Colleges adopted in February 1999 performance measures as core indicators of student success. Each of the community colleges annually reports data on each of the measures.

Progress of Basic Skills Students
75% of the students enrolled in basic skills will be demonstrating progress.
RCC students: 76%

Passing Rates on Licensure/Certification Exam
80% aggregate institutional passing rate and passing rate of first-time test takers must be at least 70% for each test.
RCC students: the aggregate instituitional passing rate is 84% with one exam with less than 70%.

Performance of College Transfer Students
83% of students who transfer to a 4-year institution will have a GPA of 2.0 or higher after two semesters.
RCC transfers: 89% with GPA =>2.0

Passing Rates in Developmental Courses
75% of the students who take a developmental English, mathematics, and/or reading course will pass the course with a grade of "C" or better.
RCC students: 81%

Success Rate of Developmental Students in Subsequent College-Level Courses
80% of students completed a developmental course in 2006-2007 and completed a subsequent college level course in 2007-2008 will have a passing grade for the college level course.
RCC students: 87%

Student Satisfaction of Completers and Non-completers
90% of survey respondents will be satisfied with college programs and services.
RCC: 97% satisfied

Curriculum Student Retention, Transfer, and Graduation
65% of the degree seeking students who enter in the fall will either re-enroll, transfer or graduate by the subsequent fall.
RCC : 70% of RCC's Fall 2008 enrollment either graduated, transferred or returned Fall 2009.

Client Satisfaction with Customized Training
90% of the businesses/industries surveyed will report satisfaction with the services provided by the college.
94% of those surveyed were satisfied with RCC's customized training.

Policies and Procedures

Equal Opportunity/Affirmative Action

Rockingham Community College does not discriminate in administering or access to, or treatment of employment or admission in its program and activities. No person shall be discriminated against on the basis of race, color, sex, religion, age, national origin, or disability.

Inquiries may be directed to the Equal Opportunity/Affirmative Action Compliance Officers at the college.

In addition, Rockingham Community College is committed to a policy of affirmative action. As part of our commitment to increase the number of minority personnel, the institution has established a goal that the proportion of minority employees should reflect their proportionate representation in the relevant labor markets. The Trustees and the President shall oversee the plan of action, and the President shall monitor the implementation of this plan through the Affirmative Action Officer. Affirmative action and equal opportunity are considered integral parts of the mission and purpose of Rockingham Community College.

Grievance Procedures

Applicants, employees, and students of Rockingham Community College may lodge grievances involving alleged violations of their rights under the provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 with the Equal Opportunity/Affirmative Action Officer at (336) 342-4261 or the Assistant Secretary, Office for Civil Rights, 330 C. Street S.W., Washington, D.C. 20202.

Americans with Disabilities Act (ADA) Policy

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

Family Educational Rights and Privacy Act (FERPA)

What is FERPA?

FERPA is a federal law known as the Family Educational Rights and Privacy Act of 1974. This law protects the privacy of a student's educational records and applies to all educational agencies and institutions that receive funds under any program administered by the Secretary of Education in the U.S. Department of Education. As a general rule, under the Family Educational Rights and Privacy Act, personally identifiable information may not be released from a student's educational records without his or her prior written consent. Exceptions to this rule are set out in the FERPA regulations and the FERPA policy of Rockingham Community College.

What is "Directory Information?"

There is certain information pertaining to students that is known as "Directory Information." This information includes: the student's name, date and place of birth, major field of study, class, enrollment (full-time, half-time, or part-time), participation in officially recognized activities, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and weight and height of members of athletic teams. (Examples of ways in which some of this information is made public include: name of student who received honors and other awards, who is named to the Dean's List, or who holds an office. The annual commencement program publishes the names of degree, diploma, and certificate recipients.)

"Directory Information" may be disclosed by the college for any purpose, at its discretion. RCC never knowingly releases "Directory Information" to any requester for commercial purposes.

Students who do not wish to have any or all "Directory Information" made public without their consent must request this in writing by sending the request to the Vice President for Student Development. If a student requests that "Directory Information" be withheld, the enrollment of the student cannot be verified to external entities such as potential employers, colleges, or universities, or medical insurance companies. Also, the name of the student will not appear in any official college publication distributed to the public, such as a commencement program. And, the name of the student will not be included in any information submitted to the media when academic recognition announcements (such as Dean's List and President's List) are made. Students requesting this withholding of "Directory Information" must file the request by the end of the registration period of first enrollment or re-enrollment for a specific academic term. Such a request will be honored until the student graduates, ceases to attend, or the student withdraws the request, in writing.

What are "Educational Records?"

"Educational Records" refers to those records, files, documents, and other materials which contain information relating directly to a student and are maintained by the college or a person acting for the college. The term "Educational Records" does not include:

- Records of instructional, supervisory or administrative personnel, and educational personnel ancillary thereto which are in the sole possession of and maker thereof and which are not accessible or revealed to any other person except as a substitute;
- Records and documents of the college's Campus Security Department which are kept apart and are maintained solely for law enforcement purposes and are not made available to persons other than Campus Security officers and, if necessary, law enforcement officials, all of which would be in need of said information in the conduct of official duty;
- Records on a student that are made or maintained by a physician, psychologist, psychiatrist, or other professional or paraprofessional acting in their professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

Students' rights with respect to their "Educational Records" are as follows:

- The right to inspect the student's "Educational Records" within 45 days of the day the college receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) the student seeks to inspect. The appropriate college official will make arrangements for access and notify the student of the time and location where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. In the event the requested record includes information on more than one student, each student shall be entitled to review or be informed only of that part which pertains to him or her.
- The right to request the amendment of the student's "Educational Records" in the event the student believes that there is inaccurate or misleading information. Students requesting the college to amend a record that they believe to be inaccurate or misleading must do so in writing to the college official responsible for maintaining the record. The written request should clearly identify the part of the record in question and specify that which is believed to be inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent (see the information following this section).
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

- Students may not inspect financial records and statements of the parents, confidential letters of recommendation placed in their records before 1974 (with some exceptions), or confidential letters of recommendation placed in their records after January 1, 1974, if they have waived their rights to inspect and review such letters.

What Information About a Student May Be Released Without the Student's Consent?

The law permits disclosure, without consent to:

- School employees who have a legitimate educational interest (these persons are employed by the college in an administrative, supervisory, academic or research, or support staff position, including: Campus Security personnel, persons serving on the Board of Trustees, persons assisting another college official in performing his or her duties, and individuals – including students – serving on an official college committee such as a disciplinary, grievance, or appeals committee);
- Other schools, upon request, in which a student is seeking or intending to enroll;
- Accrediting organizations;
- Organizations performing certain studies for or on behalf of the college;
- Appropriate parties in connection with financial aid to the student, to determine eligibility, amount, or conditions of financial aid, or to enforce the terms and conditions of aid;
- Parents when a student over 18 is still a dependent (see additional information under parental rights);
- Certain governmental officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with an audit, authorized representatives of the U.S. Attorney General for law enforcement purposes, or state or federally-supported education programs;
- Individuals who obtained a judicial order or subpoena;
- School officials who have a legitimate need to know concerning disciplinary action taken against a student;
- Appropriate parties who need to know in cases of health and safety emergencies, when necessary, to protect the health and safety of the student and/or others;
- State and local authorities, within the juvenile justice system, pursuant to specific state law;
- Alleged victims of a crime of violence seeking the results of a disciplinary proceeding with respect to that crime;
- Parent or legal guardian of a student under the age of 21, pertaining to information regarding any violation of a college policy or state, federal or local law, governing the use or possession of alcohol or a controlled substance;
- Those requesting directory information on a student provided the student has not requested that his or her directory information be withheld.

Do Parents Have Rights Under FERPA?

Rights to access a student's educational records transfer to the student upon reaching 18 years of age or attending any school beyond the secondary level. The law allows parental access if a student is claimed as a dependent for federal income tax purposes, as defined/described in the IRS Code. Proof that a parent is including a student as a dependent under federal tax laws will be required to disclose (without a student's consent) information to the parents of a student 18 years or age or older.

Access is granted both to the parent who claims the student as well as the parent not claiming the student. The parent must complete the Parental Request for Academic Information, available in the Student Development Office, each time information is requested. If a student is not claimed by either parent as a dependent according to the IRS Code, the parent may gain access to student information only if the student is willing to permit the release of the information. This permission occurs when the student signs the Student Consent for Release of Records, available in the Student Development Office, each time information is to be released.

Questions about FERPA should be addressed to the Vice President for Student Development in the Whitcomb Student Center. The text of FERPA and its regulations, the Rockingham Community College FERPA policy, and the required forms are available on the RCC web site and in the *Student Handbook*.

Sexual Harassment Policy

The Equal Employment Opportunity Commission (EEOC) has issued guidelines setting forth the Commission's interpretation regarding sexual harassment as a violation of Title VII of the Civil Rights Act of 1964. These guidelines are consistent with the long-standing policy of Rockingham Community College that conduct creating an intimidating, hostile, or offensive environment for either employees or students will not be tolerated, and those violating this practice may be subject to disciplinary action up to and including termination of employment or student status.

The college investigates all allegations. Any person who believes that he/she has been subjected to sexual harassment may report all allegations to the appropriate college officer. Employees are encouraged to report allegations to their supervisor and/or the Director of Human Resources. Students are encouraged to report allegations to the Vice President for Student Development. All reports will be treated with the assurance of no reprisal to the person making the allegation. In the event a student files an allegation, the student must follow the Student Grievance Procedure for non-academic grievances as outlined in the Student Code of Conduct in the Student Handbook.

Sexual Assault Program and Response Procedures

Rockingham Community College sponsors presentations to students as well as faculty and staff in an effort to prevent sex offenses. Such presentations promote the awareness of rape, acquaintance rape, and other sex offenses.

The procedures below define and coordinate the efforts of Rockingham Community College to provide a caring and effective institutional response to student sexual assaults. Such definition and coordination is intended to make the institutional response "more than the sum of its parts" for the benefit of the survivor of assault and the community at large. While allowing flexibility, these procedures are intended to ensure continuity and consistency for both victims/survivors and accused perpetrators to receive needed support services.

These procedures are based on the following understanding of sexual assaults:

- Sexual assault is a term covering a range of coercive behaviors. The common element of these behaviors is use of coercion, force, or threat of force to obtain sexual contact against a person's will. The type of coercion may range from unwanted sexual touching to intercourse. The perpetrator of sexual assault may often be known to the victim/survivor. The experience may severely traumatize the victim-survivor even when no force was used in the coercion.
- Victims/survivors of sexual assault need clear boundaries and role definitions in those professionals who offer help because their personal boundaries have been violated. Victims/survivors need to know what services are available and who provides them. Similarly, they need to know what is outside the scope of any given provider's services, and they need to know that providers will stay within their roles.
- Victims/survivors of sexual assault need clearly defined choice points and options because they have been in a powerless position and denied choice. They need a chance to re-establish a sense of personal control.
- All actions undertaken by the college in a sexual assault incident should be completed in a timely manner.
- Trust in others may have been severely damaged, so all helping efforts should respect the victim's/survivor's need for safety and control. In general, the victim/survivor needs to be heard, needs to be respected, needs to understand options, and needs to move his or her pace through the process of recovery.

- The accused is known and is an RCC student and either the victim/survivor has given permission to identify the accused or a police investigation has begun, options and services should be offered to the accused as soon as possible. Referrals to campus and local counseling services should be made. One such local service is Help, Inc., at (336) 342-3331.

These procedures also recognize that the immediate community response it outlines is only part of the picture.

Sexual Assault Services Coordinator

RCC's Vice President for Student Development serves as the College Sexual Assault Services Coordinator (SASC) and oversees the implementation of these procedures. The SASC serves as a primary resource for the student reporting an assault. A telephone call will be made to the SASC immediately following the initial contact. If the student decides not to speak to the SASC, the SASC will still oversee the implementation of these procedures.

Campus Alert

If the SASC or county sheriff's department determines that a reported incident of sexual assault represents a potential danger to the campus community, the President will be contacted. The President will determine if a campus alert is warranted. The President will decide if a potential danger to the community exists, which is defined as follows:

- a pattern of acquaintance sexual assaults
- a stranger assault
- a violent or sadistic assault
- gang rape

Comprehensive Guidelines

The goal of these procedures is to provide the following information for the campus community, which constitutes the immediate support network for students involved in a case of sexual assault:

- boundaries of confidentiality
- services offered by the college
- options and choices available to the student
- statements about services offered by local sexual assault service agencies and law enforcement services

All reports are filed with the Sexual Assaults Services Coordinator. This report may be filed with the victim/survivor's name (if permission is granted) or with other identifying information. In cases which represent a clear danger to the community at large, a Campus Alert Notification may be released to protect the community while respecting the reporting student's right to anonymity. With the exception of the incident report, the student can speak confidentially with the Sexual Assault Services provider.

Use of any and all services by the student is fully voluntary. The Sexual Assault Services Coordinator will offer overall assistance and follow-up to the student.

Confidentiality

Except in the case of emergency medical treatment, the SASC first arranges a time and place to meet with the victim/survivor. The SASC will make certain that the selected location is confidential and safe for both parties. If the assault just happened, make sure that the accused perpetrator, if known, is absent from the scene. The SASC often establishes rapport and helps the victim/survivor to feel safe.

Information and Referral

The goal of all information and referral is to return control to the victim/survivor and to provide support services to both the victim/survivor and the accused perpetrator. The SASC will explain the options available to each student, concerning academics, law enforcement, and safety matters. The staff member will also encourage the victim/survivor to seek counseling, medical attention (immediate appointments or for the next working day can be arranged, if necessary), and consider filing an official police report. All final choices of each student will be supported, and information for future referral will be provided in writing.

Uniformity, consistency, and continuity are of the essence in the treatment of a sexual assault victim/survivor and accused perpetrator. These concepts are incorporated into the college's policy on sexual assault to assure a consistent and comprehensive message, and to assure that the victim/survivor and accused perpetrator receive exactly the same accurate information from the SASC and college officials involved in the case. In such a case, the SASC will provide information and support the choices of the victim/survivor (including decisions to take no actions at the present time) while facilitating referral and assistance in a confidential manner.

Student Grievance Procedure

The purpose of the Student Grievance Procedure is to provide a means by which students may seek to resolve academic and non-academic complaints against college faculty, staff, or other employees. Detailed procedures to resolve both categories of grievances are found in the Student Grievance Procedure as published in the Student Handbook and are also available in the Office of Student Development.

Academic Grievances

An academic grievance is a dispute related to an academic matter within a learning activity, course, or program of study pertaining to both credit and non-credit courses or programs. For example, an academic grievance may pertain to procedures such as instructor initiated withdrawals for absences or classroom behavior, grading policies, a dispute of academic dishonesty, instructor's requirements, or academic requirements of specific programs of study.

Non-Academic Grievances

Non-academic grievances are those which do not specifically pertain to academic issues. Examples of non-academic grievances include complaints by students that they have been treated unfairly in violation of students' rights that are listed in the College Catalog and Student Handbook; discrimination on the basis of age, sex, race, ethnicity, religious belief, national origin, disability, or other conditions or preferences; claims of sexual harassment by another student or college employee; or claims that a sanction or decision imposed as a result of a disciplinary infraciton is unreasonable, unfair, excessive, or not in keeping with the sanctions prescribed in the Code of Conduct.

Cell Phones

Student use of cell phones, text messengers, and similar personal electronic and musical devices is prohibited in the classrooms, laboratories, clinical sites and the library.

Student Code of Conduct

Rockingham Community College students are responsible citizens. As such, students are expected to:

- obey national, state, and local laws;
- act at all times as mature persons;
- be courteous to instructors, fellow students, and to the public;
- be honest in academic work and in dealing with others;

- respect the property of the college and of fellow students;
- exercise reasonable care in the use of books, furniture, and buildings;
- observe all college regulations.

Any action performed on the campus of Rockingham Community College or at any activity sponsored by or officially affiliated with the college will be defined as being a violation of the standards of student behavior provided:

- The action interferes with the normal classroom activity or,
- The action directly precipitates physical violence resulting in bodily injury or property damage or,
- The action is a violation of the duly established regulations of the College Administration or of the laws of the State of North Carolina or of the United States of America.

The Code of Conduct outlines the categories of expected campus behavior and categories of behavior that are not permitted. The Code of Conduct is found in the *Student Handbook*.

Student Discipline

Each faculty member is his own disciplinarian in class and is also authorized to correct any infraction of accepted decorum anywhere on college property at any time. The responsibility for initiating disciplinary action arising from a violation of the rules against dishonesty during a course are vested in the instructor. In cases where students report infractions of rules, whether academic or social, and in all other cases where the nature of the problem permits, the case is handled by the reference to the Student Code of Conduct, published in the *Student Handbook*.

College Operating Hours

College operating hours are typically Monday through Friday from 8:00 a.m. to 5:00 p.m. Summer hours may differ; please refer to the RCC web page for current information.

Health Services

A first aid and emergency station is located in the gymnasium. First aid kits are located at the college switchboard, the Information Desk at the Whitcomb Student Center, and at the secretarial stations in faculty office areas.

Evening Programs and Services

To serve area residents who may have daytime commitments that prevent them from attending college during the day, Rockingham Community College provides a wide range of continuing education and curriculum programs in the evening. Where there is sufficient demand, some programs are offered both day and evening. Most curriculum programs are offered in a sequence where individuals will attend RCC on a part-time basis. However, there are a few programs that can be pursued on a full-time evening basis. The Student Development office is open on specified evenings, to serve students and prospective students.

Part-Time Faculty Employment Policy

It is the goal of Rockingham Community College that no more than 40% of the total curriculum course sections offered during the academic year will be the responsibility of part-time faculty.

Distance Learning

Rockingham Community College offers distance learning curriculum in several different formats. Distance learning is instructional delivery in which most of the instruction happens when the instructor and students are not in the same place. There is no additional charge for distance learning courses.

A breakdown of distance learning course types is as follows:

- Online: college credit or continuing education course where 95%-100% of the instruction is delivered through the internet. Students may be required to complete tests in a proctored environment.
- Hybrid: college credit or continuing education course where the primary delivery is online with a requirement that students also meet in traditional face-to-face sessions. 30%-94% of the instruction is delivered online.
- Web-Assisted: college credit or continuing education courses where the primary delivery is via traditional face-to-face method with a requirement that students have Internet access as a supplemental part of the course. 1%-29% of the instruction is delivered online.
- Video conferencing: college credit or continuing education course where 100% of the instruction is delivered by two- or more way video. Students may also be required to have Internet access as a supplemental part of the course.
- Telecourses: a combination of video cassette or DVD and typically Internet instruction.

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

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

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

- 30-34 – Telecourses
- 35-39 – Video conferencing
- 40-44 – Online
- 45-49 – Online minimester
- 50-54 – Hybrid
- 55-59 – Hybrid minimester
- 90-92 – Hybrid evening
- 93-96 – Hybrid evening minimester

Online students "attend class" by accessing the class and completing assignments according to the class schedule. Students are required to complete assignments according to the class schedule, to maintain regular contact with the instructor, and to participate in online class discussions. Online courses run on the same semester schedule as traditional classes.

Admission or graduation requirements for students enrolled in distance learning courses are the same as for those students enrolled in traditional classes except for students receiving Department of Veteran Affairs educational benefits. The specific requirements for VA students are listed in the catalog under Department of Veteran Affairs.

Distance learning courses are challenging and demand as much or more time than traditional on-campus classes. Students who are considering distance learning as an option should schedule an appointment to discuss this option with their academic advisor. In order to be eligible for an online or hybrid course, students must either pass the Computer Competency test with a score of 80 or above, or successfully complete CIS 070. Students must also complete the required Moodle Student Orientation to fully understand course delivery mode and requirements before they will be allowed to register for an online or hybrid course. Upon completion, students will be furnished with a certificate of completion, which may be requested by the instructor. Students will only need to complete the

Orientation course once. Information about Student Orientation can be found at the following link: http://www.rockinghamcc.edu/DistanceLearning/students/orientation.html Students are advised to contact Christine Wilson, Director of Distance Learning at wilsoncm@rockinghamcc.edu prior to the start of the semester for specific orientation details.

Students enrolling in online courses should have the necessary computer skills and access to a personal computer with the minimum computer system and browser requirements listed on the following webpage: http://www.rockinghamcc.edu/DistanceLearning/students/start.html

Learning Communities

Learning Communities are designed to encourage students to become active learners through collaboration and cooperative teaching methods. The intention of learning communities is to communicate the interconnectivity of academic disciplines, to encourage social and personal links between the individual student, their peers, and the college, and to address student retention and academic concerns identified among the general student population.

Learning communities at Rockingham Community College consists of paired or clustered courses taught to the same cohort of students. Frequently identified core practices for consideration when designing a learning community include: integrated course content, interdisciplinary instruction, collaborative instruction, alternative forms of assessment, and co-curricular or extracurricular activities.

Students who enroll in a learning community are committing to full participation in all courses within the community for the duration of the semester. Students enrolled in a learning community who withdraw from an individual course in the learning community must withdraw from all courses in the learning community.

Alcohol and Drugs

The use or possession of alcoholic beverages and/or drugs on campus, on college property, or at any college-sponsored function is prohibited. Policies on Substance Abuse Prevention and Drug Free Workplace appear in both the *Student Handbook* and the *Faculty-Staff Handbook*. All students and employees are responsible for knowing the contents of these policies.

Tobacco-Free Campus Policy

Rockingham Community College is committed to providing a safe and healthy environment in which people learn, work, and engage in other pursuits. Consequently, the college prohibits the use of all tobacco products on campus by students, staff, faculty, and visitors. Tobacco-free is defined as a total ban on the use of all tobacco products while on the Rockingham Community College Campus. Fines for tobacco use on campus are outlined in the *Student Handbook*.

Traffic and Parking Regulations

1. Purpose:
   To provide for orderly and safe traffic and parking for all who study, work, and visit on the campus of RCC.
2. Personal Responsibility:
   It is the responsibility of all who enter upon the campus to observe the traffic and parking regulations.
3. Operation of Motor Vehicles on Campus:
   All the provisions of Chapter 20 of the General Statutes of the state of North Carolina relating to the use of highways within the state and the operation of motor vehicles thereon are applicable to Rockingham Community College.

4. Speed Limit:

   The speed limit from the main college entrance off Highway #65 to the first junction is 35 MPH. The speed limit on all other roads, alleys, and driveways on the campus is 25 MPH except the speed limit within parking lots, which is 10 MPH.

5. Parking:

   Parking is permitted in marked spaces only. Faculty and staff may not park in student and visitor spaces. Students may not park in faculty and visitor spaces. All "NO PARKING" signs must be observed. Parking regulations will be in effect during day and evening hours Monday through Friday.

   Visitors who receive parking citations are to give the citations to the person visited who will, in turn, give the citation to the administrative head of his area.

6. Vehicle Registration:

   All students, faculty, and staff are required to register their motor vehicles. Students register their motor vehicles at the Information Desk in the Whitcomb Student Center; faculty and staff register their vehicles at the switchboard in the Administration Building.

   Citations will be issued for failure to display parking stickers. Parking stickers must be placed inside the front windshield on the bottom left (driver's side) corner. Temporary parking permits are available from the Information Desk in Whitcomb Student Center. They must be used if it is necessary to drive an unregistered vehicle on campus.

7. Fine Structure:

a. Failure to display parking sticker	$5.00
b. Parking sticker improperly displayed	$5.00
c. Prohibited parking (in alleys, road, driveways or on sidewalks or grass)	$5.00
d. Unauthorized parking in reserved space	$5.00
e. Parking in such a manner that two parking spaces are utilized for one vehicle	$5.00
f. Unauthorized parking in handicapped space	$250.00

Instructor Tardiness or Absence

In exceptional cases instructors may be unavoidably detained. Upon written or verbal communication that the instructor is unavoidably detained, all class members shall wait for the instructor. Students must wait ten minutes for an instructor before leaving class. After waiting this time the students may assume the instructor is absent and class shall not be held. In said cases, students will be held accountable for knowledge of the material covered by the instructor should he/she arrived and conduct the class.

Adverse Weather

Occasionally the college may be closed or classes may be canceled or delayed due to adverse weather. Announcement of school closing or delay will be made on area radio and TV stations, the college's website, and the college's switchboard.

When the college has a delayed opening, students are to report to the class, lab, or shop that they are normally attending at that time. It does not matter how much time is left in the class. If a class is scheduled from 8:00 a.m. to 9:25 a.m. and the college opens at 9:00 a.m., the students will have 25 minutes remaining in the class. This will still give the faculty member time to make assignments, answer student questions, etc.

In the event adverse weather interrupts the fall final examination schedule, the first make-up day will be the Saturday following the exam period, and the second make-up day will be the Monday following the exam period. Students will be able to obtain specific exam make-up information through their student e-mail account, RCC's Cable Channel 2, the RCC switchboard, and the RCC webpage.

Rockingham Community College has an obligation to deliver the instructional services for which students pay tuition and fees. Therefore, classes which are missed or not held for any reason including adverse weather should be rescheduled whenever possible. If it is not possible to reschedule all class hours missed, the instruction may be made up by other alternatives which may include extra assignments, individual conferences, etc., as approved by the chief academic officer and President.

"Hold" on Student Records

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

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

Campus Security

Rockingham Community College encourages students, visitors, and all faculty and staff to be concerned about a secure campus environment and to be aware of security and personal safety on campus. The college's Campus Safety and Security Report, available from the Office of Administrative Services or on the Internet at: http://www.rockinghamcc.edu/pages/campus_safety.php, outlines some important college policies and procedures to enhance the security of everyone here on campus. RCC fully complies with the requirements of the Crime Awareness and Campus Security Act of 1990. Security guards patrol campus buildings and grounds and are easily identified by their uniforms and security vehicles. They can be reached at telephone extensions 2299 or 2326. Security personnel may ask individuals to identify themselves and to state their reasons for being on campus.

All students, visitors, faculty, and staff are encouraged to report to Security any type of criminal action they observe that could cause a disruption of normal activities. Security also asks all personnel on campus to adhere to traffic, and parking, and all other college regulations.

Employer Guarantee

Upon graduation from any technical program of study, Rockingham Community College will guarantee a student fully ready and capable to begin work in an appropriate entry-level position. Should the graduate not demonstrate proficiency which might be expected of a graduate of the program, Rockingham Community College will work with the employer to identify and remediate the deficiency at no cost to the employer or employee. The cost will be limited to tuition, books, and fees, and the deficiency must be identified within six months of initial employment and be directly related to courses taken in the program.

Commencement

The commencement ceremonies to award diplomas, degrees, and certificates are held at the end of the spring and summer terms. The specific dates of commencement are listed in the college calendar. All students who expect to receive certificates, diplomas, or degrees must complete an Application for Graduation form, pay the graduation fee, and plan to attend commencement ceremony. Contact the Registrar for details.

Electronic Signature Policy

RCC recognizes an electronic signature as a valid signature from faculty, staff, and students when communication occurs through a college-issued account. The Electronic Signature Policy is established to confirm and bind the identity of an individual to a process requiring his or her signature. This policy reflects the legal intent of the individual that the electronic signature has the same authority as his or her written signature.

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Bachelor's Degree Options

Greensboro College

A joint program between RCC and Greensboro College allows students to earn a bachelor's degree taking junior and senior level college courses on the RCC campus in late afternoons and evenings. Students admitted to the Greensboro College/RCC Partnership Program are eligible to receive the adult tuition rate at Greensboro College and use all the campus facilities at Greensboro College. A low-cost, flexible plan for spreading the semester's cost is available through the ECSI Tuition Payment Plan (http://www.ecsi.net).

The following programs are available:

Criminal Justice (contact 336 342-4261 ext. 2145)
Birth through Kindergarten Education (contact 342-4261 ext. 2296)
Elementary Education (contact 342-4261 ext. 2113)

Students seeking admission must have earned an Associate Degree to be considered for the program.

Winston-Salem State University (WSSU)

Rockingham Community College has an articulation agreement with the Department of Nursing, School of Health Sciences at Winston-Salem State University for WSSU to offer the Bachelor of Science degree in Nursing on the campus of RCC. RCC graduates and other registered nurses in the community may be admitted to the WSSU RN/BSN program after completion of the requirements for the Associate Degree Nursing Program and after obtaining an unrestricted Registered Nurse License.

For additional admissions information, students should contact Bettie Little, Director of RN/BSN Option, Winston-Salem State University, (336) 750-2296, email: littleb@wssu.edu

Continuing Education

Rockingham Community College through its Continuing Education Division serves our county by providing relevant skill-based training programs. Our program options are directed to assist:

- those seeking new or enhanced employment
- business and industry desiring customized training programs for incumbent workers
- entrepreneurs, small start-ups, and small established businesses
- adult students seeking a General Equivalency Diploma
- community residents desiring life-long learning opportunities including over 300 classes, workshops, seminars, labs, cultural and civic events per semester

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

The following provides a brief description of the continuing education programs offered. If you need additional information or have questions, please call (336) 342-4261 or the RCC website: http://www.rockinghamcc.edu/pages/workforce.php.

Seniors Waiver Policy

North Carolina residents who are 65 years or older may take one course of non-credit instruction per academic term with no tuition charged. Required course materials are the responsibility of the student. There are no fee waivers for self-supporting classes for any student, regardless of age.

Minor Enrollment Policy

Students between the ages of 16 and 18 may be admitted to certain Continuing Education courses upon the consent of their parents and approval by public school officials. A registration payment is required.

Course Repeat Policy

Students who take the same occupational extension courses more than twice within a five-year period will pay the established course fee. There is no waiver of fees for senior citizens taking an occupational extension class for the third time. This provision is waived if course repetition is required by standards governing certifications or licensing programs.

Occupational Extension

Occupational Extension courses are those which offer training programs to provide participants the opportunity to attain or upgrade skills necessary and relevant for employment, provide a series of certification programs, prepare students for licensing exams, and assist those interested in starting their own businesses. Many occupational extension courses can be applied as Continuing Education Units (CEUs) for those professionals who need annual CEUs to maintain credentialing. Courses are available both via classroom and online instruction.

Human Resources Development (HRD)

HRD is designed to provide students with up-to-date knowledge and technological job seeking skills, which will enable them to find jobs, and market themselves in today's complex and demanding job market. Students will learn online application tips, answers to difficult interview questions, including professional practice interviews, and prepare powerful professional resumes.Other courses are offered to further prepare the student in the job and career seeking process. For further information, please call the HRD coordinator at 342-4261.

Career Readiness Certificate (CRC)

Successful completion, of the WorkKeys® Career Readiness Certificate (CRC) exam, is a portable credential that promotes skills and career development for individuals and confirms to employers that they possess basic workplace skills in Applied Mathematics, Reading for Information, and Locating Information. This credential enables workers to show their current skill levels to potential employers and increase their opportunities for employment. The CRC is based upon WorkKeys, a nationally recognized, skills assessment tool developed by ACT, Inc. The CRC is transferable to other states. The CRC is a national initiative whose purpose is to strengthen the workforce in America. For further information, please call the HRD coordinator at 342-4261.

Customized Training

Rockingham Community College and the Economic and Workforce Development Division of the community college system work with Employers to design customized training for prospective and current full-time employees. The job requirements and the skill level needed for employment determine the content and duration of the Customized Training Program for Job Growth. Rockingham Community College employs a broad range of experts in hundreds of fields who can provide insight and expertise to address multiple performance interventions.

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

Small Business Center

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

The SBC has introduced a blog for the use of aspiring and existing entrepreneurs and customers. The blog can be found at rccsmallbusinesscenter.wordpress.com. In addition, the RCC Small Business Center was selected to be a site for Growing America Through Entrepreneurship (GATE). As a recipient of this grant-funded program, the SBC is able to provide counseling for dislocated workers seeking opportunities in starting their own business. The GATE counselor will provide the coordination of training and coaching to assist customers to find the best opportunities to fulfill their dreams. For more information, contact Debi Joyce, GATE counselor at (336) 342-4261.

Contact RCC's Small Business Center if you are interested in increasing your chances of success in a new business. Anyone interested in receiving brochures promoting upcoming seminars may be added to the mailing list by notifying the center through wheelercc@rockinghamcc.edu. For inquires concerning the North Carolina Military Business Center, contact the SBC Director at (336) 342-4261.

Nursing Assistant

The Nursing Assistant program consists of approximately 160 hours of classroom, lab and clinical studies to fully prepare those aspiring to enter the medical field, one of the fastest growing occupations for the next decade. The course can be completed in approximately three months. Successful completion of the program qualifies the student to sit for the North Carolina Nursing Assistant state certification exam. Students will be prepared for employment as a Nursing Assistant in nursing homes, hospitals, private homes, home health agencies, assisted living facilities, Hospice, and medical offices.

Basic Skills Programs

Rockingham Community College provides Basic Skills Programs for adults who want to improve their skills or complete their high school education. Many graduates of these programs continue their education at Rockingham Community College or pursue job training opportunities which would otherwise be unattainable. Contact the Office of Basic Skills for information about any of our program components at 342-4261.

Adult Basic Education (ABE)

The purpose of the Adult Basic Education (ABE) program is to help students build basic skills in reading, communication, writing, math, and critical thinking. This improvement in skills will help in performing daily activities at home, at work, or in the community. Family budgeting, banking, and job skills related to basic education are included in the program. ABE is also the appropriate program for nonreaders and as a first step toward a High School Equivalency (GED) certificate. The first step in continuing lifelong education, ABE instruction is individualized, self-paced, and is designed to meet students' needs, interests, and skill levels.

General Educational Development (GED)

General Educational Development (GED) classes are offered to ready students for the structure, format, and content covered on the GED Exam. The purpose of these classes is to help students review the basic principles of math, grammar usage, writing, and to practice reading and interpreting materials in general information areas, literature, science, and social studies. The focus and length of the classes may vary according to the skills of the students. Both group and individualized instruction methods are used in classes, and students are encouraged to concentrate their study in those areas where their skills the weakest. The GED Exam is given two or more times per month. The current cost for taking the GED exam is $25.00.

English as a Second Language (ESL)

ESL is a program of instruction designed for adults who have limited English proficiency and whose primary language is not English. Instruction is free and includes the areas of conversation, pronunciation, vocabulary, reading, writing, pelling and grammar. ESL classes are offered throughout the year and may be held in various communities throughout the county. For more information, contact the ABE/ESL Coordinator at 336-342-4261.

Compensatory Education

Compensatory Education is a community college program designed to compensate adults with intellectual disabilities who have not had an education or have received an inadequate one. The focus of the Compensatory Education Program is on helping the individual become as independent as possible through acquiring basic life skills needed to unction successfully in daily living. The curriculum offerings focus on community living, health and safety, leisure/humanities and functional academics. These classes are open only to adults with diagnosed low functioning mental capabilities or traumatic brain injury. Contact the Basic Skills Director at 342-4261 for more information.
Any adult 18 years of age or older may enroll in Basic Skills Programs. Minors, ages 16 and 17, will be accepted into the program under the following circumstances according to Administrative Code 2C.0305(b): "A minor, 16 years old or

older, may be considered a student with special needs and may be admitted to an appropriate program at an institution if the local public or private educational agency determines that admission to the program is the best educational option for the student and the admission of such student to the program is approved by the institution."

The Center for Active Retirement (CAR)

The Rockingham Community College Center for Active Retirement (C.A.R.) provides opportunities for Rockingham County's older adults to enhance their quality of life. The facility is conveniently located on the Rockingham Community College Campus in the N. Jerry Owens Human Services Building. Seniors enjoy various enriching programs which provide new learning opportunities while socializing with their peers. In addition, the Center offers day and overnight trips to points of interest around the State and region.

C.A.R. participants are encouraged to use the cosmetology lab, gymnasium, walking track, the Gerald B. James Library, and the multimedia center. They are invited to attend the many cultural events that are scheduled on the RCC campus. In addition, the Center sponsors Senior Awareness Day, an annual event where Seniors can gather information, network and learn about the opportunities and services available.

The monthly newsletter, The Senior Scoop, keeps participants informed of C.A.R. events, course offerings, volunteer opportunities, scheduled trips, and other articles of interest to older adults.

Self-Supporting Courses

Self supporting courses are self sustaining, and registration fees are determined by the operational and supply costs for the class. These courses tend to be recreational or enrichment by nature but could also be occupational and academic depending on unique circumstances.

Eaglemania

Eaglemania is RCC's summer youth program, offering courses to students from the 1st through 8th grades. Sessions are offered over a six-week period, and cover sports, art, dance, science, pottery and much more. Fees are set based on the amount required to operate the courses, and therefore, there are no fee exemptions.

Curriculum Programs of Study

Rockingham Community College offers a wide variety of educational programs called "curriculum" programs which range in length from one semester to two years. These programs lead to certificates, diplomas, or associate degrees, depending on the nature of the curriculum.

Associate in Applied Science

Associate in Applied Science (AAS) degree programs are designed to provide entry-level employment training. AAS programs range from 64 to 76 semester hour credits. A full-time student can typically complete one of these programs within two years. In addition to major course work, Associate in Applied Science degree programs require a minimum of 15 semester hour credits in general education. General Education requirements include course work in communications, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. Certain courses in associate degree programs may be accepted by a four-year college or university for transfer credit in an associated field.

Diploma

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

Certificate

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

Associate Degree

The Associate degree is designed for students wishing to transfer to upper-division universitites. The areas of concentration parallel university course work and are equivalent to the first two years of a four-year college or university degree and prepare students to enter the junior year at four-year upper-division institutions. Earning the Associate degree represents confirmation that the student has completed approximately half of a Bachelor's degree program. These college transfer degrees can be earned through the Associate in Arts (AA), Associate in Science (AS), or Associate in Fine Arts (AFA) and require approximately 64 semester hours. A full-time student can typically complete one of these programs within two years.

PROGRAMS OF STUDY
2012 - 2013

College Transfer Programs
Associate in Arts
Associate in Science
Associate in Fine Arts
General Education Core Diploma in Arts
General Education Core Diploma in Science

Associate in Applied Science Degree
Accounting
Associate Degree Nursing
Business Administration
Computer Information Technology
Computer-Integrated Machining
Criminal Justice Technology
Criminal Justice Technology –
Financial Crime/Computer Fraud
Early Childhood Education
Electrical/Electronics Technology
Electronics Engineering Technology
Financial Services (partnership with Forsyth Tech)
General Occupational Technology
Global Logistics Technology (partnership with Forsyth Tech)
Healthcare Management Technology
(partnership with Forsyth Tech)
Horticulture Technology
Machining: see Computer-Integrated Machining
Medical Office Administration
Office Administration
Respiratory Therapy

Diploma Programs
Air Conditioning, Heating & Refrigeration Technology
Computer-Integrated Machining
Cosmetology
Early Childhood Education
Electrical/Electronics Technology
Electronics Engineering Technology
Horticulture Technology
Industrial Systems Technology
Medical Transcription
Practical Nursing
Surgical Technology

Certificate Programs
Accounting - Managerial/Small Business Accounting
Air Conditioning, Heating & Refrigeration Technology -
Air Conditioning & Refrigeration
Basic Law Enforcement Training (BLET)
Business Administration - Entrepreneurship
Business Administration -
Management Applications & Principles
Computer Information Technology
Computer Information Technology -
Hardware/Software Support
Computer Information Technology -
Web Database Programming
Computer Information Technology - Web Development
Computer Information Technology - Web & Graphic Design
Computer-Integrated Machining – CNC Lathe
Computer-Integrated Machining – CNC Milling
Cosmetology
Criminal Justice Technology - Criminal Justice Management
Criminal Justice Technology - Criminal Justice Human Services
Criminal Justic Computer Fraud
Criminal Justice Financial Crime
Early Childhood Education
Electrical/Electronics Technology - Automation Systems
Electrical/Electronics Technology -
Residential, Commercial &
Industrial Wiring
Electrical/Electronics Technology - Sustainable Technologies
Electronics Engineering Technology - Basic Electronics
Horticulture Technology – Horticultural Crop Production
Horticulture Technology - Landscape Technician
Horticulture Technology -
Sustainable Horticulture Production
Industrial Systems Technology - Facility Maintenance
Industrial Systems Technology - Industrial Maintenance
Infant/Toddler Care
Medical Office Administration -
Medical Office Billing and Coding
Office Administration - Office Specialist
Office Administration - Receptionist
Office Administration - Word Processing
Phlebotomy
Welding

Pre-Health Sciences Options
Pre-Associate Degree Nursing (ADN)
LPN Advanced Placement (Bridge to ADN)
Pre-Phlebotomy
Pre-Practical Nursing
Pre-Respiratory Therapy
Pre-Surgical Technology

High School Options
Business & Economics College Transfer Pathway
Engineering & Mathematics College Transfer Pathway
Humanities & Social Science College Transfer Pathway
Life & Health Sciences College Transfer Pathway
Automation Systems Pathway
Criminal Justice Technology Generalist Pathway
Early Childhood Education Pathway
Welding Technology Pathway

Accounting (A25100)

Associate in Applied Science

The Accounting curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the Accounting profession. Using the "language of business," accountants assemble and analyze, process, and communicate essential information about financial operations.

In addition to course work in Accounting principles, theories, and practice, students will study business law, finance, management, and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics.

Graduates should qualify for entry-level Accounting positions in many types of organizations including Accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies. With work experience and additional education, an individual may advance in the Accounting profession.

Fall Semester		**Contact Hours**	**Credit**
BUS 110	Introduction to Business	3	3
ENG 111	Expository Writing	3	3
BUS 121	Business Math	4	3
CIS 110	Introduction to Computers	4	3
ACC 120	Prin of Financial Acct	5	4

Spring Semester		**Contact Hours**	**Credit**
ENG 114	Prof Research & Reporting	3	3
CTS 130	Spreadsheet	4	3
ACC 121	Prin of Managerial Acct	5	4
	Humanities Elective	3	3
	Business Elective	3	3

Summer		**Contact Hours**	**Credit**
ACC 150	Acct Software Appl	3	2
ACC 140	Payroll Accounting	3	2
ACC 225	Cost Accounting	3	3

Fall Semester		**Contact Hours**	**Credit**
ACC 220	Intermediate Acct I	5	4
ECO 252	Prin of Macroeconomics	3	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4
BUS 115	Business Law I	3	3
OST 286	Professional Development	3	3
	Social Science Elective	3	3

Spring Semester		**Contact Hours**	**Credit**
ACC 221	Intermediate Acct II	5	4
ECO 251	Prin of Microeconomics	3	3
BUS 225	Business Finance	4	3
ACC 129	Individual Income Taxes	4	3
BUS 116	Business Law II	3	3

Students are responsible for taking a Business Elective during their sophomore year. They may choose one of the following courses: BUS 137, BUS 260, or INT 110

TOTAL SEMESTER HOURS: 74-75

Managerial/Small Business Accounting (C25100E) Certificate

		Contact Hours	Credit
ACC 120	Principles of Financial Accounting	5	4
ACC 121	Principles of Managerial Accounting	5	4
ACC 140	Payroll Accounting	3	2
ACC 150	Accounting Software Applications	3	2
CIS 110	Introduction to Computers	4	3
CTS 130	Spreadsheet	4	3

TOTAL SEMESTER HOURS: 18

Air Conditioning, Heating & Refrigeration Technology (D35100)
Two-year, Part-time Evening Program

Diploma

The Air Conditioning, Heating and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools, and instruments. Diploma graduates should be able to assist in the start up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems.

Students enrolling in this program must purchase student accident insurance.

		Contact Hours	Credit
Fall Semester			
AHR 110	Intro to Refrigeration	8	5
PSY 101	Applied Psychology	3	3
CIS 111	Basic PC Literacy	3	2
Spring Semester			
AHR 115	Refrigeration Systems	4	2
AHR 112	Heating Technology	6	4
Summer			
AHR 210	Residential Building Code	3	2
ISC 110	Workplace Safety	1	1
AHR 160	Refrigeration Certification	1	1
Fall Semester			
AHR 113	Comfort Cooling	6	4
AHR 151	HVAC Duct Systems I	4	2
ENG 102	Applied Communications II	3	3
Spring Semester			
AHR 111	HVACR Electricity	4	3
AHR 211	Residential System Design	4	3
SST 140	Green Building Concepts	4	2
Summer			
AHR 114	Heat Pump Technology	6	4

TOTAL SEMESTER HOURS: 41

Air Conditioning and Refrigeration (C35100A) Certificate

(Not eligible for Title IV Financial Aid Funds)

Fall Semester		Contact Hours	Credit
AHR 110	Intro to Refrigeration	8	5
Spring Semester			
AHR 115	Refrigeration Systems	4	2
Summer			
AHR 114	Heat Pump Technology	6	4
AHR 160	Refrigeration Certification	1	1
ISC 110	Workplace Safety	1	1

TOTAL SEMESTER HOURS: 13

Associate Degree Nursing (A45110)

Associate in Applied Science

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

Associate Degree Nursing Program

Admissions Criteria

The Associate Degree Nursing program has admission criteria beyond the regular requirements of RCC. Individuals interested in this program are required to obtain an *Associate Degree Nursing Admission Information Packet* from the Student Development Division and are required to discuss these special criteria with an admissions counselor. A cumulative GPA of 2.5 or greater is required as part of the admissions criteria. Related and general education courses that are part of the nursing curriculum may be taken before nursing (NUR) courses and before the course sequence noted in the catalog. However, courses must be completed with a grade of "C" or better and not adversely affect the required GPA. A student must not fall behind the sequence of the curriculum plan outlined in the catalog. A "D or "F" grade in any nursing curriculum course will cause the student to fall behind in the sequence of the curriculum plan, and the student will no longer be eligible for continuation in the program. No "D" or "F"grade is allowed in any nursing curriculum course, and students must maintain at least a 2.0 GPA to remain in the program after admission.

Admission Requirements

The Associate Degree Nursing program is a limited-enrollment program. Eligible applicants are admitted on a space available basis to the program in the fall semester, provided they have met both general and program admission requirements.

Because there are specific guidelines and requirements for eligibility, the applicant is required to attend a Nursing Programs Information Session prior to submitting documentation for review. Once applicants have completed all requirements noted on the check sheet, they must meet with a counselor in Student Development to verify, complete and submit the *Review Form.*

To insure the public health and safety of all clients, the NC Board of Nursing requires licensure to work as a registered nurse. The Board of Nursing requires a criminal record check as part of the initial application process for licensure.

Once admitted into the nursing program, drug testing and criminal background checks will be required before students are allowed to participate in clinical activities. Drug screening and criminal record check policies will be reviewed at program orientation. A drug screen will additionally be performed during the second year of the program. Clinical affiliates may deny a student access to their facilities based on the findings of the criminal record check or drug screen, and the student may be dismissed from the program for failure to progress.

Applicants must submit the *Review Form* by the assigned deadline in order to be considered for the fall 2013 class. Incomplete *Review Forms* or forms submitted after the deadline will not be considered unless space remains available. Applicants who are reviewed and found ineligible for consideration must submit a new *Review Form* and required documentation for the fall 2014 class.

MAT 110 Prerequisite Requirement

Applicants who wish to be considered for the fall 2013 Associate Degree Nursing program must have completed MAT 110 (Mathematical Measurement) or the equivalent by the end of the fall 2012 semester. Applicants who have taken MAT 110 previously must have completed the course with a "C" or better within seven calendar years of the start of the program.

Prior Biology and Chemistry Courses

In order to receive credit, curriculum biology courses (BIO 168/169 or equivalents) that have been taken previously must have been completed with a "C" or better within seven calendar years of the start of the program. In addition, high school or college-level biology and chemistry courses used to meet general admission requirements must have been completed with a "C" or better within seven calendar years of the start of the program.

Readmission Requirements for Former RCC Students Who Wish to Re-Enter the Program

Former RCC students enrolled in the Associate Degree Nursing program who have completed at least one semester and wish to be considered for readmission should obtain a copy of the *Readmission Policy and Procedures for Former RCC Nursing Students*, available in the Student Development Office.

Performance Standards

Applicants should be aware that admission to the nursing program is dependent upon physical and emotional health which is compatible with the ability to provide safe patient care.

The following procedures are examples of the kind of activities which a student in the nursing program would be required to perform in order to successfully complete the program.
If an applicant believes that he or she cannot meet one or more of the standards without reasonable accommodations or modifications, the applicant should consult with a Student Development counselor for an evaluation of career suitability.

Critical Thinking: The nursing student must possess critical thinking skills sufficient for clinical judgment. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause and effect relationships in clinical situations and developing nursing care plans.

Interpersonal Skills: The nursing student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families and colleagues.

Communication: The nursing student should possess communication skills sufficient for interaction with others in verbal and written format. For example, the student must be able to convey nursing actions and patient responses to health care team members, both verbally and in writing.

Mobility: The nursing student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces and treatment areas and to administer cardiopulmonary resuscitation.

Motor Skills: The nursing student should possess gross and fine motor skills sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, administer injections, insert catheters, manipulate intravenous equipment and position patients.

Hearing: The nursing student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds and cries for help.

Visual: The nursing student should possess visual skills sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient responses, see a change in skin color and read a scale on a syringe.

Tactile: The nursing student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse.

Weight-Bearing: The nursing student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

Associate Degree Nursing students should be prepared to incur additional expenses beyond college fees and tuition. Estimates of these include:

	First Year	Second Year
Medical Exam	$100	$100
*Drug Screening (nonrefundable)	$75	$ 75
*Criminal Background Check	$ 26-40	
Hepatitis B Immunization Series	$150-$200	
2 uniforms, 1 full-length lab coat (men slightly less)	$120	
1 pair bandage scissors, 1 pair hemostats, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	$100	
Nurses cap & case (optional)		$ 12
1 pair shoes (white leather)	$ 60	
Watch with second hand; military time preferred	$ 25	
Textbooks	$980	$350
Student Accident Insurance	$ 6	$ 4
Graduation Fee		$ 25
Nursing Pin (optional)		$ 75
Malpractice Insurance	$ 16	$ 16
Online Educational Services	$240-300	$160-200
*NCLEX Review		$300
Miscellaneous:		
Pens, Paper, Notebooks, Supplies	$100	$100
NCANS Membership/Conference	$125	

**Subject to change*

Fall Semester		Contact Hours	Credit
NUR 111	Intro to Health Concepts	16	8
ENG 111	Expository Writing	3	3
BIO 168	Anatomy & Physiology I	6	4
CIS 110	Computer Basics	4	3
Spring Semester			
NUR 112	Health-Illness Concepts	9	5
NUR 113	Family Health Concepts	9	5
PSY 150	General Psychology	3	3
BIO 169	Anatomy & Physiology II	6	4

Summer

NUR 114	Holistic Health Concepts	9	5
PSY 241	Developmental Psychology	3	3

Fall Semester

NUR 211	Health Care Concepts	9	5
NUR 212	Health System Concepts	9	5
ENG 114	Prof Research & Reporting	3	3
HSC 140	Transcultural Healthcare	2	2

Spring Semester

NUR 213	Complex Health Concepts	22	10
Humanities Elective		3	3

TOTAL SEMESTER HOURS: 71

Students who wish to have post-secondary course work from other colleges or universities transferred into RCC and be used in the Associate Degree Nursing curriculum must request a transcript evaluation by the Registrar.

ENG 112 or 113 will not be accepted in place of ENG 114.

Nursing, Associate Degree (A55280X) (LPN Advanced Placement Option)

Admission Requirements

The LPN Advanced Placement Option allows LPNs the opportunity to continue their education and receive an associate degree in nursing in only fourteen months. Once accepted into the program, students will enroll in the spring transition or "bridging" course and then complete three additional semesters (summer, fall, and spring) to receive the AAS degree. The LPN Advanced Placement Option is a limited enrollment program, with students beginning each spring.
The program will be offered contingent upon adequate enrollment.

Individuals who are interested in the program must obtain an *Associate Degree Nursing – Advanced Placement Option Admission Information* packet from the Student Development Division. Once applicants have completed all requirements noted on they must meet with a counselor in Student Development to verify, complete and submit the *Review Form.*

Applicants must submit the *Review Form* by the assigned deadline in order to be considered for the spring 2013 transition class. Incomplete *Review Forms* or forms submitted after the deadline will not be considered unless space remains available. Applicants who are reviewed and found ineligible for consideration must submit a new *Review Form* and required documentation for the spring 2014 class.

Applicants should be aware that admission to the LPN Advanced Placement Option program is dependent upon physical and emotional health which is compatible with the ability to provide safe patient care. Performance standards for this program are consistent with those identified in the Associate Degree Nursing program. A cumulative GPA of 2.5 or greater is required as part of the admissions criteria, and students must maintain at least a 2.0 GPA to remain in the program after admission.

Once admitted into the program, drug testing and criminal background checks will be required before students are allowed to participate in clinical activities. Drug screening and criminal background check policies will be reviewed at program orientation. Clinical affiliates may deny a student access to their facilities based on the findings of the criminal record check or drug screen, and the student may be dismissed from the program for failure to progress.

MAT 110 Prerequisite Requirement

Applicants who wish to be considered for the Spring 2013 Associate Degree Nursing – Advanced Placement Option program must have completed MAT 110 (Mathematical Measurement) or the equivalent by the end of the Summer 2012 semester. Applicants who have taken MAT 110 previously must have completed the course with a "C" or better within seven calendar years of the start of the program.

Prior Biology and Chemistry Courses

In order to receive credit, curriculum biology courses (BIO 168/169 or equivalents) that have been taken previously must have been completed with a "C" or better within seven calendar years of the start of the program. In addition, high school or college-level biology and chemistry courses used to meet general admission requirements must have been completed with a "C" or better within seven calendar years of the start of the program.

Associate degree Advanced Placement Option nursing students should be prepared to incur additional expenses beyond college fees, textbooks, and tuition. Estimates of these include:

Medical Exam	$100
*Drug Screening	$ 75
*Criminal Background Check	$26-40
Hepatitis B Immunization Series	$150-200 (if necessary)
2 uniforms, 1 full-length lab coat (men slightly less)	$120
1 pair bandage scissors, 1 pair hemostats, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	$100
Nurses cap & case (optional)	$ 12
1 pair shoes (white leather)	$ 60
Watch with second hand; military time preferred	$ 25
Student Accident Insurance	$6
Graduation Fee	$ 25
Nursing Pin (optional)	$75
Malpractice Insurance	$32
Online Educational Services	$400
*NCLEX Review	$300
Miscellaneous:	
Pens, Paper, Notebooks, Supplies	$100

***Subject to change**

Curriculum

Spring Semester		**Contact Hours**	**Credit**
NUR 214	Nursing Transition Concepts	6	4
Summer			
NUR 114	Holistic Health Concepts	9	5
PSY 241	Developmental Psychology	3	3
Fall Semester			
NUR 211	Health Care Concepts	9	5
NUR 212	Health System Concepts	9	5
ENG 114	Prof Research & Reporting	3	3
HSC 140	Transcultural Healthcare	2	2
Spring Semester			
NUR 213	Complex Health Concepts	22	10
	Humanities Elective	3	3

TOTAL CREDIT HOURS: 40

Basic Law Enforcement Training (C55120)

Certificate

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

This program utilizes State commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcohol beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations. You must meet the following requirements to be selected for the BLET training:

1. U.S. citizen
2. North Carolina resident
3. Be at least 20 years of age
4. Furnish criminal records check from the Clerk of Court from every county you have resided since the age of 16
5. Sponsored by a Law Enforcement Agency
6. Complete a physical examination
7. Good credit record
8. Possess a high school diploma/GED
9. Successfully pass the TABE reading comprehension test
10. Furnish an unopened copy of your high school transcript

Note: Those discharged from the military must furnish a copy of their DD-214.

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

Students successfully completing a Basic Law Enforcement Training Course accredited by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission will receive credit for: CJC 120, CJC 131, CJC 132, CJC 221, CJC 225, and CJC 231 toward the Associate in Applied Science degree in Criminal Justice Technology (19 semester credit hours). Students must pass the Commission's comprehensive certification examination.

Basic Law Enforcement Training students should be prepared to incur additional expenses beyond tuition. All items listed will have the RCC/BLET printed logo. The cost of these items is approximately $400, and textbooks cost approximately $525. (Costs are subject to change.)

2 T-Shirts
2 Pairs of Running Shorts
2 Pairs of Sweat Pants
2 Pairs BDU Pants
2 Golf Shirts
1 Baseball Type Cap

			Contact Hours	Credit
CJC	100	Basic Law Enforcement Training	39	19

Business Administration (A25120)

Associate in Applied Science

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management, and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building, and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large-to-small business or industry.

Fall Semester		**Contact Hours**	**Credit**
OST 131	Keyboarding	3	2
BUS 110	Introduction to Business	3	3
ENG 111	Expository Writing	3	3
BUS 121	Business Math	4	3
BUS 115	Business Law I	3	3
ACC 120	Prin of Financial Acct	5	4
Spring Semester			
ENG 114	Prof Research & Reporting	3	3
CIS 110	Introduction to Computers	4	3
MKT 120	Principles of Marketing	3	3
ECO 251	Prin of Microeconomics	3	3
ACC 121	Prin of Managerial Acct	5	4
Summer			
BUS 137	Principles of Management	3	3
INT 110	International Business	3	3
Fall Semester			
ECO 252	Prin of Macroeconomics	3	3
OST 286	Professional Development	3	3
ECM 210	Intro to E-Commerce	4	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4
	Social Science Elective	3	3
Spring Semester			
BUS 116	Business Law II	3	3
BUS 225	Business Finance	4	3
BUS 239	Bus Applications Seminar	3	2
ACC 129	Individual Income Taxes	4	3
	Business Elective	3	2-3
	Humanities Elective	3	3

Students are responsible for taking a Business Elective during the sophomore year. They may choose one of the following courses: ACC 150, BUS 217, or BUS 260.

TOTAL SEMESTER HOURS: 71-73

Business Administration
Evening Program

Fall Semester 2011		Contact Hours	Credit
OST 131	Keyboarding	3	2
BUS 121	Business Math	4	3
ENG 111	Expository Writing	3	3
ACC 120	Prin of Financial Acct	5	4
Spring Semester 2012			
ACC 129	Individual Income Taxes	4	3
BUS 110	Introduction to Business	3	3
ACC 121	Prin of Managerial Acct	5	4
Summer 2012			
CIS 110	Introduction to Computers	4	3
	Social Science Elective	3	3
Fall Semester 2011			
BUS 225	Business Finance	4	3
BUS 115	Business Law I	3	3
ECO 252	Prin of Macroeconomics	3	3
Spring Semester 2012			
BUS 116	Business Law II	3	3
ECO 251	Prin of Microeconomics	3	3
	Business Elective	3	2-3
Summer 2012			
ENG 114	Prof Research & Reporting	3	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4
Fall Semester 2012			
BUS 137	Principles of Management	3	3
MKT 120	Principles of Marketing	3	3
ECM 210	Introduction to E-Commerce	4	3
Spring Semester 2013			
OST 286	Professional Development	3	3
	Humanities Elective	3	3
Summer 2013			
BUS 239	Bus Applications Seminar	3	2
INT 110	International Business	3	3

Students are responsible for taking a Business Elective. They may choose one of the following courses: ACC 150, BUS 217, or BUS 260.

TOTAL SEMESTER HOURS: 71-73

Entrepreneurship (C25120E) Certificate

			Contact Hours	Credit
ACC	120	Principles of Financial Accounting	5	4
BUS	110	Introduction to Business	3	3
ACC	150	Accounting Software Applications	3	2
BUS	115	Business Law I	3	3
CIS	110	Introduction to Computers	4	3
BUS	217	Employment Law & Regulations	3	3

TOTAL SEMESTER HOURS: 18

Management Applications & Principles (C25120M) Certificate

			Contact Hours	Credit
ACC	120	Principles of Financial Accounting	5	4
BUS	110	Introduction to Business	3	3
BUS	137	Principles of Management	3	3
BUS	217	Employment Law & Regulations	3	3
CIS	110	Introduction to Computers	4	3

TOTAL SEMESTER HOURS: 16

Computer Information Technology (A25260)

Associate in Applied Science

The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

Course work will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

		Contact Hours	Credit
Fall Semester			
BUS 110	Introduction to Business	3	3
CIS 110	Introduction to Computers	4	3
ENG 111	Expository Writing	3	3
NET 125	Networking Basics	5	3
WEB 140	Web Development Tools	4	3
Spring Semester			
CIS 115	Intro to Prog & Logic	5	3
CTS 120	Hardware/Software Support	5	3
CTS 130	Spreadsheet	4	3
NOS 110	Operating System Concepts	5	3
	Humanities Elective	3	3
Summer Semester			
ENG 114	Prof Research & Reporting	3	3
NOS 130	Windows Single Users	4	3
Fall Semester			
BUS 260	Business Communications	3	3
CTS 285	Systems Analysis & Design	3	3
DBA 110	Database Concepts	5	3
NOS 230	Windows Admin I	4	3
	Technical Elective	3	3
Spring Semester			
SEC 110	Security Concepts	4	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4
	Social Science Elective	3	3
	Technical Elective	3	3
	Technical Elective	3	3
Summer Semester			
CTS 289	Support Project	5	3

Technical Electives – Choose 3 from the following: BUS 121, CTS 220, DBA 115, GRD 110, GRD 151, GRD 152, OST 286, SGD 168, WEB 111, and WEB 250.

TOTAL SEMESTER HOURS: 69-70

Computer Information Technology
Evening Program

		Contact Hours	Credit
Fall Semester			
CIS 110	Introduction to Computers	4	3
NET 125	Networking Basics	5	3
WEB 140	Web Development Tools	4	3
Spring Semester			
BUS 110	Introduction to Business	3	3
CIS 115	Intro to Prog & Logic	5	3
NOS 110	Operating System Concepts	5	3
Summer Semester			
ENG 111	Expository Writing	3	3
NOS 130	Windows Single Users	4	3
Fall Semester			
BUS 260	Business Communications	3	3
DBA 110	Database Concepts	5	3
	Social Science Elective	3	3
Spring Semester			
CTS 120	Hardware/Software Support	5	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4
	Technical Elective	3	3
Summer Semester			
ENG 114	Prof Research & Reporting	3	3
	Humanities Elective	3	3
Fall Semester			
CTS 285	Systems Analysis & Design	3	3
NOS 230	Windows Admin I	4	3
	Technical Elective	3	3
Spring Semester			
CTS 130	Spreadsheet	4	3
SEC 110	Security Concepts	4	3
	Technical Elective	3	3
Summer Semester			
CTS 289	Support Project	5	3

Technical Electives – Choose 3 from the following: BUS 121, CTS 220, DBA 115, GRD 110, GRD 151, GRD 152, OST 286, SGD 168, WEB 111, and WEB 250.

TOTAL SEMESTER HOURS: 69-70

Computer Information Technology (C25260I) Certificate

			Contact Hours	Credit
CIS	110	Introduction to Computers	4	3
NET	125	Networking Basics	5	3
CTS	120	Hardware/Software Support	5	3
NOS	110	Operating System Concepts	5	3
NOS	130	Windows Single User	4	3

TOTAL SEMESTER HOURS: 15

Hardware/Software Support (C25260H) Certificate

			Contact Hours	Credit
CIS	110	Introduction to Computers	4	3
NET	125	Networking Basics	5	3
CTS	120	Hardware/Software Support	5	3
NOS	110	Operating System Concepts	5	3
CTS	220	Adv/Hardware/Software Support	5	3

TOTAL SEMESTER HOURS: 15

Web Database Programming (C25260M) Certificate

			Contact Hours	Credit
CIS	110	Introduction to Computers	4	3
CIS	115	Intro to Prog & Logic	5	3
DBA	110	Database Concepts	5	3
DBA	115	Database Applications4	4	3
WEB	250	Database Driven Websites	4	3

TOTAL SEMESTER HOURS: 15

Web Development (C25260W) Certificate

			Contact Hours	Credit
CIS	110	Introduction to Computers	4	3
CIS	115	Intro to Prog & Logic	5	3
WEB	140	Web Development Tools	4	3
SGD	168	Mobile SG Programming	5	3
WEB	111	Intro to Web Graphics	4	3

TOTAL SEMESTER HOURS: 15

Web & Graphic Design (C25260G) Certificate

			Contact Hours	Credit
GRD	110	Typography I	4	3
GRD	151	Computer Design Basics	5	3
GRD	152	Computer Design Technology I	5	3
WEB	111	Intro to Web Graphics	4	3
WEB	140	Web Development Tools	4	3

TOTAL SEMESTER HOURS: 15

Computer-Integrated Machining (A50210)
Full-time Day Program

Associate in Applied Science

The Computer-Integrated Machining curriculum prepares students with the analytical, creative, and innovative skills necessary to take a production idea from an initial concept through design, development, and production, resulting in a finished product.

Coursework may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations. Students enrolling in this program must purchase student accident insurance.

Fall Semester		**Contact Hours**	**Credit**
MAC 141	Machining Applications I	8	4
MAC 141A	Machining Applications I Lab	6	2
BPR 111	Blueprint Reading	3	2
MAC 122	CNC Turning	4	2
ISC 113	Industrial Specifications	1	1
ISC 110	Workplace Safety	1	1
MAC 114	Intro to Metrology	2	2
Spring Semester			
MAC 142	Machining Applications II	8	4
MAC 142A	Machining Applications II Lab	6	2
BPR 121	Blueprint Reading: Mechanical	3	2
DFT 119	Basic CAD	3	2
MAC 124	CNC Milling	4	2
MAT 115	Mathematical Models	4	3
ENG 111	Expository Writing	3	3
Summer			
MAC 143	Machining Applications III	8	4
DFT 154	Intro Solid Modeling	5	3
Fall Semester			
MAC 222	Advanced CNC Turning	4	2
MAC 231	CAM: CNC Turning	5	3
DDF 252	Advanced Solid Modeling	4	3
ENG 114	Prof. Research & Reporting	3	3
MAC 152	Adv. Machining Calculations	3	2
Spring Semester			
MAC 224	Advanced CNC Milling	4	2
MAC 232	CAM: CNC Milling	5	3
MAC 229	CNC Programming	2	2
	Social Science Elective	3	3
	Humanities Elective	3	3

TOTAL SEMESTER HOURS: 65

Computer-Integrated Machining (D50210)
Diploma

Fall Semester		Contact Hours	Credit
MAC141	Machining Applications I	8	4
MAC 141A	Machining Applications Lab	6	2
BPR 111	Blueprint Reading	3	2
MAC 122	CNC Turning	4	2
ISC 113	Industrial Specifications	1	1
ISC 110	Workplace Safety	1	1
MAC 114	Intro to Metrology	2	2
Spring Semester			
MAC 142	Machining Applications II	8	4
MAC 142A	Machining Applications II Lab	6	2
BPR 121	Blueprint Reading:Mechanical	3	2
DFT 119	Basic CAD	3	2
MAC 124	CNC Milling	4	2
MAT 101	Applied Mathematics I	4	3
ENG 102	Applied Communications II	3	3
Summer			
MAC 143	Machining Applications III	8	4
DFT 154	Intro Solid Modeling	5	3

TOTAL SEMESTER HOURS: 39

CNC Lathe (C50210A)
Certificate

(Not eligible for Title IV Financial Aid funds)

		Contact Hours	Credit
DFT 154	Intro Solid Modeling	5	3
DDF 252	Advanced Solid Modeling	4	3
MAC 122	CNC Turning	4	2
MAC 222	Advanced CNC Turning	4	2
MAC 229	CNC Programming	2	2
MAC 231	CAM: CNC Turning	5	3

TOTAL SEMESTER HOURS: 15

CNC Milling (C50210B)
Certificate

(Not eligible for Title IV Financial Aid funds)

		Contact Hours	Credit
DFT 154	Intro Solid Modeling	5	3
DDF 252	Advanced Solid Modeling	4	3
MAC 124	CNC Milling	4	2
MAC 224	Advanced CNC Milling	4	2
MAC 229	CNC Programming	2	2
MAC 232	CAM: CNC Milling	5	3

TOTAL SEMESTER HOURS: 15

Cosmetology (D55140)

Diploma

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

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

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

In addition to tuition and books, cosmetology students are required to purchase a student equipment kit costing $299.50, two sets of solid black or solid white scrub uniforms at an estimated cost of $35 each, and malpractice insurance at $32 per year.

		Contact Hours	Credit
Fall Semester			
COS 111	Cosmetology Concepts I	4	4
COS 112	Salon I	24	8
ENG 102	Applied Communications II	3	3
Spring Semester			
COS 113	Cosmetology Concepts II	4	4
COS 114	Salon II	24	8
COS 250	Computerized Salon Ops	1	1
Summer			
COS 115	Cosmetology Concepts III	4	4
COS 116	Salon III	12	4
Fall Semester			
COS 117	Cosmetology Concepts IV	2	2
COS 118	Salon IV	21	7
PSY 101	Applied Psychology	3	3

TOTAL SEMESTER HOURS: 48

Cosmetology (C55140) Certificate

COS 111	Cosmetology Concepts I	4	4
COS 112	Salon I	24	8
COS 113	Cosmetology Concepts II	4	4
COS 114	Salon II	24	8
COS 115	Cosmetology Concepts III	4	4
COS 116	Salon III	12	4

TOTAL SEMESTER HOURS: 32

Criminal Justice Technology (A55180)

Associate in Applied Science

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

Special Entrance Requirements

Rockingham Community College does not set entrance requirements for the Criminal Justice Technology Program. Those seeking employment opportunities in the Criminal Justice field are advised that North Carolina Justice Education and Training Standards and the North Carolina Sheriff's Education and Training Standards Commission do set minimum standards for employment. These standards apply to law enforcement officers, correction officers, youth services officers, probation and parole officers and others. Non-sworn positions may also require a clean criminal history, polygraph, and drug testing. Students seeking enrollment into the Criminal Justice Technology Program who have concerns about a background check are encouraged to contact the Criminal Justice Department.

Fall Semester		**Contact Hours**	**Credit**
ENG 111	Expository Writing	3	3
CJC 111	Intro to Criminal Justice	3	3
CJC 112	Criminology	3	3
CJC 113	Juvenile Justice	3	3
CJC 131	Criminal Law	3	3
Spring Semester			
ENG 114	Professional Research	3	3
or			
ENG 113	Literature-Based Research	3	3
CJC 122	Community Policing	3	3
CJC 132	Courts and Evidence	3	3
CJC 141	Corrections	3	3
CIS 110	Intro to Computers	4	3
Summer			
CJC 215	Organization & Administration	3	3
CJC 213	Substance Abuse	3	3
Fall Semester			
COM 231	Public Speaking	3	3
CJC 221	Investigative Principles	5	4
CJC 231	Constitutional Law	3	3
	CJC Technical Elective	3	3
	Mathematics Elective: MAT 140 or higher	3-4	3-4

Spring Semester

CJC	212	Ethics & Comm Relations	3	3
CJC	214	Victimology	3	3
CJC	222	Criminalistics	3	3
PSY	150	General Psychology	3	3
		Humanities Elective	3	3

TOTAL SEMESTER HOURS: 67-68

NOTE: BLET graduates may receive credit for the following Criminal Justice courses:

CJC 121
CJC 211
CJC 225

Criminal Justice Management (C55180M) Certificate

			Contact Hours	Credit
CJC	111	Intro to Criminal Justice	3	3
CJC	122	Community Policing	3	3
CJC	212	Ethics & Comm Relations	3	3
CJC	215	Organization & Administration	3	3
CJC	225	Crisis Intervention	3	3

TOTAL SEMESTER HOURS: 15

Criminal Justice Human Services (C55180H) Certificate

			Contact Hours	Credit
CJC	111	Intro to Criminal Justice	3	3
CJC	211	Counseling	3	3
CJC	213	Substance Abuse	3	3
CJC	214	Victimology	3	3
CJC	225	Crisis Intervention	3	3

TOTAL SEMESTER HOURS: 15

Criminal Justice Technology Generalist Pathway (C55180GP) Certificate

			Contact Hours	Credit
CJC	111	Intro to Criminal Justice	3	3
CJC	112	Criminology	3	3
CJC	113	Juvenile Justice	3	3
CJC	121	Law Enforcement Operations	3	3
CJC	131	Criminal Law	3	3
CJC	141	Corrections	3	3

TOTAL SEMESTER HOURS: 18

Criminal Justice Technology
Financial Crime/Computer Fraud (A5518B)

Associate in Applied Science

Financial Crime/Computer Fraud is a concentration under the curriculum of Criminal Justice Technology. The curriculum is designed to prepare students for positions in the public or private sector in financial crime or computer fraud investigation.

Students will study financial criminal activity and computer investigative security procedures from a law enforcement perspective through forensic accounting and investigative computer courses.

Graduates should qualify for positions in either the public or private sector investigating fraud within financial institutions and/or computer crimes, including fraud, hacking, and identity theft.

Special Entrance Requirements

Rockingham Community College does not set entrance requirements for the Criminal Justice Technology Program. Those seeking employment opportunities in the Criminal Justice field are advised that North Carolina Justice Education and Training Standards and the North Carolina Sherriff's Education and Training Standards Commission do set minimum standards for employment. These standards apply to law enforcement officers, correction officers, youth services officers, probation and parole officers and others. Non-sworn positions may also require a clean criminal history, polygraph, and drug testing. Students seeking enrollment into the Criminal Justice Technology Program who have concerns about their background are encouraged to contact the Criminal Justice Department.

Fall Semester		**Contact Hours**	**Credit**
ENG 111	Expository Writing	3	3
CJC 111	Intro to Criminal Justice	3	3
CJC 112	Criminology	3	3
CJC 113	Juvenile Justice	3	3
CJC 131	Criminal Law	3	3
CIS 110	Intro to Computers	4	3
Spring Semester			
ENG 114	Professional Research	3	3
CJC 122	Community Policing	3	3
CJC 132	Courts and Evidence	3	3
CJC 116	Intro to Information Security	3	3
PSY 150	General Psychology	3	3
Summer			
CJC 216	Computer System Security Inv	3	3
COM 231	Public Speaking	3	3
Fall Semester			
CJC 217	Network Security Troubleshooting	3	3
CJC 221	Investigative Principles	5	4
CJC 231	Constitutional Law	3	3
ACC 120	Principles of Financial Accounting	5	4
	Mathematics Elective	3-4	3-4

Spring Semester

CJC	212	Ethics & Comm Relations	3	3
CJC	214	Victimology	3	3
CJC	222	Criminalistics	3	3
CJC	249	Forensic Accounting	4	3
		Humanities Elective	3	3

TOTAL SEMESTER HOURS: 71-72

Criminal Justice Financial Crime (C5518BF) Certificate

			Contact Hours	Credit
ACC	120	Accounting	5	4
CIS	110	Intro to Computers	4	3
CJC	111	Intro to Criminal Justice	3	3
CJC	112	Criminology	3	3
CJC	249	Forensic Accounting	4	3

TOTAL SEMESTER CREDITS: 16

Criminal Justice Computer Fraud (C5518BC) Certificate

			Contact Hours	Credit
CIS	110	Intro to Computers	4	3
CJC	111	Intro to Criminal Justice	3	3
CJC	116	Intro to Information Security	3	3
CJC	216	Computer System Security Investigation	3	3
CJC	217	Network Security Troubleshooting	3	3

TOTAL SEMESTER CREDITS: 15

Early Childhood Education (A55220)

Associate in Applied Science

In July, 2007, the Early Childhood Education curriculum program became one of only eleven NC Community Colleges programs to earn national accreditation by the National Association of Young Children.

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Students may be required to spend approximately $30 in materials/supplies required for activities/projects, etc. in the following courses: EDU 146, 151A, 234, 235, 251, 259, 271, 280 and EDU 284.

Earn your Bachelor's Degree in Birth-Kindergarten through our new collaborative partnership with Greensboro College. Birth-Kindergarten classes are offered as hybrid, Internet, or face-to-face instruction at RCC and Greensboro College. For more information, contact Dr. Vickie Brinkley at (336) 342-4261, ext. 2296.

Admissions Criteria:
Rockingham Community College is an open door admission institution. Once a student has completed the admission process at RCC, there are no further admissions criteria for enrolling in the Early Childhood Education Program of Study. Students will, however, be required to complete all appropriate developmental courses (as determined by the RCC admissions process) before enrolling in any ECE coursework with one exception (EDU 119: Intro to Early Childhood Education requires no prerequisite or corequisite).

Note: The N.C. Division of Child Development requires that completers of EDU 119: Intro to Early Childhood Education be high school or GED graduates before issuing the North Carolina Early Childhood Credential (NCECC). Graduates with a felony conviction may have limited certification and employment opportunities and students may not be able to complete the Early Childhood Education degree. According to GS 110-91, "No person shall be an operator of nor be employed in a child care facility who has been convicted of a crime involving child neglect, child abuse, or moral turpitude, or who is an habitually excessive user of alcohol or who illegally uses narcotic or other impairing drugs, or who is mentally or emotionally impaired to an extent that may be injurious to children."

Performance Standards: Early Childhood Education is a professional field requiring students and graduates to work with all young children (birth through age eight) and their families and the various agencies, educational settings, and communities that serve them. Therefore, it is critical that students and graduates build the sound foundational knowledge base and "best practices" skill set required for successful teaching and/or work with diverse children, families, and communities. Further, applicants should be aware that success in ECE is dependent upon physical and emotional health which is compatible with the ability to provide safe care for all young children.

The following information details significant standards that must be maintained by ECE students in order to successfully complete the program. If a student believes that s/he cannot meet one or more of the standards without reasonable accommodations or modifications, the student should meet with a Student Development counselor for an evaluation of career sustainability.

Mobility: The ECE student should possess physical skills sufficient to lift, maneuver, and carry young children and to get up and down regularly from the floor with ease.

Interpersonal Skills: The ECE student should possess interpersonal skills sufficient to interact appropriately and professionally with all children (birth - eight), diverse families, individuals, and agencies.

Communication: The ECE student should possess communication skills sufficient for interaction with others in verbal and written format.

Transportation: Students must have transportation to and from their Practicum (EDU 284: Early Childhood Practicum Capstone) assignments. Practicum sites include Rockingham County Schools, Rockingham County Head Start classrooms, and various eligible child care settings across the county. Practicum Instructors are responsible for choosing and arranging the site assignments.

Grades: ECE students are required to maintain an average GPA of 2.0 for all coursework throughout their program of study. Further, students receiving one grade of "D" or lower in core or other required major course work will be withdrawn from the program.

Readmission Requirements for Former RCC Students Who Wish to Re-Enter the Program:
Former RCC students enrolled in the ECE Degree Program who have completed at least one semester and wish to be considered for readmission should schedule an interview with an Early Childhood Education Program faculty member and request readmission consideration once.

Practicum Requirements: Drug testing, criminal background checks and fingerprinting will be required before students are allowed to enroll in the Practicum class (EDU 284: Early Childhood Practicum Capstone). Practicum sites may deny a student access to their facility based on the findings of the drug testing, criminal background checks, and fingerprinting process, and the student may be dismissed from the program for failure to progress.

Students will be required to furnish verification of accident insurance coverage (either a photocopy of a personal policy card or, after payment for the class, a copy of a receipt for the RCC student policy), appropriate documentation showing that they are free of active tuberculosis, a health statement signed by a licensed physician indicating emotional and physical fitness appropriate for caring for/working with young children, and a completed emergency contact form. A Practicum Packet with all forms/deadlines will be provided to the student at advisement. Drug screening and criminal records check policies will be reviewed during advisement for the practicum. The TB test and physical may be obtained from the local Health Department or the health care provider of the student's choice. Costs incurred will be $75* for the drug screening, $26-40* for the background check, $15-25* for the TB test, and $55-150* for a physical. Costs are the student's responsibility.
* subject to change

Fall Semester		**Contact Hours**	**Credit**
ENG 111	Expository Writing	3	3
EDU 119	Early Childhood Education	4	4
EDU 131	Child, Family, Community	3	3
EDU 144	Child Development I	3	3
EDU 151	Creative Activities	3	3
and			
EDU 151A	Creative Activities Lab	2	1
Spring Semester			
COM 231	Public Speaking	3	3
EDU 145	Child Development II	3	3
EDU 146	Child Guidance	3	3
EDU 153	Health, Safety & Nutrition	3	3
EDU 251	Exploration Activities	3	3
Summer			
MAT 115	Mathematical Models	4	3
or			
MAT 140	Survey of Mathematics	3	3
EDU 221	Children with Exceptionalities	3	3
EDU 234	Infants, Toddlers & Twos	3	3
	Social Science Elective	3	3
Fall Semester			
EDU 235	School Age Dev & Program	3	3
EDU 271	Educational Technology	4	3
EDU 280	Literacy Experiences	3	3
ENG 113	Literature-Based Research	3	3

Administration Track

EDU 261	Early Childhood Admin I	3	3

College Transfer Track

PSY 150	General Psychology	3	3
or			
SOC 210	Introduction to Sociology	3	3
or			
SOC 213	Sociology of the Family	3	3
or			
Appropriate College Transfer Course		3	3
Spring Semester			
EDU 259	Curriculum Planning	3	3
EDU 284	Early Childhood Capstone Practicum	10	4
	Humanities Elective	3	3

Administration Track

EDU 262	Early Childhood Admin II	3	3

College Transfer Track

PSY 150	General Psychology	3	3
or			
SOC 210	Introduction to Sociology	3	3
or			
SOC 213	Sociology of the Family	3	3
or			
Appropriate College Transfer Course		3	3

TOTAL SEMESTER HOURS: 72

Early Childhood Education (D55220) Diploma

Fall Semester		**Contact Hours**	**Credit**
EDU 119	Early Childhood Education	4	4
EDU 144	Child Development I	3	3
ENG 111	Expository Writing	3	3
EDU 131	Child, Family & Community	3	3
EDU 151	Creative Activities	3	3
and			
EDU 151A	Creative Activities Lab	2	1
Spring Semester			
EDU 145	Child Development II	3	3
EDU 146	Child Guidance	3	3
EDU 153	Health, Safety & Nutrition	3	3
EDU 235	School-Age Dev & Program	3	3
EDU 251	Exploration Activities	3	3
Summer			
EDU 221	Children with Exceptionalities	3	3
EDU 234	Infants, Toddlers & Twos	3	3
COM 231	Public Speaking	3	3

TOTAL SEMESTER HOURS: 41

Early Childhood Education (C55220E)
Early Childhood Education Pathway (C55220EP)
Certificate

Fall Semester		Contact Hours	Credit
EDU 119	Early Childhood Ed	4	4
EDU 144	Child Development I	3	3
EDU 151	Creative Activities	3	3
EDU 151A	Creative Activities Lab	2	1
Spring Semester			
EDU 145	Child Development II	3	3
EDU 146	Child Guidance	3	3

TOTAL SEMESTER HOURS: 17

Early Childhood Education
Certificate (C55220E) *
Diploma Evening Program (D55220) **

Three-year Track

Fall Semester		Contact Hours	Credit
EDU 119	Early Childhood Ed	4	4
EDU 144	Child Development I	3	3
Spring Semester			
EDU 151	Creative Activities	3	3
EDU 151A	Creative Activities lab	2	1
EDU 145	Child Development II	3	3
EDU 146	Child Guidance	3	3

CERTIFICATE EXIT: 17 CREDITS

Fall Semester			
EDU 131	Child Family & Community	3	3
COM 231	Public Speaking	3	3
Spring Semester			
EDU 153	Health, Safety & Nutrition	3	3
ENG 111	Expository Writing	3	3
Fall Semester			
EDU 221	Children with Exceptionalities	3	3
EDU 235	School Age Dev & Prog	3	3
Spring Semester			
EDU 234	Infant, Toddlers, Two's	3	3
EDU 251	Exploration Activities	3	3

DIPLOMA EXIT: 41 CREDITS

Electrical/Electronics Technology (A35220)
Part-time Evening Program

Associate in Applied Science

The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial, and industrial facilities.

Training, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical/electronic systems.

Students enrolling in this program must purchase student accident insurance.

		Contact Hours	Credit
Fall Semester			
MAT 115	Mathematical Models	4	3
ELC 113	Basic Wiring I	8	4
ISC 112	Workplace Safety	2	2
Spring Semester			
WLD 112	Basic Welding Processe	4	2
ELC 114	Basic Wiring II	8	4
ALT 120	Renewable Energy Tech	4	3
Summer Semester			
ELC 112	DC/AC Electricity	9	5
Fall Semester			
ELC 117	Motor and Controls	8	4
ELN 229	Industrial Electronics	6	4
Spring Semester			
ELC 225	Data Communication/Mfg	5	4
ELC 128	Introduction to PLC	5	3
	Humanities Elective	3	3
	Social Science Elective	3	3
Summer Semester			
ELC 228	PLC Applications	8	4
Fall Semester			
ELC 119	NEC Calculations	3	2
PCI 264	Process Controls with PLCs	6	4
ENG 111	Expository Writing	3	3
Spring Semester			
ELC 229	Applications Project	4	2
ENG 114	Prof Research & Reportin	3	3
BUS 110	Intro to Business	3	3
Summer Semester			
HYD 110	Hydraulics & Pneumatics	5	3

TOTAL SEMESTER HOURS: 68

Electrical/Electronics Technology (D35220) Diploma

		Contact Hours	Credit
Fall Semester			
MAT 101	Applied Mathematics	3	3
ELC 113	Basic Wiring I	8	4
ISC 112	Workplace Safety	2	2
Spring Semester			
ELC 114	Basic Wiring II	8	4
ALT 120	Renewable Energy Tech	4	3
Summer Semester			
ELC 112	DC/AC Electricity	9	5
Fall Semester			
ELC 117	Motor and Controls	8	4
ELN 229	Industrial Electronics	6	4
Spring Semester			
ELC 225	Data Communication/Mfg	5	4
ELC 128	Introduction to PLC	5	3
Summer Semester			
ELC 228	PLC Applications	8	4
Fall Semester			
ELC 119	NEC Calculations	3	2
ENG 102	Applied Communications II	3	3
Spring Semester			
ELC 229	Applications Project	4	2

TOTAL SEMESTER HOURS: 47

Automation Systems (C35220AS) Certificate

(Not eligible for Title IV financial aid funds.)

	Contact Hours	Credit
ELC 112 DC/AC Electricity	9	5
ELC 117 Motor and Controls	8	4
ELC 128 Introduction to PLC	5	3
ELC 228 PLC Applications	8	4

TOTAL SEMESTER HOURS: 16

Automation Systems Pathway (C35220AP) Certificate

		Contact Hours	Credit
ELC 112	DC/AC Electricity	9	5
ELC 117	Motor and Controls	8	4
ELC 128	Introduction to PLC	5	3
ISC 113	Industrial Specifications	1	1
MNT 131	Metalworking Processes	5	3
MNT 165	Mechanical Industrial Systems	4	2

TOTAL SEMESTER HOURS: 18

Residential, Commercial and Industrial Wiring (C35220R) Certificate

(Not eligible for Title IV financial aid funds.)

		Contact Hours	Credit
ELC 113	Basic Wiring I	8	4
ISC 112	Industrial Safety	2	2
ELC 114	Basic Wiring II	8	4
ELC 119	NEC Calculations	3	2

TOTAL SEMESTER HOURS: 12

Sustainable Technologies (C35220S) Certificate

(Not eligible for Title IV financial aid funds.)

		Contact Hours	Credit
ELC 113	Basic Wiring I	8	4
ISC 112	Industrial Safety	2	2
ELC 114	Basic Wiring II	8	4
ALT 120	Renewable Energy Tech	4	3

TOTAL SEMESTER HOURS: 13

Electronics Engineering Technology (A40200)
Full-time Day Program

Associate in Applied Science

The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, instrumentation technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

Students enrolling in this program must purchase student accident insurance.

		Contact Hours	Credit
Fall Semester			
EGR 131	Intro to Electronics Tech	3	2
ELC 138	DC Circuit Analysis	5	3
CET 111	Computer Upgrade/Repair I	5	3
ENG 111	Expository Writing	3	3
ISC 112	Industrial Safety	2	2
Spring Semester			
MAT 121	Algebra/Trigonometry I	4	3
ELC 139	AC Circuit Analysis	5	3
ELN 137	Electronic Device & Circuits	7	5
ELN 133	Digital Electronics	6	4
Summer Semester			
ELC 117	Motors & Controls	8	4
ENG 114	Prof Research & Report	3	3
Fall Semester			
PHY 131	Physics-Mechanics	5	4
ELC 128	Intro to PLC	5	3
ATR 111	Automation Systems	5	3
ELN 237	Local Area Networks	5	3
	Humanities Elective	3	3
Spring Semester			
ELC 228	PLC Applications	5	3
EGR 285	Design Project	4	2
ELN 232	Intro to Microprocessors	6	4
ELC 233	Energy Management	4	3
	Social Science Elective	3	3

TOTAL SEMESTER HOURS: 66

Electronics Engineering Technology (D40200) Diploma

		Contact Hours	Credit
Fall Semester			
EGR 131	Intro to Electronics Tech	3	2
ELC 138	DC Circuit Analysis	5	3
CET 111	Computer Upgrade/Repair I	5	3
ISC 112	Industrial Safety	2	2
Spring Semester			
ELC 139	AC Circuit Analysis	5	3
ELN 137	Electronic Device & Circuits	7	5
ELN 133	Digital Electronics	6	4
Summer Semester			
ELC 117	Motors & Controls	8	4
Fall Semester			
ELC 128	Intro to PLC	5	3
ATR 111	Automation Systems	5	3
ELN 237	Local Area Networks	5	3
Spring Semester			
ELC 228	PLC Applications	5	3
EGR 285	Design Project	4	2
ENG 102	Applied Communications II	3	3
MAT 121	Algebra/Trigonometry I	4	3

TOTAL SEMESTER HOURS: 47

Basic Electronics (C40200) Certificate

Fall Semester		Contact Hours	Credit
EGR 131	Into to Electronics Tech	3	2
ELC 138	DC Circuit Analysis	5	3
Spring Semester			
ELC 139	AC Circuit Analysis	5	3
ELN 137	Electronic Devices & Circuits	7	5
ELN 133	Digital Electronics	6	4

TOTAL SEMESTER HOURS: 17

Financial Services (A25330)

Associate of Applied Science

(Partnership with Forsyth Technical Community College)

The Financial Services curriculum is designed to provide students with the knowledge necessary for employment in the financial services sector of the economy.

Course work includes accounting, business ethics, business law, computer applications, customer service, financial planning, insurance, marketing, personal finance, real estate, selling and personal tax. Related skills are developed through the study of communications, humanities, mathematics and psychology.

Graduates should qualify for a variety of entry-level jobs requiring knowledge of financial services. Graduates may find employment with banks, savings and loans, credit unions, insurance companies, brokerage firms, pension benefit companies, realty firms, and mortgage companies.

This program is offered through a partnership agreement with Forsyth Technical Community College and Rockingham Community College. All general education courses required in the program are available on each local campus. Required core courses will be available through Forsyth Technical Community College's on-line program offerings. The degree is awarded by Forsyth Technical Community College. Students entering this program must request transcripts be sent to both Forsyth Technical Community College and Rockingham Community College as part of the admissions process.

Fall Semester		**Contact Hours**	**Credit**
ACC 120	Principles of Financial Acct	5	4
BUS 115	Business Law I	3	3
BUS 125	Personal Finance	3	3
ENG 111	Expository Writing	3	3
CIS 110	Introduction to Computers	4	3
Spring Semester			
ACC 121	Principles of Managerial Acct	5	4
MKT 120	Principles of Marketing	3	3
CTS 130	Spreadsheet	4	3
MAT 115	Mathematics Models	4	3
OST 286	Professional Development	3	3
Summer			
COM 231	Public Speaking	3	3
ENG 114	Prof Research & Reporting	3	3
Fall Semester			
ECO 252	Prin of Macroeconomics	3	3
MKT 123	Fundamentals of Selling	3	3
BUS 148	Survey of Real Estate	3	3
DBA 112	Database Utilization	4	3
BUS 147	Business Insurance	3	3
PSY 150	General Psychology	3	3

Spring Semester

BUS 225	Business Finance	4	3
BAF 143	Financial Planning	3	3
BUS 240	Business Ethics	3	3
MKT 223	Customer Service	3	3
	Humanities Elective	3	3

Humanities Electives: ART 111, ENG 231, HUM 121, HUM 220, MUS 110, PHI 215, PHI 240, REL 110, REL 221.

TOTAL SEMESTER HOURS: 71

Financial Services Evening Schedule

Fall Semester		**Contact Hours**	**Credit**
ACC 120	Principles of Financial Acct	5	4
BUS 115	Business Law I	3	3
ENG 111	Expository Writing	3	3

Spring Semester

ACC 121	Principles of Managerial Acct	5	4
BUS 125	Personal Finance	3	3
COM 231	Public Speaking	3	3

Summer

CIS 110	Introduction to Computers	4	3
	Humanities Elective	3	3

Fall Semester

BUS 147	Business Insurance	3	3
ECO 252	Principles of Macroeconomics	3	3
MKT 120	Principles of Marketing	3	3

Spring Semester

BUS 225	Business Finance	4	3
DBA 112	Database Utilization	4	3
OST 286	Professional Development	3	3

Summer

MAT 115	Mathematical Models	4	3
ENG 114	Professional Research & Reporting	3	3

Fall Semester

BUS 148	Survey of Real Estate	3	3
MKT 123	Fundamentals of Selling	3	3
CTS 130	Spreadsheet	4	3

Spring Semester

BAF 143	Financial Planning	3	3
BUS 240	Business Ethics	3	3
MKT 223	Customer Service	3	3
PSY 150	General Psychology	3	3

Humanities Electives: ART 111, ENG 231, HUM 121, HUM 220, MUS 110, PHI 215, PHI 240, REL 110, REL 221.

TOTAL SEMESTER HOURS: 71

General Occupational Technology (A55280)

Associate in Applied Science

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs.

The curriculum content will be individualized for students according to their occupational interests and needs. A program of study for each student will be selected from associate degree-level courses offered by the college. Students interested in this degree option must meet with their advisor.

Graduates will become more effective workers, better qualified for advancements within their field of employment, and become qualified for a wide range of entry-level employment opportunities.

Students enrolling in this degree option must purchase student accident insurance.

TOTAL SEMESTER HOURS: 64-76

Global Logistics Technology (A25170)

Associate in Applied Science

(Partnership with Forsyth Technical Community College)

The Global Logistics Technology curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, and manufacturing organizations. Classroom instruction, field of study experiences, and practical laboratory applications of logistics management and global technology capabilities are included in the program of study.

Course work includes computer applications, accounting, business law, economics, management, industrial sciences, and international studies. Students will solve different levels of logistics-related problems through case study evaluations and supply chain projects utilizing logistical hardware and intelligent software tools.

Graduates should qualify for positions in a wide range of government agencies, manufacturing, and service organizations. Employment opportunities include entry-level purchasing, material management, warehousing, inventory, transportation coordinators, and logistics analysts. Upon completion, graduates may be eligible for certification credentials through APICS and AST&L.

This program is offered through a partnership agreement with Forsyth Technical Community College and Rockingham Community College. All general education courses required in the program are available on each local campus. Required core courses will be available through Forsyth Technical Community College's on-line program offerings. The degree is awarded by Forsyth Technical Community College. Students entering this program must request transcripts be sent to both Forsyth Technical Community College and Rockingham Community College as part of the admission process.

Fall Semester		**Contact Hours**	**Credit**
ENG 111	Expository Writing	3	3
LOG 110	Introduction to Logistics	3	3
BUS 110	Introduction to Business	3	3
CIS 110	Introduction to Computers	4	3
BUS 115	Business Law I	3	3
Spring Semester			
LOG 125	Transportation Logistics	3	3
CTS 130	Spreadsheet	4	3
PSY 150	General Psychology	3	3
INT 110	International Business	3	3
	Business Elective	3-10	3-4
Summer			
BUS 137	Principles of Management	3	3
ENG 114	Prof. Research & Reporting	3	3
Fall Semester			
BUS 238	Integrated Management	3	3
LOG 215	Supply Chain Management	3	3
LOG 235	Import/Export Management	3	3
ACC 120	Prin of Financial Acct	5	4
DBA 110	Database Concepts	4	3

Spring Semester

ECO 251	Principles of Microeconomics	3	3
LOG 250	Advanced Global Logistics	5	4
LOG 240	Purchasing Logistics	3	3
SPA 111	Elementary Spanish I	3	3
SPA 181	Spanish Lab	2	1

Summer

MAT 115	Mathematical Models	4	3
	Humanities Elective	3	3

Students are required to take 3 hours of Business Electives.
Choose from the following courses: ACC 121, BUS 225, COE 111, LOG 211, MKT 120.

TOTAL SEMESTER HOURS: 72-73

Global Logistics Technology Evening Schedule

Fall Semester		**Contact Hours**	**Credit**
LOG 110	Introduction to Logistics	3	3
BUS 115	Business Law I	3	3
CIS 110	Introduction to Computers	4	3

Spring Semester

ENG 111	Expository Writing	3	3
BUS 110	Introduction to Business	3	3
LOG 125	Transportation Logistics	3	3

Summer

ENG 114	Prof Research & Reporting	3	3
MAT 115	Mathematical Models	4	3

Fall Semester

LOG 215	Supply Chain Management	3	3
LOG 235	Import/Export Management	3	3
BUS 137	Principles of Management	3	3
	Business Elective	3-10	3-4

Spring Semester

PSY 150	General Psychology	3	3
CTS 130	Spreadsheet	4	3
LOG 240	Purchasing Logistics	5	3

Summer

INT 110	International Business	3	3
	Humanities Elective	3	3

Fall Semester

ACC 120	Prin of Financial Acct	5	4
DBA 110	Database Concepts	4	3
BUS 238	Integrated Management	3	3

Spring Semester

LOG 250	Advanced Global Logistics	5	4
SPA 111	Elementary Spanish I	3	3
SPA 181	Spanish Lab	2	1
ECO 251	Principles of Microeconomics	3	3

TOTAL SEMESTER HOURS: 70

Students are required to take 3 hours of Business Electives.
Choose from the following courses: ACC 121, BUS 225, COE 111, LOG 211, MKT 120.

Healthcare Management Technology (A25200)

Associate in Applied Science

(Partnership with Forsyth Technical Community College)

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment.

The curriculum places emphasis on planning, organizing, directing, and controlling tasks related to healthcare organizational objectives including the legal and ethical environment. Emphasis is placed on the development of effective communication, managerial, and supervisory skills.

Graduates may find employment in healthcare settings including hospitals, medical offices, clinics, long-term care facilities, and insurance companies. Graduates are eligible to sit for various certification exams upon completion of the degree with a combination of a minimum of two years administrative experience. Eligible certificates include, but are not limited to, the Professional Association of Healthcare Office Managers (PAHCOM), the healthcare Financial Management Association (HFMA), the Certified Patient Account Manager (CPAM) and the Certified Manager of Patient Accounts (CMPA) examinations.

This program is offered through a partnership agreement with Forsyth Technical Community College and Rockingham Community College. All general education courses required in the program are available on each local campus. Required core courses will be available through Forsyth Technical Community College's on-line program offerings. The degree is awarded by Forsyth Technical Community College. Students entering this program must request transcripts be sent to both Forsyth Technical Community College and Rockingham Community College as part of the admissions process.

Fall Semester		**Contact Hours**	**Credit**
ACC 120	Prin of Financial Acct	5	4
ENG 111	Expository Writing	3	3
HMT 110	Intro to Healthcare Mgmt	3	3
MED 121	Medical Terminology I	3	3
OST 149	Medical Legal Issues	3	3
Spring Semester			
ACC 121	Prin of Managerial Acct	5	4
BUS 110	Introduction to Business	3	3
ENG 114	Prof Research & Reporting	3	3
HMT 211	Long-Term Care Admin	3	3
MED 122	Medical Terminology II	3	3
Summer			
BUS 153	Human Resource Management	3	3
CIS 110	Introduction to Computers	4	3
OST 286	Professional Developmetn	3	3

Fall Semester

ACC 225	Cost Accounting	3	3
COM 120	Intro Interpersonal Com	3	3
	OR		
COM 231	Public Speaking	3	3
HMT 210	Medical Insurance	3	3
HMT 212	Mgt. of Heathcare Org	3	3
Select one:			
MAT 155	Statistical Analysis	3	3
MAT 155A	Statistics Analysis Lab	2	1
	OR		
MAT 151	Statistics I	3	3
MAT 151A	Statistics I Lab	2	1

Spring Semester

BUS 260	Business Communication	3	3
CTS 130	Spreadsheet	4	3
HMT 220	Healthcare Financial Management	4	4
PSY 150	General Psychology	3	3
	Humanities/Fine Arts Elective	3	3

Humanities/Fine Arts Elective - Select one: ART 111, ENG 231, HUM 121, HUM 220, MUS 110, PHI 215, PHI 240, REL 110, or REL 221. Consult an academic advisor concerning other possible electives.

TOTAL SEMESTER HOURS: 73**

**Hours vary depending on course selection.

Horticulture Technology (A15240)
Full-time Evening Program

Associate in Applied Science

The Horticulture Technology curriculum is designed to prepare individuals for various careers in horticulture. Classroom instruction and practical laboratory applications of horticultural principles and practices are included in the program of study.

Course work includes plant science, plant materials, propagation, soils, fertilizers, and pest management. Also included are courses in plant production, landscaping, and the management and operation of horticulture businesses.

Graduates should qualify for employment opportunities in nurseries, garden centers, greenhouses, landscape operations, gardens, and governmental agencies. Graduates should also be prepared to take North Carolina Pesticide Applicator's Examination and the North Carolina Certified Plant Professional Examination.

Students enrolling in this program must purchase student accident insurance.

Fall Semester	**Contact Hours**	**Credit**
HOR 166 Soils & Fertilizers	4	3
HOR 162 Applied Plant Science	4	3
HOR 160 Plant Materials 1	4	3
HOR 124 Nursery Operations	5	3
ENG 111 Expository Writing	3	3
Spring Semester		
HOR 112 Landscape Design I	5	3
HOR 235 Greenhouse Production	4	3
HOR 168 Plant Propagation	4	3
HOR 116 Landscape Management	4	3
ENG 114 Prof Research & Reporting	3	3
Summer Semester		
HOR 152 Horticultural Practices	3	1
HOR 164 Hort Pest Management	4	3
HOR 260 Plant Materials II	4	3
Fall Semester		
HOR 114 Landscape Construction	4	3
HOR 273 Hort Mgmt & Marketing	3	3
HOR 138 Greenhouse Veg. Prod.	3	2
AGR 139 Intro to Sustainable Ag.	3	3
Humanities Elective	3	3
Spring Semester		
HOR 245 Hort Specialty Crops	4	3
HOR 118 Equipment Op & Maint	4	2
AGR 263 Vegetable Production	4	3
MAT 115 Mathematical Models (or Higher)	4	3
Social Science Elective	3	3

TOTAL SEMESTER HOURS: 65

Horticulture Technology (D15240)
Diploma

Fall Semester		Contact Hours	Credit
HOR 166	Soils and Fertilizers	4	3
HOR 160	Plant Materials I	4	3
HOR 124	Nursery Operations	5	3
HOR 162	Applied Plant Science	4	3
Spring Semester			
HOR 112	Landscape Design I	5	3
HOR 168	Plant Propagation	4	3
HOR 235	Greenhouse Production	4	3
HOR 116	Landscape Management	4	3
Summer			
HOR 152	Horticultural Practices	3	1
HOR 164	Hort Pest Mgmt	4	3
HOR 260	Plant Materials II	4	3
Fall Semester			
ENG 102	Applied Communications II	3	3
PSY 101	Applied Psychology	3	3

TOTAL SEMESTER HOURS: 37

Horticultural Crop Production (C15240A)
Certificate

(Not eligible for Title IV financial aid funds)

Fall Semester		Contact Hours	Credit
HOR 160	Plant Materials I	4	3
HOR 162	Applied Plant Science	4	3
Spring Semester			
HOR 168	Plant Propagation	4	3
HOR 235	Greenhouse Production	4	3
Summer			
HOR 164	Hort Pest Mgmt	4	3

TOTAL SEMESTER HOURS: 15

Landscape Technician (C15240T) Certificate

(Not eligible for Title IV financial aid funds.)

Fall Semester	**Contact Hours**	**Credit**
HOR 114 Landscape Construction	4	3
Spring Semester		
HOR 112 Landscape Design I	5	3
Fall Semester		
HOR 160 Plant Materials 1	4	3
Spring Semester		
HOR 118 Equipment Op & Maintenance	4	2
HOR 116 Landscape Management	4	3

TOTAL SEMESTER HOURS: 14

Sustainable Horticulture Production (C15240S) Certificate

(Not eligible for Title IV financial aid funds.)

Fall Semester	**Contact Hours**	**Credit**
HOR 166 Soils & Fertilizers	4	3
Summer Semester		
HOR 152 Horticultural Practices	3	1
Summer Semester		
HOR 164 Hort Pest Management	4	3
Fall Semester		
HOR 138 Greenhouse Veg. Prod.	3	2
Spring Semester		
HOR 245 Hort Specialty Crops	4	3
Spring Semester		
AGR 263 Vegetable Production	4	3

TOTAL SEMESTER HOURS: 15

Industrial Systems Technology (D50240)
Part-time Evening Program

Diploma

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

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

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

Students enrolling in this program must purchase student accident insurance.

Fall Semester		**Contact Hours**	**Credit**
MAT 101	Applied Mathematics I	4	3
MNT 131	Metalworking Processes	5	3
BPR 111	Blueprint Reading	3	2
ISC 112	Industrial Safety	2	2
ISC 113	Industrial Specifications	1	1
Spring Semester			
ENG 102	Applied Communications II	3	3
MNT 165	Mechanical Industrial Systems	4	2
ELC 112	DC/AC Electricity	9	5
Summer			
HYD 110	Hydraulics/Pneumatics I	5	3
MNT 150	Basic Building Maintenance	4	2
Fall Semester			
MNT 110	Intro to Maintenance Procedures	4	2
AHR 160	Refrigerant Certification	1	1
ELC 117	Motors and Controls	8	4
AHR 120	HVACR Maintenance	4	2
Spring Semester			
WLD 112	Basic Welding Processes	4	2
ELC 128	Intro to PLC	5	3
MNT 240	Industrial Equip Troubleshooting	4	2
PLU 111	Intro to Basic Plumbing	4	2

TOTAL SEMESTER HOURS: 44

Facility Maintenance (C50240A) Certificate

(Not eligible for Title IV financial aid funds)

		Contact Hours	Credit
Fall Semester			
BPR 111	Blueprint Reading	3	2
ISC 113	Industrial Specifications	1	1
Spring Semester			
PLU 111	Intro to Basic Plumbing	4	2
Summer			
MNT 150	Basic Building Maintenance	4	2
Fall Semester			
MNT 110	Intro to Maintenance Procedures	4	2
AHR 160	Refrigeration Certification	1	1
AHR 120	HVACR Maintenance	4	2
Spring Semester			
WLD 112	Basic Welding Processes	4	2

TOTAL SEMESTER HOURS: 14

Industrial Maintenance (C50240B) Certificate

(Not eligible for Title IV financial aid funds)

		Contact Hours	Credit
Fall Semester			
BPR 111	Blueprint Reading	3	2
ISC 113	Industrial Specifications	1	1
MNT 131	Metalworking Processing	5	3
Spring Semester			
ELC 112	DC/AC Electricity	9	5
MNT 165	Mechanical Industrial Systems	4	2
Fall Semester			
ELC 117	Motors and Controls	8	4

TOTAL SEMESTER HOURS: 17

Infant/Toddler Care (C55290)

Certificate

In July, 2007, the Early Childhood Education curriculum program became one of only eleven NC Community Colleges programs to earn national accreditation by the National Association for the Education of Young Children.

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with infants and toddlers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with families and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

Fall Semester		**Contact Hours**	**Credit**
EDU 119	Intro to Early Childhood Education	4	4
EDU 131	Child, Family & Community	3	3
EDU 144	Child Development I	3	3
Spring Semester			
EDU 153	Health, Safety & Nutrition	3	3
EDU 234	Infants, Toddlers & Twos	3	3

TOTAL SEMESTER HOURS: 16

Machining Technology:
See Computer-Integrated Machining

Medical Office Administration (A25310)

Associate in Applied Science

This curriculum prepares individuals for employment in medical and other health-care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health-care related organizations.

Fall Semester		**Contact Hours**	**Credit**
OST 131	Keyboarding	3	2
MED 121	Medical Terminology I	3	3
CIS 110	Introduction to Computers	4	3
OST 148	Medical Coding Billing & Insu	3	3
OST 149	Medical Legal Issues	3	3
ENG 111	Expository Writing	3	3
Spring Semester			
OST 136	Word Processing	4	3
OST 243	Med Office Simulation	4	3
OST 164	Text Editing Applications	3	3
MED 122	Medical Terminology II	3	3
	Technical Elective	3-5	2-4
Summer			
ENG 114	Prof. Research and Reporting	3	3
OST 289	Office Systems Management	4	3
Fall Semester			
BUS 121	Business Math	4	3
ACC 115	College Accounting	5	4
OR			
ACC 120	Prin. of Financial Accounting	5	4
OST 248	Diagnostic Coding	3	2
	Humanities Elective	3	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4
Spring Semester			
OST 247	Procedure Coding	3	2
OST 184	Records Management	4	3
	Social Science Elective	3	3
	Technical Elective	3-5	2-4
	Technical Elective	3-5	2-4

Choose 3 Technical Electives from the following courses: ACC 140, CTS 130, OST 249, OST 286, OST 201, OST 202, BUS 260.

TOTAL SEMESTER HOURS: 66-75

Medical Office Administration
Evening Program

		Contact Hours	Credit
Fall Semester 2012			
OST 131	Keyboarding	3	2
MED 121	Medical Terminology I	3	3
OST 148	Med Coding, Billing & Ins	3	3
CIS 110	Introduction to Computers	4	3
Spring Semester 2013			
MED 122	Medical Terminology II	3	3
OST 136	Word Processing	4	3
ENG 111	Expository Writing	3	3
Summer 2013		3	3
ENG 114	Prof Research & Reporting	3	3
	Humanities Elective		
Fall Semester 2013			
ACC 115	College Accounting	5	4
OR			
ACC 120	Prin of Financial Accounting	5	4
OST 149	Medical Legal Issues	3	3
BUS 121	Business Math	4	3
Spring Semester 2014			
OST 247	Procedure Coding	3	2
OST 164	Text Editing Applications	3	3
	Technical Elective	3-5	2-4
Summer 2014			
OST 289	Office Systems Management	4	3
	Social Science Elective	3	3
Fall Semester 2014			
OST 248	Diagnostic Coding	3	2
	Technical Elective	3-5	2-4
	Mathematics Elective	3-4	3
Spring Semester 2015			
OST 243	Medical Office Simulation	4	3
OST 184	Records Management	4	3
	Technical Elective	3-5	2-4

Choose 3 Technical Electives from the following courses: ACC 140, CTS 130, OST 249, OST 286, OST 201, OST 202, BUS 260.

TOTAL SEMESTER HOURS: 66-75

Medical Transcription (D25310)
Diploma

Summer		Contact Hours	Credit
OST 131	Keyboarding	4	2
MED 121	Medical Terminology I	3	3
Fall Semester			
OST 136	Word Processing	4	3
ENG 111	Expository Writing	3	3
MED 122	Medical Terminology II	3	3
OST 148	Medical Coding, Billing & Insurance	3	3
Spring Semester			
OST 164	Text Editing Applications	3	3
OST 243	Medical Office Simulation	4	3
OST 201	Medical Transcription I	5	4
OST 247	Procedure Coding	3	2
Summer			
OST 289	Administrative Office Management	4	3
ENG 114	Professional Research and Reporting	3	3
Fall Semester			
OST 202	Medical Transcription II	5	4
CIS 110	Introduction to Computers	4	3
OST 149	Medical Legal Issues	3	3

TOTAL SEMESTER HOURS: 45

Medical Office Billing & Coding (C25310B)
Certificate

		Contact Hours	**Credit**
MED 121	Medical Terminology I	3	3
OST 148	Medical Coding Billing & Insurance	3	3
MED 122	Medical Terminology II	3	3
OST 247	Procedure Coding	3	2
OST 248	Diagnostic Coding	3	2
OST 249	CPC Certification	5	4

TOTAL SEMESTER HOURS: 17

Office Administration (A25370)

Associate in Applied Science

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

Fall Semester		**Contact Hours**	**Credit**
OST 131	Keyboarding	3	2
BUS 110	Introduction to Business	3	3
CIS 110	Introduction to Computers	4	3
ACC 115	College Accounting	5	4
OR			
ACC 120	Prin of Accounting	5	4
ENG 111	Expository Writing	3	3
Spring Semester			
OST 136	Word Processing	4	3
OST 164	Text Editing Applications	3	3
CTS 130	Spreadsheet	4	3
OST 286	Professional Development	3	3
	Humanities Elective	3	3
Summer			
OST 137	Office Software App	4	3
ACC 140	Payroll Accounting	3	2
ENG 114	Prof. Research and Reporting	3	3
Fall Semester			
OST 236	Advanced Word/Information Proc	4	3
BUS 121	Business Math	4	3
DBA 110	Database Concepts & Apps	5	3
BUS 260	Business Communication	3	3
	Social Science Elective	3	3
Spring Semester			
OST 289	Office Systems Management	4	3
OST 184	Records Management	4	3
OST 134	Text Entry & Format	4	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4

TOTAL SEMESTER HOURS: 65-66

Office Administration
Evening Program

Fall Semester 2012		Contact Hours	Credit
OST 131	Keyboarding	3	2
CIS 110	Introduction to Computers	4	3
ENG 111	Expository Writing	3	3
Spring Semester 2013			
BUS 110	Introduction to Business	3	3
OST 136	Word Processing	4	3
OST 164	Text Editing Applications	3	3
	Mathematics Elective: MAT 115 or higher	3-4	3-4
Summer 2013			
ENG 114	Prof Research & Reporting	3	3
	Social Science Elective	3	3
Fall Semester 2013			
ACC 115	College Accounting	5	4
OR			
ACC 120	Prin of Accounting	5	4
OST 286	Professional Development	3	3
DBA 110	Database Concepts & Apps	5	3
Spring Semester 2014			
OST 236	Advanced Word/Information Proc	4	3
OST 184	Records Management	4	3
CTS 130	Spreadsheet	4	3
Summer 2014			
OST 137	Office Software Applications	4	3
OST 289	Office Systems Management	4	3
Fall Semester 2014			
BUS 260	Business Communications	3	3
ACC 140	Payroll Accounting	3	2
BUS 121	Business Math	4	3
Spring Semester 2015			
OST 134	Text Entry & Format	4	3
	Humanities Elective	3	3

TOTAL SEMESTER HOURS: 65-66

Word Processing (C25370) Certificate

		Contact Hours	Credit
OST 131	Keyboarding	3	2
CIS 110	Introduction to Computers	4	3
OST 136	Word Processing	4	3
OST 164	Text Editing Applications	3	3
OST 236	Adv Word/Information Pro	4	3

TOTAL SEMESTER HOURS: 14

Office Specialist (C25370S) Certificate

		Contact Hours	Credit
OST 131	Keyboarding	3	2
OST 136	Word Processing	4	3
CIS 110	Introduction to Computers	4	3
CTS 130	Spreadsheet	4	3
DBA 110	Database Concepts & Apps	4	3

TOTAL SEMESTER HOURS: 14

Receptionist (Entry Level) (C25370R) Certificate

		Contact Hours	Credit
OST 131	Keyboarding	3	2
CIS 110	Introduction to Computers	4	3
OST 136	Word Processing	4	3
OST 164	Text Editing Applications	3	3
OST 184	Records Management	4	3

TOTAL SEMESTER HOURS: 14

Phlebotomy (C45600)

Certificate

(Not eligible for Title IV financial aid funds)

The Phlebotomy curriculum prepares individuals to obtain blood and other specimens for the purpose of laboratory analysis.

Course work includes proper specimen collection and handling, communication skills, and maintaining patient data.

Graduates may qualify for employment in hospitals, clinics, physicians' offices, and other health care settings and may be eligible for national certification as phlebotomy technicians.

The Phlebotomy program at RCC is NAACLS approved. Students are required to achieve a "C" or better in all curriculum courses to successfully complete the program.

The Phlebotomy program is a limited-enrollment program. Eligible applicants are admitted on a space available basis to the program, provided they have met both general and program admission requirements.

Applicants who are interested in the program must obtain a *Phlebotomy Admission Information* packet from the Student Development Division. Once applicants have completed all requirements noted on the check sheet, they must meet with a counselor in Student Development to verify, complete and submit the *Review Form.*

Applicants must submit the *Review Form* by the assigned deadline. Incomplete *Review Forms* or forms submitted after the deadline will not be considered unless space remains available. Applicants who are reviewed and found ineligible for consideration must submit a new *Review Form* and required documentation for the next class. **The program will be offered contingent upon adequate enrollment.**

			Contact Hours	Credit
CIS	113	Computer Basics	2	1
PBT	100	Phlebotomy Technology	7	6
PBT	101	Phlebotomy Practicum	9	3
PSY	101	Applied Psychology	3	3

TOTAL SEMESTER HOURS: 13

Phlebotomy students should be prepared to incur additional expenses beyond tuition. Estimates of these include:

Medical examination	$100
Hepatitis B immunization series	$150-200
Malpractice insurance	$16
Student accident insurance	$2
1 full-length lab coat, uniform	$75
Shoes	$55
Textbooks	$150
Graduation Fee	$25
*Drug Screening Test	$75
*Criminal Background Check	$26-40

**Subject to change*

Once admited into the phlebotomy program, drug testing and a criminal background check will be required before a student is allowed to participate in clinical activities. Clinical affiliates may deny a student access to its facilities based on the finding of the criminial record check or drug screen, and the student may be dismissed from the program for failure to progress. Drug screening and criminal background check policies wil be reviewed at the program orientation.

Performance Standards

Individuals enrolled in the Phlebotomy Program are expected to be able to perform certain activities to maintain standards of safety and execute assigned duties. The phlebotomy student must possess the following skills or abilities to maintain satisfactory progression in the program.

Interpersonal Skills: sufficient to interact with individuals, families, and groups from a variety of social, economic, emotional, cultural and intellectual backgrounds.

Written and oral communication skills: sufficient to verbally convey information to a wide variety of individuals using good language skills, as well as the ability to transmit information through written communication modalities.

Physical abilities: sufficient to walk about the clinical site at a brisk pace, sand for extended periods of time, lift boxes of supplies, and maneuver in small spaces.

Dexterity and strength: sufficient to manipulate equipment and assist patients with physical limitations.

Hearing: sufficient to monitor and assess patient care and safety needs.

Vision: sufficient for observation and assessment of the patient, environment, and equipment.

Tactile ability or sense of touch: sufficient to perform physical assessment, palpate a vein, and detect movement.

Practical Nursing (D45660)

Diploma

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

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

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

Practical Nursing Program

Admissions Criteria

The Practical Nursing program has admission criteria beyond the regular requirements of RCC. Individuals interested in this program must obtain a *Practical Nursing Admission Information Packet* from the Student Development Division and are required to discuss these special criteria with an admission counselor. A cumulative GPA of 2.0 or greater is required as part of the admissions criteria and must be maintained throughout the program. Related and general education courses that are part of the practical nursing curriculum may be taken before nursing (NUR) courses and before the course sequence noted in the catalog. However, courses must be completed with a grade of "C" or better and not adversely affect the required GPA. A student must not fall behind the sequence of the curriculum plan outlined in the catalog. A "D" or "F" grade in any nursing curriculum course will cause the student to fall behind the sequence of the curriculum plan, and the student will no longer be eligible for continuation in the program. No "D" or "F" grade is allowed in any nursing curriculum course.

Admission Requirements

The Practical Nursing program is a limited-enrollment program. Eligible applicants are admitted on a space available basis to the program in the fall semester, provided they have met both general and program admission requirements.

Individuals who are interested in the program must obtain a *Practical Nursing Admission Information* packet from the Student Development Division. Because there are specific guidelines and requirements for eligibility, the applicant is also required to attend a Nursing Programs Information Session prior to submitting documentation for review. Once applicants have completed all requirements noted on the check sheet, they must meet with a counselor in Student Development to verify, complete and submit the *Review Form.*

Applicants must submit the *Review Form* by the assigned deadline in order to be considered for the fall 2013 class. Incomplete *Review Forms* or forms submitted after the deadline will not be considered unless space remains available. Applicants who are reviewed and found ineligible for consideration must submit a new *Review Form* and required documentation for the fall 2014 class.

To insure the public health and safety of all clients, the NC Board of Nursing requires licensure to work as a practical nurse. The Board of Nursing requires a criminal record check as part of the initial application process for licensure.

Once admitted into the practical nursing program, drug testing and criminal background checks will be required before students are allowed to participate in clinical activities. Drug screening and criminal record check policies will be reviewed at the program orientation. Clinical affiliates may deny a student access to their facilities based on the findings of the criminal record check or drug screen, and the student may be dismissed from the program for failure to progress.

Readmission Requirements for Former RCC Students Enrolled in the Practical Nursing Program

Former RCC students enrolled in the Practical Nursing Program who wish to be considered for readmission should obtain a copy of the Readmission Policy and Procedures for Former RCC Nursing Students, available in the Student Development Division. Specific deadlines apply.

Performance Standards

The following activities are examples of the kind of activities which a student in the practical nursing program would be required to perform in order to successfully complete the program. If an applicant believes that he or she cannot meet one or more of the standards without reasonable accommodations or modifications, the applicant should consult with a Student Development services counselor for an evaluation of career suitability.

Critical Thinking: The nursing student must possess critical thinking skills sufficient for clinical judgment. For example, the student must be able to use the nursing process as a basis for solving nursing problems. This involves identifying cause and effect relationships in clinical situations and developing nursing care plans.

Interpersonal Skills: The nursing student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families and colleagues.

Communication: The nursing student should possess communication skills sufficient for interaction with others in verbal and written format. For example, the student must be able to convey nursing actions and patient responses to health care team members, both verbally and in writing.

Mobility: The nursing student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces and treatment areas and to administer cardiopulmonary resuscitation.

Motor Skills: The nursing student should possess gross and fine motor skills sufficient to provide safe and effective nursing care. For example, the student must be able to calibrate and use equipment, administer injections, insert catheters, manipulate intravenous equipment and position patients.

Hearing: The nursing student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds and cries for help.

Visual: The nursing student should possess visual skills sufficient for observation and assessment necessary in nursing care. For example, the student must be able to observe patient responses, see a change in skin color and read a scale on a syringe.

Tactile: The nursing student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse.

Weight-Bearing: The nursing student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

Practical Nursing students should be prepared to incur additional expenses beyond tuition. Estimates of these include:

Medical Exam	$100
Hepatitis B Series	$150-$200
*Drug Screening (nonrefundable)	$ 75
*Criminal Background Check	$ 26-40
2 Uniforms, 1 full-length lab coat (men slightly less)	$120
1 pair bandage scissors, 1 pair hemostats, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	$ 50
Nurses Cap and Case (optional)	$ 12
1 pair shoes (white leather)	$ 60
Watch with second hand; military time preferred	$ 25
Textbooks	$970
Accident Insurance	$ 6
Graduation Fee	$ 25
Nursing Pin (optional)	$ 75
Malpractice Insurance	$ 16
Online Educational Services	$240-300
*NCLEX Review	$300
Mandatory NFLPNA Workshop/Clinical Fees	$ 75-100
Miscellaneous Supplies: Pens, Paper, Notebooks	$ 100

**Subject to change*

		Contact Hours	Credit
Fall Semester			
NUR 101	Practical Nursing I	19	11
MAT 110	Mathematical Measurement	4	3
BIO 163	Basic Anat & Physiology	6	5
Spring Semester			
NUR 102	Practical Nursing II	20	12
PSY 110	Life Span Development	3	3
ENG 111	Expository Writing	3	3
Summer			
NUR 103	Practical Nursing III	18	10

TOTAL SEMESTER HOURS: 47

Prior Math and Biology Courses

In order to receive credit, curriculum biology and math courses (BIO 163 and MAT 110 or equivalents) that have been taken previously must have been completed with a "C" or better within seven calendar years of the start of the program.

Students who wish to have post-secondary course work from other colleges or universities transferred into RCC and used in the practical nursing curriculum must request a transcript evaluation by the Registrar.

Respiratory Therapy (A45720)

Associate in Applied Science

The Respiratory Therapy curriculum prepares individuals to function as respiratory therapists. In these roles, individuals perform diagnostic testing, treatments, and management of patients with heart and lung diseases.

Students will master skills in patient assessment and treatment of cardiopulmonary diseases. These skills include life support, monitoring, drug administration, and treatment of patients of all ages in a variety of settings.

Graduates of accredited programs may be eligible to take entry-level examinations from the National Board for Respiratory Care. Therapy graduates may also take the Advanced Practitioner examination. Graduates may be employed in hospitals, clinics, nursing homes, education, industry, and home care.

The Respiratory Therapy Program is fully accredited by the Commission on Accreditation for Respiratory Care (CoARC). Students receive clinical experience in a variety of hospitals and healthcare organizations throughout the entire Piedmont Triad Area of North Carolina.

The Medical Director of the Respiratory Therapy Program is Edward L. Hawkins, MD, FCCP. Dr. Hawkins received his BS degree from Auburn University, his MD from the University of Alabama at Birmingham, and is a Fellow of the American College of Chest Physicians. Dr. Hawkins is board certified in internal and pulmonary medicine.

Respiratory Therapy students should be prepared to incur additional expenses beyond tuition and college fees. These expenses may include medical examinations or vaccinations, uniforms, insurance, books and miscellaneous supplies. An estimate of these specific expenses include:

First Year	
*CPR Certification	$4
Medical Exam	$100
Immunizations	$100
Student Accident Insurance	$6
Malpractice Insurance	$16
Uniforms	$100
Respiratory Therapy Books	$300
*Drug Screen	$75
*Criminal Background Check	$26-40
Miscellaneous Supplies	$100
Second Year	
TB Test	$20
Malpractice Insurance	$16
Student Accident Insurance	$6
NBRC Exams	$80
School Pin (optional)	$50-110
Respiratory Therapy Books	$300
Miscellaneous Supplies	$100
Graduate Seminar	$300
Graduation Fee	$25
*Drug Screen	$75
ACLS	$60

**Subject to change*

		Contact Hours	Credit
Summer			
RCP 110	Intro to Respiratory Care	6	4
Fall Semester			
RCP 111	Therapeutics & Diagnostics	7	5
RCP 113	Pharmacology	2	2
RCP 133	Clinical Practice I	9	3
B IO 168	Anatomy & Physiology I	6	4
MAT 115	Mathematical Models or higher	4	3
Spring Semester			
RCP 112	Patient Management	6	4
RCP 114	C-P Anatomy & Physiology	3	3
RCP 115	C-P Pathophysiology	2	2
RCP 144	Clinical Practice II	12	4
BIO 169	Anatomy & Physiology II	6	4
Summer			
RCP 152	Clinical Practice III	6	2
RCP 210	Critical Care Concepts	6	4
Fall Semester			
RCP 211	Adv Monitoring/Procedures	6	4
RCP 213	Neonatal/Pediatric Concepts	2	2
RCP 234	Clinical Practice IV	12	4
ENG 111	Expository Writing	3	3
	Humanities Elective	3	3
Spring Semester			
RCP 248	Clinical Practice V	24	8
ENG 114	Prof Research & Reporting	3	3
PSY 150	General Psychology	3	3
RCP 215	Career Prep – Adv Level	3	1
RCP 223	Special Practice Lab	3	1

TOTAL SEMESTER HOURS: 76

Note: ENG 112 or 113 will not be accepted in place of ENG 114. A higher level MAT course may be accepted in place of MAT 115.

Respiratory Therapy Program

Admissions Criteria

The Respiratory Therapy program has admission criteria beyond the regular requirements of RCC.

The Respiratory Therapy program is a limited-enrollment program. Eligible applicants are admitted on a space available basis to the program in the summer semester, provided they have met both general and program admission requirements.

Individuals who are interested in the program must obtain a *Respiratory Therapy Admission Information* packet from the Student Development Division. Applicants must also meet with the Respiratory Therapy Program Director. Once an applicant has completed all requirements noted on the check sheet, he/she must meet with a counselor in Student Development to verify, complete and submit the *Review Form.*Applicants must submit the *Review Form* by the assigned deadline in order to be considered for the summer 2013 class. Incomplete *Review Forms* or forms submitted after the deadline will not be considered unless space remains available. Applicants who are reviewed and found ineligible for consideration must submit a new *Review Form* and required documentation for the summer 2014 class.

Additional Criteria

Once admitted to the Respiratory Therapy Program, drug testing and criminal background checks will be required before students are allowed to participate in clinical activities. Clinical affiliates may deny a student access to their facilities based on the results of the criminal background check or drug screen, and the student may be dismissed from the program for failure to progress. Drug screening and criminal background check policies will be reviewed at the program orientation. A drug screen will additionally be performed during the second year of the program.

Dismissal Criteria

1. Academic Dismissal

The respiratory therapist student must meet the academic standards of the college. In addition, the following program academic standards are required:

a. Minimum of a "C" grade in all Respiratory Therapy Program curriculum courses.
b. Clinical and laboratory experiences are graded satisfactory or unsatisfactory. More specifically, performance requirements are listed in each course syllabus. The student will not be permitted to progress in the program unless a satisfactory grade is attained in the laboratory and clinical component of the curriculum each semester. Absence and tardy policies are outlined in each course syllabus.
c. The student must not fall behind the sequence of the curriculum plan for all RCP, BIO, or MAT courses as outlined in the college catalog.
d. A cumulative GPA of 2.5 or greater is required as part of the admission's criteria, and students must maintain at least a 2.0 GPA to remain in the program after admission.

2. Non-Academic Dismissal

Individuals enrolled in the Respiratory Therapy Program may be dismissed for non-academic reasons. Students should refer to the college catalog, student handbook, or program policies and procedures distributed during orientation for specific reasons relative to non-academic dismissal.

Readmission

Because of the content and organization of the learning experiences in the program, withdrawal and academic dismissal should be avoided. However, should this become necessary, readmission may be considered. Students may be readmitted to the program following withdrawal or dismissal after the following criteria have been met:

1. The student was out of the program for at least one semester.
2. The student has demonstrated or proven to the program faculty that any physical, emotional, or professional cause for previous dismissal has been managed, treated, or corrected.
3. The student has updated medical immunizations and malpractice insurance.
4. The student has provided a letter of intent for readmission to the Program Director at least six months prior to program readmission.
5. The student may be required to retake or successfully audit any previously completed respiratory therapy course or module to review skills or knowledge related to professional practices. Such action will be relative to the length of time the student is out of the program and previous course grade. Successful audit involves attendance in class, taking exams, completing laboratory exercises, and completion of clinical performance evaluations.
6. Space is available in the program.
7. The student's readmission is approved by program faculty and the Program Director.
8. Students may re-enter the program one time only.
9. Students may not be readmitted to the program if previous dismissal was disciplinary in nature or related to an infraction of RCC, clinical affiliate, or program policies.
10. The student's cumulative GPA is 2.5 or better.

Prior Math and Biology Courses

In order to receive credit, curriculum math and biology courses (BIO 168, BIO 169, MAT 115, or equivalents) that have been taken previously must have been completed with a "C" or better within seven calendar years of the start of the program.

Transfer Applicants

1. Transfer into the Respiratory Therapy Program, when space is available, is limited to applicants who:
   a. meet the Rockingham Community College and program admission requirements,
   b. have enrolled in a respiratory therapy program in another institution, and
   c. have left or will leave another respiratory therapy program in good standing documented by the previous program director.
2. Courses from technical institutes, colleges, and universities may be accepted if a grade of "C" has been achieved and if the courses are comparable to those offered at RCC.
3. Respiratory Therapy courses completed will be evaluated and transfer credit determined by the Program Director. Based on the evaluation of transfer credit, the program of study will be determined by the Program Director.

Other transfer applicants to the Respiratory Therapy Program may transfer to the college and then proceed through the regular admission process for entry into the Respiratory Therapy Program.

Performance Standards

Individuals enrolled in the Respiratory Therapy Program are expected to be able to perform certain activities to maintain standards of safety. The Respiratory Therapy student must possess the following skills:

- **Interpersonal skills** sufficient to interact with individuals, families, and groups from a variety of social, economic, emotional, cultural, and intellectual backgrounds.
  Example: Ability to establish relationship with patients and peers.
- **Written and oral communication skills** sufficient to verbally convey information to a wide variety of individuals using good language skills, as well as the ability to transmit information through written communication modalities.
  Examples: Perform patient teaching, write progress notes, interpret physician's orders, provide verbal reports to staff, record patient responses to treatments, consult with patients, family members, or physicians.
- **Physical abilities** sufficient to walk about the clinical site at a brisk pace, move moderately heavy equipment on wheels, lift boxes of supplies, and maneuver in small spaces.
  Examples: Retrieve equipment, walk from one floor to another using stairs, and remove a box of supplies from a storage closet.
- **Dexterity and strength** sufficient to manipulate equipment and assist patients with physical limitations.
  Examples: Adjust ventilator settings, perform arterial puncture, calibrate equipment, transfer or position patients, and administer cardiopulmonary resuscitation.
- **Hearing** ability sufficient to monitor and assess patient care and safety needs.
  Examples: Listen to breath sounds, hear a cry for help, and determine blood pressure results.
- **Vision** sufficient for observation and assessment of the patient, environment, and equipment.
  Examples: Observe patient response to treatment, detect changes in skin color, and read a manometer on a mechanical ventilator.
- **Tactile ability or sense** of touch sufficient to perform a physical assessment and detect movement.
  Examples: Detect a pulse, palpate body sites, and determine skin temperature.

Surgical Technology (D45740)

Diploma

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

Students of Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited programs are required to take the national certification exam administered by the National Board on Certification in Surgical Technology and Surgical Assisting (NBSTSA) within a four week period prior to or after graduation.

Admissions Criteria

Individuals who are interested in the program must obtain a *Surgical Technology Admission Information* packet from the Student Development Division. Applicants must also meet with the Surgical Technology Program Director. Once an applicant has completed all requirements noted on the check sheet, he/she must meet with a counselor in Student Development to verify, complete and submit the *Review Form.*

Applicants must submit the *Review Form* by the assigned deadline in order to be considered for the fall 2013 class. Incomplete *Review Forms*, or forms submitted after the deadline, will not be considered unless space remains available. Applicants who are reviewed and found ineligible for consideration must submit a new *Review Form* and required documentation for the fall 2014 class.

Related courses that are part of the surgical technology curriculum may be taken before the curriculum sequence listed in the catalog and before acceptance to the program is granted. However, courses must be completed with a grade of "C" or better and not adversely affect the required cumulative GPA of 2.0. A student must not fall behind the sequence of the curriculum plan stated in the catalog. Once accepted to the program, a student who receives a "D" or "F" grade in any Surgical Technology curriculum course will fall behind the sequence of the curriculum plan and no longer be eligible for continuation in the program.

The following are required after notification of acceptance into the program:

1. Submit completed health history, immunization, and physical exam form.
2. Send letter of intent to accept place in the program to Student Development Office and to Program Director.
3. Attend program orientation and sign all required documentation.:
4. Submit completed medical forms with required immunizations to include tetanus, polio, and Hepatitis B (series may be completed or in process) TB screening, rubella vaccination or positive rubella titer, and varicella vaccination or positive titer.
5. Any student without completed documents by deadlines in written correspondence will not be eligible for entry and an alternate will be invited to enter in that student's place.

6. Once admitted into the Surgical Technology Program, drug testing and a criminal background check will be required before a student is allowed to participate in clinical activities. Clinical affiliates may deny a student access to their facilities based on the finding of the criminal record check or drug screen, and the student may be dismissed from the program for failure to progress. Drug screening and criminal background check policies will be reviewed at the program orientation.

Prior Biology Courses

In order to receive credit, curriculum biology courses (BIO 163 and BIO 175 or equivalents) that have been taken previously must have been completed with a "C" or better within seven calendar years of the start date of the program.

Transfer Applicants

1. Transfer into the Surgical Technology program, when space is available, is limited to applicants who:
   a. Meet the Rockingham Community College admissions requirements
   b. Have been enrolled in a Surgical Technology program in another institution
   c. Have left or will leave another Surgical Technology program in good standing
2. Courses from technical institutes, colleges, and universities will be accepted if a grade of "C" or above has been achieved and if the courses are comparable to those offered at RCC.
3. Surgical Technology courses completed will be evaluated and transfer credit determined by the Surgical Technology Program Director. Based on the evaluation of transfer credit, the program of study will be determined by the program faculty members.
4. Other transfer applicants to the Surgical Technology program may transfer to the college and then proceed through the regular admission process for entry into the Surgical Technology program.

Performance Standards

Individuals enrolled in the Surgical Technology Program are expected to be able to perform certain activities to maintain standards of safety and execute assigned duties. The surgical technology student must possess the following skills or abilities to maintain satisfactory progression in the program.

Interpersonal skills: sufficient to interact with individuals, families, and groups from a variety of social, economic, emotional, cultural, and intellectual backgrounds.

Written and oral communication skills: sufficient to verbally convey information to a wide variety of individuals using good language skills, as well as the ability to transmit information through written communication modalities.

Physical abilities: sufficient to walk about the clinical site at a brisk pace, stand for extended periods of time, lift boxes of supplies, and maneuver in small places.

Dexterity and strength: sufficient to manipulate equipment and assist patients with physical limitations.

Hearing: sufficient to monitor and assess patient care and safety needs.

Vision: sufficient for observation and assessment of the patient, environment, and equipment.

Tactile ability or sense of touch: sufficient to perform physical assessment, manipulate surgical instruments or equipment, and detect movement.

Dismissal Criteria

1. **Academic Dismissal –** The Surgical Technology student must meet the academic standards of the college.
   In addition, the following academic standards are required:
   a. Minimum grade of "C" or better in all Surgical Technology Program curriculum courses.

b. Lab experiences are graded satisfactory (S) or unsatisfactory (U). More specific performance requirements are listed in each course syllabus. The student will not be able to progress unless a satisfactory grade is attained in the lab regardless of the theory grade.

c. The student must not fall behind the sequence of the curriculum plan for SUR or BIO courses as outlined in the college catalog.

d. A cumulative GPA of 2.0 or greater is required as part of the admissions criteria and must be maintained throughout the program. Any student who fails to maintain a 2.0 GPA will be dismissed from the program.

2. **Nonacademic Dismissal** – Students enrolled in the Surgical Technology Program may be dismissed for non-academic reasons. Students should refer to the college catalog, student handbook, or Surgical Technology *Handbook for Students in the Surgical Technology Program* given to each student during the Surgical Technology orientation session for specific reasons relative to non-academic dismissal.

Readmission

Because of the content and organization of the program of study, withdrawal and academic dismissal should be avoided. However, should withdrawal or academic dismissal become necessary, readmission will be allowed one time only. Students may be readmitted if they meet all standards for Surgical Technology student admission, and the readmission is approved by the Surgical Technology faculty.

Prior to readmission to the Surgical Technology Program, students may be required to audit or repeat any or all surgical technology courses completed while they were enrolled in the program. Successful audit involves attendance in class, taking quizzes, tests, and exams, attending required labs, completion of the skills by the designated date, and attainment of a minimum average grade of "C" or satisfactory in class/lab and clinical work. Students may not be readmitted to the program if previous dismissal was disciplinary in nature or related to an infraction of RCC clinical affiliate or program policies..

		Contact Hours	Credit
Fall Semester			
ENG 111	Expository Writing	3	3
BIO 163	Basic Anat & Physiology	6	5
SUR 110	Intro to Surg Tech	3	3
SUR 111	Perioperative Patient Care	11	7
Spring Semester			
BIO 175	General Microbiology	4	3
SUR 122	Surgical Procedures I	8	6
SUR 123	SUR Clinical Practice I	21	7
Summer			
SUR 134	Surgical Procedures II	5	5
SUR 135	SUR Clinical Practice II	12	4
SUR 137	Prof Success Prep	1	1

TOTAL SEMESTER HOURS: 44

The Surgical Technology student should be prepared to incur additional expenses. Along with tuition, activity fees, and books, these include: (estimated)

*****CPR Certification	$4	
Medical exam	$100	
Hepatitis B Immunization	$150-200	
*Drug Screen	$75 (fall semester only)	
Malpractice insurance	$16	
Uniform	$100	
AST Membership	$45	
Pin (optional)	$25-100 (depending on student choice)	*
Criminal Background Check	$26-40 (fall semester only)	
Certification exam	$240	

**Subject to change*

Welding Technology

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and non-destructive testing provides the student with industry-standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

Students enrolling in this program must purchase student accident insurance.

Welding Technology (C50420) Certificate

(Not eligible for Title IV financial aid funds.)

Fall Semester	**Contact Hours**	**Credit**
WLD 112 Basic Welding Processes	4	2
WLD 141 Symbols & Specifications	4	3
Spring Semester		
WLD 115 SMAW (stick) Plate	11	5
Summer Semester		
WLD 131 GTAW (TIG) Plate	8	4

TOTAL SEMESTER HOURS: 14

Welding Technology Pathway (C50420WP) Certificate

Fall Semester		
WLD 112 Basic Welding Processes	4	2
WLD 141 Symbols & Specifications	4	3
Spring Semester		
WLD 115 SMAW (stick) Plate	11	5
Fall Semester		
WLD 121 GMAW (MIG) FCAW/Plate	8	4
Spring Semester		
WLD 131 GTAW (TIG) Plate	8	4

TOTAL SEMESTER HOURS: 18

General Education Core for Technologies

Humanities Electives

		Lecture	Lab	Credit Hours
ART				
ART 111	Art Appreciation	3	0	3
ART 114	Art History Survey I	3	0	3
ART 115	Art History Survey II	3	0	3
ENGLISH				
ENG 131	Intro to Literature	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 261	World Literature I	3	0	3
ENG 262	World Literature II	3	0	3
HUMANITIES				
HUM110	Technology & Society	3	0	3
HUM115	Critical Thinking	3	0	3
HUM120	Cultural Studies	3	0	3
HUM122	Southern Culture	3	0	3
HUM150	American Women's Studies	3	0	3
MUSIC				
MUS 110	Music Appreciation	3	0	3
PHILOSOPHY				
PHI 215	Philosophical Issues	3	0	3
PHI 240	Intro to Ethics	3	0	3
RELIGION				
REL 110	World Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3

Social Science Electives

ANTHROPOLOGY				
ANT 210	General Anthropology	3	0	3
ANT 240	Archaeology	3	0	3
ECONOMICS				
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
GEOGRAPHY				
GEO 111	World Regional Geography	3	0	3
HISTORY				
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	3	0	3
HIS 121	Western Civilizations I	3	0	3
HIS 122	Western Civilizations II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POLITICAL SCIENCE				
POL 120	American Government	3	0	3

PSYCHOLOGY

PSY 150	General Psychology	3	0	3
PSY 241	Developmental Psychology	3	0	3
PSY 281	Abnormal Psychology	3	0	3

SOCIOLOGY

SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3

Science Electives

BIOLOGY

BIO 110	Principles of Biology	3	3	4
BIO 140	Environmental Biology	3	3	4
BIO 140A	Environment Biology Lab	0	3	1
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4

CHEMISTRY

CHM 131	Intro to Chemistry	3	0	3
CHM 131A	Intro to Chemistry Lab	0	3	1
CHM 132	Organ & Biochemistry	3	3	4
CHM 151	General Chemistry I	3	3	4
CHM 152	General Chemistry II	3	3	4

PHYSICS

PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
PHY 131	Physics-Mechanics	3	2	4
PHY 151	College Physics I	3	2	4
PHY 152	College Physics II	3	2	4
PHY 251	General Physics I	3	3	4
PHY 252	General Physics II	3	3	4

Mathematics Electives

MAT 115	Mathematical Models	2	2	3
MAT 121	Algebra/Trigonometry I	2	2	3
MAT 140	Survey of Math	3	0	3
MAT 140A	Survey of Mathematics Lab	0	2	1
MAT 151	Statistics I	3	0	3
MAT 151A	Statistics I Lab	0	3	1
MAT 161	College Algebra	3	0	3
MAT 161A	College Algebra Lab	0	2	1
MAT 172	Precalculus Trigonometry	3	0	3
MAT 172A	Precalculus Trig Lab	0	2	1
MAT 175	Precalculus	4	0	4
MAT 175A	Precalculus Lab	0	2	1
MAT 263	Brief Calculus	3	0	3
MAT 271	Calculus I	3	2	4
MAT 272	Calculus II	3	2	4
MAT 273	Calculus III	3	2	4

College Transfer Programs of Study

College Transfer (Associate in Arts, Associate in Science and Associate in Fine Arts)

The Associate in Arts (AA), Associate in Science (AS), and Associate in Fine Arts (AFA) Programs are part of the Comprehensive Articulation Agreement (CAA) which addresses the transfer of students between the 58 community colleges in the North Carolina Community College System and all 16 University of North Carolina (UNC) colleges and universities. The CAA enables North Carolina Community College graduates of a two-year Associate in Arts or Associate in Science Degree Program who are admitted to constituent institutions of the University of North Carolina to transfer with junior status.

The Associate in Fine Arts (AFA) Degree is designed to prepare students to transfer to a Bachelor of Fine Arts Degree Program at a senior college or university. Upon completion, students with an AFA should be able to present a portfolio of work that is strong enough to allow them to continue their work as juniors and begin an area of concentration at the senior transfer institution to which they have been admitted. Upon admission, an AFA graduate who satisfactorily completed with a grade of "C" or better all courses that are designated for college transfer (general education, elective, or pre-major) will receive credit for those courses. The receiving institution will determine whether the course will count as general education, major, or elective credit.

The CAA is also endorsed by many independent colleges and universities. The CAA does not guarantee admission to a university; admission to a university does not constitute admission to a professional school or a specific program. The College Transfer Program offers courses in such areas as social science, English, humanities, natural science, physical education and mathematics. These freshman and sophomore level courses introduce the student to areas of study that develop breadth of outlook and contribute to the student's balanced development. This training is complementary to, but different in emphasis from, the specialized training one receives for a job, a profession, or a major in a particular field of study.

Transfer to a University

General Education Core

The courses in the College Transfer Program include a 44 semester-hour General Education Core and 20 additional semester hours. A transfer student who completes the 44 semester-hour requirements of the General Education Core of the Associate in Arts or Associate in Science Degree at Rockingham Community College will not be required to take other general education classes at a UNC institution or private college even if the student's 44 semester-hour credit core does not completely match those of the receiving institution. However, students should be aware that some universities and colleges have graduation requirements that transfer students must satisfy; these include physical education and foreign language.

To be eligible for inclusion in this policy, a student must have an overall Grade Point Average (GPA) of 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better on all General Education Core courses. Students who do not complete the 44 semester-hour General Education Core as stated in the CAA will have to complete the specific general education requirements of the college or university to which they transfer. The transcripts of these students will be evaluated on a course-by-course basis by the receiving institution.

RCC advisors cannot be responsible for university degree requirements based on the transfer student's university catalog since the catalog will not be published until after the student graduates from RCC. The CAA between the NC Community College System and the University of North Carolina, including pre-major agreements, general education and elective course lists, and basic transfer policies can be located at www.northcarolina.edu/aa/articulation/index.htm

Transfer Assured Admissions Policy (TAAP)

The CAA addresses the admission of community college graduates to UNC institutions and transfer of credits between institutions within the North Carolina Community College System and institutions within The University of North Carolina. The CAA assures admission to one of the 16 UNC institutions with the following stipulations:

- Admission is not assured to a specific campus, specific program, or major.
- Students must have graduated from a North Carolina community college with an Associate in Arts or Associate in Science Degree.
- Students must meet all requirements of the CAA.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all CAA courses.
- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC institution, then he or she will receive a letter from that institution directing the student to the College Foundation of North Carolina (CFNC) website. At the CFNC website (CFNC.org), the student will be presented with the conditions of the TAAP (specified above), and if these conditions are met, the student will be given information regarding space availability and contacts within the UNC system. The student should contact those institutions to get specific information about admissions and available majors.

If the previous steps do not result in admission to a UNC institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

Transfer of Courses Not Originating at North Carolina Community Colleges

Transfer credit for courses that originate at a UNC institution or independent college or university that is part of the CAA is acceptable as part of a student's successfully completed General Education Core or Associate in Arts or Associate in Science program under the CAA. Transfer courses that do not originate at a NC community college may be used under the CAA with all of the following stipulations:

- Courses must be from a regionally accredited (e.g., SACS) institution of higher education; and
- Courses must meet general education requirements; and
- Courses may total no more than 14 semester hours of credit of the General Education Core.
- For courses not originating at a NC community college, if the courses are used to complete the AA or AS or the 44-hour General Education Core, the courses will be taken as a complete package.

Advanced Placement course credits are acceptable as part of a student's successfully completed General Education Core under the CAA. Students who receive AP course credit at a community college but do not complete the General Education Core will be awarded AP credit on the basis of the receiving institution's AP policy.

Transferred-in courses from institutions other than North Carolina community colleges are not part of this agreement.

Associate in Arts (A10100)
Semester Hours: 64

The Associate in Arts degree is intended for students interested in pursuing a four-year degree in one of the liberal arts disciplines or at a professional school that requires a strong liberal arts background. This program is also recommended for students who are unsure of their academic major as it provides a diversified foundation of courses. Students who complete the Associate in Arts Degree will be treated as juniors at any of the UNC institutions to which they are admitted.

Students who plan to complete the Associate in Arts Degree should meet with their advisor to discuss courses that may transfer to four-year institutions to pursue majors in:

Anthropology
Art Education
Business Administration, Accounting,
Economics, Finance & Marketing
Business Education and Marketing
Education
Communication/Communication Studies
Computer Science
Criminal Justice
Elementary Education
English
English Education
Geography
Health Education
History
Information Systems
Liberal Studies
Mass Communications/Journalism
Middle Grades Education
Nursing
Physical Education
Political Science
Psychology
Social Science Secondary Education
Social Work
Sociology
Special Education

Associate in Arts Degree Requirements:

General Education Core: 44 SHC

English Composition (6 SHC)
ENG 111, ENG 113

Humanities/Fine Arts (12 SHC)
COM 231 (required)

Select **one** course from the following:
ENG 131, ENG 231, ENG 232, ENG 261, ENG 262

Select **two** courses from the following areas:
ART 111, ART 114, ART 115, COM 120, HUM 110, HUM 115, HUM 120,
HUM 122, HUM 150, MUS 110, PHI 215, PHI 240, REL 110, REL 211, SPA 211,
SPA 212

Social/Behavioral Sciences (12 SHC)
Select **four** courses from at least three discipline areas. At least one course must be a history course.
ANT 210, ANT 240, ECO 251, ECO 252, GEO 111, HIS 111, HIS 112, HIS l21, HIS 122, HIS 131, HIS 132, POL 120, PSY 150, PSY 241, PSY 281, SOC 210, SOC 213

Natural Sciences (8 SHC)
Select **two** courses, including accompanying laboratory work, from among the following courses:
BIO 110, BIO 111, BIO 112, BIO 140 & 140A, CHM 131 & 13IA, CHM 132, CHM 151, CHM152, PHY 110 & PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

Mathematics (6 SHC)
Select at least **one** course from the following courses: MAT 161, MAT 175, MAT 263, MAT 271.
The second course may be from the above list or from: CIS 110, MAT 140, MAT 151, MAT 272

Other Required Hours: 20 SHC

Physical Education and Health (4 SHC)
Choose four PED activity courses, or two PED activity courses and one HEA course or two PED activity courses and PED 165. PED 110, although a 2-credit course, counts as one activity course.

ACA 122 (1 SHC) This course should be taken within 15 and 30 hours of the student's curriculum.

Electives (15 SHC)
Select from any of the courses listed in the College Transfer list of electives that have not already been used to meet a graduation requirement.

TOTAL SEMESTER HOURS: 64

General Education Core Diploma in Arts (D10100)

The General Education Core Diploma in Arts is intended for students interested in pursuing a four-year degree in one of the liberal arts disciplines or at a professional school that requires a strong liberal arts background.
The diploma is recommended for students planning to transfer prior to completion of the Associate in Arts degree. A student who completes the 44-semester hour requirements of the General Education Core Diploma will not be required to take other general education classes at a UNC institution or some private colleges even if the student's 44 semester credit hour core does not completely match those of the receiving institution.

General Education Core Diploma in Arts Requirements:

See the General Education Core for the Associate in Arts Degree.

TOTAL SEMESTER HOURS: 44

Associate in Science (A10400)
Semester Hours: 64

The Associate in Science degree is intended for students interested in pursuing a four-year degree in natural science, mathematics, or engineering. Students planning to pursue careers in medicine, pharmacy, and dentistry may choose the Associate in Science degree. Students who complete the degree will be treated as juniors at any of the UNC institutions to which they are admitted.

Students who plan to complete the Associate in Science degree should meet with their advisor to discuss courses that may transfer to four-year institutions to pursue majors in:

Biology & Biology Education
Chemistry & Chemistry Education
Engineering
Mathematics
Mathematics Education

Associate in Science Degree Requirement:s

General Education Core: 44 SHC

English Composition (6 SHC)
ENG 111 and ENG 113

Humanities/Fine Arts (9 SHC)
Select **one** course from the following: ENG 131, ENG 231, ENG 232, ENG 261, ENG 262

Select **two** courses from **two** discipline areas:
ART 111, ART 114, ART 115, COM 120, COM 231, HUM 110, HUM 115, HUM 120, HUM 122, HUM I50, MUS 110, PHI 215, PHI 240, REL 110, REL 211, SPA 111, SPA 112, SPA 211, SPA 212

Social/Behavioral Sciences (9 SHC) – Select courses from three discipline areas.
Select **one** history course from: HIS 111, HIS 112, HIS 121, HIS 122, HIS 131, HIS 132

Select **two** courses from **two** discipline areas: ANT 210, ANT 240, ECO 251, ECO 252, GEO 111, POL 120, PSY 150, SOC 210, SOC 213

Natural Sciences (8 SHC): A two-course sequence from the following general biology, general chemistry, or general physics courses is required:BlO 111 & B10 112, or CHM 151 & CHM 152, or PHY 151 & PHY 152, or PHY 251 & PHY 252

Mathematics (6 SHC minimum):
Select **two** courses from: MAT 151, MAT 175, MAT 263, MAT 271, MAT 272, MAT 273

Additional Hours (6 SHC):
Six additional semester hour credits must be selected the following:
BIO 110, BIO 111, BIO 112, BIO 140, BIO 140A CHM 131, CHM 131A, CHM 132, CHM 151, CHM 152, MAT 151, MAT 175, MAT 263, MAT 271, MAT 272, MAT 273, PHY 110, PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

Other Required Hours: 20 SHC
ACA 122 (1 SHC)
This course should be taken within 15 and 30 hours of student's curriculum.

Physical Education/Health (3 SHC)
Choose three PED activity courses; or one PED activity course and one HEA course; or one PED activity course and PED 165. PED 110, although a 2-credit course, counts as one activity course.

A minimum of 14 semester hours of college transfer elective courses in MAT, PHY, BIO, or CHM is required. The remaining 2 semester hours may be selected from general education, pre-major, or elective courses.

Elective (2 SHC)
Select from any of the courses listed in the College Transfer list of electives that has not already been used to meet a graduation requirement.

TOTAL SEMESTER HOURS: 64

General Education Core Diploma in Science (D10400)

The General Education Core Diploma in Science is intended for students interested in pursuing a four-year degree in natural science, mathematics, or engineering. The diploma is recommended for students planning to transfer prior to completion of the Associate in Science degree. A student who completes the 44 semester hour requirements of the General Education Core Diploma will not be required to take other general education classes at a UNC institution or some private colleges even if the student's 44-semester credit hour core does not completely match those of the receiving institution,

General Education Core Diploma in Science Requirements:
See the General Education Core for the Associate in Science Degree.

Semester Hours: 44

Associate in Fine Arts (A10200)
Semester Hours: 64

The Associate in Fine Arts degree is recommended for students who plan to transfer to senior colleges or universities to continue study in areas leading to a Bachelor of Fine Arts, Bachelor of Arts or Bachelor of Science in Art Education. The program has a concentration in the studio arts which includes courses in 2 and 3 dimensional design, drawing, painting, sculpture, ceramics, and computer art.

Associate in Fine Arts Degree Requirements

General Education Core: 28 SHC

Composition/Communications (6 SHC)
ENG 111, ENG 113

Humanities/Fine Arts (6 SHC)
COM 231
Select **one** course from the following: ENG 131, ENG 231, ENG 232, ENG 261, ENG 262

Social/Behavioral Sciences (9 SHC)
Select **three** courses from at least three discipline areas. At least one course must be a history course.
ANT 210, ANT 240, ECO 251, ECO 252, GEO 111, HIS 112, HIS 122, POL 120, PSY 150, PSY 241, PSY 281, SOC 210, SOC 213

Natural Sciences (4 SHC)
Select one course, including accompanying laboratory work, from among the following courses: BIO 110, BIO 111, BIO 112, BIO 140 & 140A, CHM 131 & 131A, CHM 132, CHM 151, CHM 152, PHY 110, PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

Mathematics (3 SHC)
Select one course from the following courses: MAT 161, MAT 175, MAT 263, MAT 271

Other Required Hours – 36 SHC
Major: (31 SHC)
ART 114, ART 115, ART 121, ART 122, ART 131, ART 135, ART 171, ART 214, ART 240, ART 281, ART 283

Art Elective (3 SHC)
Select one course from the following courses: ART 132, ART 235, ART 241, ART 264, ART 282, ART 284, ART 285, ART 286, ART 288, ART 289

Elective (2 SHC)
Select from any of the courses in the College Transfer list of electives that has not been used to meet a graduation requirement.

TOTAL SEMESTER HOURS: 64

College Transfer Electives

Academic Related
ACA 122

Accounting
ACC 120, ACC 121

Anthropology
ANT 210, ANT 240

Art
ART 111, ART 114, ART 115, ART 121, ART 122, ART 131, ART 132, ART 135, ART 171, ART 214, ART 235, ART 240, ART 241, ART 264, ART 281, ART 282, ART 283, ART 284, ART 285, ART 286, ART 288, ART 289

Biology
BIO 110, BIO 111, BIO 112, BIO 140, BIO 140A, BIO 163, BIO 168, BIO 169, BIO 175

Business
BUS 110, BUS 115, BUS 137

Chemistry
CHM 131, CHM 131A, CHM 132, CHM 151, CHM 152, CHM 251, CHM 252, CHM 263

Information Systems
CIS 110, CIS 115

Communication
COM 120, COM 150, COM 231

Criminal Justice
CJC 111, CJC 121, CJC 141

Economics
ECO 251, ECO 252

Education
EDU 216

Engineering
EGR 150

English
ENG 114, ENG 125, ENG 131, ENG 231, ENG 232, ENG 253, ENG 261, ENG 262

Geography
GEO 111

Health
HEA 110, HEA 112

History
HIS 111, HIS 112, HIS 121, HIS 122, HIS 131, HIS 132, HIS 162, HIS 221, HIS 226, HIS 236

Humanities
HUM 110, HUM 115, HUM 120, HUM 122, HUM 150

Mathematics
MAT 140, MAT 140A, MAT 151, MAT 151A, MAT 161, MAT 161A, MAT 172, MAT 172A, MAT 175, MAT 175A, MAT 263, MAT 263A, MAT 271, MAT 272, MAT 273

Music
MUS 110

Physical Education
PED 110, PED 111, PED 112, PED 113, PED 115, PED 117, PED 119, PED 120, PED 121, PED 122, PED 123, PED 125, PED 128, PED 130, PED 137, PED 139, PED 142, PED 143, PED 144, PED 145, PED 147, PED 150, PED 152, PED 154, PED 155, PED 165, PED 210, PED 211

Philosophy
PHI 215, PHI 240

Physics
PHY 110, PHY 110A, PHY 151, PHY 152, PHY 251, PHY 252

Political Science
POL 120

Psychology
PSY 150, PSY 231, PSY 241, PSY 281

Religion
REL 110, REL 211

Sociology
SOC 210, SOC 213

Spanish
SPA 111, SPA 112, SPA 161, SPA 211, SPA 212

College Transfer Graduation Note: It is the policy of the College that at least 25 percent of the Semester Credit Hours required for graduation be taken at RCC. A GPA of 2.0 or better is required for graduation in your program of study.

Course Descriptions

The following is a complete alphabetical listing of courses offered by Rockingham Community College. Courses numbered 050-099 are developmental courses. The numbers 100-109 and 200-209 are assigned to courses approved only at the certificate and diploma level. These courses should not be included in associate degree programs. The numbers 110-199 and 210-299 are assigned to courses approved at the associate degree level. These courses may also be included in certificate and diploma programs.

In the course description, following the course and title, appears a code (0-0-0) which is interpreted as follows: first number equals number of lecture hours; second number equals the number of laboratory/clinical hours/work experience; third number equals the semester credit hours.

ACADEMIC RELATED

		Class	Lab	Credit
ACA 115	**Success & Study Skills** **Prerequisites:** **Corequisites:**	**0**	**2**	**1**

This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

		Class	Lab	Credit
ACA 122	**College Transfer Success** **Prerequisites: ENG 090, RED 090** **Corequisites:**	**1**	**0**	**1**

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. Students should take this course between 15 and 30 hours of their curriculum at this institution.

ACCOUNTING

		Class	Lab	Credit
ACC 115	**College Accounting** **Prerequisites: MAT 060** **Corequisites: RED 090**	**3**	**2**	**4**

This course introduces basic accounting principles for a business. Topics include the complete accounting cycle with end-of-period statements, bank reconciliation, payrolls, and petty cash. Upon completion, students should be able to demonstrate an understanding of accounting principles and apply those skills to a business organization.

		Class	Lab	Credit
ACC 120	**Prin of Financial Acct** **Prerequisites: MAT 060** **Corequisites: RED 090**	**3**	**2**	**4**

This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

ACC 121 **Prin of Managerial Acct** **3** **2** **4**
Prerequisites: ACC 120
Corequisites:
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

ACC 129 **Individual Income Taxes** **2** **2** **3**
Prerequisites: MAT 060
Corequisites: RED 090
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

ACC 140 **Payroll Accounting** **1** **2** **2**
Prerequisites: ACC 115 or ACC 120
Corequisites:
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.

ACC 150 **Acct Software Appl** **1** **2** **2**
Prerequisites: ACC 115 or ACC 120
Corequisites:
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems.

ACC 220 **Intermediate Accounting I** **3** **2** **4**
Prerequisites: ACC 121
Corequisites:
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and an extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.

ACC 221 **Intermediate Acct II** **3** **2** **4**
Prerequisites: ACC 220
Corequisites:
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

ACC 225 **Cost Accounting** **3** **0** **3**
Prerequisites: ACC 121
Corequisites:
This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.

AGRICULTURE

AGR 139 **Intro to Sustainable Agriculture** **3** **0** **3**
Prerequisites:
Corequisites:

This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices.

AGR 263 **Vegetable Production** **2** **2** **3**
Prerequisites:
Corequisites:

This course includes a study of vegetable crop production practices. Topics include variety selection, production methods, fertility management, insect and disease control, and harvesting. Upon completion, students should be able to demonstrate knowledge of vegetable crop production.

AIR CONDITIONING, HEATING AND REFRIGERATION

		Class	Lab	Credit
AHR 110	**Intro to Refrigeration**	**2**	**6**	**5**

Prerequisites:
Corequisites:

This course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, and identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.

AHR 111 **HVACR Electricity** **2** **2** **3**
Prerequisites:
Corequisites:

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.

AHR 112 **Heating Technology** **2** **4** **4**
Prerequisites:
Corequisites:

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems and describe the major components of a heating system.

AHR 113 **Comfort Cooling** **2** **4** **4**
Prerequisites:
Corequisites:

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation.

AHR 114 **Heat Pump Technology** **2** **4** **4**
Prerequisites: AHR 110 or AHR 113
Corequisites:

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures. Diploma students will be required to complete a field test to exit this course.

AHR 115 **Refrigeration Systems** **1** **3** **2**
Prerequisites: AHR 110
Corequisites:
This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.

AHR 120 **HVACR Maintenance** **1** **3** **2**
Prerequisites:
Corequisites:
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 151 **HVAC Duct Systems I** **1** **3** **2**
Prerequisites:
Corequisites:
This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work.

AHR 160 **Refrigerant Certification** **1** **0** **1**
Prerequisites:
Corequisites:
This course covers the requirements for the EPA certification examinations. Topics include small appliances, high pressure systems, and low pressure systems. Upon completion, students should be able to demonstrate knowledge of refrigerants and be prepared for the EPA certification examinations.

AHR 210 **Residential Building Code** **1** **2** **2**
Prerequisites:
Corequisites:
This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.

AHR 211 **Residential System Design** **2** **2** **3**
Prerequisites:
Corequisites:
This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system.

ALTERNATIVE ENERGY

		Class	Lab	Credit
ALT 120	**Renewable Energy Technology**	**2**	**2**	**3**

Prerequisites:
Corequisites: ELC 114
This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydro-electric, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment.

ANTHROPOLOGY

		Class	Lab	Credit
ANT 210	**General Anthropology**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ANT 240	**Archaeology**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ART

		Class	Lab	Credit
ART 111	**Art Appreciation**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 114	**Art History Survey I**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 115	**Art History Survey II**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ART 121	**Two-Dimensional Design**	**0**	**6**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the elements and principles of design as applied to two-dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 122 **Three Dimensional Design** **0** **6** **3**
Prerequisites:
Corequisites:
This course introduces basic studio problems in three-dimensional visual design. Emphasis is placed on the structural elements and organizational principles as applied to mass and space. Upon completion, students should be able to apply three-dimensional design concepts. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 131 **Drawing I** **0** **6** **3**
Prerequisites:
Corequisites:
This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 132 **Drawing II** **0** **6** **3**
Prerequisites: ART 131 and ART 121 (for A.F.A. majors)
Corequisites:
This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 135 **Figure Drawing I** **0** **6** **3**
Prerequisites: ART 131
Corequisites:
This course introduces rendering the human figure with various drawing materials. Emphasis is placed on the use of the visual elements, anatomy, and proportion in the representation of the draped and undraped figure. Upon completion, students should be able to demonstrate competence in drawing the human figure. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 171 **Computer Art I** **0** **6** **3**
Prerequisites: ART 121 or permission of instructor
Corequisites:
This course introduces the use of the computer as a tool for solving visual problems. Emphasis is placed on fundamentals of computer literacy and design through bit-mapped image manipulation. Upon completion, students should be able to demonstrate an understanding of paint programs, printers, and scanners to capture, manipulate, and output images. Additional supplies at a cost of approximately $50 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.
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ART 214 **Portfolio and Résumé** **0** **2** **1**
Prerequisites: ENG 090, RED 090, ART 121, ART 131
Corequisites:
This course covers résumé writing, interview skills, and the preparation and presentation of an art portfolio. Emphasis is placed on the preparation of a portfolio of original artwork, the preparation of a photographic portfolio, approaches to résumé writing, and interview techniques. Upon completion, students should be able to mount original art for portfolio presentation, photograph and display a professional slide portfolio, and write an effective résumé. Students will also gain an understanding of the definition of professionalism as it relates to the national landscape of the visual arts and will practice skills acquired with professional artists. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 235 Figure Drawing II **0 6 3**
Prerequisites: ART 135
Corequisites:
This course extends the study and rendering of the draped and undraped human figure. Emphasis is placed on the exploration of materials and approaches to drawing. Upon completion, students should be able to demonstrate creativity in the representation of the figure. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 240 Painting I **0 6 3**
Prerequisites: ART 121 and ART 131 (for A.F.A. majors)
Corequisites:
This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 241 Painting II **0 6 3**
Prerequisites: ART 240 (for A.F.A. majors)
Corequisites:
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 264 Digital Photography I **1 4 3**
Prerequisites: CIS 070
Corequisites:
This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation, and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. Students are expected to provide a 12 megapixel interchangeable lens manual/automatic functioning camera. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 281 Sculpture I **0 6 3**
Prerequisites: None (for A.F.A. majors)
Corequisites:
This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 282 Sculpture II **0 6 3**
Prerequisites: ART 281
Corequisites:
This course builds on the visual and technical skills learned in ART 281. Emphasis is placed on developing original solutions to sculptural problems in a variety of media. Upon completion, students should be able to express individual ideas using the techniques and materials of sculpture. Additional supplies at a cost of approximately $150 will be needed to successfully complete required projects for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 283 **Ceramics I** **0** **6** **3**
Prerequisites:
Corequisites:
This course provides an introduction to three-dimensional design principles using the medium of clay. Emphasis is placed on fundamentals of forming, surface design, glaze application, and firing. Upon completion, students should be able to demonstrate skills in slab and coil construction, simple wheel forms, glaze technique, and creative expression. Additional supplies at a cost of approximately $30 will be needed to successfully complete required projects for this course, and a $75.00 lab fee will be charged for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 284 **Ceramics II** **6** **3**
Prerequisites: ART 283 or permission of instructor
Corequisites:
This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Up completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. Additional supplies at a cost of approximately $30 will be needed to successfully complete required projects for this course, and a $75.00 lab fee will be charged. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 285 **Ceramics III** **0** **6** **3**
Prerequisites: ART 284 or permission of instructor
Corequisites:
This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium. Additional supplies at a cost of approximately $30 will be needed to successfully complete required projects for this course, and a $75.00 lab fee will be charged. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 286 **Ceramics IV** **0** **6** **3**
Prerequisites: ART 285 or permission of instructor
Corequisites:
This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium. Additional supplies at a cost of approximately $30 will be needed to successfully complete required projects for this course, and a $75.00 lab fee will be charged. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 288 **Studio** **0** **6** **3**
Prerequisites: Completion of a sequence of art courses in the proposed area of study
Corequisites:
This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques. Additional supplies at a cost of approximately $100 to $200 will be needed to successfully complete required projects for this course and a $75 lab fee will be charged to ceramic students for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ART 289 **Museum Study** **2** **2** **3**
Prerequisites:
Corequisites:
This course introduces research methods in the museum setting. Emphasis is placed on the chronology, styles, periods, context, and meaning of art. Upon completion, students should be able to demonstrate the advantage of first-hand and on-site research. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

AUTOMATION AND ROBOTICS

		Class	Lab	Credit
ATR 111	**Automation Systems**	**2**	**3**	**3**
	Prerequisites: ELN 131, ELN 133			
	Corequisites:			

This course introduces automation in today's industrial environment and provides an overview of the many different elements which form an automation system. Topics include hydraulics/pneumatics, sensors/transducers, electronic motor controls, input/output interfaces between PLCs/sensors/transducers, and analysis of malfunctions based on measurements, physical symptoms, operating history, and observations. Upon completion, students should be able to understand the operation of various elements in an automation system.

BANKING AND FINANCE

		Class	Lab	Credit
BAF 143	**Financial Planning**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course covers the perspectives, principles, and practices of financial planning. Topics include investment, retirement, tax, and estate planning. Upon completion, students should be able to understand the process that looks at a customer's financial picture and recommend strategies to achieve the customer's objectives. This course is restricted to Financial Services majors only, and must be taken online through Forsyth Technical Community College.

BIOLOGY

		Class	Lab	Credit
BIO 110	**Principles of Biology**	**3**	**3**	**4**
	Prerequisites: MAT 060, RED 090			
	Corequisites:			

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 111	**General Biology I**	**3**	**3**	**4**
	Prerequisites: MAT 070, RED 090			
	Corequisites:			

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 112	**General Biology II**	**3**	**3**	**4**
	Prerequisites: BIO 111			
	Corequisites:			

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 140	**Environmental Biology**	**3**	**0**	**3**
	Prerequisites: MAT 070, RED 090			
	Corequisites: BIO 140A			

This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 140A **Environmental Biology Lab** **0** **3** **1**
Prerequisites: MAT 070, RED 090
Corequisites: BIO 140

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

BIO 163 **Basic Anat & Physiology** **4** **2** **5**
Prerequisites: RED 090, MAT 060
Corequisites:

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 168 **Anatomy and Physiology I** **3** **3** **4**
Prerequisites: MAT 070, ENG 090, and RED 090
Corequisites:

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 169 **Anatomy and Physiology II** **3** **3** **4**
Prerequisites: BIO 168
Corequisites:

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BIO 175 **General Microbiology** **2** **2** **3**
Prerequisites: BIO 110, BIO 111, BIO 163, BIO 165 or BIO 168
Corequisites:

This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BLUEPRINT READING

		Class	Lab	Credit
BPR 111	**Blueprint Reading**	**1**	**2**	**2**

Prerequisites:
Corequisites:

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 121 **Blueprint Reading: Mech** **1** **2** **2**
Prerequisites: BPR 111 or MAC 131
Corequisites:

This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.

BUSINESS

		Class	Lab	Credit
BUS 110	**Introduction to Business**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites: RED 090, ENG 090			

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BUS 115	**Business Law I**	**3**	**0**	**3**
	Prerequisites: RED 090, ENG 090			
	Corequisites:			

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BUS 116	**Business Law II**	**3**	**0**	**3**
	Prerequisites: BUS 115			
	Corequisites:			

This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations.

BUS 121	**Business Math**	**2**	**2**	**3**
	Prerequisites: RED 090, MAT 070			
	Corequisites:			

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.

BUS 125	**Personal Finance**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan. This course is restricted to Financial Services majors only, and must be taken online through Forsyth Technical Community College.

BUS 137	**Principles of Management**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites: RED 090			

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

BUS 147	**Business Insurance**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course surveys the basic concepts of risk management. Topics include principles and applications of health, property, life, and casualty insurance. Upon completion, students should be able to evaluate different insurance needs and assist an organization in acquiring adequate insurance coverage. This course is restricted to Financial Services majors only, and must be taken online through Forsyth Technical Community College.

BUS 148 **Survey of Real Estate** **3** **0** **3**
Prerequisites:
Corequisites:
This course introduces real estate principles and practices. Topics include real estate finance, real estate law, brokerage, land use planning, property management, and valuation. Upon completion, students should be able to explain basic procedures involved in the lease, purchase, and sale of real property. This course is restricted to Financial Services majors only, and must be taken online through Forsyth Technical Community College.

BUS 153 **Human Resource Management** **3** **0** **3**
Prerequisites:
Corequisites:
This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns. This course is restricted to Healthcare Management Technology majors only, and must be taken online through Forsyth Technical Community College.

BUS 217 **Employment Law and Regulations** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces the principle laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law.

BUS 225 **Business Finance** **2** **2** **3**
Prerequisites: ACC 120
Corequisites:
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 238 **Integrated Management** **3** **0** **3**
Prerequisites: BUS 137
Corequisites:
This course provides a management simulation exercise in which students make critical managerial decisions based upon the situations that arise in operating competitive business enterprises. Topics include operations management, forecasting, budgeting, purchasing, facility layout, aggregate planning, and work improvement techniques. Upon completion, students should be able to perform the variety of analytical and decision-making requirements that will be faced in a business. This course is restricted to Global Logistics majors only, and must be taken online through Forsyth Technical Community College.

BUS 239 **Bus Applications Seminar** **1** **2** **2**
Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, 251 or 252
Corequisites:
This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place.

BUS 240 **Business Ethics** **3** **0** **3**
Prerequisites:
Corequisites:
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. This course is restricted to Financial Services majors only, and must be take online through Forsyth Technical Community College.

		Class	Lab	Credit
BUS 260	**Business Communication**	**3**	**0**	**3**
	Prerequisites: ENG 111			
	Corequisites:			

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.

COMPUTER ENGINEERING

		Class	Lab	Credit
CET 111	**Computer Upgrade/Repair I**	**2**	**3**	**3**
	Prerequisites:			
	Corequisites:			

This course covers repairing, servicing, and upgrading computers and peripherals in preparation for industry certification. Topics include CPU/memory/bus identification, disk subsystems, hardware/software installation/configuration, common device drivers, data recovery, system maintenance, and other related topics. Upon completion, students should be able to safely repair and/or upgrade computer systems to perform within specifications.

CHEMISTRY

		Class	Lab	Credit
CHM 092	**Fundamentals of Chemistry**	**3**	**2**	**4**
	Prerequisites: MAT 060			
	Corequisites:			

This course covers fundamentals of chemistry with laboratory applications. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gases, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts and demonstrate basic laboratory skills necessary for success in college-level science courses.

CHM 131	**Introduction to Chemistry**	**3**	**0**	**3**
	Prerequisites: RED 090, MAT 070			
	Corequisites: CHM 131A			

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 131A	**Introduction to Chemistry Lab**	**0**	**3**	**1**
	Prerequisites: RED 090, MAT 070			
	Corequisites: CHM 131			

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 132	**Organic and Biochemistry**	**3**	**3**	**4**
	Prerequisites: CHM 131 and CHM 131A or CHM 151			
	Corequisites:			

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 151 **General Chemistry I** **3** **3** **4**
Prerequisites: RED 090, and CHM 092 or CHM 131
Corequisites: MAT 080

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 152 **General Chemistry II** **3** **3** **4**
Prerequisites: CHM 151
Corequisites:

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

CHM 251 **Organic Chemistry I** **3** **3** **4**
Prerequisites: CHM 152
Corequisites:

This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of hydrocarbons, alkyl halides, alcohols, and ethers; further topics include isomerization, stereochemistry, and spectroscopy. Upon completion, students should be able to demonstrate an understanding of the fundamental concepts of covered organic topics as needed in CHM 252. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement

CHM 252 **Organic Chemistry II** **3** **3** **4**
Prerequisites: CHM 251
Corequisites:

This course provides continuation of the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, reactions, and mechanisms of aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines and heterocyclics; multi-step synthesis will be emphasized. Upon completion, students should be able to demonstrate an understanding of organic concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

CHM 263 **Analytical Chemistry** **3** **4** **5**
Prerequisites: CHM 132
Corequisites:

This course covers the knowledge and laboratory skills needed to perform chemical analysis. Emphasis is placed on developing laboratory techniques used in the separation, identification, and quantification of selected substances. Upon completion, students should be able to perform laboratory techniques employed in substance identification and volumetric analysis and interpret the results. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

INFORMATION SYSTEMS

		Class	Lab	Credit
CIS 070	**Fundamentals of Computing**	**0**	**2**	**1**

Prerequisites:
Corequisites:

This course covers fundamental functions and operations of the computer. Topics include identification of components, overview of operating systems, and other basic computer operations. Upon completion, students should be able to operate computers, access files, print documents and perform basic applications operations.

CIS 110 Introduction to Computers — Class 2, Lab 2, Credit 3
Prerequisites: CIS 070
Corequisites: RED 090

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).

CIS 111 Basic PC Literacy — Class 1, Lab 2, Credit 2
Prerequisites:
Corequisites:

This course provides an overview of computer concepts. Emphasis is placed on the use of personal computers and software applications for personal and fundamental workplace use. Upon completion, students should be able to demonstrate basic personal computer skills.

CIS 113 Computer Basics — Class 0, Lab 2, Credit 1
Prerequisites: CIS 070
Corequisites: RED 090

This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. This course is restricted to students in the following programs: Nursing, PreNursing, RN Bridging, Phlebotomy. Students who have credit for CIS 110 may not register for CIS 113.

CIS 115 Intro to Prog & Logic — Class 2, Lab 3, Credit 3
Prerequisites: MAT 060, CIS 070
Corequisites: RED 090

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).

CRIMINAL JUSTICE

CJC 100 Basic Law Enforcement Training — Class 9, Lab 30, Credit 19
Prerequisites:
Corequisites:

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. This is a certificate-level course.

CJC 111 Intro to Criminal Justice — Class 3, Lab 0, Credit 3
Prerequisites:
Corequisites: ENG 090, RED 090

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

CJC 112 Criminology — Class 3, Lab 0, Credit 3
Prerequisites:
Corequisites: RED 090

This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice **3 0 3**
Prerequisites:
Corequisites: RED 090

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 116 Introduction to Information Security **3 0 3**
Prerequisites: CIS 110 or CIS 111
Corequisites: RED 090

This course introduces the students to undercover techniques necessary to identify information security breaches and establish, maintain and monitor information security systems. Emphasis will be placed on the investigative tools used to collect evidence in cases of illegal activity. Upon completion students should be able to evaluate information systems, identify security problems and provide procedures to guard against security breaches. This course is a unique concentration requirement in the Financial Crime/Computer Fraud concentration in the Criminal Justice Technology Program.

CJC 121 Law Enforcement Operations **3 0 3**
Prerequisites:
Corequisites: ENG 090, RED 090

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

CJC 122 Community Policing **3 0 3**
Prerequisites:
Corequisites: RED 090

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

CJC 131 Criminal Law **3 0 3**
Prerequisites:
Corequisites: RED 090

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedure & Evidence **3 0 3**
Prerequisites:
Corequisites: RED 090

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections **3 0 3**
Prerequisites:
Corequisites: ENG 090, RED 090

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

CJC 211 Counseling **3 0 3**
Prerequisites: RED 090
Corequisites:
This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.

CJC 212 Ethics & Comm Relations **3 0 3**
Prerequisites:
Corequisites: RED 090
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 213 Substance Abuse **3 0 3**
Prerequisites:
Corequisites: RED 090
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 214 Victimology **3 0 3**
Prerequisites:
Corequisites: RED 090
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

CJC 215 Organization & Administration **3 0 3**
Prerequisites:
Corequisites: RED 090
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 216 Computer System Security Investigation **3 0 3**
Prerequisites: CJC 116
Corequisites:
This course covers the investigation of illegal activity affecting computer systems and security. Emphasis will be placed on design techniques, security architecture, discretionary and mandatory controls, memory protection, distributed systems and legal issues pertaining to computer operations security. Upon completion, students should be able to recognize and identify potential problem areas in computer systems and provide assistance in solving security problems. This course is a unique concentration requirement in the Financial Crime/Computer Fraud concentration in the Criminal Justice Technology Program.

CJC 217 Network Security Troubleshooting **3 0 3**
Prerequisites: CJC 216
Corequisites:
This course enables students to apply the investigative skills they have learned to operating systems and networks. Topics will include security technologies for multiple platforms, encryption techniques and authentication and key distribution systems. Upon completion, students will be able to contrast competing schemes and describe mistakes made in design, which could lead to criminal activity. This course is a unique concentration requirement in the Financial Crime/Computer Fraud concentration in the Criminal Justice Technology Program

CJC 221 **Investigative Principles** **3** **2** **4**
Prerequisites:
Corequisites: RED 090

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 **Criminalistics** **3** **0** **3**
Prerequisites:
Corequisites: RED 090

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 225 **Crisis Intervention** **3** **0** **3**
Prerequisites:
Corequisites: RED 090

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and /or resolution.

CJC 231 **Constitutional Law** **3** **0** **3**
Prerequisites:
Corequisites: RED 090

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 249 **Forensic Accounting** **2** **2** **3**
Prerequisites: ACC 120, RED 090
Corequisites:

This course introduces students to theoretical and practical aspects of asset and cash control investigations through internal audit and fraud investigation procedure used in corporate investigation. The emphasis is placed on procedures used to identify the absence of proper controls or the existence of improper activity, which creates illegal activity. Upon completion, students will be able to conduct fraud investigations including the collection of evidence and preparation of the case for criminal prosecution. This course is a unique concentration requirement in the Financial Crime/Computer Fraud concentration in the Criminal Justice Technology Program.

COOPERATIVE EDUCATION

		Class	Lab	Work Exp.	Credit
COE 111	**Co-op Work Experience I**	**0**	**0**	**10**	**1**

Prerequisites: Overall GPA of 2.0 and completion of 9 semester hours of major courses.
Corequisites:

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

Students in the following academic codes **may not** participate in co-op:

Special Credit Student (T90990)
Cosmetology Student (D55140 and C55140)
"Gifted and Mature" Student (under 16 years old)

COMMUNICATION

		Class	Lab	Credit
COM 120	**Intro Interpersonal Com**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute).

COM 150	**Intro to Mass Comm**	**0**	**3**	**0**
	Prerequisites: ENG 111			
	Corequisites:			

This course introduces print and electronic media and the new information technologies in terms of communication theory and as economic, political, and social institutions. Topics include the nature, history, functions, and responsibilities of mass communication industries in a global environment and their role and impact in American society. Upon completion, students should be able to demonstrate awareness of the pervasive nature of mass media and how media operate in an advanced post-industrial society. This course has been approved for transfer under the Comprehensive Articulation Agreement as a premajor and/or elective course requirement.

COM 231	**Public Speaking**	**3**	**0**	**3**
	Prerequisite: ENG 111			
	Corequisites:			

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication. Special attention will be given to helping students understand the basic principles of oral communications and gain confidence and enjoy public speaking.

COSMETOLOGY

		Class	Lab	Credit
COS 111	**Cosmetology Concepts I**	**4**	**0**	**4**
	Prerequisites: RED 090, CIS 070			
	Corequisites: COS 112			

This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.

COS 112	**Salon I**	**0**	**24**	**8**
	Prerequisites: RED 090, CIS 070			
	Corequisites: COS 111			

This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.

COS 113	**Cosmetology Concepts II**	**4**	**0**	**4**
	Prerequisites: COS 111			
	Corequisites: COS 114			

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 114 **Salon II** **0** **24** **8**
Prerequisites: COS 112
Corequisites: COS 113
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 115 **Cosmetology Concepts III** **4** **0** **4**
Prerequisites: COS 111
Corequisites: COS 116
COS 115AB: 2-0-0-2)
(COS 115BB: 2-0-0-2)
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

COS 116 **Salon III** **0** **12** **4**
Prerequisites: COS 112
Corequisites: COS 115
(COS 116AB: 0-9-0-3)
(COS 116BB: 0-3-0-1)
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

COS 117 **Cosmetology Concepts IV** **2** **0** **2**
Prerequisites: COS 115
Corequisites: COS 118
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements.

COS 118 **Salon IV** **0** **21** **7**
Prerequisites: COS 116
Corequisites: COS 117
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.

COS 250 **Computerized Salon Ops** **1** **0** **1**
Prerequisites: COS 111
Corequisites:
This course introduces computer and salon software. Emphasis is placed on various computer and salon software applications. Upon completion, students should be able to utilize computer skills and software applications in the salon setting.

COMPUTER INFORMATION TECHNOLOGY

		Class	Lab	Credit
CTS 120	**Hardware/Software Support**	**2**	**3**	**3**

Prerequisites: CIS 110 or CIS 111
Corequisites:
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers.

CTS 130 **Spreadsheet** **2** **2** **3**
Prerequisites: CIS 110 or CIS 111 or OST 137; MAT 070
Corequisites:
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts.

CTS 220 **Adv Hard/Software Support** **2** **3** **3**
Prerequisites: CTS 120
Corequisites:
This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.

CTS 285 **Systems Analysis & Design** **3** **0** **3**
Prerequisites: CIS 115
Corequisites:
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.

CTS 289 **System Support Project** **1** **4** **3**
Prerequisites: CTS 285
Corequisites:
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.

DATABASE MANAGEMENT TECHNOLOGY

		Class	Lab	Credit
DBA 110	**Database Concepts**	**2**	**3**	**3**
	Prerequisites: CIS 110 or CIS 115			
	Corequisites:			

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.

DBA 112 **Database Utilization** **2** **2** **3**
Prerequisites: CIS 110 or CIS 111 or OST 137
Corequisites:
This course introduces basic database functions and uses. Emphasis is placed on database manipulation with queries, reports, forms, and some table creation. Upon completion, students should be able to enter and manipulate data from the end user mode. This course is restricted to Financial Services majors only, and must be taken online through FTCC.

DBA 115 **Database Applications** **2** **2** **3**
Prerequisites: DBA 110
Corequisites:
This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.

DRAFTING

		Class	Lab	Credit
DFT 119	**Basic CAD**	**1**	**2**	**2**
	Prerequisite: BPR 111			
	Corequisites:			

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.

DFT 154	**Intro Solid Modeling**	**2**	**3**	**3**
	Prerequisites: DFT 119			
	Corequisites:			

This course is an introduction to basic three-dimensional solid modeling and design software. Topics include basic design, creation, editing, rendering and analysis of solid models, and creation of multiview drawings. Upon completion, students should be able to use design techniques to create, edit, render and generate a multiview drawing.

DESIGN: DRAFTING

		Class	Lab	Credit
DDF 252	**Advanced Solid Modeling**	**2**	**3**	**3**
	Prerequisites: DFT 153 or DFT 154			
	Corequisites:			

This course introduces advanced solid modeling and design software. Topics include design principles, design constraints, work planes, view generation, and model sharing and rendering. Upon completion, students should be able to create advanced solid models.

ECONOMICS

		Class	Lab	Credit
ECO 251	**Prin of Microeconomics**	**3**	**0**	**3**
	Prerequisites: RED 090, ENG 090, MAT 070			
	Corequisites:			

This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the Comprehensive Articulation Agreement general education core requirement in Social/Behavioral Sciences.

ECO 252	**Prin of Macroeconomics**	**3**	**0**	**3**
	Prerequisites: RED 090, ENG 090, MAT 070			
	Corequisites:			

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

EDUCATION

		Class	Lab	Credit
EDU 119	**Intro to Early Child Educ**	**4**	**0**	**4**
	Prerequisites:			
	Corequisites:			

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for all children. Topics include historical foundations, program types, career options, professionalism and creating inclusive environments and curriculum responsive to needs of all children and families. Students should be able to design career plans and develop schedules, environments and activity plans appropriate for all children. *The NC Division of Child Development requires a high school diploma or GED for students to be issued the NC Early Childhood Credential.

EDU 131 **Child, Family, & Commun** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course covers the development of partnerships between culturally and linguistically diverse families, children, schools and communities. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources. Upon completion, students should be able to explain appropriate relationships between families, educators, and professionals that enhance development and educational experiences of all children.

EDU 144 **Child Development I** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course includes the theories of child development, needs, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development.

EDU 145 **Child Development II** **3** **0** **3**
Prerequisites: EDU 144
Corequisites:
This course includes the theories of child development, needs, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on developmental sequences in physical/motor, emotional/social, cognitive, and language domains and the impact of multiple influences on development and learning. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain environmental factors that impact development, and identify strategies for enhancing development. The physical, psychosocial, and cognitive development of the adolescent states are explored as well.

EDU 146 **Child Guidance** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces principles and practical techniques including the design of learning environments for providing developmentally appropriate guidance for all children, including those at risk. Emphasis is placed on observation skills, cultural influences, underlying causes of behavior, appropriate expectations, development of self control and the role of communication and guidance. Upon completion, students should be able to demonstrate direct/indirect strategies for preventing problem behaviors, teaching appropriate/acceptable behaviors, negotiation, setting limits and recognizing at risk behaviors. Using the Conscious Discipline Model, the course will introduce students to a comprehensive classroom management and emotional intelligence curriculum.

EDU 151 **Creative Activities** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 151A
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and dramatics for all children. Upon completion, students should be able to create, adapt, implement and evaluate developmentally supportive learning materials, experiences and environments.

EDU 151A **Creative Activities Lab** **0** **2** **1**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 151
This course provides a laboratory component to complement EDU 151. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of appropriate creative activities.

EDU 153 **Health, Safety & Nutrit** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course covers promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, safe learning environments, and adhere to state regulations.

EDU 216 **Foundations of Education** **4** **0** **4**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces the American educational system and the teaching profession. Topics include historical and philosophical foundations of education, contemporary educational, structural, legal, and financial issues, and experiences in public school classrooms. Upon completion, students should be able to relate classroom observations to the roles of teachers and schools and the process of teacher education. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only.

EDU 221 **Children with Exceptional** **3** **0** **3**
Prerequisites: EDU 144, EDU 145 or PSY 244, PSY 245
Corequisites:
This course introduces children with exceptionalities, their families, support services, inclusive/diverse settings, and educational/family plans based on the foundations of child development. Emphasis is placed on the characteristics of exceptionalities, observation and assessment of children, strategies for adapting the learning environment, and identification of community resources. Upon completion, students should be able to recognize diverse abilities, describe the referral process, and depict collaboration with families/professionals to plan/implement, and promote best practice. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only.

EDU 234 **Infants, Toddlers, & Twos** **3** **0** **3**
Prerequisites: EDU 119, EDU 144
Corequisites:
This course covers the unique needs and rapid changes that occur in the first three years of life and the inter-related factors that influence development. Emphasis is placed on recognizing and supporting developmental milestones through purposeful strategies, responsive care routines and identifying elements of quality, inclusive early care and education. Upon completion, students should be able to demonstrate respectful relationships that provide a foundation for healthy infant/toddler/twos development, plan/select activities/materials, and partner with diverse families.

EDU 235 **School-Age Dev & Program** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for all children ages five to twelve and plan and implement developmentally-appropriate activities.

EDU 243 **Learning Theory** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course provides lateral entry teachers an introduction to learning theory, various styles of learning, and motivational factors involved in the learning process. Emphasis is placed on the development of cognitive skills using the seven types of intelligence and applying these to practical classroom situations. Upon completion, students should be able to describe theories and styles of learning and discuss the relationship between different types of intelligence to learning motivation.

EDU 244 **Human Growth/Development** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces lateral entry teachers to theories and ages and stages related to human growth and development from birth through adolescence. Emphasis is placed on development through the stages of a child's life in the areas of physical, emotional, social, intellectual, and moral development. Upon completion, students should be able to identify and describe milestones of each stage in all areas of development and discuss factors that influence growth.

EDU 251 Exploration Activities **3 0 3**
Prerequisites: MAT 060, EDU 151, EDU 151A
Corequisites:
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

EDU 259 Curriculum Planning **3 0 3**
Prerequisites: EDU 119, EDU 145, EDU 151 EDU 151A
Corequisites:
This course is designed to focus on curriculum planning for three to five year olds. Topics include philosophy, curriculum models, indoor and outdoor environments, scheduling, authentic assessment, and planning developmentally appropriate experiences. Upon completion, students should be able to evaluate children's development, critique curriculum, plan for individual and group needs, and assess and create quality environments.

EDU 261 Early Childhood Admin I **3 0 3**
Prerequisites: ENG 090, RED 090
Corequisites: EDU 119
This course introduces principles of basic programming and staffing, budgeting/financial management and marketing, and rules and regulations of diverse early childhood programs. Topics include program structure and philosophy, standards of NC child care programs, finance, funding resources, and staff and organizational management. Upon completion, students should be able to develop components of program/personnel handbooks, a program budget, and demonstrate knowledge of fundamental marketing strategies and NC standards.

EDU 262 Early Childhood Admin II **3 0 3**
Prerequisites: EDU 261
Corequisites: EDU 119
This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs.

EDU 271 Educational Technology **2 2 3**
Prerequisites: EDU 144, EDU 145, CIS 070
Corequisites:
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.

EDU 280 Language & Literacy Exp **3 0 3**
Prerequisites: EDU 151, EDU 151A
Corequisites:
This course is designed to expand students' understanding of children's language and literacy development and provides strategies for enhancing language/literacy experiences in an enriched environment. Topics include selection of diverse literature and interactive media, the integration of literacy concepts throughout the curriculum, appropriate observations/assessments and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate and diverse language/literacy experiences.

EDU 284	**Early Child Capstone Practicum** **Prerequisites: EDU 119, EDU 144, EDU 145, EDU 146, EDU 151** **Corequisites:**	**1**	**9**	**4**

This course is designed to allow students to apply skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/involving families; and modeling reflective and professional practices. Upon completion, students should be able to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

EDU 287	**Leadership/Early Childhood Education** **Prerequisites: EDU 119, EDU 131, EDU 144, EDU 145** **Corequisites:**	**3**	**0**	**3**

This course is designed to facilitate and guide the development of early childhood professionals preparing for leadership roles in improving community early childhood services. Topics include principles of social change, characteristics of effective leaders, techniques of action research, childcare funding mechanisms, quality initiatives, and key issues in early care. Upon completion, students should be able to identify key issues; develop strategic plans; establish relationships with community leaders; and identify opportunities and barriers for advocacy.

ELECTRICITY

		Class	Lab	Credit
ELC 112	**DC/AC Electricity** **Prerequisites:** **Corequisites: MAT 060**	**3**	**6**	**5**

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits.

ELC 113	**Basic Wiring I** **Prerequisites:** **Corequisites:**	**2**	**6**	**4**

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

ELC 114	**Basic Wiring II** **Prerequisites: ELC 113** **Corequisites:**	**2**	**6**	**4**

This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations.

ELC 117	**Motors and Controls** **Prerequisites: ELC 111 or ELC 112 or ELC 131 or ELC 139** **Corequisites:**	**2**	**6**	**4**

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.

ELC 119 NEC Calculations **1 2 2**
Prerequisites:
Corequisites:
This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service. Electrical/Electronics Technology diploma students will be required to complete a field test to exit this course.

ELC 128 Intro to PLC **2 3 3**
Prerequisites: ELC 117
Corequisites:
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 138 DC Circuit Analysis **2 3 3**
Prerequisites: MAT 060
Corequisites: EGR 131
This course introduces DC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, and analyze DC circuits; and properly use test equipment.

ELC 139 AC Circuit Analysis **2 3 3**
Prerequisites: ELC 138
Corequisites:
This course introduces AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include AC voltages, circuit analysis laws and theorems, reactive components and circuits, transformers, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret AC circuit schematics; analyze and troubleshoot AC circuits; and properly use test equipment.

ELC 225 Data Communication/Mfg **3 2 4**
Prerequisites:
Corequisites: ELC 128
This course provides the fundamentals of data communications in a manufacturing environment. Emphasis is placed on the principles and techniques required to implement data transfer between automated systems and plant information systems using current technology and devices. Upon completion, students should be able to plan, design, and implement data communication systems within the manufacturing environment.

ELC 228 PLC Applications **2 6 4**
Prerequisites: ELC 128
Corequisites:
This course continues the study of the programming and applications of programmable logic controllers. Emphasis is placed on advanced programming, networking, advanced I/O modules, reading and interpreting error codes, and troubleshooting. Upon completion, students should be able to program and troubleshoot programmable logic controllers.

ELC 229 Applications Project **1 3 2**
Prerequisites: ELC 228 and ALT 120
Corequisites:
This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project. This project will deal with the topics of industrial automation and sustainable energy and energy efficiency measures.

		Class	Lab	Credit
ELC 233	**Energy Management**	**2**	**2**	**3**
	Prerequisites: ELC 128			
	Corequisites: ELC 228			

This course covers energy management principles and techniques typical of those found in industry and commercial facilities, including load control and peak demand reduction systems. Topics include load and peak demand calculations, load shedding, load balance and power factor, priority scheduling, remote sensing and control, and supplementary/alternative energy sources. Upon completion, students should be able to determine energy management parameters, calculate demand and energy use, propose energy management procedures, and implement alternative energy sources.

ELECTRONIC COMMERCE

		Class	Lab	Credit
ECM 210	**Intro to Electronic Commerce**	**2**	**2**	**3**
	Prerequisites: CIS 110			
	Corequisites:			

This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, and site administration. Upon completion, students should be able to setup a working Electronic Commerce Internet web site. This course is a unique concentration requirement of the E-Commerce concentration in the Business Administration program.

ELECTRONICS

		Class	Lab	Credit
ELN 133	**Digital Electronics**	**3**	**3**	**4**
	Prerequisites: ELC 112 or ELC 131 or ELC 138			
	Corequisites:			

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

ELN 137	**Electronic Devices & Circuits**	**4**	**3**	**5**
	Prerequisites: ELC 112 or ELC 131 or ELC 138			
	Corequisites:			

This course covers diodes, transistors, linear integrated circuits, and IC voltage regulators. Topics include power supplies, switching circuits, amplifiers, oscillators, active filters, and other related topics. Upon completion, students should be able to analyze and troubleshoot circuits using schematic diagrams, appropriate test equipment, and manufacturer's data sheets.

ELN 229	**Industrial Electronics**	**3**	**3**	**4**
	Prerequisites: ELC 112 or ELC 131 or ELC 139			
	Corequisites:			

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices (filters, rectifiers, FET, SCR, Diac, Triac, Op-amps, etc). Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.

ELN 232	**Intro to Microprocessors**	**3**	**3**	**4**
	Prerequisites: ELN 133 and CET 111			
	Corequisites:			

This course introduces microprocessor architecture and microcomputer systems including memory and input/output interfacing. Topics include assembly language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.

ELN 237	**Local Area Networks**	**2**	**3**	**3**
	Prerequisites: CET 111			
	Corequisites:			

This course introduces the fundamentals of local area networks and their operation. Topics include the characteristics of network topologies, system hardware, system configuration, installation and operation of the LAN. Upon completion, students should be able to install and maintain a local area network.

ENGINEERING

		Class	Lab	Credit
EGR 131	**Intro to Electronics Technology**	**1**	**2**	**2**
	Prerequisites:			
	Corequisites:			

This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.

EGR 150	**Intro to Engineering**	**1**	**2**	**3**
	Prerequisites: MAT 070 and RED 090			

This course is an overview of the engineering profession. Topics include goal setting and career assessment, ethics, public safety, the engineering method and design process, written and oral communication, interpersonal skills and team building, and computer applications. Upon completion, students should be able to understand the engineering process, the engineering profession, and utilize college resources to meet their educational goals. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

EGR 285	**Design Project**	**0**	**4**	**2**
	Prerequisites: ATR 111			
	Corequisites: ELC 228			

This course provides the opportunity to design an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate projects.

ENGLISH

		Class	Lab	Credit
ENG 075	**Reading & Language Essentials**	**5**	**0**	**5**
	Prerequisites:			
	Corequisites: CIS 070, ACA 115			

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.

ENG 080	**Writing Foundations**	**3**	**2**	**4**
	Prerequisites: ENG 070 or ENG 075			
	Corequisites: CIS 070, ACA 115			

This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A.

ENG 090	**Composition Strategies**	**3**	**0**	**3**
	Prerequisites: ENG 080 or 085			
	Corequisites: ENG 090A, CIS 070, ACA 115			

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirement for ENG 111 and ENG 111A.

ENG 090A **Comp Strategies Lab** **0** **2** **1**
Prerequisites: ENG 080 or ENG 085
Corequisites: ENG 090, CIS 070, ACA 115
This writing lab is designed to practice the skills introduced in ENG 090. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay.

ENG 102 **Applied Communications II** **3** **0** **3**
Prerequisites:
Corequisites:
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course. Added emphasis is given to the interview process.

ENG 111 **Expository Writing** **3** **0** **3**
Prerequisites: ENG 090, RED 090; or ENG 095
Corequisites:
This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. Emphasis will be given to progression from the paragraph to the essay, and content will include summarizing, paraphrasing, quoting, and developing critical thinking skills. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 111A **Expository Writing Lab** **0** **2** **1**
Prerequisites: ENG 090, RED 090; or ENG 095
Corequisites: ENG 111
This writing laboratory is designed to apply the skills introduced in ENG 111. Emphasis is placed on the editing and revision components of the writing process. Upon completion, students should be able to apply those skills in the production of final drafts in ENG 111. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ENG 113 **Literature-Based Research** **3** **0** **3**
Prerequisites: ENG 111
Corequisites:
This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot, characterization, theme, cultural context, etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 114 **Prof Research & Reporting** **3** **0** **3**
Prerequisites: ENG 111
Corequisites:
This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

ENG 125 **Creative Writing I** **3** **0** **3**
Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ENG 131 **Introduction to Literature** **3** **0** **3**
Prerequisites: ENG 111
Corequisites: ENG 112, ENG 113, or ENG 114
This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 231 **American Literature I** **3** **0** **3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites:
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 232 **American Literature II** **3** **0** **3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites:
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 253 **The Bible as Literature** **3** **0** **3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites:
This course introduces the Hebrew Old Testament and the Christian New Testament as works of literary art. Emphasis is placed on the Bible's literary aspects including history, composition, structure, and cultural contexts. Upon completion, students should be able to identify and analyze selected books and passages using appropriate literary conventions. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

ENG 261 **World Literature I** **3** **0** **3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites:
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from their literary beginnings through the seventeenth century. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

ENG 262 **World Literature II** **3** **0** **3**
Prerequisites: ENG 112, ENG 113, or ENG 114
Corequisites:
This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

GEOGRAPHY

		Class	Lab	Credit
GEO 111	**World Regional Geography**	**3**	**0**	**3**

Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

GRAPHIC DESIGN

		Class	Lab	Credit
GRD 110	**Typography I**	**2**	**2**	**3**
	Prerequisites: CIS 070			
	Corequisites:			

This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.

GRD 151	**Computer Design Basics**	**1**	**4**	**3**
	Prerequisites: CIS 070			
	Corequisites:			

This course covers designing and drawing with various types of software applications for advertising and graphic design. Emphasis is placed on creative and imaginative use of space, shapes, value, texture, color, and typography to provide effective solutions to advertising and graphic design problems. Upon completion, students should be able to use the computer as a creative tool.

GRD 152	**Computer Design Tech I**	**1**	**4**	**3**
	Prerequisites: GRD 151			
	Corequisites:			

This course covers complex design problems utilizing various design and drawing software applications. Topics include the expressive use of typography, image, and organization to communicate a message. Upon completion, students should be able to appropriate computer software to professionally present their work.

HEALTH

		Class	Lab	Credit
HEA 110	**Personal Health/Wellness**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HEA 112	**First Aid & CPR**	**1**	**2**	**2**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces the basics of emergency first aid treatment. Topics include rescue breathing, CPR, first aid for choking and bleeding, and other first aid procedures. Upon completion, students should be able to demonstrate skills in providing emergency care for the sick and injured until medical help can be obtained. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

HISTORY

		Class	Lab	Credit
HIS 111	**World Civilizations I**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 112 **World Civilizations II** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 121 **Western Civilization I** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 122 **Western Civilization II** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 131 **American History I** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 132 **American History II** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 221 **African-American History** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

HIS 226 **The Civil War** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

		Class	Lab	Credit
HIS 236	**North Carolina History**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina.This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.

HEALTHCARE MANAGEMENT

		Class	Lab	Credit
HMT 110	**Intro to Healthcare Mgt**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the functions, practices, organizational structures, and professional issues in healthcare management. Emphasis is placed on planning, controlling, directing, and communicating within health and human services organizations. Upon completion, students should be able to apply the concepts of management within a healthcare service environment. This class is restricted to Healthcare Management Technology majors only, and must be taken online through Forsyth Technical Community College.

HMT 210	**Medical Insurance**	**3**	**0**	**3**
	Prerequisites: MED 122 or OST 142			
	Corequisites:			

This course introduces the concepts of medical insurance. Topics include types and characteristics of third-party payers, coding concepts, payment systems, and manual/electronic claims form preparation. Upon completion, students should be able to process third-party claims forms. This class is restricted to Healthcare Management Technology majors only, and must be taken online through Forsyth Technical Community College.

HMT 211	**Long-Term Care Admin**	**3**	**0**	**3**
	Prerequisites: HMT 110			
	Corequisites:			

This course introduces the administration of long-term care facilities and services. Emphasis is placed on nursing home care, home health care, hospice, skilled nursing facilities, and other long-term care services. Upon completion, students should be able to administer state and national standards and regulations as they apply to long-term care. This class is restricted to Healthcare Management Technology majors only, and must be taken online through Forsyth Technical Community College.

HMT 212	**Mgt of Healthcare Org**	**3**	**0**	**3**
	Prerequisites: HMT 110			
	Corequisites:			

This course examines current issues affecting the management of healthcare delivery systems. Topics include current problems, changes, and challenges in the healthcare environment. Upon completion, students should be able to identify current healthcare issues and their impact on healthcare management.

HMT 220	**Healthcare Financial Mgmt**	**4**	**0**	**4**
	Prerequisites: HMT 110 and ACC 121			
	Corequisites:			

This course covers the methods and techniques utilized in the financial management of healthcare programs. Topics include cost determination, pricing of services, financial statement analysis, forecasting/projections, third-party billing, reimbursement, Medicare, Medicaid, and budgeting. Upon completion, students should be able to interpret and apply the principles of financial management in a healthcare environment. This class is restricted to Healthcare Management Technology majors only, and must be taken online through Forsyth Technical Community College.

HORTICULTURE

		Class	Lab	Credit
HOR 112	**Landscape Design I**	**2**	**3**	**3**
	Prerequisites: HOR 160 or HOR 260			
	Corequisites:			

This course covers landscape principles and practices for residential and commercial sites. Emphasis is placed on drafting, site analysis, and common elements of good design, plant material selection, and proper plant utilization. Upon completion, students should be able to read, plan, and draft a landscape design.

HOR 114	**Landscape Construction**	**2**	**2**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the design and fabrication of landscape structures/features. Emphasis is placed on safety, tool identification and use, material selection, construction techniques, and fabrication. Upon completion, students should be able to design and construct common landscape structures/features.

HOR 116	**Landscape Management I**	**2**	**2**	**3**
	Prerequisites:			
	Corequisites:			

This course covers information and skills necessary to analyze a property and develop a management schedule. Emphasis is placed on property measurement, plant condition, analysis of client needs, and plant culture needs. Upon completion, students should be able to analyze a property, develop management schedules, and implement practices based on client needs.

HOR 118	**Equipment Op & Maint**	**1**	**3**	**2**
	Prerequisites:			
	Corequisites:			

This course covers the proper operation and maintenance of selected equipment used in horticulture. Emphasis is placed on the maintenance, minor repairs, safety devices, and actual operation of selected equipment. Upon completion, students should be able to design a maintenance schedule, service equipment, and demonstrate safe operation of selected equipment.

HOR 124	**Nursery Operations**	**2**	**3**	**3**
	Prerequisites:			
	Corequisites:			

This course covers nursery site and crop selection, cultural practices, and production and marketing methods. Topics include site considerations, water availability, equipment, irrigation, fertilization, containers, media, and pest control. Upon completion, students should be able to design and implement a nursery operation and grow and harvest nursery crops.

HOR 138	**Greenhouse Vegetable Production.**	**1**	**2**	**2**
	Prerequisites:			
	Corequisites:			

This course covers the production of greenhouse vegetable crops. Emphasis is placed on controlling the greenhouse environment, production principles, insect and disease control, and harvesting and marketing the crops. Upon completion, students should be able to produce and market a greenhouse vegetable crop.

HOR 152	**Horticultural Practices**	**0**	**3**	**1**
	Prerequisites:			
	Corequisites:			

This course covers the maintenance of ornamental plantings and production areas. Topics include maintenance of flower beds, vegetable gardens, greenhouses, and container and field nursery stock using sound horticultural practices. Upon completion, students should be able to apply the principles and practices of maintaining ornamental landscape plantings. Second year AAS and diploma students will be required to complete a field test to exit this course.

HOR 160 **Plant Materials I** **2** **2** **3**
Prerequisites:
Corequisites:
This course covers identification, culture, characteristics, and use of plants. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, and landscape applications. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials.

HOR 162 **Applied Plant Science** **2** **2** **3**
Prerequisites:
Corequisites:
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture.

HOR 164 **Hort Pest Management** **2** **2** **3**
Prerequisites:
Corequisites:
This course covers the identification and control of plant pests including insects, diseases and weeds. Topics include pest identification and chemical regulations, safety, and pesticide application. Upon completion, students should be able to meet the requirements for North Carolina Commercial Pesticide Ground Applicators license.

HOR 166 **Soils & Fertilizers** **2** **2** **3**
Prerequisites:
Corequisites:
This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation, classification, physical and chemical properties, testing, fertilizer application, and other amendments. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media.

HOR 168 **Plant Propagation** **2** **2** **3**
Prerequisites:
Corequisites:
This course is a study of sexual and asexual reproduction of plants. Emphasis is placed on seed propagation, grafting, stem and root propagation, micro-propagation, and other propagation techniques. Upon completion, students should be able to successfully propagate ornamental plants.

HOR 235 **Greenhouse Production** **2** **2** **3**
Prerequisites:
Corequisites:
This course covers the production of greenhouse crops. Emphasis is placed on product selection and production based on market needs and facility availability, including record keeping. Upon completion, students should be able to select and make production schedules to successfully produce greenhouse crops.

HOR 245 **Horticulture Specialty Crops** **2** **2** **3**
Prerequisites:
Corequisites:
This course introduces the techniques and requirements for the production of horticultural crops of special or local interest. Topics include development of a local market, proper varietal selection, cultural practices, site selection, and harvesting and marketing practices. Upon completion, students should be able to choose, grow, and market a horticultural crop of special or local interest.

HOR 260 **Plant Materials II** **2** **2** **3**
Prerequisites:
Corequisites:
This course covers important landscape plants. Emphasis is placed on identification, plant nomenclature, growth characteristics, culture requirements, and landscape uses. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials.

HOR 273	**Horticulture Mgmt & Marketing**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course covers the steps involved in starting or managing a horticultural business. Topics include financing, regulations, market analysis, employer/employee relations, formulation of business plans, and operational procedures in a horticultural business. Upon completion, students should be able to assume ownership or management of a horticultural business.

HEALTH SCIENCES

		Class	Lab	Credit
HSC 140	**Transcultural Healthcare**	**2**	**0**	**2**
	Prerequisites: RED 090 and ENG 090, enrollment in Associate Degree Nursing Program			
	Corequisites: NUR 211, NUR 212			

This course is desigined to introduce students to healthcare issues related to care of diverse populations. Topics include historical and theoretical foundations of transcultural healthcare, delivering services, across the lifespan and caring for diverse persons in various healthcare settings. Upon completion, students should be able to provide culturally competent healthcare to individuals, families, groups, communities, and institutions.

HUMANITIES

		Class	Lab	Credit
HUM 110	**Technology and Society**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM 115	**Critical Thinking**	**3**	**0**	**3**
	Prerequisites: ENG 095 or RED 090 and ENG 090			
	Corequisites:			

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs.

HUM 120	**Cultural Studies**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved fto satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/ine arts.

HUM 122	**Southern Culture**	**3**	**0**	**3**
	Prerequisites: RED 090, ENG 090			
	Corequisites:			

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

		Class	Lab	Credit
HUM 150	**American Women's Studies**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HYDRAULICS

		Class	Lab	Credit
HYD 110	**Hydraulics/Pneumatics I**	**2**	**3**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

INDUSTRIAL SCIENCE

		Class	Lab	Credit
ISC 110	**Workplace Safety**	**1**	**0**	**1**
	Prerequisites:			
	Corequisites:			

This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

ISC 112	**Industrial Safety**	**2**	**0**	**2**
	Prerequisites:			
	Corequisites:			

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

ISC 113	**Industrial Specifications**	**1**	**0**	**1**
	Prerequisites:			
	Corequisites:			

This course introduces industrial specifications. Emphasis is placed on using machinist reference materials. Upon completion, students should be able to use and interpret charts and data found in reference materials.

INTERNATIONAL BUSINESS

		Class	Lab	Credit
INT 110	**International Business**	**3**	**0**	**3**
	Prerequisites: BUS 110 or MKT 120			
	Corequisites:			

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.

LOGISTICS MANAGEMENT

		Class	Lab	Credit
LOG 110	**Introduction to Logistics**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course provides an overview of logistics. Topics include traffic management, warehousing, inventory control, material handling, global logistics, and the movement and storage of goods from raw materials sources to end consumers. Upon completion, students should be able to identify the different segments of logistics and use the terminology of the industry. This class is restricted to Global Logistics Technology majors only, and must be taken online through FTCC.

LOG 125	**Transportation Logistics**	**3**	**0**	**3**
	Prerequisites: LOG 110			
	Corequisites:			

This course covers the role and importance of the transportation industry. This is an overview of transportation emphasizing its environmental and sociological aspects, economic impact, services, regulatory guidelines, policies, and its future. Upon completion, students should be able to identify modes of transportation, interpret governing regulations, and describe the principles and terminology used in the transportation industry. This class is restricted to Global Logistics Technology majors only, and must be taken online through FTCC.

LOG 211	**Distribution Management**	**2**	**2**	**3**
	Prerequisites: LOG 110			
	Corequisites:			

This course covers the functions, techniques, and tools utilized in warehousing and distribution centers and their role in business and logistics. Emphasis is placed on warehouse and distribution center management, operations, productivity, software systems, picking, automation, cross docking, safety, security, material handling, benchmarking, and cost. Upon completion, students should be able to describe the role of warehouses and distribution centers, apply industry principles and terminology, and understand distribution productivity measures. This course is restricted to Global Logistics Technology Majors only, and must be taken online through FTCC.

LOG 215	**Supply Chain Management**	**3**	**0**	**3**
	Prerequisites: LOG 110			
	Corequisites:			

This course covers all activities involved in the flow of products and information between the suppliers, customers, producers, and service providers. Topics include acquiring, purchasing, manufacturing, assembling, and distributing goods and services throughout the supply chain organizations. Upon completion, students should be able to identify the supply chain units, describe the materials management processes, and prepare for the APICS CPIM examination. This class is restricted to Global Logistics Technology majors only, and must be taken online through FTCC.

LOG 235	**Import/Export Management**	**3**	**0**	**3**
	Prerequisites: LOG 125			
	Corequisites:			

This course introduces the elements of import and export operations, from transportation to documentation, finance, and security and the effects on the global supply chain. Emphasis is placed on existing import/export regulations, customs documentation, intermodal transportation, foreign freight forwarders, global technology, and homeland security initiatives. Upon completion, students should be able to perform import/export operations, channels of distribution, implemented technologies, and associate with operating a secure supply chain. This course is restricted to Global Logistics Technology, and must be taken online through FTCC.

LOG 240	**Purchasing Logistics**	**3**	**0**	**3**
	Prerequisites: LOG 110			
	Corequisites:			

This course introduces the various aspects of purchasing, and their impact on materials management, supply chain, transportation, and global logistics processes. Emphasis is placed on the different methods of electronic sourcing, negotiating and pricing principles, and on the internal and external considerations associated with international logistics. Upon completion, students should be able to describe and apply the principles and terminology used in procurement including electronic data interchange services, purchasing and logistics systems. This class is restricted to Global Logistics Technology majors only, and must be taken online through FTCC.

LOG 250 **Advanced Global Logistics** **3** **2** **4**
Prerequisites: LOG 125
Corequisites:
This course covers the advanced application of global operations and logistics strategies, planning, technology, risk, and management necessary to cope with the global business environment. Emphasis is placed on an in-depth understanding of global sourcing, shipping, tracking, and e-logistics systems necessary to operate inbound/outbound logistics in a global market. Upon completion, students should be able to identify the different global markets and logistics technology available to process international inbound/outbound logistics transactions. This class is restricted to Global Logistics Technology majors only, and must be taken online through FTCC.

MACHINING

MAC 114 **Intro to Metrology** **2** **0** **2**
Prerequisites:
Corequisites:
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.

MAC 122 **CNC Turning** **1** **3** **2**
Prerequisites:
Corequisites:
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

MAC 124 **CNC Milling** **1** **3** **2**
Prerequisites:
Corequisites:
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MAC 141 **Machining Applications I** **2** **6** **4**
Prerequisites:
Corequisites: MAC 141A
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.

MAC 141A **Machining Applications I Lab** **0** **6** **2**
Prerequisites:
Corequisites: MAC 141
This course provides an introduction to a variety of material-working processes, in a laboratory setting, that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments.

MAC 142 **Machining Applications II** **2** **6** **4**
Prerequisites: MAC 141 or MAC 111
Corequisites: MAC 142A
This course provides instruction in the wide variety of processes associated with machining. Topics include safety, equipment set-up, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.

MAC 142A **Machining Applications II Lab** **0** **6** **2**
Prerequisites: MAC 141 or MAC 111
Corequisites: MAC 142

This course provides laboratory instruction in the wide variety of processes associated with machining. Topics include safety, equipment setup, holding fixtures, tooling, cutting speeds and depths, metal properties, and proper finishes. Upon completion, students should be able to safely demonstrate advanced machining operations, accurately measure components, and produce accurate components with a proper finish.

MAC 143 **Machining Applications III** **2** **6** **4**
Prerequisites: MAC 142
Corequisites:

This course provides instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process

MAC 152 **Adv Machining Calc** **1** **2** **2**
Prerequisites:
Corequisites:

This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems.

MAC 222 **Advanced CNC Turning** **1** **3** **2**
Prerequisites: MAC 122
Corequisites:

This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers\

MAC 229 **CNC Programming** **2** **0** **2**
Prerequisites: MAC 121 or MAC 122 or MAC 124 or MAC 226
Corequisites:

This course provides concentrated study in advanced programming techniques for working with modern CNC machine tools. Topics include custom macros and subroutines, canned cycles and automatic machining cycles currently employed by the machine tool industry. Upon completion, students should be able to program advanced CNC functions while conserving machine memory.

MAC 231 **CAM: CNC Turning** **1** **4** **3**
Prerequisites: MAC 121 or MAC 122
Corequisites:

This course introduces Computer Numerical Control graphics programming and concepts for turning center applications. Emphasis is placed on the interaction of menus to develop a shape file in a graphics CAM system and to develop tool path geometry and part geometry. Upon completion, students should be able to develop a job plan using CAM software, including machine selection, tool selection, operational sequence, speed, feed, and cutting depth.

MAC 232 **CAM: CNC Milling** **1** **4** **3**
Prerequisites: MAC 121 or MAC 124
Corequisites:

This course introduces Computer Numerical Control graphics programming and concepts for machining center applications. Emphasis is placed on developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center. Upon completion, students should be able to develop a complete job plan using CAM software to create a multi-axis CNC program.

MATHEMATICS

		Class	Lab	Credit
MAT 060	**Essential Mathematics**	**3**	**2**	**4**
	Prerequisites:			
	Corequisites: ACA 115			

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate.

MAT 070	**Introductory Algebra**	**3**	**2**	**4**
	Prerequisites: MAT 060			
	Corequisites: RED 080			

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 080	**Intermediate Algebra**	**3**	**2**	**4**
	Prerequisites: MAT 070			
	Corequisites: RED 080			

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology.

MAT 101	**Applied Mathematics I**	**2**	**2**	**3**
	Prerequisites: MAT 060			
	Corequisites:			

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs.

MAT 110	**Mathematical Measurement**	**2**	**2**	**3**
	Prerequisites: MAT 070			
	Corequisites:			

This course provides an activity-based approach to utilizing, interpreting, and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion, and estimation within metric, apothecary, and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing, and communicating data. Limited to health sciences students.

MAT 115	**Mathematical Models**	**2**	**2**	**3**
	Prerequisites: MAT 070			
	Corequisites:			

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently.

MAT 121	**Algebra/Trigonometry I**	**2**	**2**	**3**
	Prerequisite: MAT 070			
	Corequisite:			

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 simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results.

MAT 140 **Survey of Mathematics** **3** **0** **3**
Prerequisites: MAT 080
Corequisites:
This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 140A **Survey of Mathematics Lab** **0** **2** **1**
Prerequisites: MAT 080
Corequisites: MAT 140
This course is a laboratory for MAT 140. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.

MAT 151 **Statistics I** **3** **0** **3**
Prerequisites: MAT 080 or MAT 140
Corequisites:
This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 151A **Statistics I Lab** **0** **2** **1**
Prerequisites: MAT 080
Corequisites: MAT 151
This course is a laboratory for MAT 151. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

MAT 161 **College Algebra** **3** **0** **3**
Prerequisites: MAT 080
Corequisites:
This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. Under the CAA, this course satisfies the general education Mathematics requirement for the AA and AFA degrees. It does not satisfy the general education Mathematics requirement for the AS degree.

MAT 161A **College Algebra Lab** **0** **2** **1**
Prerequisites: MAT 080
Corequisites: MAT 161
This course is a laboratory for MAT 161. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MAT 172 **Precalculus Trigonometry** **3** **0** **3**
Prerequisites: MAT 171
Corequisites:
This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 172A **Precalculus Trig Lab** **0** **2** **1**
Prerequisites: MAT 171
Corequisites: MAT 172

This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

MAT 175 **Precalculus** **4** **0** **4**
Prerequisites: MAT 080
Corequisites: MAT 175A

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. This course has been approved for transfer under the CAA as a general education course in Mathematics.

MAT 175A **Precalculus Lab** **0** **2** **1**
Prerequisites: MAT 080
Corequisites: MAT 175

This course is a laboratory for MAT 175. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement.

MAT 263 **Brief Calculus** **3** **0** **3**
Prerequisites: MAT 161, MAT 171, or MAT 175
Corequisites: MAT 263A

This course is designed for students needing only one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MAT 263A **Brief Calculus Lab** **0** **2** **1**
Prerequisites: MAT 161, MAT 171, or MAT 175
Corequisites: MAT 263

This course is a laboratory for MAT 263. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement

MAT 271 **Calculus I** **3** **2** **4**
Prerequisites: MAT 172 or MAT 175
Corequisites:

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.

MAT 272 **Calculus II** **3** **2** **4**
Prerequisites: MAT 271
Corequisites:

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to use integration and approximation techniques to solve application problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

		Class	Lab	Credit
MAT 273	**Calculus III**	**3**	**2**	**4**
	Prerequisites: MAT 272			
	Corequisites:			

This course covers the calculus of several variables and is third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

MEDICAL ASSISTING

		Class	Lab	Credit
MED 121	**Medical Terminology I**	**3**	**0**	**3**
	Prerequisites: RED 090			
	Corequisites:			

This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MED 122	**Medical Terminology II**	**3**	**0**	**3**
	Prerequisites: MED 121			
	Corequisites:			

This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders.

MARKETING AND RETAILING

		Class	Lab	Credit
MKT 120	**Principles of Marketing**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites: RED 090			

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 123	**Fundamentals of Selling**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered. This class is restricted to Financial Services majors only, and must be taken online through FTCC.

MKT 223	**Customer Service**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate he ability to handle customer relations. This class is restricted to Financial Services majors only, and must be taken online through FTCC.

MAINTENANCE

		Class	Lab	Credit
MNT 110	**Intro to Maint Procedures**	**1**	**3**	**2**
	Prerequisites: MNT 165			
	Corequisites:			

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 131 **Metalworking Processes** **2** **3** **3**
Prerequisites:
Corequisites:
This course introduces the standard practices that are found in a metal workshop. Topics include the proper care/use of basic hand tools and precision measuring instruments and layout procedures/operation of lathes, drill presses, grinders, milling machines, and power saws. Upon completion, students should be able to work safely in the metal workshop and use basic metalworking equipment.

MNT 150 **Basic Building Maintenance** **1** **3** **2**
Prerequisites:
Corequisites:
This course introduces the basic skills of building maintenance. Topics include basic carpentry and masonry skills including forming, framing, laying block to a line, repairing, and other related topics. Upon completion, students should be able to perform basic carpentry and masonry skills in a maintenance setting.

MNT 165 **Mechanical Industrial Sys** **1** **3** **2**
Prerequisites:
Corequisites:
This course covers mechanical components used in industrial machine operation. Emphasis is placed on mechanical drives, belts, gears, couplings, electrical drives, and other related topics. Upon completion, students should be able to demonstrate an understanding of industrial machines and be able to maintain this equipment.

MNT 240 **Indust Equip Troubleshoot** **1** **3** **2**
Prerequisites: MNT 110
Corequisites:
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.

MUSIC

		Class	Lab	Credit
MUS 110	**Music Appreciation**	**3**	**0**	**3**

Prerequisites: ENG 090, RED 090
Corequisites:
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. There may be additional, though nominal costs to attend required concerts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

NETWORKING TECHNOLOGY

		Class	Lab	Credit
NET 110	**Networking Concepts**	**2**	**2**	**3**

Prerequisites:
Corequisites:
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

NET 125 **Networking Basics** **1** **4** **3**
Prerequisites: CIS 070, MAT 060
Corequisites: RED 090, CIS 110
This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to nerworking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

NETWORKING OPERATING SYSTEM

		Class	Lab	Credit
NOS 110	**Operating System Concepts**	**2**	**3**	**3**
	Prerequisites: CIS 110 or CIS 111 or CIS 113			
	Corequisites:			

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 130	**Windows Single User**	**2**	**2**	**3**
	Prerequisites: NOS 110 or CET 211			
	Corequisites:			

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single-user environment.

NOS 230	**Windows Admin I**	**2**	**2**	**3**
	Prerequisites: NOS 130			
	Corequisites:			

This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.

NURSING

Courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre-and co-requisites may reflect state minimums and RCC specific requirements.

		Class	Lab	Clinical	Credit
NUR 101	**Practical Nursing I**	**7**	**6**	**6**	**11**
	Prerequisites: Enrollment in the Practical Nursing program				
	Corequisites: MAT 110, BIO 163				

This course introduces concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Areas of concentration include: math concepts with introductory pharmacology, basic nutrition, beginning computer skills and medical-surgical focus on gerontology, surgery, pain management and respiratory system. This is a diploma-level course.

NUR 102	**Practical Nursing II**	**8**	**0**	**12**	**12**
	Prerequisites: NUR 101, MAT 110, BIO 163				
	Corequisites: PSY 110, ENG 111				

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Areas of concentration include: advanced pharmacology, applied nutrition, computer applications, maternal-child nursing and medical-surgical focus on cardiovascular, musculoskeletal, gastro intestinal, endocrine and integumentary systems. This is a diploma-level course.

NUR 103 Practical Nursing III **6 0 12 10**
Prerequisites: NUR 102, MAT 110, BIO 163, PSY 110, ENG 111
Corequisites:
This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Areas of concentration include: pharmacological and nutritional integration, computer skill evaluation, medical-surgical focus on eyes/ears, genitourinary/reproductive, neurological systems; leadership delegation; emergency/disaster, psychiatric and oncological nursing. This is a diploma-level course.

NUR 111 Intro to Health Concepts **4 6 6 8**
Prerequisites: Admission to ADN Program
Corequisites: ENG 111, BIO 168, CIS 113
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 112 Health-Illness Concepts **3 0 6 5**
Prerequisites: NUR 111, BIO 168, CIS 113
Corequisites: NUR 113, PSY 110, BIO 169
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 113 Family Health Concepts **3 0 6 5**
Prerequisites: NUR 111, ENG 111, BIO 168, CIS 113
Corequisites: NUR 112, PSY 110, BIO 169
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 114 Holistic Health Concepts **3 0 6 5**
Prerequisites: NUR 111, NUR 112, BIO 168, BIO 169, CIS 113, PSY 110, ENG 111
Corequisites:
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 211 Health Care Concepts **3 0 6 5**
Prerequisites: NUR 111 and completion of all first-year curriculum courses
Corequisites: ENG 114, HSC 140, NUR 212
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 212 **Health System Concepts** **3** **0** **6** **5**
Prerequisites: NUR 111 and completion of all first-year curriculum courses
Corequisites: ENG 114, HSC 140, NUR 211

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

NUR 213 **Complex Health Concepts** **4** **3** **15** **10**
Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, NUR 212
Corequisites: Humanities Elective

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.

NUR 214 **Nsg Transition Concepts** **3** **0** **3** **4**
Prerequisites: Admission to LPN Advanced Placement Option
Corequisites: CIS 113

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

OFFICE SYSTEMS TECHNOLOGY

		Class	Lab	Credit
OST 131	**Keyboarding** **Prerequisites:** **Corequisites:**	**1**	**2**	**2**

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

OST 134 **Text Entry & Formatting** **2** **2** **3**
Prerequisites: OST 136, OST 164
Corequisites:

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

OST 136 **Word Processing** **2** **2** **3**
Prerequisites: CIS 070, OST 131
Corequisites:

This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment.

OST 137 **Office Software Applications** **2** **2** **3**
Prerequisites: OST 136, CIS 110
Corequisites:

This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment.

OST 148 **Med Coding Billing & Insu** **3** **0** **3**
Prerequisites: RED 090
Corequisites:
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim.

OST 149 **Med Legal Issues** **3** **0** **3**
Prerequisites: RED 090
Corequisites:
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. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 164 **Text Editing Applications** **3** **0** **3**
Prerequisites: OST 131
Corequisites: OST 136
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. Additional emphasis is placed on increasing keyboarding skills, and upon completion, students should be able to use reference materials to compose and edit text.

OST 184 **Records Management** **2** **2** **3**
Prerequisites: CIS 110
Corequisites:
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 201 **Medical Transcription I** **3** **2** **4**
Prerequisites: OST 136
Corequisites: MED 122 or OST 142; OST 164
This course introduces dictating equipment and typical medical dictation. Emphasis is placed on efficient use of equipment, dictionaries, PDRs, and other reference materials. Upon completion, students should be able to efficiently operate dictating equipment and to accurately transcribe a variety of medical documents in a specified time. This course is intended for diploma programs.

OST 202 **Medical Transcription II** **3** **2** **4**
Prerequisites: OST 201
Corequisites:
This course provides additional practice in transcribing documents from various medical specialties. Emphasis is placed on increasing transcription speed and accuracy and understanding medical procedures and terminology. Upon completion, students should be able to accurately transcribe a variety of medical documents in a specified time. This course is intended for diploma programs.

OST 236 **Adv Word/Information Proc** **2** **2** **3**
Prerequisites: OST 136
Corequisites:
This course develops proficiency in the utilization of advanced word/information processing functions. Emphasis is placed on advanced word processing features. Upon completion, students should be able to produce a variety of complex business documents.

OST 243 **Med Office Simulation** **2** **2** **3**
Prerequisites: OST 131, OST 148
Corequisites: OST 247
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. This course is a unique concentration requirement in the Medical Office Systems Technology concentration in the Office Systems Technology program.

OST 247 **Procedure Coding** **1** **2** **2**
Prerequisites: MED 121 or OST 141
Corequisites:
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.
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OST 248 **Diagnostic Coding** **1** **2** **2**
Prerequisites: MED 121 or OST 141
Corequisites:
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

OST 249 **CPC Certification** **3** **2** **4**
Prerequisites: OST 247, OST 248
Corequisites:
This course provides instruction that will prepare students to sit for the American Association of Professional Coders (AAPC) CPC Exam. Topics include diagnostic and procedural coding. Upon completion, students should be able to sit for the AAPC CPC Exam.

OST 286 **Professional Development** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.

OST 289 **Administrative Office Mgt** **2** **2** **3**
Prerequisites: OST 164 and either OST 134 or OST 136
Corequisites:
This course is designed to be a capstone course for the office professional and provides a working knowledge of modern office procedures. Emphasis is placed on scheduling, telephone procedures, travel arrangements, event planning, office design, and ergonomics. Upon completion, students should be able to adapt in an office environment.

PHLEBOTOMY

		Class	Lab	Clinical	Credit
PBT 100	**Phlebotomy Technology**	**5**	**2**	**0**	**6**

Prerequisites: Enrollment in the Phlebotomy Technology Program
Corequisites: PBT 101
This course provides instruction in the skills 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 demonstrate competence in the theoretical comprehension of phlebotomy techniques. This is a certificate-level course.

PBT 101 **Phlebotomy Practicum** **0** **0** **9** **3**
Prerequisites: Enrollment in the Phlebotomy Technology Program
Corequisites: PBT 100
This course provides supervised experience in the performance of venipuncture and microcollection techniques in a clinical facility. Emphasis is placed on patient interaction and application of universal precautions, proper collection techniques, special procedures, specimen handling, and data management. Upon completion, students should be able to safely perform procedures necessary for specimen collections on patients in various health care settings. This is a certificate-level course.

PLUMBING

		Class	Lab	Credit
PLU 111	**Intro to Basic Plumbing**	**1**	**3**	**2**
	Prerequisites:			
	Corequisites:			

This course introduces basic plumbing tools, materials, and fixtures. Topics include standard tools, materials, and fixtures used in basic plumbing systems and other related topics. Upon completion, students should be able to demonstrate an understanding of a basic plumbing system.

PROCESS CONTROL INSTRUMENTATION

		Class	Lab	Credit
PCI 264	**Process Control with PLCs**	**3**	**3**	**4**
	Prerequisites: ELC 128			
	Corequisites:			

This course introduces automatic process control implemented with PLC technology. Topics include interfacing and controlling advanced PID control loops and devices using various PLC-based systems. Upon completion, students should be able to demonstrate an understanding of advanced applications of process control and instrumentation systems with PLC-based devices.

PHYSICAL EDUCATION

		Class	Lab	Credit
PED 110	**Fit and Well for Life**	**1**	**2**	**2**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement

PED 111	**Physical Fitness I**	**0**	**3**	**1**
	Prerequisites:			
	Corequisites:			

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement

PED 112	**Physical Fitness II**	**0**	**3**	**1**
	Prerequisites: PED 111			
	Corequisites:			

This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement

PED 113	**Aerobics I**	**0**	**3**	**1**
	Prerequisites:			
	Corequisites:			

This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 115 **Step Aerobics I** **0** **3** **1**
Prerequisites:
Corequisites:
This course introduces the fundamentals of step aerobics. Emphasis is placed on basic stepping up and down on an adjustable platform; cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic step aerobics. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 117 **Weight Training I** **0** **3** **1**
Prerequisites:
Corequisites:
This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 119 **Circuit Training** **0** **3** **1**
Prerequisites:
Corequisites:
This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 120 **Walking for Fitness** **0** **3** **1**
Prerequisites:
Corequisites:
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 121 **Walk, Jog, Run** **0** **3** **1**
Prerequisites:
Corequisites:
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 122 **Yoga I** **0** **2** **1**
Prerequisites:
Corequisites:
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 123 **Yoga II** **0** **2** **1**
Prerequisites: PED 122
Corequisites:
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 125 Self-Defense Beginning **0 2 1**
Prerequisites:
Corequisites:
This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 128 Golf-Beginning **0 2 1**
Prerequisites:
Corequisites:
This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate knowledge of the rules and etiquette of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 130 Tennis-Beginning **0 2 1**
Prerequisites:
Corequisites:
This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 137 Badminton **0 2 1**
Prerequisites:
Corequisites:
This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 139 Bowling-Beginning **0 2 1**
Prerequisites:
Corequisites:
This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement. A fee for the use of bowling lanes and equipment is collected at the first class.

PED 142 Lifetime Sports **0 2 1**
Prerequisites:
Corequisites:
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 143 Volleyball-Beginning **0 2 1**
Prerequisites:
Corequisites:
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 144 **Volleyball-Intermediate** **0** **2** **1**
Prerequisites: PED 143
Corequisites:
This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 145 **Basketball-Beginning** **0** **2** **1**
Prerequisites:
Corequisites:
This course covers the fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational basketball. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 147 **Soccer** **0** **2** **1**
Prerequisites:
Corequisites:
This course introduces the basics of soccer. Emphasis is placed on rules, strategies, and fundamental skills. Upon completion, students should be able to participate in recreational soccer. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 150 **Baseball-Beginning** **0** **3** **1**
Prerequisites:
Corequisites:
This course covers the fundamentals of baseball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in recreational baseball. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PED 152 **Swimming-Beginning** **0** **2** **1**
Prerequisites:
Corequisites:
This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 154 **Swimming for Fitness** **0** **3** **1**
Prerequisites: PED 152 or permission of instructor
Corequisites:
This course introduces lap swimming, aquacises, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 155 **Water Aerobics** **0** **3** **1**
Prerequisites:
Corequisites:
This course introduces rhythmic aerobic activities performed in water. Emphasis is placed on increasing cardiovascular fitness levels, muscular strength, muscular endurance, and flexibility. Upon completion, students should be able to participate in an individually-paced exercise program. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 165 **Sport Science as a Career** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course provides students with foundational knowledge about the study of physical activity and career opportunities within the discipline. Emphasis will be placed on the role of physical activity, the subdisciplines of the field, and possible career choices. Upon completion, students should have an understanding of the subdisciplines and employment opportunities within an Exercise and Sport Science program. This course satisfies the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 210 **Team Sports** **0** **3** **1**
Prerequisites:
Corequisites:
This course introduces the fundamentals of popular American team sports. Emphasis is placed on rules, equipment, and motor skills used in various sports. Upon completion, students should be able to demonstrate knowledge of the sports covered. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PED 211 **New Games** **0** **2** **1**
Prerequisites:
Corequisites:
This course includes explanation, demonstration, and participation in games that provide an alternative to traditional sports. Emphasis is placed on playing for pleasure rather than for competitive purposes. Upon completion, students should be able to participate and lead others in participating in non-competitive games. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.

PHILOSOPHY

		Class	Lab	Credit
PHI 215	**Philosophical Issues**	**3**	**0**	**3**
	Prerequisites: ENG 111			
	Corequisites:			

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

PHI 240 **Introduction to Ethics** **3** **0** **3**
Prerequisites: ENG 111
Corequisites:
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

PHYSICS

		Class	Lab	Credit
PHY 110	**Conceptual Physics**	**3**	**0**	**3**
	Prerequisites: MAT 070 and RED 090			
	Corequisites: PHY 110A			

This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the CAA as a general education course in Natural Science.

PHY 110A **Conceptual Physics Lab**
Prerequisites: MAT 070 and RED 090
Corequisities: PHY 110 **0** **2** **1**
This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the CAA as a general education course in Natural Science.

PHY 131 **Physics-Mechanics** **3** **2** **4**
Prerequisites: MAT 121, 161, 171 or 175
Corequisites:
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.

PHY 151 **College Physics I** **3** **2** **4**
Prerequisites: MAT 161, MAT 171 or MAT 175
Corequisites:
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 152 **College Physics II** **3** **2** **4**
Prerequisites: PHY 151
Corequisites:
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 251 **General Physics I** **3** **3** **4**
Prerequisites: MAT 271
Corequisites: MAT 272
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

PHY 252 **General Physics II** **3** **3** **4**
Prerequisites: MAT 272, PHY 251
Corequisites:
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.

POLITICAL SCIENCE

		Class	Lab	Credit
POL 120	**American Government**	**3**	**0**	**3**

Prerequisites: ENG 090, RED 090
Corequisites:
This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSYCHOLOGY

		Class	Lab	Credit
PSY 101	**Applied Psychology**	**3**	**0**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for certificate and diploma programs.

PSY 110	**Life Span Development**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course provides an introduction to the study of human growth and development. Emphasis is placed on 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 and apply this knowledge to their specific field of study.

PSY 150	**General Psychology**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 231	**Forensic Psychology**	**3**	**0**	**3**
	Prerequisites: PSY 150			
	Corequisites:			

This course introduces students to concepts which unite psychology and the legal system. Topics include defining competency, insanity, involuntary commitment as well as introducing forensic assessment techniques, such as interviewing process, specialized assessments, and collecting collateral information. Upon completion, students should be able to demonstrate knowledge in areas of forensic psychology: risk assessment, criminal competencies, insanity, psychopathology, and mentally disordered offenders. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

PSY 241	**Developmental Psych**	**3**	**0**	**3**
	Prerequisites: PSY 150			
	Corequisites:			

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

PSY 281	**Abnormal Psychology**	**3**	**0**	**3**
	Prerequisites: PSY 150			
	Corequisites:			

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

READING

		Class	Lab	Credit
RED 080	**Intro to College Reading**	**3**	**2**	**4**
	Prerequisites: RED 070 or ENG 075			
	Corequisites: CIS 070, ACA 115			

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A.

RED 090	**Improved College Reading**	**3**	**2**	**4**
	Prerequisites: RED 080 or ENG 085			
	Corequisites: CIS 070, ACA 115			

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. Specifically, students should be able to underline, annotate, summarize text material, use lecture notes, and demonstrate comprehension by taking tests on "real" textbook content. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.

RELIGION

		Class	Lab	Credit
REL 110	**World Religions**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces the world's major religious traditions. Topics include primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

REL 211	**Intro to Old Testament**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

RESPIRATORY THERAPY

All courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre-and co-requisites reflect only state minimums and not RCC specific requirements.

		Class	Lab	Clinical	Credit
RCP 110	**Intro to Respiratory Care**	**3**	**3**	**0**	**4**
	Prerequisites: Enrollment in the Respiratory Therapy Program				
	Corequisites:				

This course introduces the respiratory care profession. Topics include the role of the respiratory care practitioner, medical gas administration, basic patient assessment, infection control, and medical terminology. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. Additionally, the course will address basic theories and corresponding applications related to physics and mathematics for the respiratory care practitioner.

RCP 111 Therapeutics/Diagnostics **4 3 0 5**
Prerequisites: RCP 110
Corequisites: RCP 113, RCP 133
This course is a continuation of RCP 110. Emphasis is placed on entry-level therapeutic and diagnostic procedures used in respiratory care. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. Discussion will include selection of modalities appropriate to the patient's pathophysiological condition as well as therapeutic procedures and equipment utilized to deliver effective respiratory care.

RCP 112 Patient Management **3 3 0 4**
Prerequisites: RCP 111
Corequisites: RCP 114, RCP 115, RCP 144
This course provides entry-level skills in adult/pediatric mechanical ventilation and respiratory care procedures in traditional and alternative settings. Emphasis is placed on therapeutic modalities and physiological effects of cardiopulmonary rehabilitation, home care, mechanical ventilation, and monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. The course focuses on initiating appropriate modalities, as well as evaluating or modifying the respiratory care plan or life support appropriate to the patient's condition.

RCP 113 RCP Pharmacology **2 0 0 2**
Prerequisites: RCP 110
Corequisites: RCP 111, RCP 133
This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence though written evaluations. Additionally, the course will identify current pharmacological approaches used to treat most cardiopulmonary diseases, dysfunctions, and abnormalities.

RCP 114 C-P Anatomy & Physiology **3 0 0 3**
Prerequisites: RCP 111
Corequisites: RCP 112, RCP 115, RCP 144
This course provides a concentrated study of cardiopulmonary anatomy and physiology essential to the practice of respiratory care. Emphasis is placed on cardiovascular and pulmonary physiology, acid/base balance, and blood gas interpretation. Upon completion, students should be able to demonstrate competence in these concepts through written evaluation. A focus will be placed on integrating theory and clinical application of ventilation, perfusion, gas transport, diffusion, blood pH, homeostasis, hemodynamics, and the heart-lung relationship.

RCP 115 C-P Pathophysiology **2 0 0 2**
Prerequisites: RCP 111
Corequisites: RCP 112, RCP 114, RCP 144
This course introduces the etiology, pathogenesis, and physiology of cardiopulmonary diseases and disorders. Emphasis is placed on clinical signs and symptoms along with diagnoses, complications, prognoses, and management. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations. The course will additionally provide a comprehensive overview of microbiology with an emphasis and focus on cardiopulmonary diseases.

RCP 133 RCP Clinical Practice I **0 0 9 3**
Prerequisites: RCP 110
Corequisites: RCP 111, RCP 113
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the development of basic clinical skills including patient assessment, infection control, medical gas therapy, documentation, and chart review.

RCP 144 RCP Clinical Practice II **0 0 12 4**
Prerequisites: RCP 133, RCP 111
Corequisites: RCP 112, RCP 114, RCP 115
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

RCP 152 RCP Clinical Practice III **0 0 6 2**
Prerequisites: RCP 144
Corequisites: RCP 210
This course provides entry-level clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

RCP 210 Critical Care Concepts **3 3 0 4**
Prerequisites: RCP 112
Corequisites: RCP 152
This course provides further refinement of acute patient care and underlying pathophysiology. Topics include a continuation in the study of mechanical ventilation, underlying pathophysiology, and introduction of critical care monitoring. Upon completion, students should be able to demonstrate competence in concepts and procedures through written and laboratory evaluations. Advanced cardiopulmonary procedures and clinical techniques will be examined, utilized, and interpreted to determine appropriate life support measures or patient care plans.

RCP 211 Adv Monitoring/Procedures **3 3 0 4**
Prerequisites: RCP 210
Corequisites: RCP 213, RCP 234
This course includes advanced information gathering and decision making for the respiratory care professional. Topics include advanced cardiac monitoring and special procedures. Upon completion, students should be able to evaluate, design, and recommend appropriate care plans through written and laboratory evaluations. Emphasis will be placed on comprehension and interpretation of invasive and non-invasive diagnostic cardiopulmonary procedures as well as consequent initiation or modification of therapeutic modalities.

RCP 213 Neonatal/Pediatric Concepts **2 0 0 2**
Prerequisites: RCP 111, RCP 112
Corequisites: RCP 211, RCP 234
This course provides in-depth coverage of the concepts of neonatal and pediatric respiratory care. Emphasis is placed on neonatal and pediatric pathophysiology and on the special therapeutic needs of neonates and children. Upon completion, students should be able to demonstrate competence in these concepts through written evaluations. Topics unique to pediatrics and neonatology will be examined including anatomy and physiology, fetal development, clinical assessment, oxygen therapy, airway management, mechanical ventilation, and resuscitation.

RCP 215 Career Prep-Adv Level **0 3 0 1**
Prerequisites: RCP 211
Corequisites: RCP 223, RCP 248
This course provides preparation for employment and the advanced-level practitioner credentialing exam. Emphasis is placed on review of the NBRC Advanced-Level Practitioner Exam and supervision and management. Upon completion, students should be able to successfully complete the appropriate self-assessment examinations and meet the requirements for employment. Students will be required to successfully complete the NBRC written registry self-assessment examination during this course.

RCP 223 Special Practice Lab **0 3 0 1**
Prerequisites: RCP 211
Corequisites: RCP 215, RCP 248
This course provides additional laboratory learning opportunities in respiratory care. Emphasis is placed on therapeutic procedures and equipment management. Upon completion, students should be able to demonstrate competence in concepts and procedures through laboratory evaluations. Students will be required to display competency with all laboratory procedures included in the curriculum during this course, with emphasis on advanced-level procedures.

RCP 234 RCP Clinical Practice IV **0 0 12 4**
Prerequisites: RCP 152
Corequisites: RCP 211, RCP 213
This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

RCP 248	**RCP Clinical Practice V**	**0**	**0**	**24**	**8**
	Prerequisites: RCP 234				
	Corequisites: RCP 215, RCP 223				

This course provides advanced practitioner clinical experience. Emphasis is placed on therapeutic and diagnostic patient care. Upon completion, students should be able to demonstrate clinical competence in required performance evaluations. The course will focus on the refinement of current skills and competencies plus new cardiopulmonary or patient care procedures introduced during the semester.

INFORMATION SYSTEMS SECURITY

		Class	Lab	Credit
SEC 110	**Security Concepts**	**2**	**2**	**3**
	Prerequisites: NET 125 or NET 110			
	Corequisites:			

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.

SIMULATION & GAME DEVELOPMENT

		Class	Lab	Credit
SGD 168	**Mobile SG Programming**	**2**	**3**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the mobile simulation and game programming process. Topics include mobile simulation/game programming, performance tuning, animation,sound effects, music, and mobile networks. Upon completion, student should be able to apply simulation/game programming concepts to the creation of mobile simulations and games.

SOCIOLOGY

		Class	Lab	Credit
SOC 210	**Introduction to Sociology**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SOC 213	**Sociology of the Family**	**3**	**0**	**3**
	Prerequisites: ENG 090, RED 090			
	Corequisites:			

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

SPANISH

		Class	Lab	Credit
SPA 110	**Introduction to Spanish**	**2**	**0**	**2**
	Prerequisites:			
	Corequisites:			

This course provides an introduction to understanding, speaking, reading, and writing Spanish. Emphasis is placed on pronunciation, parts of speech, communicative phrases, culture, and skills for language acquisition. Upon completion, students should be able to identify and apply basic grammar concepts, display cultural awareness, and communicate in simple phrases in Spanish. This course is recommended for students who have no prior foreign language experience to prepare them for success in SPA 111. This course does not transfer.

SPA 111 **Elementary Spanish I** **3** **0** **3**
Prerequisites: ENG 090, RED 090
Corequisites:
This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SPA 112 **Elementary Spanish II** **3** **0** **3**
Prerequisites: SPA 111
Corequisites:
This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SPA 161 **Cultural Immersion** **2** **3** **3**
Prerequisites: SPA 111
Corequisites:
This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.

SPA 211 **Intermediate Spanish I** **3** **0** **3**
Prerequisites: SPA 112
Corequisites:
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SPA 212 **Intermediate Spanish II** **3** **0** **3**
Prerequisites: SPA 211
Corequisites:
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

SURGICAL TECHNOLOGY

Courses within the RCC program must be successfully completed no later than the sequence outlined in the program description in this catalog. The following course descriptions' pre-and co-requisites reflect only state minimums and not RCC specific requirements.

		Class	Lab	Clinical	Credit
SUR 110	**Intro to Surg Tech**	**3**	**0**	**0**	**3**

Prerequisites: Enrollment in the Surgical Technology Program
Corequisites: SUR 111
This course provides a comprehensive study of the operative environment, professional roles, moral/legal/ethical responsibilities, and medical communications used in surgical technology. Topics include historical development, professional behaviors, medical terminology, interdepartmental/peer/relationships, operating room environment/safety, pharmacology, anesthesia, incision sites, and physiology of wound healing. Upon completion, students should be able to apply theoretical knowledge of the course topics to the operative environment.

SUR 111 Periop Patient Care **5 6 0 7**
Prerequisites: Enrollment in the Surgical Technology Program
Corequisites: SUR 110

This course provides theoretical knowledge for the application of essential operative skills during the perioperative phase. Topics include surgical asepsis, sterilization/disinfection, and perioperative patient care. Upon completion, students should be able to demonstrate the principles and practices of aseptic technique, sterile attire, basic case preparation, and other relevant skills.

SUR 122 Surgical Procedures I **5 3 0 6**
Prerequisites: SUR 110, SUR 111
Corequisites: SUR 123

This course introduces a comprehensive study of surgical procedures in the following specialties: general, gastrointestinal, obstetrical/gynecological, urological, otorhinolaryngology, and plastics/reconstructive surgery. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics.

SUR 123 SUR Clinical Practice I **0 0 21 7**
Prerequisites: SUR 110, SUR 111
Corequisites: SUR 122

This course provides clinical experience with a variety of perioperative assignments to build upon skills learned in SUR 111. Emphasis is placed on the scrub and circulating roles of the surgical technologist including aseptic technique and basic case preparation for selected surgical procedures. Upon completion, students should be able to prepare, assist with, and dismantle basic surgical cases in both the scrub and circulating roles. The first two weeks of this clinical rotation will involve experience in the central sterile processing department.

SUR 134 Surgical Procedures II **5 0 0 5**
Prerequisites: SUR 122
Corequisites: SUR 135, SUR 137

This course introduces orthopedic, neurosurgical, peripheral vascular, thoracic, cardiovascular, and ophthalmology surgical specialties. Emphasis is placed on related surgical anatomy, pathology, and procedures thereby enhancing theoretical knowledge of patient care, instrumentation, supplies, and equipment. Upon completion, students should be able to correlate, integrate, and apply theoretical knowledge of the course topics.

SUR 135 SUR Clinical Practice II **0 0 12 4**
Prerequisites: SUR 123
Corequisites: SUR 134, SUR 137

This course provides clinical experience with a variety of perioperative assignments to build skills required for complex perioperative patient care. Emphasis is placed on greater technical skills, critical thinking, speed, efficiency, and autonomy in the operative setting. Upon completion, students should be able to function in the role of an entry-level surgical technologist.

SUR 137 Prof Success Prep **1 0 0 1**
Prerequisites: SUR 122
Corequisites: SUR 134, SUR 135

This course provides job-seeking skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies résumé preparation, and interviewing techniques. Upon completion, students should be able to prepare a résumé, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

SUSTAINABLE TECHNOLOGIES

SST 140 Green Building Concepts **1 3 2**
Prerequisites:
Corequisites:

This course introduces green building design, LEED® (Leadership in Energy and Environmental Design) and comparable certifications, and their significance in modern building construction. Topics include LEED certification or similar rating systems, energy efficiency, indoor environmental quality, and sustainable building materials. Upon completion, students should be able to incorporate ecological awareness and sustainable principles within the context of design and construction.

WEB TECHNOLOGIES

		Class	Lab	Credit
WEB 111	**Intro to Web Graphics**	**2**	**2**	**3**
	Prerequisites: CIS 070			
	Corequisites: WEB 140			

This course introduces the creation of web graphics, and addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, optimization, RGB color, web typography, elementary special effects, transparency, animation, slicing, basic photo manipulation, and other related topics. Upon completion, students should be able to create graphics, such as animated banners, buttons, backgrounds, logos, and manipulate photographic images for Web delivery.

WEB 140	**Web Development Tools**	**2**	**2**	**3**
	Prerequisites: CIS 070			
	Corequisites:			

This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.

WEB 250	**Database Driven Websites**	**2**	**2**	**3**
	Prerequisites: DBA 110, CIS 115			
	Corequisites:			

This course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database driven web applications according to industry standards.

WELDING

		Class	Lab	Credit
WLD 112	**Basic Welding Processes**	**1**	**3**	**2**
	Prerequisites:			
	Corequisites:			

This course introduces basic welding and cutting. Emphasis is place on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115	**SMAW (stick) PLATE**	**2**	**9**	**5**
	Prerequisites:			
	Corequisites:			

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 117	**Industrial SMAW**	**1**	**4**	**3**
	Prerequisites:			
	Corequisites:			

This course introduces the SMAW (stick) process for joining carbon steel components for industrial applications. Topics include padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, student should be able to safely perform SMAW fillet and groove welds on carbon steel plate with prescribed electrodes.

WLD 121	**GMAW (MIG) FCAW/Plate**	**2**	**6**	**4**
	Prerequisites:			
	Corequisites:			

This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove weld with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.

WLD 131 **GTAW (TIG) Plate** **2** **6** **4**
Prerequisites:
Corequisites:
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 **Symbols & Specifications** **2** **2** **3**
Prerequisites:
Corequisites:
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.

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