

# Rockingham Community College 2015 - 2016 Catalog



# Rockingham Community College Catalog 2015 - 2016

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

# *Table of Contents*

<p>Greetings from the President .....3</p> <p>Rockingham Community College Board of Trustees ...4</p> <p>Campus Map .....5</p> <p>Academic Calendar .....6</p> <p>Changes in Programs, Costs, Schedules, etc. ....9</p> <p>Accreditation .....9</p> <p>Rockingham Community College History .....11</p> <p>Statements of Mission, Purpose, and Values .....14</p> <p style="padding-left: 20px;">Mission .....14</p> <p style="padding-left: 20px;">Purpose .....14</p> <p style="padding-left: 20px;">Values .....14</p> <p>Awards and Honors .....15</p> <p style="padding-left: 20px;">Academic Excellence Award .....15</p> <p style="padding-left: 20px;">Meritorious Service Award .....15</p> <p style="padding-left: 20px;">Excellence in Teaching Award .....15</p> <p style="padding-left: 20px;">Academic Honors .....15</p> <p style="padding-left: 20px;">Student Academic Honor Organizations .....16</p> <p>Admission Policies and Procedures .....18</p> <p style="padding-left: 20px;">The Open Door Policy .....18</p> <p style="padding-left: 20px;">General Admission Requirements for Curriculum Programs .....18</p> <p style="padding-left: 20px;">Readmission to Curriculum Programs .....22</p> <p style="padding-left: 20px;">New Student Orientation .....23</p> <p style="padding-left: 20px;">Special Credit Students .....23</p> <p style="padding-left: 20px;">Foreign Education Credit Secondary/post-Secondary24</p> <p style="padding-left: 20px;">High School Student Enrollment Options .....25</p> <p style="padding-left: 20px;">Home School Students .....25</p> <p style="padding-left: 20px;">Student Records .....25</p> <p style="padding-left: 20px;">Prerequisite and/or Co-requisite Requirements ...26</p> <p style="padding-left: 20px;">Course Substitution .....26</p> <p style="padding-left: 20px;">Credit through Education, Testing, and Other Educational Experiences .....26</p> <p>Registration, Tuition, and Fees .....30</p> <p style="padding-left: 20px;">Registration .....30</p> <p style="padding-left: 20px;">Course Load .....30</p> <p style="padding-left: 20px;">Enrollment Status .....30</p> <p style="padding-left: 20px;">Schedule Changes .....30</p> <p style="padding-left: 20px;">Course Section Codes .....30</p> <p style="padding-left: 20px;">Tuition and Fees .....31</p> <p style="padding-left: 20px;">Curriculum Programs of Study (subject to change)31</p> <p style="padding-left: 20px;">Establishment of Residency .....31</p> <p style="padding-left: 20px;">Student Activity Fees (subject to change) .....32</p> <p>Tuition Refunds .....34</p> <p style="padding-left: 20px;">Financial Aid .....34</p> <p style="padding-left: 20px;">Financial Aid Policy .....35</p>	<p>Rights and Responsibilities of Financial Aid Students36</p> <p>Types of Available Financial Aid .....37</p> <p>Loan Funds .....38</p> <p>Other Sources and Procedural Information .....38</p> <p>Financial Aid Satisfactory Academic Progress Policy 39</p> <p>Financial Aid Warning/Probation .....40</p> <p>Financial Aid Suspension/Termination .....40</p> <p>Appeal Procedure .....40</p> <p>Additional Financial Aid Information .....40</p> <p>Department of Veterans Affairs .....42</p> <p>Services for Students .....47</p> <p style="padding-left: 20px;">Campus Security .....48</p> <p style="padding-left: 20px;">Faculty Advisors .....47</p> <p style="padding-left: 20px;">Counseling Services .....49</p> <p style="padding-left: 20px;">Career and Life Planning .....49</p> <p style="padding-left: 20px;">Services for Students With Disabilities .....50</p> <p style="padding-left: 20px;">Student Email .....51</p> <p style="padding-left: 20px;">WebAdvisor .....52</p> <p style="padding-left: 20px;">The Learning Center (TLC) .....53</p> <p style="padding-left: 20px;">Student Support Services Program .....53</p> <p style="padding-left: 20px;">Campus Government and Student Life .....53</p> <p style="padding-left: 20px;">Food Service .....53</p> <p style="padding-left: 20px;">Bookstore .....54</p> <p style="padding-left: 20px;">Sports and Recreation .....54</p> <p style="padding-left: 20px;">Library, Gerald B. James .....55</p> <p style="padding-left: 20px;">Library Use Policy .....55</p> <p>Academic Regulations .....58</p> <p style="padding-left: 20px;">Academic Integrity Policy .....58</p> <p style="padding-left: 20px;">Grading .....60</p> <p style="padding-left: 20px;">Grading Symbols .....62</p> <p style="padding-left: 20px;">Grades .....62</p> <p style="padding-left: 20px;">Student Change of Program .....68</p> <p style="padding-left: 20px;">Withdrawal from Courses .....70</p> <p style="padding-left: 20px;">Independent Study .....71</p> <p style="padding-left: 20px;">Application for Graduation .....72</p> <p style="padding-left: 20px;">Transcript Requests .....73</p> <p>2013-2014 Performance Measures and Standards ...74</p> <p>Policies and Procedures .....76</p> <p style="padding-left: 20px;">Equal Opportunity/Affirmative Action .....76</p> <p style="padding-left: 20px;">Sexual Harassment Policy .....79</p> <p style="padding-left: 20px;">Student Grievance Procedure .....81</p> <p style="padding-left: 20px;">Cell Phones .....81</p> <p style="padding-left: 20px;">Student Code of Conduct .....81</p> <p style="padding-left: 20px;">Student Discipline .....82</p> <p style="padding-left: 20px;">College Operating Hours .....82</p>
--	---

# *Table of Contents*

Health Services .....	.82
Evening Programs and Services .....	.82
Part-Time Faculty Employment Policy .....	.82
Distance Learning .....	.83
Alcohol and Drugs .....	.84
Tobacco-Free Campus Policy .....	.84
Traffic and Parking Regulations .....	.84
Instructor Lateness or Absence .....	.85
Adverse Weather .....	.85
“Hold” on Student Records .....	.85
Commencement .....	.85
Electronic Signature Policy .....	.86
Intellectual Property Policy .....	.86
Bachelor’s Degree Options .....	.89
Continuing Education Division .....	.90
Minor Enrollment Policy .....	.90
Occupational Extension .....	.90
Human Resources Development (HRD) .....	.90
Career Readiness Certificate (CRC) .....	.90
Customized Training .....	.91
Small Business Center .....	.91
Basic Skills Programs .....	.91
Self-Supporting Courses .....	.92
Eaglemania .....	.92
Curriculum Programs of Study .....	.93
Associate in Applied Science .....	.93
Diploma .....	.93
Certificate .....	.93
Associate Degree .....	.93
General Education Core For Associate in Applied Science Programs .....	.167
College Transfer Programs of Study .....	.169
Associate in Arts and Associate in Science ...	.169
Transfer to a University .....	.169
Course Descriptions .....	.178

## Greetings from the President



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

This catalog includes college policies, program of study information, the academic calendar and much more. I encourage you to review the catalog especially if you are a new student. The information provided will help you meet your educational goals.

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

I hope you enjoy the time that you spend on campus. Take time to visit our Historical Collections Room, hike the Nature Trails, participate in a student organization, or attend an athletic event. There are many opportunities on campus to relax and have fun when you need a break from the classroom or lab.

Welcome to campus!

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

Sincerely,

Dr. Mark O. Kinlaw

President

# Rockingham Community College Board of Trustees

## Chairman

Mr. Mark G. Collins, Reidsville

## Vice Chair

Mrs. Elizabeth H. Maddrey, Eden

Mr. R. Scott Barham, Eden

Mr. Samuel F. Coates, Eden

Mr. Hal Griffin, Reidsville

Mrs. Randy D. Judkins, Reidsville

Mrs. Rebecca G. Price, Stokesdale

Mr. Thomas R. Schoolfield, Reidsville

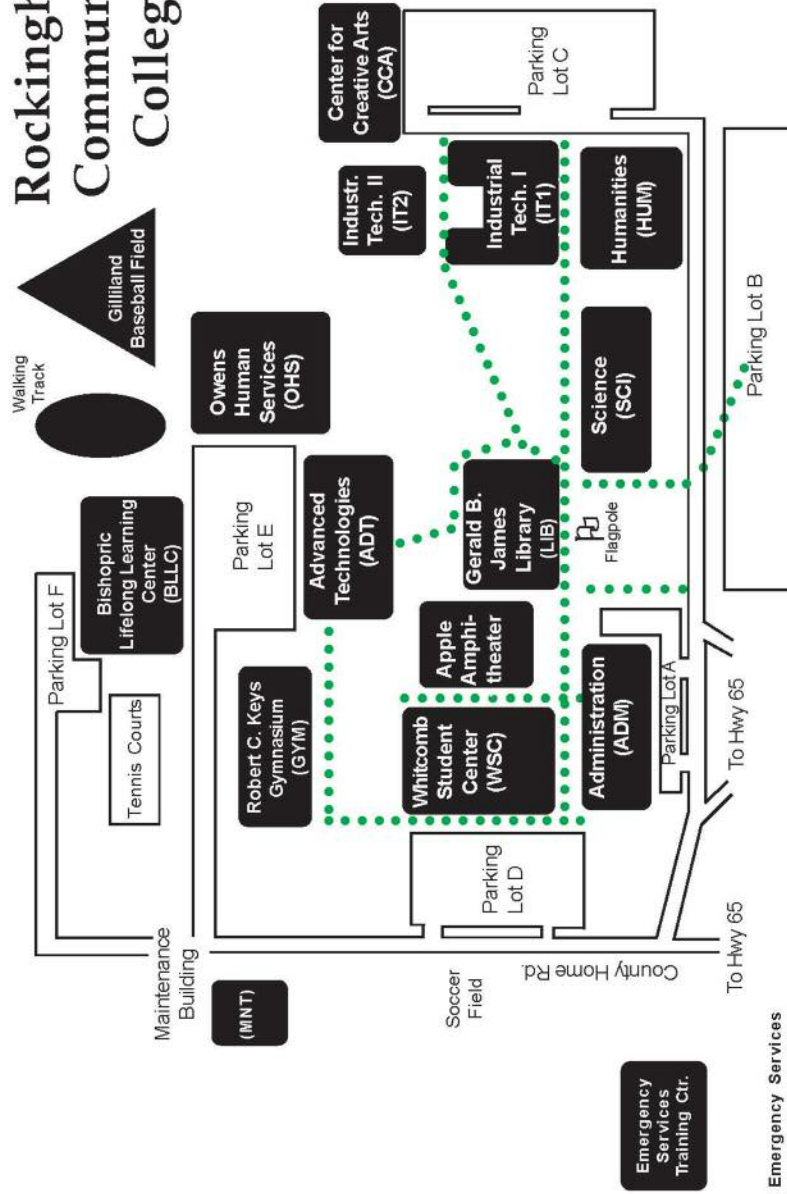
Mr. Robert W. Shelton, Stoneville

Mrs. Janice R. Tate, Madison

Mrs. Cynthia S. Wharton, Ruffin

Mr. C. Grayson Whitt, Eden

# Rockingham Community College



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



# ROCKINGHAM COMMUNITY COLLEGE

## 2015 - 2016 CALENDAR

### Fall 2015

August 5	Start of Sponsored students funds available in Bookstore
August 11	Fall Registration opens 10am-7pm
August 12	Start of Financial Aid funds available in Bookstore
August 12	WebAdvisor and Registration close at 7pm
August 12	Tuition and fees due for 16-week courses by 7pm; Online by 11pm
August 17	Fall Semester Begins
August 17-21	Drop/Add 8am-7pm
August 17-Sept 21	DMA Session 1
August 26	Last day for refund for 16-week courses
September 2	Last day for Financial Aid purchases in Bookstore
September 4	Deadline to receive "W" grade for DMA Session 1
September 7	Labor Day Holiday
September 9	Financial Aid Disbursement
September 15	12-week courses begin
September 18	Deadline to receive "W" grade for 1st 8-week courses
September 24-Nov 3	DMA Session 2
September 29	10-week courses begin
October 1	Deadline to receive "W" grade for DMA Session 1
October 9	Deadline to remove "I" grade for spring/summer terms
October 9	Application deadline for December graduates
October 12	1st 8-week courses end
October 13-16	Fall Break (no curriculum classes)
October 14-16	Faculty break (no curriculum classes)
October 19	2nd 8-week courses begins
October 20-22	Drop/Add period for 2nd minimester
October 28	Deadline to receive "W" grade for 16-week courses
November 2-5	Block Registration for Spring
November 9	Deadline to receive "W" grade for 12-week courses
November 9-Dec 15	DMA session 3
November 12	Spring Registration opens 10am-7pm
November 13	Deadline to receive "W" grade for 10-week courses
November 19	Deadline to receive "W" grade for 2nd 8-week courses
November 20	Deadline to pay graduation fee for December graduates
November 25-27	Thanksgiving Break (no curriculum classes)
November 26-27	Thanksgiving holiday; College Closed
December 10	Tuition and fees due for Spring Semester by 5pm; Online by 11pm
December 16	Fall Semester Ends
December 17	Final grades due by 3pm
December 21	Start of Sponsored students funds available in Bookstore
December 23-Jan 1	College closed for winter break



## Spring 2016

January 4	College reopens
January 4	Spring Registration opens 1pm-7pm
January 5	Start of Financial Aid funds available in Bookstore
January 5	Registration 8am – 7pm; Tuition and fees due by 7pm; Online by 11pm
January 7-8	Drop/Add 8am-5pm
January 8	Spring Semester Begins
January 8-Feb 15	DMA Session 1
January 11-14	Drop/Add 8am-7pm
January 15	Drop/Add 8am-5pm
January 15	Last day for refund for 16-week courses
January 18	MLK Holiday; College Closed
January 27	Last day for Financial Aid purchases in Bookstore
February 3	Financial Aid Disbursement
February 8	12-week courses begin
February 11	Deadline to receive “W” grade for 1st 8-week courses
February 22	10-week courses begin
February 22-Mar 24	DMA Session 2
March 4	Deadline to remove “I” grade for Fall term
March 4	1st 8-week courses end
March 7	2nd 8-week courses begin
March 7-10	Drop/Add period for 2nd 8-week courses
March 23	Deadline to receive “W” grade for 16-week courses
March 28-29	Easter holiday; College Closed
March 28-Apr 1	Spring break (no curriculum classes)
March 30-April 1	Faculty break (no curriculum classes)
April 4-May 5	DMA Session 3
April 4	Deadline to receive “W” grade for 12-week courses
April 8	Deadline to receive “W” grade for 10-week courses
April 14	Registration opens 10am-7pm
April 14	Deadline to receive “W” grade for 2nd 8-week courses
April 29	Deadline to pay graduation fee for May graduates
May 6	Spring Semester Ends
May 9	Final grades due by noon
May 13	Graduation ceremony 10am
May 17	Start of Sponsored students funds available in Bookstore
May 19	Start of Financial Aid funds available in Bookstore

**Summer 2016**

May 25	Registration 10am-7pm
May 25	Tuition and fees due by 7pm; Online by 11pm
May 30	College closed in observance of Memorial Day
May 31	Summer Semester Begins
June 9	Last day for Financial Aid purchases in Bookstore
June 15	Financial Aid Disbursement
July 4	Independence Day Holiday; College Closed
July 26	Summer Semester Ends
July 27	Final grades due by 4pm
July (Date to be determined)	Summer Graduation Ceremony and GED/Adult High School 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 Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Rockingham Community College.

The Commission's contact information is provided to allow interested constituents to: (1) to learn more about the accreditation status of the institution, (2) to file a third-party comment at the time of the institution's decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about Rockingham Community College (such as admission requirements, financial aid, educational programs, etc.) should be directed to Rockingham Community College, not to the Commission's office.

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  
<http://www.coarc.com>

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).

Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting  
6 W. Dry Creek Circle, Suite 210, Littleton, CO 80120  
303-694-9262  
<http://www.arcstsa.org>

Commission on Accreditation of Allied Health  
Education Programs  
1361 Park Street, Clearwater, FL 33756  
717-210-2350  
<http://www.caahep.org>

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  
<http://www.ncbon.com>

The Phlebotomy Program is approved by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).  
National Accrediting Agency for Clinical Laboratory Sciences  
5600 N. River Road  
Suite 720  
Rosemont, IL 60018  
773-714-8880  
<http://www.naacls.org>

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

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

# 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.)
- December 1968—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, 1983, 1993 and 2003.)
- 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.

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– A new college seal is adopted.

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

August 2012– The college adopts a new logo and image campaign.

February 2013–The Center for Creative Woodworking opens in Reidsville, NC.

March 2013–RCC’s Nature Trail is dedicated

August 2013 - The Center for Brewing Sciences opens in Eden, NC.

September 2013 - The Fabrication Center located on campus is dedicated.

September 2013 - The Reidsville Area Foundation donates a \$1.27 million dollar gift to build a Simulated Hospital on the RCC campus.

June 2014 - The Board of Trustees accepts the resignation of Dr. Michael C. Helmick.

July 2014 - The Board of Trustees appoints Dr. William C. Aiken as interim president.

January 2015 - Dr. Mark O. Kinlaw becomes RCC’s fifth president.



# 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 university;
- 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 or a local campus event. Also at RCC, the student selected for the award, as well as all students who were nominated, are recognized at the College's annual Student Awards Ceremony.

## Meritorious Service Award

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

## 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:

A student must maintain a 4.00 GPA within the semester with at least 12 college level credit hours attempted during Fall or Spring or 9 credit hours attempted during Summer.

### *Dean's List*

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

A student must maintain a 3.25 GPA within the semester with at least 12 college level credit hours attempted during Fall or Spring, or 9 credit hours attempted during Summer, with no grade less than a C.

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

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

In an effort to recognize sustained academic excellence, academic honors are awarded 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)

## **Other Awards**

### ***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 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. Persons younger than 18 years old may be enrolled in accordance with specific program requirements. Counseling and advising services are available to help students decide which programs best serve their needs and objectives in life, as indicated by their background, abilities and expressed interests.

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

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

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

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

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

## General Admission Requirements for Curriculum Programs

Applicants for admission to Rockingham Community College must be 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 to appropriate courses at the College. Guidelines established by RCC and area schools will be observed.

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

## Admission to Curriculum Programs

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

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](http://www.rockinghamcc.edu)). The application may also be completed through [www.cfnc.org](http://www.cfnc.org). Paper copies of the enrollment application are available upon request. The Admissions Office may be reached at (336) 342-4261, ext. 2333 or TTY (for hearing impaired applicants) at (336) 634-0132.
2. Request that official high school, GED or equivalent transcripts and all college, university, or other post-secondary educational transcripts be sent directly to the Admissions Office. RCC will only recognize transcripts from North Carolina high schools, home schools, or GED programs registered with the state. RCC will only recognize out of state transcripts from regionally accredited high school or GED programs. Students not completing such a program must complete their high school or GED diplomas before being admitted to a curriculum program. While RCC does not require regional accreditation for North Carolina high school and GED programs, regional accreditation may be required to receive financial aid funds. For a listing of regional accrediting agencies, please see “Credit through Education, Testing, and Other Experiences” on page 26.

Students who are in their first semester of enrollment must submit all official transcripts to the Admissions Office within thirty (30) calendar days from the first day of the academic session. Students who fail to submit all transcripts from institutions attended within 30 days will be moved to special credit status. Special credit students may register for and attend courses, but will be ineligible for financial aid funds or apply for graduation from the college. Upon receipt of all required transcripts by the admissions office, the student will be moved back into the intended program of study.

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

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

3. Meet with an admissions officer. Prospective students will meet in person with an admissions officer to determine the need for placement testing. If placement testing is required, the applicant will be guided to the Testing Center to complete the testing. If placement testing is waived, the student will be directed to the Advising Center. No action will be taken with an application for enrollment until a prospective student meets with an admissions officer.

4. Visit the Advising Center. At the conclusion of placement testing or waiver, all new students will meet with a student success coach in the Advising Center (when appropriate, students with transferable credits will bypass the Advising Center and be assigned to a faculty advisor in their program of study). During the initial meeting in the Advising Center, students will review their test scores and course placement, and they will also develop an individualized academic plan which will include their first semester schedule. Students will use the academic plan as a guide to ensure they meet their academic goals each semester in order to progress toward graduation.

5. Register for first semester courses. New students will register for their first semester courses during an orientation session. The orientation will give new students valuable information to successfully navigate RCC during the first few weeks of the term. The orientation will include a tour of campus and an introduction to campus technology. At the conclusion of orientation, new students will register for courses. Information regarding new student orientation appears on page 23.

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

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

1. Developmental 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.
2. Students applying for Health Sciences programs must adhere to the specific admission requirements including time limits and course grades as outlined in the Health Sciences admission information packets.
3. All credit awarded is at the discretion of the College.
4. Advisors may guide students to repeat the first course in a sequence if there has been a significant time lapse.

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

Applicants for financial aid must have all official transcripts on file in the 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). RCC uses multiple tests to assess applicants’ skills. The COMPASS test is used to assess reading and writing skills and the NC DAP ACCUPLACER test is used to assess math skills. Applicants may be required to take placement tests in all subject areas, and scores from these tests are used to determine the appropriate course placement for applicants.



Many of RCC's college level courses require successful mastery of developmental course levels (i.e. DMA 010-080, DRE 096-098). The student's test scores will indicate if developmental courses are needed prior to enrolling in college level courses. RCC will accept test scores from other institutions provided the scores are from the COMPASS (reading and writing), the ASSET (reading and writing) or the NC DAP ACCUPLACER (math) test. No other test scores are recognized by 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.

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, CIS 111 Basic PC Literacy or equivalent course from any regionally accredited institution within the last three years.
- c. Successful completion of one of the following non-credit courses within the last three years: RCC Ed2Go Introduction to Windows 7 (recommended), RCC Ed2Go Introduction to Windows 8, RCC Ed2Go Computer Skills for the Workplace or HRD 3005 Technology Awareness.

Students who meet the criteria for one of the three areas below have the option to take the COMPASS Math test for placement into advanced college level math courses:

**Multiple Measures Students:** Students who meet Multiple Measures criteria for college readiness and are waived from placement testing are eligible to take the COMPASS Math test for advanced placement.

**Career & College Promise Students (CCP):** CCP students who have met the appropriate "college-ready" cut scores and earned an "A" in high school Math III or higher are eligible to take the COMPASS Math test for advanced placement.

**All Other RCC Students:** All other students who score a 7 or higher on all six NC-DAP Math Accuplacer modules and who believe that taking the COMPASS test will benefit them academically in their program of study are eligible to take the COMPASS Math test for advanced placement. (A student who is completing an AAS degree would not need an advanced math course, and would likely not benefit from taking the COMPASS math test.)

### ***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. Students may also have the placement tests and developmental courses waived if their high school transcript meets multiple measures criteria. 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 22 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 22 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.

### **Readmission to Curriculum Programs**

Rockingham Community College recognizes that circumstances may cause disruption in the progress of a student toward the completion of his/her course of study and that the student may find it necessary to withdraw from his/her program of student or from the College. The student is encouraged, when the circumstances causing the disruption in academic progress have been resolved, to contact the Admissions Office for additional information: (336) 342-4261, ext. 2333 or TTY (for hearing impaired applicants) at (336) 634-0132.

Students wishing to reenroll in a health science program of study must complete all required steps for reenrollment. The readmission steps may be found under the specific health science program of study in this catalog.

Students who have been placed on Academic Suspension for academic deficiencies must complete specific requirements to be reenrolled in the college. Please refer to page 68 of the catalog for an explanation of Academic Suspension and the procedure for readmission.

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

1. Submit a completed RCC Admission Application to the Admission Office. Students who have attended RCC within one year are not required to complete a new Application for Admission. Returning students who have been away from RCC for more than one calendar year may complete the Application for Admission on the RCC homepage ([www.rockinghamcc.edu](http://www.rockinghamcc.edu)).
2. Request official transcripts from any college, university, or other post-secondary educational programs attended after leaving RCC. An official transcript is required to complete the admission process for curriculum programs. The requirement to present official transcripts from all schools attended ensures verification of a student's completion of all courses and/or programs of study at other institutions.

Students who are in their first semester of readmission must submit all official transcripts to the Admissions Office within thirty (30) calendar days from the first day of the academic session. Students who fail to submit all transcripts from institutions attended within 30 days will be moved to special credit status. Special credit students may register for and attend courses, but will be ineligible for financial aid finds or apply for graduation from the college. Upon receipt of all required transcripts by the admissions office, the student will be moved back into the intended program of study.

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 readmission and subsequent advising could result in registration for courses previously completed elsewhere.

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

## **New Student Orientation**

Rockingham Community College requires all new curriculum freshmen, transfers, and readmitted students (i.e., those who have not been enrolled in the college for longer than one calendar year) to attend a New Student Orientation (NSO). All new and readmitted students are required to complete the NSO program prior to registering for classes. No other person, including parents and family members, is permitted to attend the NSO program in lieu of the student.

An Online NSO is available for students who meet any one of the following criteria:

- a) are readmitted to RCC
- b) are transferring into the College with 12 or more credit hours of college-level coursework
- c) have completed at least 12 credit hours as an RCC Career and College Promise student.

The NSO program is not required for students who meet any one of the following criteria:

- a) graduated within the last 12 months from Rockingham Early College High School
- b) enrolled at RCC as a special credit student (not pursuing a curriculum program of study)
- c) have attended at least one curriculum course at RCC within the last 12 months and were enrolled in a program of study.

## **Special Credit Students**

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

## **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](http://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](http://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.

### ***Undocumented Student Admissions***

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

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

## High School Student Enrollment Options

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

- 1) College Transfer (open to 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 freshmen, sophomores, juniors and seniors): potential to earn credential, certificate or diploma in a technical career
- 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 2015-2016 High School Enrollment Options** booklet for information on eligibility requirements for each pathway.

## Home School 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.

## 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; copies of these documents are not provided nor later released to the student. It is the student's responsibility to notify the Records Office of name, address or other directory information changes.

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 Corequisite Requirements

Prerequisites and corequisites serve as safeguards to successful course and program completion to ensure proper knowledge and background for higher-level courses. In certain circumstances, a student may request waiver of a prerequisite or corequisite. Prerequisites and corequisites may be waived upon review and recommendation by the Dean and approval by the Vice President for Academic Affairs. Documentation for waiver of a local prerequisite (course taken prior to another course)/corequisite (course taken at the same time or prior to another course) may include the following:

- A student's RCC academic record
- A transcript from another regionally accredited college indicating that the student successfully completed the same course or a course with similar objectives and content
- Employment history 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

Upon approval by the Vice President for Academic Affairs, the Dean may override the prerequisite/corequisite during registration. Documentation will be kept on file with the Registrar.

## 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 20. 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 (SACSCOC)



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. Continuing Education course work from Rockingham Community College may be accepted for credit toward curriculum courses in specific programs. Courses eligible for articulation may be offered concurrently (stacked) with a curriculum course and taught by a qualified, credentialed instructor; meeting the same requirements, hours, and applicable credentialing exams.
- III. 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.
- IV. 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 Advanced**

<b>Placement Subject Examination</b>	<b>Minimum Score</b>	<b>Hours Awarded</b>	<b>RCC Course</b>
AP Biology	3	4	BIO 111
AP Chemistry	3	4	CHM 131 & CHM 131A
AP Chemistry	5	4	CHM 151
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 Environmental Science	3	4	BIO 140 & BIO 140A
AP European History	3	3	HIS 121
AP European History	5	6	HIS 121& HIS 122
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 Physics B	3	4	PHY 151
AP Psychology	3	3	PSY 150
AP Statistics	3	4	MAT 151 & MAT 151A
AP US Government & Politics	3	3	POL 120
AP US History	3	3	HIS 131
AP US History	5	6	HIS 131
AP World History	3	3	HIS 111
AP World History	5	6	HIS 111 & HIS 112



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.

<b>Course Credit</b>	<b>Score</b>	<b>RCC Equivalent</b>	<b>Hours</b>
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. 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 faculty, approved by program chair, department chair, dean and Vice President for Academic Affairs.
2. Students will register for the course and then request Credit by Exam.
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. 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.
5. 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.
6. 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.

7. 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.
  8. 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.
  9. To attempt a course via Credit by Exam, the student must:
    - A. Register for the course
    - B. Apply to the instructor for credit by exam
    - C. Take the exam within the first two weeks of class

*If the student is successful, the instructor will submit a CE grade for the student for the class. If the student is unsuccessful, the student continues in the class and section as registered.*
  10. All examinations that will be used for Credit by Exams will be approved annually. The examinations will be on file, along with the current approval form in the Dean's office. The registrar will be given a current list of courses that may have a Credit by Exam option annually.
  11. Information concerning which departments offer Credit by Exam courses may be obtained from the office of the Vice President for Academic Affairs or Registrar.
- VII. 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 Academic Calendar on pages 6-9.)

## ***Course Load***

A full-time student is one who is enrolled for 12 or more credit hours during Fall or Spring semester, or for 9 or more credit hours during the Summer term. No student may enroll for more than 19 credit hours for Fall or Spring, or 12 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 anticipated for work.

## ***Enrollment Status***

Full-time enrollment status is 12 credit hours for Fall or Spring and 9 credit hours for summer.

Enrollment information for recipients of financial aid and/or Veterans' benefits is found in the Financial Aid section of the Catalog and also available from the Financial Aid Office.

## ***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 Academic Calendar and registration materials. Registered students wishing to add or drop courses during this period should see their advisor and must submit the required paperwork to the Records Office within the scheduled period. Certain restrictions may apply with regard to the ability to add certain courses following the first class day of a given term.

### ***Course Section Codes***

Section numbers indicate the delivery method and time of offering for a course. The following section code structure is used for credit courses.

Section 1-19	full semester, day
Section 20-24	first minimester, day
Section 25-29	second minimester, day
Section 35-39	videoconferencing
Section 40-44	online, full semester
Section 45-47	online, first minimester
Section 48-49	online, second minimester
Section 50-54	hybrid, full semester
Section 55-57	hybrid, first minmester
Section 58-59	hybrid, second minimester
Section 70-79	evening, full semester
Section 80-84	evening, first minmester
Section 85-89	evening, second minimester
Section 90-92	evening hybrid
Section 93-94	hybrid evening, first minimester
Section 95-96	hybrid evening, second minimester
Section 99	credit by exam
Section IN	independent study

### ***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	\$72.00 per credit hour
*maximum tuition per semester is	\$1152.00
*maximum student activity fee is	\$32.00 per semester
Out-of-State Students tuition is	\$264.00 per credit hour
*maximum tuition per semester is	\$4224.00
*maximum student activity fee is	\$32.00 per semester

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.

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. Those seeking reclassification of tuition status must submit a completed Residence and Tuition Status Application, all supporting documentation, and any supplemental forms (if applicable) to the Registrar for review at least five days prior to the start of the academic term for which he/she is seeking reclassification to be considered. 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 is charged to all graduates. 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

**No Show Procedure**

If a student registers for classes and decides not to attend, it is the student's responsibility to officially drop the class(es) before the first day of the semester, term and/or session in which the course is offered.

To officially drop or withdraw from a course, a student must complete a Drop/Add form and submit it to the Records Office, with required signatures if applicable, by the appropriate deadline.

This is applicable to all students. Simply ceasing to attend classes does not constitute an official withdrawal, nor does notification to the instructor. Failure to submit the required form for official withdrawal to the Registrar's Office will result in the student being liable for applicable tuition and fee charges.

# 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) on or after the first day of classes but 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 on or after the first day of classes but 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 section.

## 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. This procedure 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. This procedure 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 Financial Aid Students**

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

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

Financial aid students have the right to know:

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

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

Students receiving financial aid are responsible for:

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

## **Types of Available Financial Aid**

All students seeking federal or state financial aid based on need must begin the process by completing the Free Application for Federal Student Aid (FAFSA). This application may be completed online at [www.fafsa.gov](http://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 based upon student need. As monies are limited in this fund, students are encouraged to complete the FAFSA early.

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

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

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

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

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

The Federal Work-Study Program provides jobs on campus for students who demonstrate financial need, are enrolled in a minimum of 6 credit hours in an approved course of study, maintain 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](http://www.rockinghamcc.edu) or in the Financial Aid Office.

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

Various individuals and organizations contribute funds for scholarships. RCC uses an online application process for scholarships provided by the RCC Foundation. The online application is available January 1. Please use the link marked “Scholarship Application” that is found under the “Quick Links” section of the top of the RCC web page ([www.rockinghamcc.edu](http://www.rockinghamcc.edu)). All scholarship application information must be completed by April 1 for the following academic year (which includes the fall and spring terms following the April 1 deadline).

If you have questions about scholarships, or the application process, please contact the financial aid office at 336-342-4261, ext. 2203.

## **Loan Funds**

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

## **Other Sources and Procedural Information**

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

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

All financial aid is awarded on the basis of demonstrated need. Those persons who foresee a need for financial assistance are encouraged to complete the Free Application for Federal Student Aid (FAFSA) early in the year preceding the date of expected enrollment. The FAFSA may be filed online at [www.fafsa.ed.gov](http://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 April 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.

## **Calculation of Financial Aid Awards**

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)
- 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 financial aid is adjusted according to Pell Formula 4 and disbursed in two parts, the second disbursement made after 312 hours and 12 weeks are completed.

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

- Multiply the number of lecture/lab and contact hours by 16 weeks and divide by 37.5.
- Example: registered for 4 classes and 13 contact hours ( $13 \text{ contact hours} \times 16 \div 37.5 = 5.55$  Title IV credit hours. Round down to 5 Title IV credit hours and receive aid at less than half-time status.

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

Rockingham Community College (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](http://www.revfad.com/gpa_calculator.html).

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

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

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

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

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

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

Students not making satisfactory progress due to GPA, pace of completion, and/or maximum time frame rule will be put on financial aid warning/probation. Students on financial aid warning/probation will be allowed one semester to achieve 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](http://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.

Maximum timeframe appeals must include from the student's academic advisor a list of the specific courses that are needed for graduation.

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](http://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.

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 notifying the institution, or
    - the student’s last day of attendance at a documented academically-related activity.
2. Refunds on all institutional charges, including tuition and fees, will be calculated using the state refund policy published in the RCC Catalog.
3. Title IV aid is earned in a prorated manner on a semester basis up to and including the 60 percent point. Title IV aid is viewed as 100 percent earned after the 60 percent point of the semester.
  - a. The percentage of Title IV aid shall be calculated as follows:

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

The percent of semester completed shall be the percentage of Title IV aid earned by the student. The total number

of calendar days in a term of enrollment shall exclude any scheduled breaks of more than five days.

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

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

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

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

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

- d. When the total amount of unearned aid is greater than the amount returned by RCC from the student's account, the student is responsible for returning unearned aid to the appropriate program(s) as follows:
  1. Federal Pell Grant \*\*
  2. Federal SEOG\*\*
  3. Other Title IV grant programs\*\*
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 may 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.

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

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

## Department of Veterans Affairs

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

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

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

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

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

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

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

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

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

### Regulations for Students Receiving VA Educational Benefits

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

#### 1. **Audits**

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

## 2. **Independent Study**

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

## 3. **Course Options**

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

## 4. **Internet/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.

## 5. **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.

## 6. **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.

## 7. **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.

## 8. **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, WP or R** If an eligible veteran withdraws from a course after the drop-add period, receives a non-punitive WWP grade or R, and mitigating circumstances are not found, benefits for that course will be terminated effective back to the first day of class in that course. The course can be repeated for VA benefit payments. If the eligible veteran withdraws and mitigating circumstances are shown, the veteran will be eligible for benefits through the last day of attendance in that course.
- 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 are “A”, “B”, “C”, “D”, “S”, “P”: If the eligible veteran completes a course and a grade of A, B, C, D, S, or P is assigned for a course in which credit is granted toward graduation, VA benefits will be paid for the entire semester. However, the course cannot be repeated for VA benefits credit.

- WF** If the eligible veteran withdraws after the fourth week of the semester while failing the course and is assigned a punitive WF grade, the VA benefits will be payable up to the last date of attendance in the course. This course can be repeated for VA payment purposes.
- F** If the eligible veteran attends class, completes the course, but is assigned a punitive “F” grade for which no credit toward graduation is granted, VA benefits will be paid for the entire semester. It is distinguished from non-punitive grades, because the hours attempted are used to determine the accumulative quality-point average for graduation purposes. The course can be repeated with VA benefits.

## **Progress Records**

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

## **Probation**

All students receiving VA educational benefits must maintain satisfactory progress toward their diplomas/degrees. (See RCC Satisfactory Academic Progress Policy and Procedure in current college catalog.) If progress is unsatisfactory, the law requires the college to report this to the VA. 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.

## Academic 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 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. Student success coaches start the academic advising process with new students and provide advising services through the first semester, while faculty advisors continue the advising process with students after the first semester and guide them to program completion.

## Student Success Coaches

New students begin their academic advising experience with a student success coach in the Advising Center. Located on the upper level of the Whitcomb Student Center, the Advising Center was established to provide an inviting first semester experience for new students that allow them to learn about the advising process at RCC and about the roles and expectations for students and advisors. New students will be assigned to a student success coach, who will assist them during their first semester at RCC. In the first semester, the student success coach will review the first semester advising syllabus with students. The syllabus outlines advising objectives, student learning outcomes, and expected roles of the student success coach and student. Adhering to the roles and expectations as outlined in the advising syllabus will give students the best chance at success at RCC. The roles of the student success coach/faculty advisor and student are listed at the end of this section.

With the help of a student success coach, students will also have the opportunity to research their program of study and potential career options. Students who have not thoroughly researched their program of study and/or career options will be referred to the C. Garland Rakestraw College Transfer and Career Development Center for assistance with exploration and testing. Once the program of study and career options have been established, students will develop an individualized academic plan with their student success coach. This academic plan will serve as a guide for students to ensure they meet their academic goals each semester in order to progress toward graduation.

Student success coaches will stay connected to students throughout the semester to serve as a resource and to intervene if students show signs of trouble academically during the semester.

## Faculty Advisors

Near the end of the first semester, new students will transition from the advising center to a faculty advisor in their identified program of study. By this time, students will have made an informed decision about their program of study and will be prepared to continue to progress through their academic plan and the advising process with a faculty advisor. Faculty advisors will continue the advising relationship that started in the Advising Center, but will move the focus of the relationship towards program completion, career goals, and life after RCC. Faculty advisors will be better-equipped to provide program-specific guidance to students that will aid them in making sound course selections each semester as well as making adjustments to their overall academic plan.



### The Role of Student Success Coach/Faculty Advisor

- Be fully accessible to students
- Assist students with identifying and clarifying educational and career goals
- Effectively communicate the curriculum and graduation requirements for the student's program
- Effectively interpret college academic policies and procedures
- Refer students to appropriate campus resources based on student's needs
- Monitor and accurately document students' progress toward meeting their goals
- Maintain an active file on each advisee
- Maintain an updated academic plan and graduation check list
- Assist with developing semester course schedule
- Provide students with strategies that promote student success
- Maintain confidentiality

### The Role of Student

- Schedule and keep appointments with student success coach/faculty advisor
- Complete all necessary assessments to the best of the student's ability (placement testing, career assessments, etc)
- Share information that pertains to student's educational and career goals
- Take an active role in the advising process by asking questions and researching programs and careers
- Be prepared for advising sessions by reviewing course offerings, researching pre- and co-requisites for courses, identifying ideal days and times for classes
- Be open and honest
- Follow through on advising recommendations

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. Student success coaches and faculty advisors and counselors are available to all students, but final responsibility remains with the student.

Currently-enrolled students assigned to a faculty advisor who wish to register via Web Advisor must see their faculty advisor to remove any restrictions that could prevent registration.

## **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](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.

Emergency communication on campus is assisted by the availability of 13 blue emergency call-box stations that are located across campus. Easily recognized by constantly-lit blue light on top of the blue poles, each call-box location provides direct contact with Campus Security.

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.

## **Career and Life Planning**

The C. Garland Rakestraw College Transfer and Career Development Center provides resources and services to assist people in career and educational planning. The center is located in the Whitcomb Student Center. These resources are designed to encourage individuals to examine and understand their personal aptitudes, interests, behaviors, abilities, skills and values and to use this information in exploring and establishing realistic career goals. Types of resources offered include: individual and group counseling by a career counselor; a variety of 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.

## **Counseling Services**

The primary objectives of counseling at Rockingham Community College are:

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

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

Typical counseling sessions involve career testing and counseling, as well as discussing personal challenges and academic issues. Students may receive short-term, solution-based personal counseling for issues that present themselves either inside or outside of the classroom. Referral services to other agencies are available for those individuals who may be in need of them.

In addition to personal counseling services, students can expect to receive the following counseling-related services:

#### Academic Services:

- Explanation of placement test scores and placement into program courses
- Changing program of study
- Academic advising
- Dropping a course
- Withdrawal from the College
- Academic Probation and Suspension
- Reviewing and interpreting the College's academic policies
- Registration assistance

#### Career Services

- Choosing a career/program
- Career exploration/assessments
- Career planning
- Job postings board and job fairs
- College transfer information
- Workshops and in-class presentations

#### Disability Services

- Approve/verify student disability status
- Arrange accommodations
- Inform campus of ADA regulations/guidelines
- Educate/increase campus awareness

Students are encouraged to use the counseling services at RCC to assist them with maintaining a healthy balance between the college, work, and personal aspects of their lives. as an important part of their college lives.

## 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

Students can access employment-related services through RCC's *Employment NC!* virtual jobs board. This jobsboard allows employers to post jobs, and it also allows students and alumni to upload resumes and cover letters, create portfolios, and search for and apply for jobs directly to the employer. Students can create an individualized *Employment NC!* Account, which gives them access to hundreds of jobs posted by employers throughout the state of North Carolina. The *Employment NC!* virtual jobs board is accessible on the college website [www.rockinghamcc.edu](http://www.rockinghamcc.edu).

## 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).

Handicapped parking stickers are available from the office of the Vice-President for Student Development 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).

## **The Learning Center (TLC)**

The Learning Center (TLC) is an academic support center committed to providing academic support that supplements classroom instruction. Specific tutoring by professional and peer tutors is available for math, reading, English, writing, Spanish, general biology, anatomy and physiology, chemistry, physics, and computer courses. Tutoring is a free service provided to all RCC students. Appointments are available, but walk-ins are welcome. In addition to our face-to-face tutoring services, we have computers available for student use with qualified assistants on hand to assist students in their operation. At the center, students can check e-mail, communicate with instructors, write papers, work on group projects, or study independently.

The TLC is located in the Advanced Technologies Building, Room 106. General operating hours for the center are 8:00 a.m. to 6:00 p.m. Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Friday. Hours for summer, holiday, and semester breaks are posted at the TLC and on the TLC web page. For more information please call (336) 342-4261, ext. 2233.

## **Student Support Services Program**

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

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

The Student Support Services Program is located in the Advanced Technologies Building, Room 106.

## **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.

Students are invited to join clubs which cater to their interests or to organize other organizations in accordance with guidelines approved by the SGA. 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 books and 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; and 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 issue a refund subject to the following policy:

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

## **Sports and Recreation**

### ***Intercollegiate Athletics***

RCC offers women's volleyball and men's baseball. Individuals interested in playing intercollegiate athletics at RCC should call the Director of Student Life and Athletics. Students admitted to the college who plan to participate in intercollegiate athletics must meet all admissions criteria set forth in the college catalog. Athletic recruitment follows the guidelines set forth by the National Junior College Athletic Association 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 the citizens of Rockingham County. Individuals are invited to come to the library to study, use a computer, get assistance with research, or for their own personal enrichment.

### ***Library Materials and Services***

The library houses more than 40,000 books, DVDs, 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 information. The library also provides electronic access to information including NCLive databases, ebooks, online newspapers and many periodicals. Off campus use of electronic resources requires a password which is emailed to students at the start of each semester. 32 desktop computers and 10 laptop computers are available for use in the library, or bring your own device and make use of the wireless network. Two scanners and a photocopier are also available.

### ***Group Study Rooms***

When not reserved, group study rooms are available to users on a first come, first served basis. Group reservations may be made in person at the main desk, by phone at 342-4261, ext. 2247, or online at the library webpage. Rooms may be booked in 1 hour increments for a maximum of 3 hours per day. Reservations are held no more than 10 minutes after the scheduled time.

### ***Hours***

Monday through Thursday: 7:45 a.m. to 7:00 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](http://www.rockinghamcc.edu/library)

## **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 may purchase ear buds 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 tornado drill by one long blast of at least 30 seconds over the college's horn system. A fire alarm consists of one continuous shrill blast.

### ***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 Mary Gomez, Director of Library Services at [gomezm@rockinghamcc.edu](mailto:gomezm@rockinghamcc.edu).

# 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.

## ***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.

## **Academic Integrity Policy**

Rockingham Community College requires all members of its academic community to demonstrate and maintain high standards of academic integrity and personal conduct. In order to assure that Rockingham Community College is an institution of high scholarship, it is the responsibility of every member to be familiar with and adhere to the academic integrity policies of the College.

Academic integrity will not be compromised at Rockingham Community College. Students should act with personal integrity and honesty to help create and sustain an environment in which students are recognized for their own work. Students must not engage in or help others to commit acts of academic dishonesty, including cheating, plagiarism, lying, and gaining unfair advantage. Students are expected to report violations.

## ***Definitions***

Cheating is defined as providing, receiving or attempting to receive information, data, answers or other information not permitted by the instructor.

Plagiarism is defined as presenting another's work, words, ideas, opinions, theories, etc. either in whole or in part as though they were the student's own efforts.

In the context of academic integrity, lying is defined as intentionally providing false information to a fellow student or college employee. Gaining unfair advantage is defined as participation in any activity that intentionally or unintentionally gives a student an unfair advantage in the student's academic work over another student.

## ***Procedure for Violations of Academic Integrity***

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 and must be outlined on the course syllabus. All cases for which an instructor has imposed an academic sanction or delivered a warning resulting from academic dishonesty must be reported to the Vice President for Student Development for the purpose of maintaining accurate records of the frequency of violations. In certain cases, the instructor may also file a formal complaint with the Vice President for Student Development for further disciplinary action beyond the classroom.

When an apparent violation of academic dishonesty has occurred, the instructor will retain related documentation and complete the Academic Integrity Violation Form. The instructor will notify the student within seven class days upon discovery of the alleged violation to discuss the academic dishonesty charge and explain the proposed consequences of the violation. When a face-to-face meeting is not possible for a student, the instructor will notify the student by official RCC email. The student is expected to sign the form, indicating whether he/she accepts the sanction or wishes to challenge the accusation or proposed sanction. Failure to obtain the student's signature does not interrupt the process.

A copy of the form will be provided to the student and the Academic Dean. The Academic Dean will send a copy of the form to the Vice President for Student Development. The Vice President for Student Development will maintain and keep records of all cases involving violations of academic integrity. The student will be notified by the Vice President for Student Development when a case has been filed.

In any case, if the student wishes to challenge a charge of academic dishonesty or the sanction, he/she may file a Student Academic Grievance. The procedure for filing such a grievance is located in the RCC Student Handbook.

## ***Student Withdrawals from Courses***

Students may not drop a course in order to avoid a punitive grade after they have been charged with a violation of academic integrity. Students charged with a violation of the Academic Integrity Policy may receive a course grade of F or WF at any point during the semester.

## ***Sanctions***

### **First Offense**

After the Vice President for Student Development confirms that the violation is a first time offense, students are subject to the following sanctions for a period of two consecutive academic terms:

1. The student is not eligible to hold an office or leadership position in a college or student organization, publication, activity or athletic team;

2. The student is not eligible to be elected to membership in any honor society or to receive any college award;
3. The student forfeits any stipend to be awarded in conjunction with an elected office or leadership position. If the student is a student-athlete, the student will not participate in two consecutive intercollegiate matches for volleyball, and four consecutive intercollegiate games for baseball.

In cases involving a second or further offense, the student will meet with the Vice President for Student Development to discuss the academic dishonesty charges on file and receive notification of the sanctions of the violation.

### **Second Offense**

If the student has a second violation, the student will be immediately placed on Academic Suspension. The student will be withdrawn from the College and ineligible to enroll at the College for two consecutive semesters. Following the completion of two semesters of inactivity at the College, the student must apply for readmission.

### **Third Offense**

If the student has a third violation, the student will be expelled from the College indefinitely.

## **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, P, R

- 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.
- P** The student successfully completed the course with a passing grade. This symbol does not count as hours attempted or as hours earned.
- R** The student did not successfully complete the course and must re-enroll. This symbol does not count as hours attempted or as hours earned. Grades of **R** earned in developmental courses are also included in the number of times the course has been attempted.
- 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. Exceptions may be granted by the Vice President for Academic Affairs.

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

### ***Incomplete Grade***

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 overall and in the program of study for all certificates, diplomas and degrees is necessary to meet grade requirements for graduation.

### ***Grade Forgiveness Policy***

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

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

### ***Grade Forgiveness Procedure***

A student seeking Grade Forgiveness must make an appointment with a counselor who will assist the student in completing an Application for Grade Forgiveness. The student must also write a letter explaining the reason(s) for requesting Grade Forgiveness and the circumstances that surrounded the unsatisfactory course. The completed application and letter must be submitted to the Vice President for Academic Affairs who will review the case. In case number one above, the Vice President will consult with the appropriated Dean to confirm that the course will no longer be offered. In case number two above, the Vice President will consult with the appropriated Dean, who will in turn consult with the faculty member who assigned the grade. In cases where the faculty member is no longer employed by the college, the Dean will serve in the faculty member's role. The decision of the Vice President is final.

The following conditions apply to Grade Forgiveness:

1. The student must be currently enrolled at Rockingham Community College or will enroll in the academic term immediately following the approval of Grade Forgiveness.
2. For each course for which Grade Forgiveness is approved, forgiven grades and hours attempted will no longer be calculated in the student's cumulative grade point average nor counted towards graduation requirements. The original course listing and grade will remain on the transcript, effective Fall 2013.
3. Grade Forgiveness may not be requested for any course which was counted toward graduation requirements for a certificate, diploma, or degree previously awarded by Rockingham Community College.
4. Approval of Grade Forgiveness applies to Rockingham Community College courses only. There is no expectation that grade forgiveness will be recognized by another college or university.
5. A student's eligibility for financial aid is determined in accordance with applicable federal, state, and institutional financial aid regulations. The Grade Forgiveness policy does not override financial aid regulations. Therefore, a student seeking Grade Forgiveness must consult with the financial aid office to determine the potential impact of Grade Forgiveness upon his or her financial aid eligibility.
6. Grade forgiveness may be granted only once except in the case when a course is no longer offered by the college.

### ***Grade (Final) Appeal***

All students enrolled in classes at Rockingham Community College have the right to appeal a 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, the student must submit a letter to the Dean of the academic division in which the course was taught. The letter should specify the reason(s) for which the student is appealing the final course grade. The student must also make an appointment with the division Dean in order for the dean to discuss the appeal with the student. (Prior to submitting the letter to the Dean, although not required, the student is encouraged to meet with a counselor or academic advisor, either of whom may assist the student in writing the letter explaining the student's appeal of the final course grade.)
3. If the matter is not resolved to the student's satisfaction by the academic division Dean, the student may appeal the final grade to the Vice President for Academic Affairs. The student must submit a new letter to the Vice President, explaining the reason(s) to appeal the final course grade. The Vice President may require an interview with the student as part of this review process, which will include consultation with the course instructor and academic division Dean.

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 "P" and "CE". A student requesting a repeat of course for which an "AU" was recorded, must follow the Audit policy on page 62. A student will be permitted to repeat (second attempt) a course without permission. A third attempt of a course requires the student to complete the Course Repeat Form and make an appointment for approval with 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 University Transfer, Computer Integrated Machining 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 a Drop/Add/Withdrawal Form.
2. 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.
3. The Records Office notifies the Business Office and the Educational Partnerships, Financial Aid and Veteran's Affairs offices if applicable.

## ***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. In cases where justifiable reasons exist (i.e. extenuating circumstances), students are required to meet with their instructor to initiate withdrawals. Also, students who are found guilty of academic dishonesty 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 academic dishonesty. 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 Grade Symbol 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 and content is necessary to progress in a program of study.

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 division involved and approved by the Vice President for Academic Affairs.
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, and/or certificate must apply for graduation by submitting an Application for Graduation for each credential to the Records Office. 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. A \$25.00 graduation fee is charged to all graduates which includes the cost of providing the diploma and diploma cover, cap, tassel, gown and 10 graduation invitations. The college holds graduation ceremonies in May for December and May graduates and in July for July graduates.

Students completing their programs of study may apply for July or December graduation, although there is no ceremony. Persons completing graduation requirements in July may be eligible to march in the May ceremony if they fulfill specified criteria that are available through the Registrar's office as well as in documents posted on the RCC website. Persons permitted to march in the May ceremony who will not complete their requirements until the end of the following summer term (normally, in July) will not receive a diploma until all graduation requirements are fulfilled.

To be eligible for graduation, the student must have completed the appropriated program requirements, have a final cumulative overall GPA of 2.0 or above and a final cumulative GPA of 2.0 or above in the selected program of study, and have cleared all indebtedness to the college including payment of tuition, fees, and/or fines, return outstanding library materials, or other outstanding obligations.

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.

## **Transcript Requests**

Requests for transcripts must be received in writing and must include a valid student signature. A transcript request form is available on the College's website. Requests may be submitted in person, by mail, by fax, or by email (with a valid electronic signature); requests are not accepted by telephone. A processing time applies to all transcript requests. Only Rockingham Community College transcripts are released. To obtain copies of transcripts from other institutions attended, students must contact the institution from which the transcript originates.

The Records Office does not provide unofficial transcripts. Students may print an unofficial transcript using *WebAdvisor*. Because only official transcripts are provided by the Records Office, transcripts are not sent by fax.

# 2013-2014 Performance Measures for Student Success

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

## **A. Basic Skills Student Progress**

Percentage of students who progress as defined by an educational functioning level.

NCCCS Baseline: 20.6%

NCCCS Goal: 51.2%

RCC: 45.0%

## **B. GED Diploma Passing Rate**

Percentage of students taking at least one GED test during a program year who receives a GED diploma during the program year.

NCCCS Baseline: 49.3%

NCCCS Goal: 82.0%

RCC: 67.6%

## **C. Developmental Student Success Rate in College-Level English Courses**

Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of "P", "C" or better upon the first attempt.

NCCCS Baseline: 45.2%

NCCCS Goal: 74.9%

RCC: 56.9%

## **D. Developmental Student Success Rate in College-Level Math Courses**

Percentage of previous developmental math students who successfully complete a credit math course with a grade of "C" or better upon the first attempt.

NCCCS Baseline: 47.5%

NCCCS Goal: 75.4%

RCC: 65.4%

## **E. First Year Progression**

Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("P", "C" or better) at least twelve of those hours.

NCCCS Baseline: 53.2%

NCCCS Goal: 74.6%

RCC: 72.1%

### **F. Curriculum Student Completion**

Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.

NCCCS Baseline: 28.6%

NCCCS Goal: 45.6%

RCC: 43.3%

### **G. Licensure and Certification Passing Rate**

Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

NCCCS Baseline: 71.0%

NCCCS Goal: 91.7%

RCC: 68.0%

### **H. College Transfer Performance**

Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

NCCCS Baseline: 71.2%

NCCCS Goal: 93.8%

RCC: 82.5%



# 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. Referral 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 violations of course policies or requirements as contained in the instructor's course syllabus, 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 infraction 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 Integrity 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:

- 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/credit-programs/distance-learning/index.htm> Students are advised to contact Curtis Dunlap, Distance Learning Specialist at [dunlapc@rockinghamcc.edu](mailto:dunlapc@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/credit-programs/distance-learning/start/>

## **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 campus-wide speed limit on all roads, alleys, and driveways is 15 MPH. Speed limit within parking lots may not exceed 10MPH.
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 Lateness 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 arrive and conduct the class.

## Adverse Weather

When the college is closed or classes are canceled or delayed due to adverse weather, appropriate announcements will be made via Eagle Alert, RCC website, Facebook, and local media. When the college has a delayed opening, students are to report to the class, lab, or shop as though the class was already in progress regardless of time remaining in the scheduled meeting. The instructor will be present and ready to teach or to answer questions and make assignments as time allows.

Rockingham Community College has an obligation to deliver the instructional services for which students pay tuition and fees. Therefore, class hours which are not delivered for any reason including adverse weather will be delivered to students based on how the missed learning objectives will be taught. The class hours may be rescheduled or an approved alternative assignment will be issued.

## “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.”

## 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.

## **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.

## **Intellectual Property Policy**

Rockingham Community College encourages the development, writing, invention, and production of intellectual property designed to improve the productivity of the college and/or to enhance the teaching/learning environment. Intellectual property is defined as intellectual and creative works that can be copyrighted or patented, such as literary, dramatic, musical and artistic works, computer software, multimedia presentations, inventions, etc. A student retains portfolio rights to works created by the student as a class assignment or as part of a pro-bono commission approved as a student project by an instructor. A pro-bono commission is work that an instructor may approve for students to undertake as a skill-building opportunity. Students may receive token payments provided by the person or group that commissions such a work. The ownership of a copyright or patent resulting from the development of intellectual property and any rewards or recognition attributed to the copyright or patent will be determined according to the following conditions.

### ***Ownership Resides with the Employee or Student***

1. Ownership resides with the employee or student if the following criteria are met:

- The work is the result of individual initiative, not requested by the college.
- The work is not the product of a specific contract or assignment made as a result of employment with the college.
- The work is not prepared within the scope of the individual's college job duties.
- The work does not involve use of college facilities, time, and/or other resources and is not derivative of any other college-owned copyright. (Students may not use college equipment or resources for works for hire.
- Inventions or discoveries made by the employee entirely on his/her personal time (e.g. made during non-working hours) and not involving the use of the college facilities or materials are the property of the inventor except as may be specified in any applicable agreement between the college and the federal or state government, or an agency thereof.

2. The employee shall disclose promptly to the college all discoveries and inventions made during the term of any agreement or contract. The duty to disclose arises as soon as the Employee has reason to believe, based on his or her own knowledge or upon information supplied by others, that the discovery or invention may be patentable. Certainty about patentability is not required before a disclosure is made. The employee shall execute such declarations, assignments, or other documents as may be necessary in the course of invention evaluation, patent prosecution, or protection of rights to insure that title to such inventions shall be held by the college.

### ***Ownership Resides with the College***

1. Ownership resides with the college if the following criteria apply:

- The work is prepared within the scope of an employee's job duties.
- The work is the product of a specific contract or assignment made in the course of the employee's employment

with the college.

- The development of the work involved significant facilities, time, and/or other resources of the college including, but not limited to, released time, grant funds, college personnel, salary supplement, leave with pay, equipment, or other materials or financial assistance, or is derivative of any other college-owned copyright.

2. Although an employee may not personally profit from college-owned property which he or she developed, the employee may include it as representative in a personal portfolio.

### ***Copyright***

If the employee does not satisfy all of the criteria set forth in Section II, "Ownership resides with the employee or student," then the college asserts copyright ownership in all original works of authorship created by the employee during the term of any agreement or contract. All such works shall be deemed "works-for-hire" under the U. S. copyright law; but to the extent a work does not qualify as a "work-for-hire," the employee hereby assigns to the college all rights, title and interest in and such to work throughout the world. Works subject to this provision include, but are not limited to, textbooks, course content as taught at the college, and course design materials used to present course content.

### ***Patents***

With the exception of inventions made on personal time, every invention or discovery or part thereof that results from research or other activities carried out at the college by the employee or that is developed by the employee with aid of the college's facilities, staff or through funds administered by the college during any agreement or contract shall be the property of the college and, as a condition of employment, shall be assigned by the employee to the college in the manner prescribed by the college.

### ***Joint Ownership***

A. Joint ownership agreements should be negotiated prior to creation of the property. When it can be foreseen that commercially valuable property will be created, the college and the employee or the college and the student should negotiate an agreement for ownership and the sharing of benefits. The college and the employee or the college and the student may enter into an agreement for an equitable arrangement for joint ownership, sharing of royalties, or reimbursement to the college for its costs and support. In all such joint ownership cases, the agreement shall provide that the college will have a perpetual license to use the work without compensation to the employee or student for such use.

B. If an employee is granted full or partial leave with pay (e.g. release time or educational leave), to write, develop, produce, or invent intellectual property, the employee and the college will share in any financial gain, and the college's share will be negotiated prior to the time the leave is taken. Notwithstanding the provisions of this policy, in the case of a work created under a grant accepted by the college, the ownership provisions of the grant shall prevail.

### ***Use of Revenue***

The revenue derived from college-owned intellectual property is considered to be the same type of funding as that which allowed the development of the intellectual property, i.e. federal, state, county, or institutional. Revenue from intellectual property generated by more than one type of funding is allocated to that revenue source in the year it is

received in the same proportion as the funding that allowed the property to be created. The college shall determine the use of the funding.

### ***Liability Issues***

All college faculty and staff will ensure that the courses and materials created by them are original except for such materials from copyrighted sources that are reproduced with the written permission of the copyright holder; that the courses or materials will in no way constitute a violation of or an infringement upon any copyright belonging to any other party; that the courses or materials will contain no information previously published or copyrighted by the faculty member unless such information is noted in the course or material; and that the course or material will contain no matter which is libelous or in any way contrary to law.

### ***Disciplinary Action***

Individuals are responsible and liable for their own actions in the creation, use, and distribution of intellectual property. Violations of this policy may also result in disciplinary action by the college including expulsion from the college and/or termination of employment.

## **Bachelor's Degree Options**

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

Students may complete the Bachelor of Science Degree in Industrial Technology (BSIT) - Associate in Applied Science

(AAS) Transfer Program. The BSIT Transfer Program is a degree completion curriculum designed for students who have been awarded a qualified AAS degree in an industrial or technical related field. The approved AAS programs can be viewed at <http://www.ecu.edu/cs-tecs/techsystems/bsit.cfm>. Courses may be completed on the campus of ECU or online. For more information, contact Chandra Caple, Director of Educational Partnerships, at (336) 342-4261 ext. 2130 or [caplec@rockinghamcc.edu](mailto:caplec@rockinghamcc.edu).

### ***Greensboro College - Bachelor's Degree in Elementary Education or Birth-Kindergarten***

Candidates for these programs are students who have completed or who are near completion of the Associate in Art's Degree, students who have completed two years of college transfer studies, and lateral entry candidates or teacher assistants. For more information, contact Chandra Caple, Director of Educational Partnerships, at (336) 342-4261 ext. 2130 or [caplec@rockinghamcc.edu](mailto:caplec@rockinghamcc.edu).

### ***Greensboro College - Bachelor's Degree in Criminal Justice***

Candidates for this program are students who have completed their associate's degree in Criminal Justice, are in the process of completing their degree, or have completed a degree in another field and are interested in pursuing a bachelor's degree in criminal justice. For more information, contact Chandra Caple, Director of Educational Partnerships, at (336) 342-4261 ext. 2130 or [caplec@rockinghamcc.edu](mailto:caplec@rockinghamcc.edu).

### ***Winston-Salem State University (WSSU) - RN to BSN Outreach Option***

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](mailto:littleb@wssu.edu)



# Continuing Education

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

- those seeking new or enhanced employment
- business and industry desiring customized training programs
- entrepreneurs, small start-ups, and small established businesses
- adult students seeking a High School Equivalency, Adult High School Diploma, and ESL
- community residents desiring life-long learning opportunities

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

See [www.rockinghamcc.edu](http://www.rockinghamcc.edu) for class schedules.

## Minor Enrollment Policy

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

## Occupational Extension

Occupational Extension courses through the Non-Credit Division offer training to upgrade and/or improve current job skills. These short term classes prepare students for new and changing employment requirements. Courses are available online and in the classroom to develop both personal and marketable skills. These courses are geared to meet the demands of local business and industry. The goal of occupational extension courses is to provide lifelong learning and skill development opportunities in a global, competitive economy. The Non-Credit Division maintains a working relationship with community agencies and businesses to assess, sponsor, and provide quality programs in demand occupations.

Occupation extension classes prepare students for the following:

- New Career Skills Development
- Licensing Exams
- Certification Programs
- Continuing Education Units (CEU's)

## 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.

## 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 works 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. For inquiries concerning the RCC Small Business Center, contact the SBC Director at (336) 342-4261, ext. 2316.

## **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, ext. 2146.

### ***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. The first step in continuing lifelong education, ABE instruction is individualized, self-paced, and is designed to meet students' needs, interests, and skill levels.

### ***Adult High School Program***

The Adult High School Program is for anyone who wants to complete their high school education and earn a diploma. Classes are free and are held on the RCC campus. All materials are provided for use in the classroom. Students may be awarded credit for previously completed high school courses. Interested students must attend an orientation session and provide an official high school transcript. One credit is earned for each course that is successfully completed. A graduation ceremony will be held each May for all students who have completed the program during the previous year. Call 342-4261, Ext. 2146.

### ***High School Equivalency Diploma Program***

High School Equivalency classes are offered to ready students for the structure, format, and content covered on the equivalency exam. RCC offers the computer-based GED®Test. The focus 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 on the RCC Campus in the Pearson VUE lab located in the Science Building. For information regarding GED® testing please call 342-4261, ext. 2146.

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

Rockingham Community College offers English as a Second Language (ESL) classes as part of our mission to offer educational opportunities to all and to provide a well-educated workforce for local businesses. ESL is designed for adults whose native language is not English and seeks to improve their English speaking, reading, listening and writing skills. ESL classes are offered throughout the year and are held throughout Rockingham County. Students may enter ESL classes at any time after attending an ESL orientation or an initial intake appointment.

ESL Civics classes are offered to increase students' ability to function comfortably in American society through learning good communication skills, understanding how our government and civil organizations work and to prepare for the responsibilities of citizenship.

ESL classes are also available through distance education. You can improve your English skills from home with Crossroads Café, a DVD-based correspondence course. You are provided course materials on a weekly basis when you meet with your instructor, but you primarily complete the work at home. For information about upcoming classes, please call the ESL office at 336.342.4261, ext. 2328.

### **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.

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.

## **Associate Degree**

The Associate degree is designed for students wishing to transfer to colleges or universities. 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 a minimum of 64 semester hours.. A full-time student can typically complete one of these programs within two years.

## **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.

## ***College Transfer Programs***

Associate in Arts  
Associate in Science  
Associate in Fine Arts

## ***Associate in Applied Science Degree***

Accounting  
Associate Degree Nursing  
Brewing, Distillation and Fermentation – Specialty Agriculture for Fermentation  
Brewing, Distillation and Fermentation – Equipment, Packaging and Maintenance  
Business Administration  
Computer Information Technology  
Computer-Integrated Machining  
Cosmetology  
Criminal Justice Technology  
Criminal Justice Technology –Financial Crime/Computer Fraud  
Early Childhood Education  
Electrical Systems Technology  
Electronics Engineering Technology  
Fire Protection Technology  
General Occupational Technology  
Horticulture Technology  
Medical Office Administration  
Medical Office Administration - Coding  
Office Administration  
Photographic Technology  
Professional Crafts: Clay  
Respiratory Therapy

## ***Diploma Programs***

Air Conditioning, Heating & Refrigeration Technology  
Computer-Integrated Machining  
Cosmetology  
Early Childhood Education  
Electrical Systems Technology  
Electronics Engineering Technology  
Horticulture Technology  
Industrial Systems Technology  
Photographic Technology  
Professional Crafts: Clay  
Practical Nursing  
Surgical Technology

## ***Certificate Programs* \*Not eligible for Title IV Financial Aid Funds**

Accounting - Managerial/Small Business Accounting  
\*Air Conditioning, Heating & Refrigeration Technology - Air Conditioning & Refrigeration  
Basic Law Enforcement Training (BLET)  
Brewing, Distillation and Fermentation - Craft Brewing  
Business Administration - Management Applications & Principles  
\*Computer Information Technology  
\*Computer Information Technology –Small Business IT and Networking  
\*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  
\*Computer-Integrated Machining – Essential Computer-Integrated Machining Fundamentals  
Cosmetology

- \*Criminal Justice Technology - Criminal Justice Management
- \*Criminal Justice Technology - Criminal Justice Human Services
- \*Criminal Justice Computer Fraud
- \*Criminal Justice Financial Crime
- Early Childhood Education
- \*Electrical Systems Technology - Automation Systems
- \*Electrical Systems Technology - Residential, Commercial & Industrial Wiring
- \*Electrical Systems Technology - Sustainable Technologies
- \*Electronics Engineering Technology - Basic Electronics
- \*Electronics Engineering Technology – Industrial 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
- \*Medical Office Administration - Medical Office Billing and Coding
- \*Office Administration - Office Specialist
- \*Office Administration - Receptionist
- \*Office Administration – Business Office
- \*Phlebotomy
- Photographic Technology
- Professional Crafts: Clay
- \*Welding Technology

***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***

- Associate in Arts College Transfer Pathway
- Associate in Science College Transfer Pathway
- Automation Systems Pathway
- Aviation Machining Pathway
- Cosmetology
- 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.

<b>Fall Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
BUS 110	Introduction to Business	3	3
BUS 115	Business Law I	3	3
BUS 121	Business Math	4	3
CIS 110	Introduction to Computers	4	3
ACC 120	Prin of Financial Acct	5	4
ACA 111	Success & Study Skills	2	1

<b>Spring Semester</b>			
BUS 116	Business Law II	3	3
ACC 150	Acct Software Appl	3	2
CTS 130	Spreadsheet	4	3
ACC 121	Prin of Managerial Acct	5	4
ACC 140	Payroll Accounting	3	2

<b>Summer</b>			
ENG 111	Writing and Inquiry	3	3
	Humanities Elective	3	3

<b>Fall Semester</b>			
ENG 114	Prof Research & Reporting	3	3
ACC 220	Intermediate Acct I	5	4
BUS 225	Business Finance	4	3
ECO 252	Prin of Macroeconomics	3	3
	Mathematics Elective: MAT 110 or higher	3-4	3-4

<b>Spring Semester</b>			
ACC 221	Intermediate Acct II	5	4
ECO 251	Prin of Microeconomics	3	3
ACC 129	Individual Income Taxes	4	3
OST 286	Professional Development	3	3
	Social Science Elective	3	3

TOTAL SEMESTER HOURS: 69-70



## **Managerial/Small Business Accounting (C25100E) Certificate**

	<b>Contact Hours</b>	<b>Credit</b>
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

# (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.

<i><b>Fall Semester</b></i>	<b>Contact Hours</b>	<b>Credit</b>
AHR 110 Intro to Refrigeration	8	5
PSY 101 Applied Psychology	3	3
CIS 111 Basic PC Literacy	3	2
<i><b>Spring Semester</b></i>		
AHR 115 Refrigeration Systems	4	2
AHR 112 Heating Technology	6	4
<i><b>Summer</b></i>		
AHR 210 Residential Building Code	3	2
ISC 110 Workplace Safety	1	1
AHR 160 Refrigeration Certification	1	1
<i><b>Fall Semester</b></i>		
AHR 113 Comfort Cooling	6	4
AHR 151 HVAC Duct Systems I	4	2
ENG 102 Applied Communications II	3	3
<i><b>Spring Semester</b></i>		
AHR 111 HVACR Electricity	4	3
AHR 211 Residential System Design	4	3
SST 140 Green Bldg Design & Concepts	3	3
<i><b>Summer</b></i>		
AHR 114 Heat Pump Technology	6	4

TOTAL SEMESTER HOURS: 42

# Air Conditioning and Refrigeration (C35100A) Certificate

(Not eligible for Title IV Financial Aid Funds)

<i>Fall Semester</i>	<b>Contact Hours</b>	<b>Credit</b>
AHR 110 Intro to Refrigeration	8	5
<i>Spring Semester</i>		
AHR 115 Refrigeration Systems	4	2
<i>Summer</i>		
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. A student must not fall behind the sequence of the curriculum plan outlined in the catalog.

### *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.

Applicants must submit the Review Form by the assigned deadline in order to be considered for the upcoming fall 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 with any future applications.

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.

### ***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.

Estimates are subject to change and include:

	First Year	Second Year
Medical Exam	\$100	\$100
*Drug Screening (nonrefundable)	\$45	\$ 45
*Criminal Background Check	Minimum of \$35 varies with multi-state searches	
Immunizations (include but not limited to Hep B, TB, Flu, childhood immunizations)	\$300	\$100
Uniforms for Clinical and Lab	\$140	
1 pair bandage scissors, 1 pair hemostats, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	\$100	
1 pair shoes (white leather)	\$ 50-75	
Watch with second hand; military time preferred	\$ 25	
Lab Kits	\$145	
Program Resources	\$1800	\$1000
Textbooks		
Online educational services		
NCLEX Review		
Student Accident Insurance	\$6	\$ 6
Graduation Fee		\$ 25
Nursing Pin, Lamp, and Cap (optional)		\$ 75
Malpractice Insurance	\$ 16	\$ 16
CPR	\$30-50	

<b>Curriculum Courses by Semester</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Semester Hours Credit</b>
<b><i>1st Year: Fall Semester</i></b>				
BIO 168 Anatomy & Physiology I	3	3	0	4
Semester Total	3	3	0	4
<b><i>1st Year: Spring Semester</i></b>				
BIO 169 Anatomy & Physiology II	3	3	0	4
Semester Total	3	3	0	4
<b><i>2nd Year: Fall Semester</i></b>				
NUR 111 Intro to Health Concepts	4	6	6	8
NUR 117 Pharmacology	1	3	0	2
ENG 111 Expository Writing	3	0	0	3
Semester Total	8	9	6	13
<b><i>2nd Year: Spring Semester</i></b>				
NUR 112 Health-Illness Concepts	3	0	6	5
NUR 113 Family Health Concepts	3	0	6	5
NUR 118 Nutrition/Diet Therapy	2	0	0	2
PSY 150 General Psychology	3	0	0	3
Semester Total	11	0	12	15
<b><i>2nd Year: Summer Semester</i></b>				
NUR 114 Holistic Health Concepts	3	0	6	5
PSY 241 Developmental Psychology	3	0	3	3
Semester Total	6	0	9	8
<b><i>3rd Year: Fall Semester</i></b>				
NUR 211 Health Care Concepts	3	0	6	5
NUR 212 Health Systems Concepts	3	0	6	5
ENG 114 Prof Research & Reporting	3	0	0	3
Semester Total	9	0	12	13
<b><i>3rd Year: Spring Summer</i></b>				
NUR 213 Complex Health Concepts	4	3	15	10
Humanities Elective	3	0	0	3
Semester Total	7	3	15	13
<b>Program Total</b>	<b>47</b>	<b>18</b>	<b>54</b>	<b>70</b>

Humanities Elective - ART111, ART114, MUS110, MUS112, PHI215, PHI240, HUM115.

**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.**



# 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. Possess a high school diploma/GED
8. Successfully pass the TABE reading comprehension test
9. Furnish an unopened copy of your high school transcript

Note: Those discharged from the military must furnish a copy of their DD-214.

Students 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 231 and one of these electives (CJC 225, CJC 121, CJC 211) toward the Associate in Applied Science degree in Criminal Justice Technology at RCC (19 semester credit hours).

Basic Law Enforcement Training students should be prepared to incur additional expenses beyond tuition. All items listed will have the RCC/BLET printed logo. The cost of these items is approximately \$400, and textbooks cost approximately \$800. (Costs are subject to change.)

- |                           |                     |
|---------------------------|---------------------|
| 2 T-Shirts                | 2 Pairs BDU Pants   |
| 2 Pairs of Running Shorts | 2 Golf Shirts       |
| 2 Pairs of Sweat Pant     | 1 Baseball Type Cap |

	Contact Hours	Credit
CJC 100 Basic Law Enforcement Training	39	19

## Associate in Applied Science

This curriculum is designed to prepare individuals for various careers in the brewing, distillation and fermentation industry. Classroom instruction, practical laboratory applications of brewing, distillation and fermentation principles and practices are included in the program of study.

Course work in brewing, distillation and fermentation includes production, operations, safety and sanitation, and associated process technologies. Related course work is offered in fermentation production, safety and sanitation, applied craft beverage microbiology, agriculture, marketing, management, equipment, packaging, and maintenance.

Graduates should qualify for employment opportunities in the brewing, distillation and fermentation industry. Students may be eligible to sit for the professional Institute of Brewing and Distilling (IBD) certification exams which correspond to the program of study.

This program that prepares individuals to apply technical knowledge and skills to brew, distill and ferment various products, including beverages. Includes instruction in production of fermented products, cultivating, marketing, management, legal issues, inspection, maintenance, service and repair of equipment, facility operations, packaging, sanitation, and welding.

### BDF:Equipment, Packaging and Maintenance (A15250EP)

<i>1st Year Fall Semester</i>	<b>Contact Hours</b>	<b>Lab</b>	<b>Credits</b>
BDF 220 Applied Craft Bev Chemistry	3	2	4
BDF114 Craft Beer Brewing	1	3	2
ENG 111 Writing and Inquiry	3	0	3
MAT 110 Math Measurement and Literacy	2	2	2
BDF 125 Brewing Tech and Calculations	1	3	2

<i>1st Year Spring Semester</i>	<b>Contact Hours</b>	<b>Lab</b>	<b>Credits</b>
BDF 112 Survey of Fermented Products	3	3	4
BDF 115 Applied Craft Bev Microbiology	3	2	4
ENG 114 Prof Research and Reporting	3	0	3
BDF 111 BDF Safety & Sanitation	1	2	2

<i>1st Year Summer Semester</i>			
ELC 112 DC/AC Electricity	3	6	5

<i>2nd Year Fall Semester</i>	<b>Contact Hours</b>	<b>Lab</b>	<b>Credits</b>
BDF 110 Fermentation Production	2	4	4
ELC 117 Motors and Controls	2	6	4
HUM Elective	3	0	3

<i>2nd Year Spring Semester</i>	<b>Contact Hours</b>	<b>Lab</b>	<b>Credits</b>
BDF 261 Bev Marketing & Sales	3	0	3

HOR 245 Hor Specialty Crops	2	2	3
ELC 128 Intro to PLCs	2	3	3
ISC 112 Industrial Safety	2	0	2
Social Science Elective	3	0	3

**2nd Year Summer Semester**

WLD 214 Sanitary Welding	2	6	4
--------------------------	---	---	---

**3rd Year Fall Semester**

BDF 236 Brewing & Packaging Maintenance	2	4	4
---	---	---	---

TOTAL SEMESTER HOURS: 65

**BDF: Specialty Agriculture for Fermentation (A15250SA)**

**1st Year Fall Semester**

	Contact Hours	Lab	Credits
BDF 220 Applied Craft Bev Chemistry	3	2	4
BDF 114 Craft Beer Brewing	1	3	2
ENG 111 Writing & Inquiry	3	0	3
MAT 110 Math Measurement and Literacy	2	2	3
BDF 125 Brewing Tech and Calculations	1	3	2

**1st Year Spring Semester**

BDF 112 Survey of Fermented Products	3	3	4
BDF 115 Applied Craft Bev Microbiology	3	2	4
ENG 114 Prof Research and Reporting	3	0	3
BDF 111 BDF Safety & Sanitation	1	2	2

**1st Year Summer Semester**

BDF 210 Hops Selection and Production	2	4	4
---------------------------------------	---	---	---

**2nd Year Fall Semester**

BDF 110 Fermentation Productionq	2	4	4
HOR 162 Applied Plant Science	2	2	3
HOR 166 Soils & Fertilizers	2	2	3
HUM Elective	3	0	3

**2nd Year Spring Semester**

BDF 261 Bev Marketing & Sales	3	0	3
HOR 245 Hor Specialty Crops	2	2	3
BDF 213 Malting	2	4	4
ISC 112 Industrial Safety	2	0	2
Social Science Elective	3	0	3

**2nd Year Summer Semester**

**Contact Hours      Lab      Credits**

WLD 214 Sanitary Welding	2	6	4
--------------------------	---	---	---

**3rd Year Fall Semester**

BDF 230 Advanced Brewing	2	2	3
BDF 230A Advanced Brewing Lab	0	2	1

TOTAL SEMESTER HOURS: 67

**Craft Brewing Certificate (C15250)**

<i>Fall Semester</i>	Contact Hours	Lab	Credits
BDF 220 Applied Craft Bev Chemistry	3	2	4
BDF 114 Craft Beer Brewing	1	3	2
BDF 125 Brewing Tech and Calculations	1	3	2

**Spring Semester**

BDF 112 Survey of Fermented Products	3	3	4
BDF 115 Applied Craft Bev Microbiology	3	2	4
BDF 111 BDF Safety & Sanitation	1	2	2

TOTAL SEMESTER HOURS: 18

**Brewing Specialty Agriculture (C15250SA)**

<i>1st Year Summer Semester</i>	Contact Hours	Lab	Credits
BDF 210 Hops Selection and Production	2	4	4

**2nd Year Fall Semester**

HOR 162 Applied Plant Science	3	3	4
HOR 213 Soils & Fertilizers	2	2	3

**2nd Year Spring Semester**

HOR 245 Hor Specialty Crops	2	2	3
BDF 213 Malting	2	4	4

TOTAL SEMESTER HOURS: 18

**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

<b>Fall Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
CIS 110	Intro to Computers	4	3
ACC 120	Prin of Financial Acct	5	4
BUS 115	Business Law I	3	3
BUS 125	Personal Finance	3	3
BUS 110	Introduction to Business	3	3
ACA 111	College Student Success	1	1

<b>Spring Semester</b>			
BUS 116	Business Law II	3	3
OST 286	Professional Development	3	3
MKT 120	Principles of Marketing	3	3
ACC 121	Prin of Managerial Acct	5	4
ECO 251	Prin of Microeconomics	3	3

<b>Summer</b>			
ENG 111	Writing & Inquiry	3	3
MAT 143	Quantitative Literacy or Higher	4	3

<b>Fall Semester</b>			
ECO 252	Prin of Macroeconomics (meets Social Science Elective requirement)	3	3
ENG 114	Prof Research & Reporting	3	3
BUS 121	Business Math	4	3
BUS 137	Principles of Management	3	3
INT 110	International Business	3	3

<b>Spring Semester</b>			
BUS 239	Business Applications Seminar	3	2
ACC 129	Individual Income Taxes	4	3
or			
CTS 130	Spreadsheet	4	3
BUS 153	Human Resource Management	3	3
BUS 225	Business Finance	4	3
	Humanities Elective	3	3

TOTAL SEMESTER HOURS: 68

## Business Administration Evening Program

<b>Fall Semester</b>			<b>Contact Hours</b>	<b>Credit</b>
ACA 111	College Student Success		1	1
BUS 110	Introduction to Business		3	3
CIS 110	Intro to Computers		4	3

<b>Spring Semester</b>				
ENG 111	Writing & Inquiry		3	3
MKT 120	Principles of Marketing		3	3
OST 286	Professional Development		3	3

<b>Fall Semester</b>				
ACC 120	Prin of Financial Acct		5	4
BUS 115	Business Law I		3	3
BUS 125	Personal Finance		3	3

<b>Spring Semester</b>				
ACC 121	Prin of Managerial Acct		5	4
BUS 116	Business Law II		3	3
ECO 251	Prin of Microeconomics		3	3

<b>Fall Semester</b>				
ECO 252	Prin of Macroeconomics (meets Social Science Elective requirement)		3	3
ENG 114	Prof Research & Reporting		3	3
MAT 143	Quantitative Literacy or Higher		4	3

<b>Spring Semester</b>				
	Humanities Elective		3	3
ACC 129	Individual Income Taxes		4	3
	or			
CTS 130	Spreadsheet		4	3
BUS 153	Human Resource Management		3	3

<b>Fall Semester</b>				
BUS 121	Business Math		4	3
BUS 137	Principles of Management		3	3
INT 110	International Business		3	3

<b>Spring Semester</b>				
BUS 239	Business Applications Seminar		3	2
BUS 225	Business Finance		4	3

TOTAL SEMESTER HOURS: 68

## **Management Applications & Principles (C25120M) Certificate**

		<b>Contact Hours</b>	<b>Credit</b>
ACC 120	Principles of Financial Accounting	5	4
BUS 110	Introduction to Business	3	3
BUS 137	Principles of Management	3	3
CIS 110	Introduction to Computers	4	3

TOTAL SEMESTER HOURS: 13



# 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
<b>Fall Semester</b>			
CIS 110	Intro to Computers	4	3
CTS 120	Hardware/Software Support	5	3
NOS 110	Operating System Concepts	5	3
WEB 140	Web Development Tools	4	3
BUS 110	Intro to Business	3	3
ACA 111	Success & Study Skills	2	1
<b>Spring Semester</b>			
NOS 130	Windows Single User	4	3
NET 125	Networking Basics	5	3
CTS 130	Spreadsheet	4	3
DBA 110	Database Concepts	5	3
CIS 115	Intro to Prog & Logic	5	3
<b>Summer Semester</b>			
ENG 111	Writing & Inquiry	3	3
	Humanities Elective	3	3
<b>Fall Semester</b>			
NOS 230	Windows Administration 1	4	3
SEC 110	Security Concepts	4	3
CTS 285	Systems Analysis and Design	3	3
	Technical Elective 1	3	3
	Technical Elective 2	3	3
<b>Spring Semester</b>			
CTS 289	System Support Project	5	3
BUS 260	Business Communication	3	3
ENG 114	Prof Research & Reporting	3	3
	Technical Elective 3	3	3
	Math Elective	3-4	3-4

Social Science Elective	3	3
-------------------------	---	---

Technical Electives – Choose 3 from the following: BUS 121, CTI 141, DBA 115, GRD 110, GRD 151, GRD 152, OST 286, WEB 111, WEB 141, WEB 250. (Only two choices can be WEB)

TOTAL SEMESTER HOURS: 70 -71

## Computer Information Technology Evening Program

	Contact Hours	Credit
<b>Fall Semester</b>		
CIS 110 Intro to Computers	4	3
CTS 120 Hardware/Software Support	5	3
NOS 110 Operating System Concepts	5	3
ACA 111 Success & Study Skills	2	1
<b>Spring Semester</b>		
NOS 130 Windows Single User	4	3
NET 125 Networking Basics	5	3
CTS 130 Spreadsheet	4	3
<b>Summer Semester</b>		
ENG 111 Writing & Inquiry	3	3
Humanities Elective	3	3
<b>Fall Semester</b>		
NOS 230 Windows Admin 1	4	3
WEB 140 Web Development tools	4	3
BUS 110 Intro to Business	3	3
<b>Spring Semester</b>		
DBA 110 Database Concepts	4	3
CIS 115 Intro to Prog & Logic	5	3
Technical Elective 1	3	3
<b>Summer Semester</b>		
Social Science Elective	3	3
Math Elective	3-4	3-4
<b>Fall Semester</b>		
SEC 110 Security Concepts	4	3
CTS 285 Systems Analysis and Design	3	3
Technical Elective 2	3	3
<b>Spring Semester</b>		
CTS 289 Support Project	5	3
BUS 260 Business Communications	3	3
Technical Elective 3	3	3
<b>Summer Semester</b>		
ENG 114 Prof Research & Reporting	3	3

Technical Electives – Choose 3 courses from: BUS 121, CTI 141, DBA 115, GRD 110, GRD 151, GRD 152, OST 286, WEB 111, WEB 141, WEB 250

TOTAL SEMESTER HOURS: 70-71

## **Computer Information Technology (C25260I) Certificate (not eligible for Title IV Financial Aid Funds)**

		<b>Contact Hours</b>	<b>Credit</b>
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

## **Web Database Programming (C25260M) Certificate (not eligible for Title IV Financial Aid Funds)**

		<b>Contact Hours</b>	<b>Credit</b>
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 (not eligible for Title IV Financial Aid Funds)**

		<b>Contact Hours</b>	<b>Credit</b>
CIS 110	Introduction to Computers	4	3
CIS 115	Intro to Prog & Logic	5	3
WEB 140	Web Development Tools	4	3
WEB 141	Mobile Interface Design	4	3
WEB 111	Intro to Web Graphics	4	3

TOTAL SEMESTER HOURS: 15

## **Web & Graphic Design (C25260G) Certificate (not eligible for Title IV Financial Aid Funds)**

		<b>Contact Hours</b>	<b>Credit</b>
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

## **Small Business IT and Networking (C25260B) Certificate (not eligible for Title IV Financial Aid Funds)**

		<b>Contact Hours</b>	<b>Credit</b>
CIS 110	Introduction to Computers	4	3
CTS 130	Spreadsheet	4	3
DBA 110	Database Concepts	4	3
NET 125	Networking Basics	5	3
NOS 130	Windows Single User	4	3
NOS 110	Operating System Concept	5	3

TOTAL SEMESTER HOURS: 18

# 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.

<b>Fall Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
MAC 111	Machining Technology I	14	6
BPR 111	Blueprint Reading	3	2
MAC 122	CNC Turning	4	2
ISC 113	Industrial Specifications	1	1
ISC 112	Industrial Safety	2	2
MAC 114	Intro to Metrology	2	2

<b>Spring Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
BPR 121	Blueprint Reading: Mechanical	3	2
DFT 119	Basic CAD	3	2
MAC 124	CNC Milling	4	2
MAT 110	Math Measurement & Literacy	4	3
ENG 111	Writing & Inquiry	3	3
MAC 112	Machining Technology	14	6

<b>Summer Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
MAC 113	Machining Technology III	14	6

<b>Fall Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
MAC 222	Advanced CNC Turning	4	2
MAC 231	CAM: CNC Turning	5	3
DFT 154	Intro to Solid Modeling	5	3
ENG 114	Prof. Research & Reporting	3	3
MAC 152	Adv. Machining Calculations	3	2

<b>Spring Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
MAC 224	Advanced CNC Milling	4	2
MAC 232	CAM: CNC Milling	5	3
DDF 252	Advanced Solid Modeling	4	3
WLD 112	Basic Welding Processes	3	2
or			
WBL 111	Work-Based Learning I	10	1
and			
WBL 121	Work-Based Learning II	10	1
	Social Science Elective	3	3
	Humanities Elective	3	3

TOTAL SEMESTER HOURS: 68

## Computer-Integrated Machining (D50210) Diploma

<i>Fall Semester</i>		<b>Contact Hours</b>	<b>Credit</b>
MAC 111	Machining Technology I	14	6
BPR 111	Blueprint Reading	3	2
MAC 122	CNC Turning	4	2
ISC 113	Industrial Specifications	1	1
ISC 112	Industrial Safety	2	2
MAC 114	Intro to Metrology	2	2

<i>Spring Semester</i>			
MAC 112	Machining Technology II	14	6
BPR 121	Blueprint Reading: Mechanical	3	2
DFT 119	Basic CAD	3	2
MAC 124	CNC Milling	4	2
MAT 110	Math Measurement & Literacy	4	3
ENG 102	Applied Communications II	3	3

<i>Summer Semester</i>			
MAC 113	Machining Technology III	14	6

TOTAL SEMESTER HOURS: 39

## CNC Lathe (C50210A) Certificate

(Not eligible for Title IV Financial Aid funds)

		<b>Contact Hours</b>	<b>Credit</b>
BPR 111	Blueprint Reading	3	2
DFT 119	Basic CAD	3	2
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 231	CAM: CNC Turning	5	3

TOTAL SEMESTER HOURS: 17

## CNC Milling (C50210B) Certificate

(Not eligible for Title IV Financial Aid funds)

		<b>Contact Hours</b>	<b>Credit</b>
BPR 111	Blueprint Reading	3	2
DFT 119	Basic CAD	3	2
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 232	CAM: CNC Milling	5	3

TOTAL SEMESTER HOURS: 17

## Essential Computer-Integrated Machining Fundamentals (C50210EC/C50210C) Certificate

(Pending approval for Title IV Financial Aid Funds)

		<b>Contact Hours</b>	<b>Credit</b>
BPR 111	Print Reading	3	2
MAC 111	Machining Technology I	14	6
ISC 112	Industrial Safety	2	2
MAC 114	Intro to Metrology	2	2
MAC 122	CNC Turning	4	2
MAC 124	CNC Milling	4	2

TOTAL SEMESTER HOURS: 16

# Cosmetology (A55140)

## Associate in Applied Science

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

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

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

In addition to tuition, cosmetology students are required to purchase books and Cosmetology Kit \$1200. Students must also purchase two sets of solid black or solid white scrub uniforms at an estimated cost of \$35 each, and malpractice insurance at \$32 per year. All are required to be used throughout the courses in the program.

	<b>Contact Hours</b>	<b>Credit Hours</b>
<b>Fall Semester</b>		
ACA 111 Success & Study Skills	2	1
COS 111 Cosmetology Concepts I	4	4
COS 112 Salon I	24	8
CIS 110 Intro to Computers	3	3
<b>Spring (Second or Third) Semester</b>		
COS 113 Cosmetology Concepts II	4	4
COS 114 Salon II	24	8
COS 115BC Cosmetology Concepts III	1	1
COS 116BC Salon III	3	1
COS 250 Computerized Salon Ops	1	1
<b>Summer Semester</b>		
COS 115AC Cosmetology Concepts III	2	2
COS 116AC Salon III	6	2
COS 115CC Cosmetology Concepts III	1	1
COS 116 CC Salon III	3	1
<b>Fall Semester</b>		
COS 117 Cosmetology Concepts IV	2	2
COS 118 Salon IV	21	7
ENG 111 Writing & Inquiry	3	3
<b>Spring Semester</b>		
MAT 110 or higher	3-5	3-4
COM 120 or ENG 112 or 114	3	3
HUM 115or HUM 110 or ART 111 or PHI 240	3	3
SOC 210 or PSY 150	3	3
COS Elective*	4	2

TOTAL SEMESTER HOURS: 65-66

COS Electives: COS 223, COS 224, COS 225, COS 240



## Cosmetology (D55140) Diploma

Contact Hours Credit Hours

### *Fall Semester 1st Semester*

COS 111	Cosmetology Concepts I	4	4
COS 112	Salon I	24	8
COM 120	Intro Interpersonal Communications	3	3

### *Spring Semester 2nd or 3rd Semester*

COS 113	Cosmetology Concepts II	4	4
COS 114	Salon II	24	8
COS 115AC	Cosmetology Concepts III	1	1
COS 116AC	Salon III	3	1
COS 250	Salon Computer Ops	1	1

### Summer Semester

COS 115BC	Cosmetology Concepts III	1	1
COS 116BC	Salon III	3	1
COS 115CC	Cosmetology Concepts III	1	1
COS 116CC	Salon III	3	1

### *Fall Semester 4th Semester*

COS 117	Cosmetology Concepts IV	2	2
COS 118	Salon IV	21	7
ENG 111	Writing and Inquiry	3	3

TOTAL SEMESTER HOURS: 48

## Cosmetology (C55140)/(C55140EC) Certificate

Contact Hours Credit Hours

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
COS Electives: COS-223, COS-224, COS-225, COS-240		4	2

TOTAL SEMESTER HOURS: 34

# Criminal Justice Technology (A55180)

## Associate in Applied Science

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored. Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

## 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.

<i>Fall Semester</i>	Contact Hours	Credit
ENG111 Writing & Inquiry	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

<i>Spring Semester</i>	Contact Hours	Credit
ENG 114 Professional Research	3	3
<i>or</i>		
ENG 112 Writing/Research in the Disc	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

<i>Summer</i>	Contact Hours	Credit
CJC 215 Organization & Administration	3	3
CJC 213 Substance Abuse	3	3

<i>Fall Semester</i>	Contact Hours	Credit
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

<b>Spring Semester</b>			<b>Contact Hours</b>	<b>Credit</b>
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
	CJC Elective: Choose one course from: CJC 121, CJC 211, or CJC 225			

TOTAL SEMESTER HOURS: 67-68

NOTE: BLET graduates may receive credit for the following Criminal Justice courses:

- CJC 120
- CJC 131
- CJC 132
- CJC 231
- CJC 221

### **Criminal Justice Management (C55180M) Certificate**

(Not eligible for Title IV Financial Aid Funds)

			<b>Contact Hours</b>	<b>Credit</b>
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**

(Not eligible for Title IV Financial Aid Funds)

			<b>Contact Hours</b>	<b>Credit</b>
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**

(Not eligible for Title IV Financial Aid Funds)

			<b>Contact Hours</b>	<b>Credit</b>
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 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 their background are encouraged to contact the Criminal Justice Department.

<b>Fall Semester</b>	<b>Contact Hours</b>	<b>Credit</b>
ENG 111 Writing & Inquiry	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
<b>Spring Semester</b>		
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
<b>Summer</b>		
CJC 216 Computer System Security Inv	3	3
COM 231 Public Speaking	3	3
<b>Fall Semester</b>		
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 (MAT 143 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
CJC 249	Forensic Accounting	4	3
	Humanities Elective	3	3

Humanities Elective: Choose one from PHI 240, REL 110, REL 211

TOTAL SEMESTER HOURS: 71-72

**Criminal Justice Financial Crime (C5518BF)  
Certificate**

(Not eligible for Title IV Financial Aid Funds)

		<b>Contact Hours</b>	<b>Credit</b>
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**

(Not eligible for Title IV Financial Aid Funds)

		<b>Contact Hours</b>	<b>Credit</b>
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, 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 Angelia Citty at (336) 342-4261, ext. 2285.

### 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 184: Early Childhood Introductory Practicum and 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 courses EDU 184 and EDU 284. 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



<b>Fall Semester</b>		<b>Contact Hours</b>	<b>Credit Hours</b>
ENG 111	Writing & Inquiry	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
ACA 111	Success & Study Skills	2	1

<b>Spring Semester</b>			
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
EDU 184	Early Childhood Intro Pract	4	2
EDU 234	Infants, Toddlers, and Twos	3	3

<b>Summer Semester</b>			
COM 231	Public Speaking	3	3
EDU 221	Children with Exceptionalities	3	3
Social Science Elective		3	3
Math Elective		3 or 4	3
MAT 143 or higher			

<b>Fall Semester</b>			
EDU 235	School Age Dev & Program	3	3
EDU 271	Educational Technology	3	3
EDU 280	Literacy Experiences	3	3
Choose One:			
ENG 112	Writing/Research in the Disc	3	3
ENG 114	Professional Research and Reporting	3	3
For Administration Track: Choose One:			
EDU 261	Early Childhood Admin I	3	3
For College Transfer Track: Choose One:			
PSY 150	General Psychology	3	3
SOC 210	Introduction to Sociology	3	3
SOC 213	Sociology of the Family	3	3

<b>Spring Semester</b>			
EDU 259	Curriculum Planning	3	3
EDU 284	Early Childhood Capstone Practicum	10	4
	Humanities Elective	3	3
Choose for Administration Track:			
EDU 262	Early Childhood Admin II	3	3
For College Transfer Track: Choose One:			
PSY 150	General Psychology	3	3
SOC 210	Intro to Sociology	3	3
SOC 213	Sociology of the Family	3	3

TOTAL SEMESTER HOURS: 74

## Early Childhood Education (D55220) Diploma

<i>Fall Semester</i>		<b>Contact Hours</b>	<b>Credit</b>
EDU 119	Early Childhood Education	4	4
EDU 144	Child Development I	3	3
ENG 111	Writing & Inquiry	3	3
EDU 131	Child, Family & Community	3	3
EDU 151	Creative Activities	3	3
<i>Spring Semester</i>			
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
EDU 184	Early Child Pract Intro	4	2
<i>Summer</i>			
EDU 221	Children with Exceptionalities	3	3
EDU 234	Infants, Toddlers & Twos	3	3
COM 231	Public Speaking	3	3

TOTAL SEMESTER HOURS: 42

## Early Childhood Education (C55220E) Early Childhood Education Pathway (C55220EP) Certificate

<i>Fall Semester</i>		<b>Contact Hours</b>	<b>Credit Hours</b>
EDU 119	Early Childhood Ed	4	4
EDU 144	Child Development I	3	3
EDU 151	Creative Activities	3	3
<i>Spring Semester</i>			
EDU 145	Child Development II	3	3
EDU 146	Child Guidance	3	3
EDU 184	Early Child Intro Pract	4	2

TOTAL SEMESTER HOURS: 18

**Early Childhood Education  
Certificate (C55220E) \*  
Diploma Evening Program (D55220) \*\***

Three-year Track

<i><b>Fall Semester</b></i>	<b>Contact Hours</b>	<b>Credit Hours</b>
EDU 119 Early Childhood Ed	4	4
EDU 144 Child Development I	3	3
 <i><b>Spring Semester</b></i>		
EDU 151 Creative Activities	3	3
EDU 145 Child Development II	3	3
EDU 146 Child Guidance	3	3
EDU 184 Early Child Intro Pract	4	2

\*CERTIFICATE EXIT: 18 CREDITS

<i><b>Fall Semester</b></i>		
EDU 131 Child Family & Community	3	3
COM231 Public Speaking	3	3

<i><b>Spring Semester</b></i>		
EDU 153 Health, Safety & Nutrition	3	3
ENG 111 Writing & Inquiry	3	3

<i><b>Fall Semester</b></i>		
EDU 221 Children with Exceptionalities	3	3
EDU 235 School Age Dev & Prog	3	3

<i><b>Spring Semester</b></i>		
EDU 234 Infant, Toddlers, Two's	3	3
EDU 251 Exploration Activities	3	3

\*\*DIPLOMA EXIT: 42 CREDITS

# Electrical Systems Technology (A35130)

## Part-time Evening Program

### Associate in Applied Science

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities.

Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require. Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems. Students enrolling in this program must purchase student accident insurance.

	Contact Hours	Credit
<b>Fall Semester</b>		
MAT 110 Math Measurement & Literacy	4	3
ELC 113 Residential Wiring	8	4
ISC 112 Industrial Safety	2	2
<b>Spring Semester</b>		
ELC 114 Commercial Wiring	8	4
ALT 120 Renewable Energy Tech	4	3
ELC 119 NEC Calculations	3	2
<b>Summer Semester</b>		
ELC 112 DC/AC Electricity	9	5
<b>Fall Semester</b>		
ELC 117 Motor and Controls	8	4
ELN 150 CAD for Electronics	4	3
ELN 110 Survey of Electronics	4	3
<b>Spring Semester</b>		
ELC 225 Data Communication/Mfg	5	4
ELC 128 Introduction to PLC	5	3
Humanities Elective	3	3
Social Science Elective	3	3
<b>Summer Semester</b>		
ELC 228 PLC Applications	8	4
<b>Fall Semester</b>		
ATR 212 Industrial Robots	5	3
ENG 111 Writing & Inquiry	3	3
WLD 112 Basic Welding Processes	4	2

**Spring Semester**

ELC 229	Applications Project	4	2
or			
WBL 111	Work-Based Learning I	10	1
WBL 121	Work-Based Learning II	10	1
ENG 114	Prof Research & Reportin	3	3
BUS 110	Intro to Business	3	3
HYD 110	Hydraulics & Pneumatics	5	3

Humanities Elective: Choose from ART-111, ART-114, ART-115, ENG-231, ENG-232, ENG-241, ENG-242, HUM-122, MUS-110, PHI-215, PHI-240, REL-110, REL-211, SPA-141

Social Science Electives: Choose one course from: ANT-210, ANT-240, ECO-251, ECO-252, GEO-111, HIS-111, HIS-112, HIS-121, HIS-122, HIS-131, HIS-132, POL-120, PSY-150, PSY-237, PSY-241, PSY-281, SOC-210, SOC-213

TOTAL SEMESTER HOURS: 68

## Electrical Systems Technology (D35130) Diploma

		Contact Hours	Credit
<b>Fall Semester</b>			
MAT 110	Math Measurement & Literacy	4	3
ELC 113	Residential Wiring	8	4
ISC 112	Workplace Safety	2	2
<b>Spring Semester</b>			
ELC 114	Commercial Wiring	8	4
ALT 120	Renewable Energy Tech	4	3
ELC 119	NEC Calculations	3	2
<b>Summer Semester</b>			
ELC 112	DC/AC Electricity	9	5
<b>Fall Semester</b>			
ELC 117	Motor and Controls	8	4
ELN 150	CAD for Electronics	4	2
ELN 110	Survey of Electronics	4	3
<b>Spring Semester</b>			
ELC 225	Data Communication/Mfg	5	4
ELC 128	Introduction to PLC	5	3
<b>Summer Semester</b>			
ELC 228	PLC Applications	8	4
<b>Fall Semester</b>			
ENG 102	Applied Communications II	3	3
<b>Spring Semester</b>			
WBL 111	Work-Based Learning I	10	1
WBL 121	Work-Based Learning II	10	1

TOTAL SEMESTER HOURS: 48

## **Automation Systems (C35130AS) Certificate**

(Not eligible for Title IV financial aid funds.)

	<b>Contact Hours</b>	<b>Credit</b>
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 (C35130AP) Certificate**

	<b>Contact Hours</b>	<b>Credit</b>
ELC 112 DC/AC Electricity	9	5
ELC 117 Motor and Controls	8	4
ELC 128 Introduction to PLC	5	3
ELC 120 Intro to Wiring	4	3
ISC 112 Industrial Safety	2	2

TOTAL SEMESTER HOURS: 17

## **Residential, Commercial and Industrial Wiring (C35130R) Certificate**

(Not eligible for Title IV financial aid funds.)

	<b>Contact Hours</b>	<b>Credit</b>
ELC 113 Residential Wiring	8	4
ISC 112 Industrial Safety	2	2
ELC 114 Commercial Wiring	8	4
ELC 119 NEC Calculations	3	2

TOTAL SEMESTER HOURS: 12

## **Sustainable Technologies (C35130S) Certificate**

(Not eligible for Title IV financial aid funds.)

	<b>Contact Hours</b>	<b>Credit</b>
ELC 113 Residential Wiring	8	4
ISC 112 Industrial Safety	2	2
ELC 114 Commercial Wiring	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

These curriculums are designed to prepare students through the study and application of principles from mathematics, natural sciences, and technology and applied processes based on these subjects.

Course work includes mathematics, natural sciences, engineering sciences and technology.

Graduates should qualify to obtain occupations such as technical service providers, materials and technologies testing services, process improvement technicians, engineering technicians, construction technicians and managers, industrial and technology managers, or researchers.

A course of study that prepares the students to apply basic engineering principles and technical skills 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. Includes instruction in mathematics, basic electricity, solid-state fundamentals, digital concepts, and microprocessors or programmable logic controllers. Graduates should qualify for employment as electronics engineering technician, field service technician, instrumentation technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

		Contact Hours	Credit
<b><i>Fall Semester</i></b>			
EGR 131	Intro to Electronics Tech	3	2
ELC 138	DC Circuit Analysis	6	4
CET 111	Computer Upgrade/Repair I	5	3
ENG 111	Writing & Inquiry	3	3
ISC 112	Industrial Safety	2	2
<b><i>Spring Semester</i></b>			
MAT 121	Algebra/Trigonometry I	4	3
ELC 139	AC Circuit Analysis	6	4
ELN 131	Analog Electronics	6	4
ELN 133	Digital Electronics	6	4
<b><i>Summer Semester</i></b>			
ELC 117	Motors & Controls	8	4
<b><i>Fall Semester</i></b>			
ELC 128	Intro to PLC	5	3
ELC 233	Energy Management	4	3
ATR 112	Intro to Automation	5	3
ELN 237	Local Area Networks	5	3
	Humanities Elective	3	3

Humanities Electives - Choose one course from: HUM 110, HUM 115, PHI 240

Social Science Electives: ECO 251, GEO 111, PSY 150, SOC 210



**Spring Semester**

ATR 214	Advanced PLC	3	4
ATR 211	Robot Programming	5	3
ENG 114	Prof. Research & Reporting	3	3
ELN 275	Troubleshooting	4	2
	Social Science Elective	3	3
Choose One:			
EGR 285	Design Project	4	2
or			
WBL 111	Work-Based Learning I	10	1
and			
WBL 121	Work-Based Learning II	10	1

TOTAL SEMESTER HOURS: 65

**Electronics Engineering Technology (D40200)  
Diploma**

		Contact Hours	Credit
<b>Fall Semester</b>			
EGR 131	Intro to Electronics Tech	3	2
ELC 138	DC Circuit Analysis	6	4
ENG 102	Applied Communications II	3	3
ISC 112	Industrial Safety	2	2

**Spring Semester**

MAT 121	Algebra/Trigonometry I	4	3
ELC 139	AC Circuit Analysis	6	4
ELN 133	Digital Electronics	6	4
ELN 131	Analog Electronics I	6	4

**Summer Semester**

ELC 117	Motors & Controls	8	4
---------	-------------------	---	---

**Fall Semester**

ELC 128	Intro to PLC	5	3
ELC 233	Energy Management	4	3
ATR 112	Intro to Automation	5	3

**Spring Semester**

ATR 211	Robot Programmin	5	3
ELN 275	Troubleshooting	4	2

TOTAL SEMESTER HOURS: 44

**Industrial Electronics Certificate (C40200I)  
Certificate**

		Contact Hours	Credit
EGR 131	Intro to Electronics Tech	3	2
ELC 138	DC Circuit Analysis	6	4
ELC 139	AC Circuit Analysis	6	4
ELC 117	Motors and Controls	8	4
ATR 112	Intro to Automation	5	3

TOTAL SEMESTER HOURS: 17

## Basic Electronics (C40200) Certificate

(Not eligible for Title IV financial aid funds.)

	<b>Contact Hours</b>	<b>Lab</b>	<b>Credit</b>
<b><i>Fall Semester</i></b>			
EGR 131 Into to Electronics Tech	3	2	2
ELC 138 DC Circuit Analysis	3	3	4
<b><i>Spring Semester</i></b>			
ELC 139 AC Circuit Analysis	3	3	4
<b><i>Summer Semester</i></b>			
ELC 117 Motors and Controls	2	6	4
<b><i>Fall Semester</i></b>			
ATR 112 Intro to Automation	2	3	3
TOTAL SEMESTER HOURS: 17			

# Fire Protection Technology (A55240)

## Associate in Applied Science

The Fire Protection Technology curriculum is designed to provide students with knowledge and skills in the technical, managerial, and leadership areas necessary for advancement within the fire protection community and related firefighting industries, and to provide currently employed firefighters with knowledge and skills often required for promotional consideration.

Course work includes diverse fire protection subject areas, including fire prevention and safety, public education, building construction, fire ground strategies and tactics, and local government finance and laws, as they apply to emergency services management. Emphasis includes understanding fire characteristics and the structural consequences of fire; risk assessment and management; and relevant research, communications, and leadership methodologies.

Employment opportunities exist with fire departments, governmental agencies, industrial firms, insurance rating organizations, and educational organizations.

<b>1st Year Fall Semester</b>		<b>Contact Hours</b>	<b>Lab</b>	<b>Credit</b>
ENG 111	Writing & Inquiry (Gen Ed)	3	0	3
FIP 120	Intro to Fire Protection (tech core)	3	0	3
FIP 124	Fire Prevention & Public Ed (tech core)	3	0	3
FIP 152	Fire Protection Law (tech core)	3	0	3
FIP 156	Computers in Fire Service	1	2	2

<b>1st Year Spring Semester</b>				
ENG 114	Prof. Research & Reporting (Gen Ed)	3	0	3
FIP 132	Building Construction (tech core)	3	0	3
FIP 146	Fire Protection Systems 3	2	0	4
FIP 228	Local Govt Finance (tech core)	3	0	3
PSY 150	General Psychology	3	0	3
or				
SOC 210	Introduction to Sociology			

<b>1st Year Summer Semester</b>				
FIP 220	Fire Fighting Strategies (tech core)	3	0	3
FIP 229	Fire Dynamics and Combust	3	0	3
FIP 224	Fire Instructor I & II	4	0	4

<b>2nd Fall Semester</b>				
FIP 221	Advanced Fire Fighting Strategies	3	0	3
FIP 230	Chemistry of Hazardous Mat 1	5	0	5
	Humanities Elective	3	0	3
FIP 248	Fire Service Personnel Admin	3	0	3

<b>2nd Spring Semester</b>				
FIP 232	Hydraulics and Water Distribution	2	2	3
EPT 140	Emergency Management	3	0	3
FIP 276	Managing Fire Services	3	0	3
MAT 143	Quantitative Literacy [or] higher	2-3	2	3-4

Humanities Elective: choose 1 from the following:  
 ART 111, HUM 110, HUM 115, HUM 120, HUM 122, HUM 150, MUS 110, PHI 240, REL 110

TOTAL SEMESTER HOURS: 66-67

# 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

# 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 identification, pest management, plant science and soil science. Also included are courses in sustainable plant production and management, landscaping, and the operation of horticulture businesses. The program focuses on the general production and management of cultivated plants, shrubs, flowers, foliage, trees, groundcovers, and related plant materials; the management of technical and business operations connected with horticultural services; and the basic scientific principles needed to understand plants and their management and care.

Graduates should qualify for employment in a variety of positions associated with nurseries, garden centers, greenhouses, landscape operations, governmental agencies/parks, golf courses, sports complexes, highway vegetation, turf maintenance companies, and private and public gardens. Graduates should also be prepared to take the North Carolina Pesticide Applicator's Examination and/or the North Carolina Certified Plant Professional Examination. Students enrolling in this program must purchase student accident insurance.

#### ***1st Year Fall Semester***

	Lecture Hours	Shop Hours	Credit Hours
HOR 166 Soils & Fertilizers	2	2	3
HOR 162 Applied Plant Science	2	2	3
HOR 160 Plant Materials 1	2	2	3
HOR 124 Nursery Operations	2	3	3
ENG 111 Writing & Inquiry	3	0	3

#### ***1st Year Spring Semester***

HOR 112 Landscape Design I	2	3	3
HOR 235 Greenhouse Production	2	2	3
HOR 168 Plant Propagation	2	2	3
HOR 116 Landscape Management	2	2	3
ENG 114 Prof Research & Reporting	3	0	3

#### ***1st Year Summer Semester***

HOR 164 Hort Pest Management	2	2	3
TRF 210 Turfgrass Eqmt. Mgmt.	1	4	3

#### ***2nd Year Fall Semester***

AGR 111 Basic Farm Maintenance	1	3	2
AGR 130 Alternative Ag Production	3	0	3
HOR 114 Landscape Construction	2	2	3
HOR 138 Greenhouse Veg. Prod.	1	2	2
AGR 139 Intro to Sustainable Ag.	3	0	3
Humanities Elective	3	0	3

### ***2nd Year Spring Semester***

HOR 245 Hort Specialty Crops	2	2	3
HOR 118 Equipment Op & Maint	1	3	2
AGR 263 Vegetable Production	2	2	3
HOR 217 Landscape Mgmt. II	1	3	2
MAT/SCIENCE Elective	3	0	3
SOC/SCI Elective	3	0	3

TOTAL SEMESTER HOURS: 68

## **Horticulture Technology (D15240) Diploma**

### ***1st Year Fall Semester***

	<b>Lecture Hours</b>	<b>Shop Hours</b>	<b>Credit Hours</b>
HOR 166 Soils & Fertilizers	2	2	3
HOR 162 Applied Plant Science	2	2	3
HOR 160 Plant Materials 1	2	2	3
HOR 124 Nursery Operations	2	3	3

### ***1st Year Spring Semester***

HOR 112 Landscape Design I	2	3	3
HOR 235 Greenhouse Production	2	2	3
HOR 168 Plant Propagation	2	2	3
HOR 116 Landscape Management	2	2	3

### ***1st Year Summer Semester***

HOR 164 Hort Pest Management	2	2	3
------------------------------	---	---	---

### ***2nd Year Fall Semester***

AGR 130 Alternative Ag Production	3	0	3
HOR 114 Landscape Construction	2	2	3
ENG 102 Applied Commun. II (or higher)	3	0	3
PSY 101 Applied Psychology (or higher)	3	0	3

TOTAL SEMESTER HOURS: 39

## **Horticultural Crop Production (C15240A) Certificate**

(Not eligible for Title IV financial aid funds)

### ***Fall Semester***

	<b>Contact Hours</b>	<b>Credit</b>
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 Semester***

HOR 164 Hort Pest Mgmt	4	3
------------------------	---	---

TOTAL SEMESTER HOURS: 15

## Landscape Technician (C15240T) Certificate

(Not eligible for Title IV financial aid funds.)

<i>Fall Semester</i>	Contact Hours	Credit
HOR 114 Landscape Construction	4	3

<i>Spring Semester</i>	Contact Hours	Credit
HOR 112 Landscape Design I	5	3

<i>Fall Semester</i>	Contact Hours	Credit
HOR 160 Plant Materials 1	4	3

<i>Spring Semester</i>	Contact Hours	Credit
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.)

<i>Fall Semester</i>	Contact Hours	Credit
HOR 166 Soils & Fertilizers	4	3

<i>Spring Semester</i>	Contact Hours	Credit
HOR 164 Hort Pest Management	4	3

<i>Fall Semester</i>	Contact Hours	Credit
HOR 138 Greenhouse Veg. Prod.	3	2

<i>Spring Semester</i>	Contact Hours	Credit
HOR 245 Hort Specialty Crops	4	3
AGR 263 Vegetable Production	4	3

TOTAL SEMESTER HOURS: 14

# Industrial Systems Technology (D50240)

## Two-Year 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.

<b>Fall Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
MAT 110	Math Measurement & Literacy	4	3
MNT 131	Metalworking Processes	5	3
BPR 135	Schematics & /Diagrams	2	2
ISC 112	Industrial Safety	2	2
DFT 110	Basic Drafting	3	2
ISC 113	Industrial Specifications	1	1

<b>Spring Semester</b>			
ELC 120	Intro to Wiring	4	3
MNT 150	Basic Building Maintenance	4	2
ELC 112	DC/AC Electricity	9	5

<b>Summer</b>			
ELC 117	Motors and Controls	8	4

<b>Fall Semester</b>			
MNT 110	Intro to Maintenance Procedures	4	2
HYD 110	Hydraulics/Pneumatics I	5	3
ELC 128	Intro to PLC	5	3
PLU 111	Intro to Basic Plumbing	4	2

<b>Spring Semester</b>			
WLD 112	Basic Welding Processes	4	2
MNT 240	Industrial Equip Troubleshooting	4	2
ENG 102	Applied Communications II	3	3
AHR 160	Refrigerant Certification	1	1
AHR 120	HVACR Maintenance	4	2

TOTAL SEMESTER HOURS: 47



## Facility Maintenance (C50240A) Certificate

(Not eligible for Title IV financial aid funds)

	<b>Contact Hours</b>	<b>Credit</b>
Fall Semester		
BPR 135 Schematics & Diagrams	2	2
ISC 113 Industrial Specifications	1	1
Spring Semester		
AHR 160 Refrigerant Certification	1	1
AHR 120 HVACR Maintenance	4	2
MNT 150 Basic Building Maintenance	4	2
Fall Semester		
MNT 110 Intro to Maintenance Procedures	4	2
PLU 111 Intro to Basic Plumbing	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)

	<b>Contact Hours</b>	<b>Credit</b>
Fall Semester		
BPR 135 Schematics & Diagrams	2	2
ISC 113 Industrial Specifications	1	1
MNT 131 Metalworking Processing	5	3
Spring Semester		
ELC 112 DC/AC Electricity	9	5
Summer		
ELC 117 Motors and Controls	8	4
Fall Semester		
MNT 110 Intro to Maintenance Procedures	4	2
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***

	<b>Contact Hours</b>	<b>Credit</b>
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 184 Early Child Intro Prac	4	2
EDU 234 Infants, Toddlers & Twos	3	3

TOTAL SEMESTER HOURS: 18

# 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.

<b>1st Year Fall Semester</b>			<b>Contact Hours</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
CIS 110	Introduction to Computers		3	0	0	3
ENG 111	Writing & Inquiry (Gen Ed)		3	0	0	3
OST 131	Keyboarding		1	2	0	2
ACA 111	Success and Study Skills		0	2	0	1
OST 286	Professional Development		3	0	0	3
MAT 143	Quantitative Literacy or higher		2	2	0	3

<b>1st Year Spring Semester</b>						
MED 121	Medical Terminology I (1st 8 wks)		3	0	0	3
MED 122	Medical Terminology II (2nd 8 wks)		3	0	0	3
OST 148	Medical Coding and Billing		3	0	0	3
OST 136	Word Processing		2	2	0	3
OST 164	Text Editing		3	0	0	3
PSY 150	General Psychology		3	0	0	3
or						
SOC 210	Introduction to Sociology		3	0	0	3

<b>2nd Year Fall Semester</b>						
OST 149	Medical Legal Issues		3	0	0	3
OST 248	Diagnostic Coding		1	2	0	2
BUS 121	Business Math		2	2	0	3
MKT 223	Customer Service		3	0	0	3
OST 281	Emerging Issues in Medical Office		3	0	0	3
ACC 115	College Accounting		3	2	0	4
(or)						
ACC 120	Prin of Financial Accounting		3	2	0	4

<b>2nd Spring Semester</b>						
Humanities Elective			3	0	0	3
OST 243	Medical Office Simulation**		2	2	0	3
COM 120	Intro Interpersonal Communication*		3	0	0	3
OST 184	Records Management		2	2	0	3
OST 289	Administrative Office Mgt		2	2	0	3

TOTAL SEMESTER HOURS: 64

## Medical Office Administration Coding (A25310X)

### *1st Year Fall Semester*

		Contact Hours	Lab	Clinical	Credit
ENG 111	Writing & Inquiry (Gen Ed)*	3	0	0	3
CIS 110	Introduction to Computers**	3	0	0	3
ACA 111	Success and Study Skills0	2	0	1	1
OST 286	Professional Development	3	0	0	3
OST 131	Keyboarding**	1	2	0	2
BIO 163	Basic Anatomy and Physiology*	4	2	0	5

### *1st Year Spring Semester*

MED 121	Medical Terminology I (1st 8 wks) **	3	0	0	3
MED 122	Medical Terminology II (2nd 8 wks) **	3	0	0	3
OST 148	Medical Coding and Billing**	3	0	0	3
OST 136	Word Processing**	2	2	0	3
OST 164	Text Editing**	3	0	0	3
PSY 150	General Psychology *				
or		3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3

### *2nd Year Fall Semester*

OST 149	Medical Legal Issues**	3	0	0	3
OST 247	Procedure Coding	1	2	0	2
OST 248	Diagnostic Coding	1	2	0	2
MKT 223	Customer Service	3	0	0	3
OST 281	Emerging Issues in Medical Office**	3	0	0	3
ACC 115	College Accounting				
or					
ACC 120	Prin of Financial Accounting	3	2	0	4

### *2nd Year Spring Semester*

	Humanities Elective*	3	0	0	3
OST 243	Medical Office Simulation**	2	2	0	3
OST 249	CPC Certification	3	2	0	4
COM 120	Intro Interpersonal Communication*	3	0	0	3
OST 250	Long Term Care Coding	1	2	0	2

TOTAL SEMESTER HOURS: 67

## Medical Office Billing & Coding (C25310B)

		Contact hours	Lab	Clinical	Credit
MED 121	Medical Terminology I (1st 8 wks)	3	0	0	3
MED 122	Medical Terminology II (2nd 8 wks)	3	0	0	3
OST 148	Medical Coding and Billing	3	0	0	
OST 247	Procedure Coding	1	2	0	2
OST 248	Diagnostic Coding	1	2	0	2
OST 249	CPC Certification	3	2	0	4

TOTAL SEMESTER HOURS: 17

## Medical Office (C25310X)

		<b>Contact Hours</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
CIS 110	Introduction to Computers	3	0	0	3
OST 131	Keyboarding	1	2	0	2
MED 121	Medical Terminology I (1st 8 wks)	3	0	0	3
MED 122	Medical Terminology II (2nd 8 wks)	3	0	0	3
OST 148	Medical Coding and Billing	3	0	0	3
MKT 223	Customer Service	3	0	0	3

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.

### First Year

#### *Fall Semester*

		<b>Contact Hours</b>	<b>Credit</b>
OST 131	Keyboarding	3	2
BUS 110	Introduction to Business	3	3
CIS 110	Introduction to Computers	4	3
ACC 120	Prin of Accounting	5	4
OST 286	Professional Development	3	3
ACA 111	Success & Study Skills	2	1

#### *Spring Semester*

OST 136	Word Processing	4	3
OST 164	Text Editing Applications	3	3
CTS 130	Spreadsheet	4	3
DBA 110	Database Concepts & Apps	5	3
OST 184	Records Management	4	3

#### *Summer*

ENG 111	Writing & Inquiry	3	3
	Humanities Elective	3	3

### Second Year

#### Fall Semester

CTS 125	Presentation Graphics	4	3
OST 289	Office Systems Management	4	3
MKT 223	Customer Service	3	3
BUS 121	Business Math	4	3
OST 236	Advanced Word Processing	4	3

#### *Spring Semester*

OST 134	Text Entry & Format	4	3
BUS 260	Business Communication	3	3
ENG 114	Prof. Research and Reporting	3	3
	Social Science Elective	3	3
	Mathematics Elective	3	3-4

TOTAL SEMESTER HOURS: 66-67

## Office Administration

## Evening Program

		<b>Contact Hours</b>	<b>Credit</b>
<b><i>1st Fall Semester</i></b>			
CIS 110	Intro to Computers	4	3
OST 131	Keyboarding	3	2
BUS 110	Intro to Business	3	3
ACA 111	Success & Study Skills	2	1
<b><i>1st Spring Semester</i></b>			
OST 136	Word Processing	4	3
OST 164	Text Editing Applications	3	3
CTS 130	Spreadsheet	4	3
<b><i>1st Summer</i></b>			
ENG 111	Writing & Inquiry	3	3
	Humanities Elective	3	3
<b><i>2nd Fall Semester</i></b>			
ACC 120	Prin. Of Financial Acct.	5	4
WEB 140	Web Development Tools	4	3
OST 137	Office Software Applications	4	3
<b><i>2nd Spring Semester</i></b>			
OST 134	Text Entry & Format	4	3
DBA 110	Database	5	3
OST 184	Records Management	4	3
<b><i>2nd Summer</i></b>			
	Social Science Elective	3	3
	Math Elective	3-4	3-4
<b><i>3rd all Semester</i></b>			
OST 289	Office Systems Management	4	3
ACC 140	Payroll Accounting	3	3
BUS 121	Business Math	4	3
<b><i>3rd Spring Semester</i></b>			
BUS 260	Business Communications	3	3
ENG 114	Prof Research & Reporting	3	3
OST 286	Professional Development	3	3
TOTAL SEMESTER HOURS: 66-67			

## Office Specialist (C25370S) Certificate

(Not eligible for Title IV Financial Aid Funds)

	<b>Contact Hours</b>	<b>Credit</b>
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

(Not eligible for Title IV Financial Aid Funds)

	<b>Contact Hours</b>	<b>Credit</b>
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

## Business Office (C25370B) Certificate

(Not eligible for Title IV Financial Aid Funds)

	<b>Contact Hours</b>	<b>Credit</b>
ACC 120 Prin of Accounting		
BUS 110 Introduction to Business	3	3
OST 131 Keyboarding	3	2
CIS 110 Introduction to Computers	4	3
OST 286 Professional Development	3	3

TOTAL SEMESTER HOURS: 15

## Word Processing (C25370) Certificate

(Not eligible for Title IV Financial Aid Funds)

	<b>Contact Hours</b>	<b>Credit</b>
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



# Photographic Technology (A30280)

## Associate in Applied Science

The Photographic Technology curriculum offers training in photographic techniques and their application in professional photographic disciplines. Where offered, students will receive comprehensive course work in four areas of concentration: Biomedical Photography, Photojournalism, Commercial Photography, and Portrait Studio Management.

Special emphasis is placed on developing skills in the following areas: fundamentals of camera systems, lighting, photographic process, digital imaging, design, and business practices.

Graduates should qualify for entry-level jobs in the diverse photographic industry. Employment opportunities exist in the following areas: commercial photography, photojournalism, biomedical photography, portrait photography, equipment sales, photographic laboratories, and imaging technologies depending upon courses offered and completed.

	<b>Contact Hours</b>	<b>Credit Hours</b>
<b>Fall Semester</b>		
ENG 111 Writing and Inquiry	3	3
GRD 141 Graphic Design I	6	4
PHO 110 Fundamentals of Photography	9	5
PHO 113 History of Photography	3	3
PHO 139 Introduction to Digital Imaging	4	2
<b>Spring Semester</b>		
ENG 114 Professional Research and Reporting	3	3
PHO 115 Basic Studio Lighting	8	4
PHO 140 Digital Photo Imaging I	6	4
PHO 224 Multimedia Production	5	3
Technical Elective	1+	1
<b>Summer Semester</b>		
PHO 219 Digital Applications	4	2
Choose one: HIS 112 World Civilizations II or HIS 122 Western Civilization II	3	3
	3	3
<b>Fall Semester</b>		
ART 115 Art History Survey II	3	3
PHO 180 Creative Problem Solving	5	3
PHO 240 Digital Photo Imaging II	6	4
Technical Elective	6+	6
<b>Spring Semester</b>		
PHO 220 Business of Photography	3	3
WBL 111 Work-Based Learning I	10	1
Science or Math Elective (Choose One):		
BIO 110 Principles of Biology	6	4
BIO 140/140A Environmental Biology/Lab	6	4
CHM 131/131A Fundamentals of Chemistry/Lab	6	4
MAT 143 Quantitative Literacy	4	3
MAT 152 Statistical Models	5	4
MAT 171 Precalculus Algebra	5	4
Technical Elective	2+	2

	<b>Contact Hours</b>	<b>Credit Hours</b>
<b>Summer Semester</b>		
Technical Elective	6+	6

Technical Electives – Choose from the following: WBL 121, GRD 142, PHO 125, PHO 126, PHO 132, PHO 216, PHO 217, PHO 226, PHO 235, and PHO 275.

TOTAL SEMESTER HOURS: 68-69

## **Photographic Technology (D30280) Diploma**

<b>Fall Semester</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
ENG 111 Writing & Inquiry	3	3
GRD 141 Graphic Design I	6	4
PHO 110 Fundamentals of Photography	9	5
PHO 113 History of Photography	3	3
PHO 139 Introduction to Digital Imaging	4	2

<b>Spring Semester</b>		
ENG 114 Professional Research and Reporting	3	3
PHO 115 Basic Studio Lighting	8	4
PHO 140 Digital Photo Imaging I	6	4
PHO 220 Business of Photography	3	3

<b>Summer Semester</b>		
Technical Elective	6+	6

<b>Fall Semester</b>		
WBL 111 Work-Based Learning I	10	1
PHO 224 Multimedia Production	5	3
Technical Elective	4+	4

Technical Electives: Choose from the following: WBL 121, GRD 142, PHO 132, PHO 219 and PHO 240.

TOTAL SEMESTER HOURS: 45

## **Photographic Technology (C30280) Certificate**

<b>Fall Semester</b>	<b>Contact Hours</b>	<b>Credit Hours</b>
GRD 141 Graphic Design I	6	4
PHO 110 Fundamentals of Photography	9	5
PHO 139 Introduction to Digital Imaging	4	2

<b>Spring Semester</b>		
PHO 140 Digital Photo Imaging I	6	4
PHO 224 Multimedia Production	5	3

TOTAL SEMESTER HOURS: 18

# 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 is approved by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 5600 North River Rd Suite 720, Rosemont, Illinois 60018-5119, (773) 714-8880. 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 online or 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.**

The Phlebotomy Program graduation rate August 1, 2012 - July 30, 2013: 91%

		Contact Hours	Credit
PBT 100	Phlebotomy Technology	7	6
PBT 101	Phlebotomy Practicum	9	3
PSY 150	General Psychology	3	3

TOTAL SEMESTER HOURS: 12

Phlebotomy students should be prepared to incur additional expenses beyond tuition. Estimates of these include:

Medical examination	\$100
Immunization Series which includes but is not limited to HepB, TB, Flu, childhood immunizations	\$300
Malpractice insurance	\$16
Student accident insurance	\$6
Lab coat, uniform	\$75
Shoes	\$55
Textbooks	\$150
Graduation Fee	\$25
*Drug Screening Test & Criminal Background Check	\$75 minimum

\*Subject to change

Once admitted 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 findings 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.

### ***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, stand 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 acute care 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. A student must not fall behind the sequence of the curriculum plan outlined in the catalog.

### 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 upcoming fall 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 with any future applications.

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.

Practical Nursing students should be prepared to incur additional expenses beyond tuition.

Estimates of these are subject to change and include:

Medical Exam \$100

Immunizations (which includes but not limited to Hep B, TB, Flu, childhood immunizations)	\$300
*Drug Screening (nonrefundable)	\$ 45
*Criminal Background Check   minimum of \$35 but can increase with multi-state searches	
Uniforms for Clinical and Lab	\$140
1 pair bandage scissors, 1 pair hemostats, pen light, 3-color pen, 1 stethoscope, 1 sphygmomanometer	\$ 100
1 pair shoes (white leather)	\$ 50-75
Watch with second hand; military time preferred	\$ 25
Program Resources	\$1750
Textbooks	
Online Educational services	
NCLEX Review	
Accident Insurance	\$ 6
CPR Certification	\$30-50
Graduation Fee	\$ 25
Nursing Pin, Lamp, and Cap (optional)	\$ 75
Malpractice Insurance	\$ 16
Nursing Lab Kit	\$145

	<b>Contact</b>	<b>Lab</b>	<b>Credit</b>
<b>Fall Semester</b>			
NUR 101   Practical Nursing I	19	6	11
ENG 111   Writing & Inquiry	3	0	3
BIO 168   Anatomy & Physiology I	3	3	4
<b>Spring Semester</b>			
NUR 102   Practical Nursing II	16	0	10
BIO 169   Anatomy & Physiology II	3	3	4
PSY 150   General Ppsychology	3	0	3
<b>Summer</b>			
NUR 103   Practical Nursing III	15	0	9

TOTAL SEMESTER HOURS: 44

### **Prior Math and Biology Courses**

In order to receive credit, curriculum biology (BIO 168/169) that have been taken previously must have been completed with a “C” or better within seven calendar years of the start of the program. To receive credit for MAT 110 (or the appropriate substitution,) students must have completed the course with a “B” or better within seven calendar years of the start of the programs. 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.

# Professional Crafts: Clay (A30300)

## Associate in Applied Science

The Professional Crafts: Clay curriculum is designed to prepare individuals for employment as professional potters or in pottery-related fields. Using traditional and contemporary concepts, instruction includes technical knowledge, design skills, and marketing and business essentials.

Course work includes development of basic and advanced throwing skills with emphasis on form and design. Study will include a pottery studio and marketing procedures.

Graduates will be able to open and operate their own pottery business, work for existing pottery business, or transfer to a four-year degree program.

<b>Fall Semester</b>		<b>Contact Hours</b>	<b>Credit</b>
ENG 111	Writing & Inquiry	3	3
PCC 110	Introduction to Pottery	18	8
PCC 112	History of Pottery	1	1
PCD 110	Introduction to Craft Design	4	2
	Technical Elective	2+	2

<b>Spring Semester</b>			
ART 122	Three Dimensional Design	6	3
ART 264	Digital Photography	5	3
ENG 114	Professional Research and Reporting	3	3
PCC 111	Functional Pottery I	18	8

<b>Summer Semester</b>			
PCC 113	Contemporary Pottery	1	1
PCC 117	Glaze Testing	4	2
Choose one:			
HIS 112	World Civilizations II		
<i>or</i>			
HIS 122	Western Civilization II	3	3

<b>Fall Semester</b>			
ART 114	Art History Survey	3	3
PCC 210	Functional Pottery II	18	8
Science or Math Elective (choose one):			
BIO 110	Principles of Biology	6	4
BIO 140/140A	Environmental Biology/Lab	6	4
CHM 131/131A	Fundamentals of Chemistry/Lab	6	4
MAT 143	Quantitative Literacy	4	3
MAT 152	Statistical Models	5	4
MAT 171	Precalculus Algebra	5	4

<b>Spring Semester</b>		<b>Contact Hours</b>	<b>Credit Hours</b>
ART 214	Portfolio and Resume	2	1
WBL 111	Co-Op Work Experience I	10	1
PCC 211	Decorative Pottery	18	8
	Technical Elective	2+	2

### **Summer Semester**

Technical Elective 6+ 6

Technical Electives:

Choose from the following: WBL 121, PCC 114, PCC 118, PCC 132, PCC 231, PCC 241, PCR 212, PCR 213.

TOTAL SEMESTER HOURS: 74-75

## **Professional Crafts: Clay (D30300) Diploma**

<b>Fall Semester</b>	<b>Contact Hours</b>	<b>Credit</b>
ENG 111 Writing & Inquiry	3	3
PCC 110 Introduction to Pottery	18	8
PCD 110 Introduction to Craft Design	4	2

<b>Spring Semester</b>		
ART 122 Three Dimensional Design	6	3
ART 264 Digital Photography	5	3
PCC 111 Functional Pottery I	18	8
ART 214 Portfolio and Resume	2	1
Technical Elective	1+	1

<b>Summer Semester</b>		
ENG 114 Professional Research and Reporting	3	3
PCC 117 Glaze Testing	4	2
Technical Elective	2+	2

<b>Fall Semester</b>		
WBL 111 Co-Op Work Experience I	10	1
Technical Elective	8+	8

Technical Electives: Choose from the following: WBL 121, PCC 114, PCC 118, PCC 132, PCC 231, PCC 210, PCC 211, PCC 241, PCR 212, PCR 213.

TOTAL SEMESTER HOURS: 48

## **Professional Crafts: Clay (C30300) Certificate**

<b>Fall Semester</b>	<b>Contact Hours</b>	<b>Credit</b>
PCC 110 Introduction to Pottery	18	8

<b>Spring Semester</b>		
PCC 111 Functional Pottery I	18	8

### **Optional Elective: Choose 1**

PCC 114 Raku 4 2

or

WBL 111 Co-Op Work Experience I 10 1

or

PCD 110 Introduction to Craft Design 4 2

or

PCC 117 Glaze Testing 4 2

TOTAL SEMESTER HOURS: 16-18



# 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 and Southwest Virginia.

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	\$5
Medical Exam	\$100
Immunizations( which includes but not limited to Hep B, TB, Flu, childhood immunizations)	\$300
Student Accident Insurance	\$6
Malpractice Insurance	\$16
Uniforms	\$140
Respiratory Therapy Books	\$300
*Drug Screen	\$45
*Criminal Background Check	Minimum of \$35 but can increase with multi-state searches
Miscellaneous Supplies	\$100

### *Second Year*

Required Annual Immunizations	\$100
Malpractice Insurance	\$16
Student Accident Insurance	\$6
NBRC Exams	\$80
School Pin (optional)	\$50-110
Respiratory Therapy Books	\$300
Miscellaneous Supplies	\$100
Kettering Seminar	\$325
Graduation Fee	\$25
*Drug Screen	\$45
ACLS	\$76.50

*\*Subject to change*

**First Year Therapist**

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>Fall Semester</b>					
RCP 110	Intro to Respiratory Care	3	3	0	4
RCP 113	RCP Pharmacology	2	0	0	2
RCP 114	C-P Anat. & Phys.	3	0	0	3
BIO 168	Anatomy and Physiology I	3	3	0	4
CHM 131/131 A	Intro to Chem	3	3	0	4

**Spring Semester**

RCP 111	Therapeutics/Diagnostics	4	3	0	5
RCP 146	Clinical Practice II	0	0	18	6
RCP 115	C-P Pathophysiology	2	0	0	2
BIO 169	Anatomy and Physiology II	3	3	0	4
ENG 111	Writing & Inquiry	3	3	0	3

**Summer Semester first 5weeks**

RCP 152	Clinical Practice III	0	0	6	2
RCP 123	Special Practice Lab	0	3	0	1

**Second Year Therapist****Fall Semester**

RCP 210	Critical Care Concepts	3	3	0	4
RCP 236	Clinical Practice IV	0	0	18	6
RCP 213	Neo/Peds Resp. Care	2	2		
Eng 114	Prof Research & Reporting	3	0	0	3
	or				
COM 120	Intro Interpersonal Com	3	0	0	3
PSY 150	General Psychology	3	0	0	3

**Spring Semester**

RCP 211	Advanced Monitoring/Proced.	3	3	0	4
RCP 246	Clinical Practice V	0	0	18	6
RCP 215	Career Prep - Adv. Level	0	3	0	1
RCP 223	Special Practice Lab	0	3	0	1
	Humanities Elective	3	0	0	3

TOTAL SEMESTER HOURS: 73

CLINICAL CONTACT HOURS: 894

RESPIRATORY LAB HOURS: 381

# 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. 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 2016 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 2016 class.

## ***Additional Criteria***

Once admitted to the Respiratory Therapy Program, students must attend a required information session, complete drug testing and a criminal background checks 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. 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 an RCC GPA of at least a 2.0 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. Space is available in the program.
6. The student's readmission is approved by program faculty and the Dean of Health and Public Safety.
7. Students may re-enter the program one time only.
8. 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.
9. The student's RCC cumulative GPA is 2.0 or better.

### Prior Math and Biology Courses

In order to receive credit, curriculum biology courses (BIO 168, BIO 169) 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:

**Critical Thinking Skills:** The respiratory therapy student must possess critical thinking skills sufficient for clinical judgement. This involves identifying cause and effect relationships in clinical situations.

**Interpersonal skills:** The respiratory therapy student should possess interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, economic, emotional, cultural, and intellectual backgrounds. For example, the student should be able to establish a helping relationship with patients, families, and colleagues.

**Communication:** The respiratory therapy student should possess communication skills sufficient for interaction with others in a verbal and written format. Examples: perform patient teaching, write progress notes, interpret physician's orders, provide verbal report to staff, record patient responses to treatments, consult with patient's family members, or physicians.

**Mobility:** The respiratory therapy student should possess physical skills sufficient to move from room to room and maneuver in small spaces. For example, the student must be able to move around in patient rooms, work spaces and treatment areas and to administer cardiopulmonary resuscitation.

**Motor Skills:** The respiratory therapy student should possess gross and fine motor skills sufficient to provide safe and effective patient care. Examples: adjust ventilator settings, perform arterial puncture, calibrate equipment, transfer or position patients, and administer cardio pulmonary resuscitation.

**Hearing:** The respiratory therapy student should possess auditory skills sufficient to monitor and assess health needs. For example, the student must be able to hear monitor alarms, emergency signals, auscultatory sounds and cries for help. ability sufficient to monitor and assess patient care and safety needs.

**Visual:** The respiratory therapy student should possess visual skills sufficient for observation and assessment necessary in providing patient care. For example, the student must be able to observe patient responses, see a change in skin color and read a manometer on a mechanical ventilator.

**Tactile:** The respiratory therapy student should possess tactile skills sufficient for physical assessment. For example, the student must be able to palpate a pulse, body sites, and determine skin temperature.

**Weight-Bearing:** The respiratory therapy student should possess the ability to maneuver and move 40-50 lbs. on a weekly or daily basis. For example, the student must be able to position and transfer patients.

# 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 online or 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 2015 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 2016 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 by deadline.
2. Send an E-mail or 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 flu, tetanus, polio, and Hepatitis B (series may be completed or in process) TB double screening (or 2-step), rubella vaccinations or positive rubella titer, and varicella vaccinations 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, random 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 110 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 (P) or unsatisfactory (F). 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.

	<b>Contact Hours</b>	<b>Credit</b>
<b>Fall Semester</b>		
ENG 111 Writing & Inquiry	3	3
BIO 163 Basic Anat & Physiology	6	5
SUR 110 Intro to Surg Tech	3	3
SUR 111 Perioperative Patient Care	11	7
<b>Spring Semester</b>		
SUR 122 Surgical Procedures I	8	6
SUR 123 SUR Clinical Practice I	21	7
<b>Summer</b>		
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: 41



**The Surgical Technology student should be prepared to incur additional expenses. Along with tuition, activity fees, and books, these include: (estimated)**

*CPR Certification	\$6
Medical exam	\$100
Immunizations (which includes but not limited to Hep B, TB, Flu, childhood immunizations)	\$300
*Drug Screen & Criminal Background Check	\$75
Malpractice insurance	\$16
Uniform	\$140
AST Membership	\$45
Student Accident Insurance	\$6
Certification exam	\$240
<i>*Subject to change</i>	

# Welding Technology (C50420)

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.

## Welding Technology (C50420WP/C50420) Certificate

(Not eligible for Title IV financial aid funds.)

### *Fall Semester*

	<b>Contact Hours</b>	<b>Credit</b>
WLD 112 Basic Welding Processes	4	2
WLD 115 SMAW (stick) Plate	11	5

### *Spring Semester*

WLD 141 Symbols & Specifications	4	3
WLD 131 GTAW (TIG) Plate	8	4

TOTAL SEMESTER HOURS: 14

# General Education Core For Associate in Applied Science Programs

## Humanities Electives

<b>ART</b>		<b>Lecture</b>	<b>Lab</b>	<b>Credit Hours</b>
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 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3

## HUMANITIES

HUM110	Technology & Society	3	0	3
HUM115	Critical Thinking	3	0	3
HUM122	Southern Culture	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

## SPANISH

SPA 141	Culture and Civilization	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 237	Social 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 140/140A	Environmental Biology & Lab	3	3	4
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4

**CHEMISTRY**

CHM 130/130A	Gen,Org, & Biochemistry	3	2	4
CHM 131/131A	Intro to Chemistry & Lab	3	3	4
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 110/110A	Conceptual Physics & Lab	3	2	4
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 110	Math Measurement and Literacy	2	2	3
MAT 121	Algebra/Trigonometry I	2	2	3
MAT 143	Quantitative Literacy	2	2	3
MAT 152	Statistical Methods I	3	2	4
MAT 171	Precalculus Algebra	3	2	4
MAT 172	Precalculus Trigonometry	3	2	4
MAT 263	Brief Calculus	3	2	4
MAT 271	Calculus I	3	2	4
MAT 272	Calculus II	3	2	4
MAT 273	Calculus III	3	2	4

# College Transfer Programs of Study

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

The Associate in Arts (AA) and the Associate in Science (AS) programs are part of the Comprehensive Articulation Agreement (CAA) which governs 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 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, foreign language, 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.

The Associate in Arts and Associate in Science degree programs of study are structured to include two components: the Universal General Education Transfer Component and a second component consisting of additional general education, pre-major and elective courses. The Universal General Education Transfer Component consists of a minimum of 30 semester hours of credit, comprised of general education courses with the UGETC designation. Courses with the UGETC designation are guaranteed to transfer as the equivalent general education course at each of the sixteen UNC campuses, provided the courses remain within the required number of credit hours. The second component consists of general education courses, pre-major and elective courses that prepare students for successful transfer into selected majors at UNC institutions, bringing the total number of credits in the degree to 60 semester hours. To ensure maximum transferability of credits, students should select an intended major and transfer institution prior to completing their first 30 semester hours at RCC so that the remaining 30 hours of the associate degree may be chosen accordingly. This is accomplished in ACA 122, College Transfer Success, which is required for all Associate in Arts and Associate in Science students.

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

## **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 [http://www.nccommunitycolleges.edu/Programs/comprehensive\\_a\\_a.htm](http://www.nccommunitycolleges.edu/Programs/comprehensive_a_a.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.

As stated in the CAA, if a student is denied admission to a UNC institution, then he/she will be notified in writing by the institution. In this notification, the student will be directed to the College Foundation of North Carolina (CFNC) website ([www.cfnc.org](http://www.cfnc.org)) where the student will be given information regarding space availability and contacts in the respective UNC Admissions offices. It is the student's responsibility to contact each institution's admissions office to get specific information about admission 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 Completed at a North Carolina Community College**

Transfer courses that do not originate at a North Carolina community college or UNC institution may be used under the CAA with the following stipulations:

- Courses must be completed at a regionally accredited (e.g., SACS) institution of higher education;
- Courses must meet general education requirements;
- Courses may total no more than 14 semester hours of general education course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed AA or AS degree under the CAA. Students who receive AP course credit at a community college but do not complete the AA or AS degree will have AP credit awarded on the basis of the receiving institution's AP policy. See the CAA at [https://www.nccommunitycolleges.edu/programs/comprehensive\\_a\\_a.htm](https://www.nccommunitycolleges.edu/programs/comprehensive_a_a.htm) for details.

### **Transfer of Courses Not Originating at North Carolina Community Colleges**

Transfer credit for courses originating at a UNC institution or independent college or university which 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., SACSCOC) 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.

Courses transferred from institutions other than North Carolina community colleges are not part of this agreement.

## **Associate in Arts (A10100)**

**Semester Hours: 60**

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 which 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.

### **Associate in Arts Degree Requirements:**

#### **Universal General Education Transfer Component (31-32 SHC)**

##### **English Composition (6 SHC)**

ENG 111, ENG 112

##### **Communications/Humanities/Fine Arts (9 SHC)**

Choose three courses from at least two different disciplines.

ART 111, ART 114, ART 115, COM 231, ENG 231, ENG 232, MUS 110, PHI 215, PHI 240

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

Choose three courses from at least two different disciplines.

ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210

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

Choose one course from the following: MAT 143, MAT 152, MAT 171

##### **Natural Sciences (4 SHC)**

Choose one course from the following: BIO 110, BIO 111, CHM 151, PHY 110 & PHY 110A

#### **Additional General Education Hours (13-14 SHC)**

Choose 13-14 additional semester hours of credit from courses designated as general education within the Comprehensive Articulation Agreement. Courses should be selected based on intended major and transfer institution. If MAT 143 is used to fulfill the math requirement listed above, 14 hours are required in the category.

#### **Other Required Hours (15 SHC)**

##### **Academic Transition (1 SHC)**

ACA 122 College Transfer Success

##### **Electives (14 SHC)**

Choose 14 additional semester hours of credit from courses designated as pre-major, elective, or general education within the Comprehensive Articulation Agreement. Courses should be selected based on intended major and transfer institution.



## **Associate in Science (A10400)**

**Semester Hours: 60**

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.

### **Associate in Science Degree Requirements:**

#### **Universal General Education Transfer Component (34 SHC)**

##### **English Composition (6 SHC)**

ENG 111, ENG 112

##### **Communications/Humanities/Fine Arts (6 SHC)**

Choose two courses from two different disciplines.

ART 111, ART 114, ART 115, COM 231, ENG 231, ENG 232, MUS 110, PHI 215, PHI 240

##### **Social/Behavioral Sciences (6 SHC)**

Choose two courses from two different disciplines.

ECO 251, ECO 252, HIS 111, HIS 112, HIS 131, HIS 132, POL 120, PSY 150, SOC 210

##### **Mathematics (8 SHC)**

Choose two courses from the following: MAT 171, MAT 172, MAT 263, MAT 271

##### **Natural Sciences (8 SHC)**

Choose one pair of courses as combined below:

BIO 111 & BIO 112, CHM 151 & CHM 152, PHY 151 & PHY 152,

PHY 251 & PHY 252, BIO 110 and PHY 110 & 110A

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

Choose 11 additional semester hours of credit from courses designated as general education within the Comprehensive Articulation Agreement. Courses should be selected based on intended major and transfer institution.

#### **Other Required Hours (15 SHC)**

##### **Academic Transition (1 SHC)**

ACA 122 College Transfer Success

##### **Electives (14 SHC)**

Choose 14 additional semester hours of credit from courses designated as pre-major, elective, or general education within the Comprehensive Articulation Agreement. Courses should be selected based on intended major and transfer institution.

## **Associate in Fine Arts (A10200)**

### **Semester Hours: 64**

The Associate in Fine Arts degree is recommended for students who plan to transfer to a four-year college or university 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 two and three dimensional design, drawing, painting, sculpture, ceramics and computer art.

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.

### **Associate in Fine Arts Degree Requirements**

#### **General Education Core: 28 SHC**

Composition/Communications (6 SHC)

ENG 111, ENG 112

Humanities/Fine Arts (6 SHC)

Select **one** course from the following: ENG 231, ENG 232, ENG 241, ENG 242, ENG 261, ENG 262

Select **one** course from the following: HUM 110, HUM 115, MUS 110, PHI 215, PHI 240, REL 110, REL 211

Social/Behavioral Sciences (9 SHC)

Select **three** courses from 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, 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 & 110A, PHY 151, PHY 152, PHY 251, PHY 252

Mathematics (3 SHC)

Select one course from the following courses: MAT 143, MAT 152, MAT 263, MAT 171, MAT 172, MAT 271, MAT 272

*Other Required Hours – 36 SHC*

Major: (25 SHC)

ART 114, ART 115, ART 121, ART 122, ART 131, ART 135, ART 214, ART 240, ART 283

Art Elective (6 SHC)

Select two courses from the following: ART 132, ART 171, ART 235, ART 241, ART 242, ART 243, ART 244, ART 264, ART 281, ART 282, ART 284, ART 285, ART 286, ART 288

Elective (5 SHC)

Select from any of the courses in the College Transfer list of electives that has not been used to meet a graduation requirement.

<b>Community College Course</b>	<b>Transfer Designation</b>
ACA 122	AA/AS Required Course
ACC 120	Pre-Major/Elective
ACC 121	Pre-Major/Elective
ANT 210	GEN ED: Social/Behavioral Science
ART 111	UGETC: Humanities/Fine Arts - AA/AS
ART 114	UGETC: Humanities/Fine Arts - AA/AS
ART 115	UGETC: Humanities/Fine Arts - AA/AS
ART 121	Pre-Major/Elective
ART 122	Pre-Major/Elective
ART 131	Pre-Major/Elective
ART 132	Pre-Major/Elective
ART 135	Pre-Major/Elective
ART 171	Pre-Major/Elective
ART 214	Pre-Major/Elective
ART 235	Pre-Major/Elective
ART 240	Pre-Major/Elective
ART 241	Pre-Major/Elective
ART 242	Pre-Major /Elective
ART 243	Pre-Major/Elective
ART 244	Pre-Major/Elective
ART 264	Pre-Major/Elective
ART 281	Pre-Major/Elective
ART 282	Pre-Major/Elective
ART 283	Pre-Major/Elective
ART 284	Pre-Major/Elective
ART 285	Pre-Major/Elective
ART 286	Pre-Major/Elective
ART 288	Pre-Major/Elective
BIO 110	UGETC: Natural Science - AA/AS
BIO 111	UGETC: Natural Science - AA/AS
BIO 112	UGETC: Natural Science - AS
BIO 140	GEN ED: Natural Science
BIO 140A	GEN ED: Natural Science
BIO 163	Pre-Major/Elective
BIO 168	Pre-Major/Elective
BIO 169	Pre-Major/Elective
BUS 110	Pre-Major/Elective
BUS 115	Pre-Major/Elective
BUS 137	Pre-Major/Elective
CHM 130	Pre-Major/Elective
CHM 130A	Pre-Major/Elective
CHM 131	GEN ED: Natural Science
CHM 131A	GEN ED: Natural Science
CHM 132	GEN ED: Natural Science

<b>Community College Course</b>	<b>Transfer Designation</b>
CHM 151	UGETC: Natural Science - AA/AS
CHM 152	UGETC: Natural Science - AS
CIS 110	GEN ED: Mathematics
CIS 115	GEN ED: Mathematics
CJC 111	Pre-Major/Elective
CJC 121	Pre-Major/Elective
CJC 141	Pre-Major/Elective
COM 120	GEN ED: Communications
COM 231	UGETC: Communications - AA/AS
ECO 251	UGETC: Social/Behavioral Science - AA/AS
ECO 252	UGETC: Social/Behavioral Science - AA/AS
ENG 111	UGETC: English Comp - AA/AS
ENG 112	UGETC: English Comp - AA/AS
ENG 114	GEN ED: English Comp
ENG 125	Pre-Major/Elective
ENG 231	UGETC: Humanities/Fine Arts - AA/AS
ENG 232	UGETC: Humanities/Fine Arts - AA/AS
ENG 241	GEN ED: Humanities/Fine Arts
ENG 242	GEN ED: Humanities/Fine Arts
GEO 111	GEN ED: Social/Behavioral Science
GER 111	GEN ED: Humanities/Fine Arts
GER 112	GEN ED: Humanities/Fine Arts
HEA 110	Pre-Major/Elective
HEA 112	Pre-Major/Elective
HIS 111	UGETC: Social/Behavioral Science - AA/AS
HIS 112	UGETC: Social/Behavioral Science - AA/AS
HIS 121	GEN ED: Social/Behavioral Science
HIS 122	GEN ED: Social/Behavioral Science
HIS 131	UGETC: Social/Behavioral Science - AA/AS
HIS 132	UGETC: Social/Behavioral Science - AA/AS
HIS 167	Pre-Major/Elective
HIS 221	Pre-Major/Elective
HIS 226	Pre-Major/Elective
HUM 110	GEN ED: Humanities/Fine Arts
HUM 115	GEN ED: Humanities/Fine Arts
HUM 120	GEN ED: Humanities/Fine Arts
HUM 122	GEN ED: Humanities/Fine Arts
MAT 143	UGETC: Math - AA
MAT 152	UGETC: Math - AA
MAT 171	UGETC: Math - AA/AS
MAT 172	UGETC: Math - AS
MAT 263	UGETC: Math - AS
MAT 271	GEN ED: Math - AS
MAT 272	GEN ED: Mathematics
MAT 273	GEN ED: Mathematics
MUS 110	UGETC: Humanities/Fine Arts - AA/AS
PED 110	Pre-Major/Elective
PED-111	Pre-Major/Elective

<b>Community College Course</b>	<b>Transfer Designation</b>
PED 112	Pre-Major/Elective
PED 113	Pre-Major/Elective
PED 115	Pre-Major/Elective
PED-117	Pre-Major/Elective
PED-119	Pre-Major/Elective
PED-120	Pre-Major/Elective
PED-121	Pre-Major/Elective
PED-122	Pre-Major/Elective
PED-123	Pre-Major/Elective
PED-125	Pre-Major/Elective
PED-128	Pre-Major/Elective
PED-130	Pre-Major/Elective
PED-137	Pre-Major/Elective
PED-139	Pre-Major/Elective
PED-142	Pre-Major/Elective
PED-143	Pre-Major/Elective
PED-144	Pre-Major/Elective
PED-145	Pre-Major/Elective
PED-152	Pre-Major/Elective
PED-154	Pre-Major/Elective
PED-155	Pre-Major/Elective
PED 165	Pre-Major/Elective
PED-210	Pre-Major/Elective
PED-211	Pre-Major/Elective
PHI 215	UGETC: Humanities/Fine Arts - AA/AS
PHI 240	UGETC: Humanities/Fine Arts - AA/AS
PHY 110 & PHY 110A	UGETC: Natural Sciences - AA/AS
PHY 151	UGETC: Natural Sciences - AS
PHY 152	UGETC: Natural Sciences - AS
PHY 251	UGETC: Natural Sciences - AS
PHY 252	UGETC: Natural Sciences - AS
POL 120	UGETC: Social/Behavioral Science - AA/AS
PSY 150	UGETC: Social/Behavioral Science - AA/AS
PSY 241	GEN ED: Social/Behavioral Science
PSY 259	Pre-Major/Elective
PSY 281	GEN ED: Social/Behavioral Science
REL 110	GEN ED: Humanities/Fine Arts
REL 211	GEN ED: Humanities/Fine Arts
SOC 210	UGETC: Social/Behavioral Science - AA/AS
SOC 213	GEN ED: Social/Behavioral Science
SPA 111	GEN ED: Humanities/Fine Arts
SPA 112	GEN ED: Humanities/Fine Arts
SPA 141	Pre-Major/Elective
SPA 161	Pre-Major/Elective
SPA 211	GEN ED: Humanities/Fine Arts
SPA 212	GEN ED: Humanities/Fine Arts

# 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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACA 111</b>	<b>Success &amp; Study Skills</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACA 122</b>	<b>College Transfer Success</b>	<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.

## ACCOUNTING

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACC 115</b>	<b>College Accounting</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites: MAT 060 or DMA 010, 020, 030</b>			
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ACC 120</b>	<b>Prin of Financial Accounting</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites: MAT 060 or DMA 010, 020, 030</b>			
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ACC 121</b>	<b>Prin of Managerial Accounting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	2	4
	<b>Prerequisites: ACC 120</b>			
	<b>Corequisites:</b>			

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ACC 129</b>	<b>Individual Income Taxes</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites: MAT 060 or DMA 010,020,030</b>			
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

<b>ACC 140</b>	<b>Payroll Accounting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	2	2
	<b>Prerequisites: ACC 115 or ACC 120</b>			
	<b>Corequisites:</b>			

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.

<b>ACC 150</b>	<b>Accounting Software Appl</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	2	2
	<b>Prerequisites: ACC 115 or ACC 120</b>			
	<b>Corequisites:</b>			

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.

<b>ACC 220</b>	<b>Intermediate Accounting I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	2	4
	<b>Prerequisites: ACC 121</b>			
	<b>Corequisites:</b>			

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.

<b>ACC 221</b>	<b>Intermediate Acct II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	2	4
	<b>Prerequisites: ACC 220</b>			
	<b>Corequisites:</b>			

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.

<b>ACC 225</b>	<b>Cost Accounting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: ACC 121</b>			
	<b>Corequisites:</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AGR 111</b>	<b>Basic Farm Maintenance</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers fundamentals of maintenance and repair of farm facilities and equipment. Topics include safe use of hand tools and farm machinery, carpentry, concrete, painting, wiring, welding, plumbing, and calculating costs and materials needed. Upon completion, students should be able to answer theoretical questions on topics covered and assist with maintenance and repair of farm facilities and equipment.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AGR 130</b>	<b>Alternative Ag Production</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers the latest nontraditional enterprises in agriculture. Topics include animal production, aquaculture, and plant production. Upon completion, students should be able to identify selected enterprises and describe basic production practices.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AGR 139</b>	<b>Intro to Sustainable Ag</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AGR 263</b>	<b>Vegetable Production</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AHR 110</b>	<b>Intro to Refrigeration</b>	<b>2</b>	<b>6</b>	<b>5</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AHR 111</b>	<b>HVACR Electricity</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AHR 112</b>	<b>Heating Technology</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AHR 113</b>	<b>Uniform Cooling</b>	<b>2</b>	<b>4</b>	<b>2</b>



**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.

<b>AHR 114</b>	<b>Heat Pump Technology</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: AHR 110 or AHR 113</b>	2	4	4

**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.

<b>AHR 115</b>	<b>Refrigeration Systems</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: AHR 110</b>	1	3	2

**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.

<b>AHR 120</b>	<b>HVACR Maintenance</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	1	3	2

**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.

<b>AHR 151</b>	<b>HVAC Duct Systems I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	1	3	2

**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.

<b>AHR 160</b>	<b>Refrigerant Certification</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	1	0	1

**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.

<b>AHR 210</b>	<b>Residential Building Code</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	1	2	2

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>AHR 211</b>	<b>Residential System Design</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ALT 120</b>	<b>Renewable Energy Tech</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: ELC 114</b>			

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**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ANT 210</b>	<b>General Anthropology</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ANT 240</b>	<b>Archaeology</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## **ART**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ART 111</b>	<b>Art Appreciation</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>Class</b>	<b>Lab</b>	<b>Credit</b>
--------------	------------	---------------

**ART 114**      **Art History Survey I**      **3**      **0**      **3**  
**Prerequisites:** ENG 090, RED 090 or DRE 098  
**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

**ART 115**      **Art History Survey II**      **Class**      **Lab**      **Credit**  
**3**      **0**      **3**  
**Prerequisites:** ENG 090, RED 090 or DRE 098  
**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

**ART 121**      **Two-Dimensional Design**      **Class**      **Lab**      **Credit**  
**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**      **Class**      **Lab**      **Credit**  
**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

**ART 131**      **Drawing I**      **Class**      **Lab**      **Credit**  
**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

**ART 132**      **Drawing II**      **Class**      **Lab**      **Credit**  
**0**      **6**      **3**

**Prerequisites: ART 131 and ART 121 (for A.F.A. majors); none otherwise**

**Corequisites:**

This course continues instruction in the language of drawing and the use of various materials. Emphasis is placed on experimentation in the use of drawing techniques, media, and graphic materials. Upon completion, students should be able to demonstrate increased competence in the expressive use of graphic form and techniques. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 135</b>	<b>Figure Drawing I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 131</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces rendering the human figure with various drawing materials. Emphasis is placed on the use of the visual elements, anatomy, and proportion in the representation of the draped and undraped figure. Upon completion, students should be able to demonstrate competence in drawing the human figure. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 171</b>	<b>Computer Art I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 121 and CIS 070</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 214</b>	<b>Portfolio and Resume</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090, or DRE 098</b>	<b>0</b>	<b>2</b>	<b>1</b>
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 223</b>	<b>Wood Design II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 222</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides a continuation of the skills and techniques used in ART 222. Emphasis is placed on woodcarving and other processes. Upon completion, students should be able to use original designs in the creation of functional and sculptural forms. Additional supply costs and/or lab fees may apply.

**Class Lab Credit**

<b>ART 235</b>	<b>Figure Drawing II</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Prerequisites: ART 135</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 240</b>	<b>Painting I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 121 and ART 131 (for A.F.A. majors); none otherwise</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 241</b>	<b>Painting II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 240 (for A.F.A. majors); none otherwise</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 242</b>	<b>Landscape Painting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 240</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces and practices the skills and techniques of open-air painting. Emphasis is placed on techniques of painting summer foliage, skies, and mountains, and the elements of aerial perspective. Upon completion, students should be able to complete an open-air landscape painting employing brush, knife, scumbling, and glazing techniques.

<b>ART 243</b>	<b>Portrait Painting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 240</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course covers the portrait as subject matter by use of live models. Topics include composition, color mixing, and the history of portraiture. Upon completion, students should be able to demonstrate competence in the traditional approach to portrait painting.

<b>ART 244</b>	<b>Watercolor</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces basic methods and techniques used in watercolor. Emphasis is placed on application, materials, content, and individual expression. Upon completion, students should be able to demonstrate a variety of traditional and nontraditional concepts used in watercolor media.

<b>ART 264</b>	<b>Digital Photography I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 070</b>	<b>1</b>	<b>4</b>	<b>3</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 281</b>	<b>Sculpture I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>6</b>	<b>3</b>
	<b>Prerequisites: ART 122</b>			
	<b>Corequisites:</b>			

This course provides an exploration of the creative and technical methods of sculpture with focus on the traditional processes. Emphasis is placed on developing basic skills as they pertain to three-dimensional expression in various media. Upon completion, students should be able to show competence in variety of sculptural approaches. Additional supplies at a cost of approximately \$150 will be needed to successfully complete required projects for this course. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 282</b>	<b>Sculpture II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>6</b>	<b>3</b>
	<b>Prerequisites: ART 281</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 283</b>	<b>Ceramics I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>6</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 284</b>	<b>Ceramics II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>6</b>	<b>3</b>
	<b>Prerequisites: ART 283</b>			
	<b>Corequisites:</b>			

This course covers advanced hand building and wheel techniques. Emphasis is placed on creative expression, surface design, sculptural quality, and glaze effect. Upon completion, students should be able to demonstrate a high level of technical competence in forming and glazing with a development of three-dimensional awareness. Additional supplies at a cost of approximately \$30 will be needed to successfully complete required projects for this course, and a \$75.00 lab fee will be charged. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 285</b>	<b>Ceramics III</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>6</b>	<b>3</b>
	<b>Prerequisites: ART 284</b>			



**Corequisites:**

This course provides the opportunity for advanced self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of clay bodies, slips, engobes, and firing procedures necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate a knowledge of materials and techniques necessary to successfully create original projects in the clay medium. Additional supplies at a cost of approximately \$30 will be needed to successfully complete required projects for this course, and a \$75.00 lab fee will be charged. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 286</b>	<b>Ceramics IV</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ART 285</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides the opportunity for self-determined work in sculptural and functional ceramics. Emphasis is placed on developing the technical awareness of glaze materials, glaze formulation, and firing techniques necessary to fulfill the student's artistic goals. Upon completion, students should be able to demonstrate knowledge of materials and techniques necessary to successfully create original projects in the clay medium. Additional supplies at a cost of approximately \$30 will be needed to successfully complete required projects for this course, and a \$75.00 lab fee will be charged. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ART 288</b>	<b>Studio</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: Completion of a sequence of art courses in the proposed area of study</b>	<b>0</b>	<b>6</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides the opportunity for advanced self-determined work beyond the limits of regular studio course sequences. Emphasis is placed on creative self-expression and in-depth exploration of techniques and materials. Upon completion, students should be able to create original projects specific to media, materials, and techniques. Additional supplies at a cost of approximately \$100 to \$200 will be needed to successfully complete required projects for this course and a \$75 lab fee will be charged to ceramic students for this course. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## AUTOMATION AND ROBOTICS

<b>ATR 112</b>	<b>Intro to Automation</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ELC 117</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems.

<b>ATR 211</b>	<b>Robot Programing</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ATR 112</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides the operational characteristics of industrial robots and programming in their respective languages. Topics include robot programming utilizing teach pendants, PLCs, and personal computers; and the interaction of external sensors, machine vision, network systems, and other related devices. Upon completion, students should be able to program and demonstrate the operation of various robots.

<b>ATR 212</b>	<b>Industrial Robots</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ELC 228</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

This course covers the operation of industrial robots. Topics include the classification of robots, activators, grippers, work envelopes, computer interfaces, overlapping work envelopes, installation, and programming. Upon completion, students should be able to install, program, and troubleshoot industrial robots. Students successfully completing this class will be awarded a FANUC Robotic Programming Certification.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ATR 214</b>	<b>Advanced PLCs</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: ELC 128</b>			
	<b>Corequisites:</b>			

This course introduces the study of high-level programming languages and advanced I/O modules. Topics include advanced programming languages; system networking; computer interfacing; analog and other intelligent I/O modules; and system troubleshooting. Upon completion, students should be able to write and troubleshoot systems using high-level languages and complex I/O modules.

## **BIOLOGY**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 110</b>	<b>Principles of Biology</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: MAT 060 or DMA 010, 020, 030; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 111</b>	<b>General Biology I</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: MAT 070 or DMA 010, 020, 030, 040, 050; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 112</b>	<b>General Biology II</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: Grade of C or better in BIO 111</b>			
	<b>Corequisites:</b>			

This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 140</b>	<b>Environmental Biology</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: MAT 070 or DMA 010, 020, 030, 040, 050; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites: BIO 140A</b>			



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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 140A</b>	<b>Environmental Biology Lab</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Prerequisites: MAT 070 or DMA 010, 020, 030, 040, 050; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites: BIO 140</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 163</b>	<b>Basic Anat &amp; Physiology</b>	<b>4</b>	<b>2</b>	<b>5</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098; MAT 060 or DMA 010, 020, 030</b>			
	<b>Corequisites:</b>			

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 168</b>	<b>Anatomy and Physiology I</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: MAT 060 or DMA 010, DMA 020, DMA 030; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BIO 169</b>	<b>Anatomy and Physiology II</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: Grade of C or better in BIO 168</b>			
	<b>Corequisites:</b>			

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## **BREWING, DISTILLATION AND FERMENTATION**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 110</b>	<b>Fermentation Production</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites: BDF 112</b>			
	<b>Corequisites:</b>			

This course introduces the basic methodologies used in fermentation. Emphasis is placed on the production of fermented products including ingredients, techniques, fermentation management, storage and sanitation. Upon completion, students should be able to design/produce pilot-scale products to demonstrate how material selection and process conditions can generate different kinds/qualities of products.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 111</b>	<b>BDF Safety &amp; Sanitation</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers sanitation, handling and safety with fermentation products, facilities and equipment. Upon completion, students should be able to safely maintain quality and stability of fermentation products. Emphasis is placed on the proper chemicals, their selection, handling and storage for sanitation control within the fermentation environment.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 112</b>	<b>Survey of Fermented Products</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites:</b> BDF 125			
	<b>Corequisites:</b>			

This course provides an introduction to fermented products. Emphasis is placed on history, production, characteristics, taxonomy, and evaluation. Upon completion, students should be able to identify and apply factors relevant to the production of fermented products.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 114</b>	<b>Craft Beer Brewing</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b> BDF 125			

This course introduces entry level skills in craft beer brewing. Upon completion, students should be able to demonstrate how to produce small batches of craft beer and be able to extrapolate concepts to larger future production. Topics include recipe development, basic sanitation, techniques and equipment used in the production of small batches (5 gallons or less) of craft beer.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 115</b>	<b>Applied Craft Bev Microbiology</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites:</b> BDF 114			
	<b>Corequisites:</b>			

This course provides an introduction to microbiology and laboratory practices in the brewing industry. Emphasis is placed on yeast biology, fermentation, microorganisms in breweris/distillation and sanitation. Upon Completion, students should be able to demonstrate an understanding of microbiology, laboratory techniques, and commonly used analysis methodologies applied in the brewing industry.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 125</b>	<b>Bev Tech &amp; Calculations</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces technology and mathematical calculations used in craft beverage production. Emphasis is placed on equipment and technology relating to scheduling/record keeping, and recipe development/alcohol control and ingredient usage calculations. Upon completion, student should be able to identify/demonstrate technology and equipment used in craft beverage production and recipe development.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 210</b>	<b>Hops Selection and Production</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers the selection and cultivation of hops for the production of fermented products. Emphasis is placed on varietal selection for the local region, yard establishment, harvest, and post-harvest handling; topics include hops and growth production, drying, pelletizing, and storage of hops products. Upon completion, students should be able to select the correct varieties, cultivate, harvest, and process hops for fermented products.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 213</b>	<b>Malting</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b> HOR 245			

This course covers processes and technologies used in malting grains for fermented products. Emphasis is placed on grain selection

for different product styles, science of malting grain, and analysis of malted products as they pertain to fermented products. Upon completion, students should be able to select proper grain and complete the malting process according to Institute of Brewing and Distilling (IBD) malting standards.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 220</b>	<b>Applied Craft Bev Chemistry</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: BDF 125</b>			

This course introduces chemistry fundamentals as they apply to the brewing and distillation industry. Emphasis is placed on elements impacting brewing/distillation including ingredient analysis/fermentation/production chemicals, and properties of gasses/liquids, pH, and pressure; how they influence production and end products. Upon completion, students should be able to demonstrate basic chemistry principles/laboratory techniques to assess/control chemical properties associated with major products of alcoholic beverage industry.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 230</b>	<b>Advanced Brewing</b>	<b>2</b>	<b>4</b>	<b>3</b>
	<b>Prerequisites: BDF 110, BDF 114, HOR 245</b>			
	<b>Corequisites:</b>			

This course covers advanced brewing processes utilizing the equipment of an on-site brewery and fermentation facility. Topics include advanced beer making processes, analysis/monitoring of fermentation, specialty beer production, quality control, sustainable practices and facilities operations and management. Upon completion, students should be able to understand and demonstrate the proper applications of high volume brewing in a production facility.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 230A</b>	<b>Advanced Brewing Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: BDF 230 Advanced Brewing</b>			

This course provides additional laboratory experience for enhancing student skills in advanced brewing processes utilizing the equipment of an on-site brewery and fermentation facility. Topics include advanced beer making processes, analysis/monitoring of fermentation, specialty beer production, quality control, sustainable practices and facilities operations and management. Upon completion students should be able to demonstrate the proper application of high volume brewing in a production facility.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 236</b>	<b>Brewing/Packaging Maintenance</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites: ELC 128, BDF 110</b>			
	<b>Corequisites:</b>			

This course covers the equipment in a brewing, distillation and fermentation facility and the techniques used for maintenance and troubleshooting. Topics include types of equipment, the role of equipment used in filling and packaging, troubleshooting, and the role of a maintenance technician. Upon completion, students should be able to set up, maintain and troubleshoot equipment in a brewing, distillation and fermentation facility using techniques appropriate for the industry.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BDF 261</b>	<b>Bev Marketing &amp; Sales</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: BDF 110</b>			
	<b>Corequisites:</b>			

This course covers the planning and resources required to market grains/hops/fruit and brewed or distilled products. Upon completion, students should be able to demonstrate a basic proficiency of the marketing principles and practices for craft beverages and the grains/hops/fruit from which they are produced. Emphasis is placed on the nature of the craft beverage market including industry/consumer trends, economic, legal, and social considerations related to branding, pricing, promotion, and distribution.

## **BLUEPRINT READING**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BPR 111</b>	<b>Blueprint Reading</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BPR 121</b>	<b>Blueprint Reading: Mech</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites: BPR 111 or MAC 131</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BPR 135</b>	<b>Schematics &amp; Diagrams</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces schematics and diagrams used in a variety of occupations. Topics include interpretation of wiring diagrams, assembly drawings, exploded views, sectional drawings, and service manuals, specifications, and charts. Upon completion, students should be able to research and locate components and assemblies denoting factory specifications and requirements from service and repair manuals.

## **BUSINESS**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 110</b>	<b>Introduction to Business</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: RED 090, ENG 090 or DRE 098</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 115</b>	<b>Business Law I</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: RED 090, ENG 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 116</b>	<b>Business Law II</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: BUS 115</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>BUS 121</b>	<b>Business Math</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098; MAT 070 or DMA 010, 020, 030, 040, 050</b>			
	<b>Corequisites:</b>			

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students

should be able to apply mathematical concepts to business.

<b>BUS 125</b>	<b>Personal Finance</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.

<b>BUS 137</b>	<b>Principles of Management</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>BUS 153</b>	<b>Human Resource Management</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>BUS 217</b>	<b>Employment Law and Regulations</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>BUS 225</b>	<b>Business Finance</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ACC 120</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>BUS 239</b>	<b>Bus Applications Seminar</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, 251 or 252</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Corequisites:</b>			

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.

<b>BUS 260</b>	<b>Business Communication</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 111</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CET 111</b>	<b>Computer Upgrade/Repair I</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CHM 092</b>	<b>Fundamentals of Chemistry</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites: MAT 060 or DMA 010, 020, 030</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CHM 130</b>	<b>Gen, Org, &amp; Biochemistry</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: DRE 098, DMA 10,20,30</b>			
	<b>Corequisites: CHM 130A</b>			

This course provides a survey of basic facts and principles of general, organic, and biochemistry. Topics include measurement, molecular structure, nuclear chemistry, solutions, acid-base chemistry, gas laws, and the structure, properties, and reactions of major organic and biological groups. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CHM 130A</b>	<b>Gen, Org, &amp; Biochemistry Lab</b>	<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: CHM 130</b>			

This course is a laboratory for CHM 130. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 130. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 130.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CHM 131</b>	<b>Introduction to Chemistry</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098; MAT 070 or DMA 010, 020, 030, 040, 050</b>			
	<b>Corequisites: CHM 131A</b>			

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CHM 131A</b>	<b>Introduction to Chemistry Lab</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098; MAT 070 or DMA 010, 020, 030, 040, 050</b>			
	<b>Corequisites: CHM 131</b>			

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles



presented in CHM 131. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>CHM 132</b>	<b>Organic and Biochemistry</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: Grade of C or better in CHM 131 and CHM 131A or CHM 151</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>CHM 151</b>	<b>General Chemistry I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098; CHM 092 or CHM 131; MAT 080 or DMA 010, 020, 030, 040, 050, 060, 070, 080</b>			
	<b>Corequisites:</b>			

This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>CHM 152</b>	<b>General Chemistry II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: Grade of C or better in CHM 151</b>			
	<b>Corequisites:</b>			

This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## COMPUTER INFORMATION SYSTEMS

<b>CIS 070</b>	<b>Fundamentals of Computing</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>CIS 110</b>	<b>Introduction to Computers</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: CIS 070; ENG 080, RED 080 or DRE 097</b>			
	<b>Corequisites:</b>			

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).

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CIS 111</b>	<b>Basic PC Literacy</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CIS 113</b>	<b>Computer Basics</b>	<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites: CIS 070; ENG 080, RED 080 or DRE 097</b>			
	<b>Corequisites:</b>			

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 Phlebotomy students who do not already have credit for CIS 110.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CIS 115</b>	<b>Intro to Prog &amp; Logic</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Prerequisites: CIS 070; DMA 010, 020 030, 040 or MAT 070</b>			
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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 This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## CRIMINAL JUSTICE

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 100</b>	<b>Basic Law Enforcement Training</b>	<b>9</b>	<b>30</b>	<b>19</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 111</b>	<b>Intro to Criminal Justice</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CJC 112</b>	<b>Criminology</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

<b>CJC 113</b>	<b>Juvenile Justice</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

<b>CJC 116</b>	<b>Introduction to Information Security</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 110 or CIS 111</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

<b>CJC 121</b>	<b>Law Enforcement Operations</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>CJC 122</b>	<b>Community Policing</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: RED 090, ENG 090 or DRE 098</b>			

This course covers the historical, philosophical, and practical dimensions of community policing. Emphasis is placed on the empowerment of police and the community to find solutions to problems by forming partnerships. Upon completion, students should be able to define community policing, describe how community policing strategies solve problems, and compare community policing to traditional policing.

<b>CJC 131</b>	<b>Criminal Law</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

<b>CJC 132</b>	<b>Court Procedure &amp; Evidence</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and

discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

<b>CJC 141</b>	<b>Corrections</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**ENG 090, RED 090 or DRE 098  
**Corequisites:**

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.

<b>CJC 170</b>	<b>Critical Incident Management for Public Safety</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**  
**Corequisites:** ENG 090, RED 090 or DRE 098

This course prepares the student to specialize in the direct response, operations, and management of critical incidents. Emphasis is placed upon the theoretical and applied models to understand and manage disasters, terrorism, and school/work place violence. Upon completion, the student should be able to identify and discuss managerial techniques legal issues, and response procedures to critical incidents.

<b>CJC 211</b>	<b>Counseling</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**  
**Corequisites:** RED 090, ENG 090 or DRE 098

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.

<b>CJC 212</b>	<b>Ethics &amp; Comm Relations</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**  
**Corequisites:** ENG 090, RED 090 or DRE 098

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.

<b>CJC 213</b>	<b>Substance Abuse</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**  
**Corequisites:** ENG 090, RED 090 or DRE 098

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.

<b>CJC 214</b>	<b>Victimology</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**  
**Corequisites:** ENG 090, RED 090 or DRE 098

This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs.

<b>CJC 215</b>	<b>Organization &amp; Administration</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**  
**Corequisites:** ENG 090, RED 090 or DRE 098

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to

identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

<b>CJC 216</b>	<b>Computer System Security Investigation</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CJC 116</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>CJC 217</b>	<b>Network Security Troubleshooting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CJC 216</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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

<b>CJC 221</b>	<b>Investigative Principles</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

<b>CJC 222</b>	<b>Criminalistics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

<b>CJC 225</b>	<b>Crisis Intervention</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

<b>CJC 231</b>	<b>Constitutional Law</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

<b>Class</b>	<b>Lab</b>	<b>Credit</b>
--------------	------------	---------------

<b>CJC 249</b>	<b>Forensic Accounting</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: ACC 120</b>			
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

## COMMUNICATION

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COM 120</b>	<b>Intro Interpersonal Com</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COM 231</b>	<b>Public Speaking</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisite: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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. Special attention will be given to helping students understand the basic principles of oral communications and gain confidence and enjoy public speaking. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## COSMETOLOGY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 111</b>	<b>Cosmetology Concepts I</b>	<b>4</b>	<b>0</b>	<b>4</b>
	<b>Prerequisites: CIS 070; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites: COS 112</b>			
	<b>COS 111AB</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites: CIS 070; ENG 090, RED 090 Or DRE 098</b>			
	<b>Corequisites: COS 112AB</b>			

	<b>COS 111BB</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites: COS 111AB</b>			
	<b>Corequisites: COS 112BB</b>			
	This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting.			
<b>COS 112</b>	<b>Salon I</b>	<b>0</b>	<b>24</b>	<b>8</b>
	<b>Prerequisites: CIS 070; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites: COS 111</b>			
	<b>COS 112AB</b>	<b>0</b>	<b>12</b>	<b>4</b>
	<b>Prerequisites: CIS 070; ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites: COS 111AB</b>			
	<b>COS 112BB</b>	<b>0</b>	<b>12</b>	<b>4</b>
	<b>Prerequisites: COS 112A</b>			
	<b>Corequisites: COS 111BB</b>			
	This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services.			
<b>COS 113</b>	<b>Cosmetology Concepts II</b>	<b>4</b>	<b>0</b>	<b>4</b>
	<b>Prerequisites: COS 111; or COS 111AB and COS 111BB</b>			
	<b>Corequisite: COS 114</b>			
	<b>COS 113AB</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites: COS 111; or COS 111AB and COS 111BB</b>			
	<b>Corequisites: COS 114AB</b>			
	<b>COS 113BB</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites: COS 113AB</b>			
	<b>Corequisites: COS 114BB</b>			
	This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.			
<b>COS 114</b>	<b>Salon II</b>	<b>0</b>	<b>24</b>	<b>8</b>
	<b>Prerequisites: COS 112; Or COS 112AB and COS 112BB</b>			
	<b>Corequisites: COS 113</b>			
	<b>COS 114AB</b>	<b>0</b>	<b>12</b>	<b>4</b>
	<b>Prerequisites: COS 112; or COS 112AB and COS 112BB</b>			
	<b>Corequisites: COS 113AB</b>			
	<b>COS 114BB</b>	<b>0</b>	<b>12</b>	<b>4</b>

**Prerequisites:** COS 114AB

**Corequisites:** COS 113BB

This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 115</b>	<b>Cosmetology Concepts III</b>	<b>4</b>	<b>0</b>	<b>4</b>
	<b>Prerequisites:</b> COS 111; or COS 111AB and COS 111BB			
	<b>Corequisites:</b> COS 116			
	<b>COS 115AC</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites:</b> COS 111; or COS 111AB and COS 111BB			
	<b>Corequisites:</b> COS 116AC			
	<b>COS 115BC</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Prerequisites:</b> COS 111; or COS 111AB and COS 111BB			
	<b>Corequisites:</b> COS 116BC			
	<b>COS 115CC</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Prerequisites:</b> COS 111; or COS 111AB and COS 111BB			
	<b>Corequisites:</b> COS 116CC			

This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 116</b>	<b>Salon III</b>	<b>0</b>	<b>12</b>	<b>4</b>
	<b>Prerequisites:</b> COS 112; or COS 112AB and COS 112BB			
	<b>Corequisites:</b> COS 115			
	<b>COS116AC</b>	<b>0</b>	<b>6</b>	<b>2</b>
	<b>Prerequisites:</b> COS 112; or COS 112AB and COS 112BB			
	<b>Corequisites:</b> COS115AC	<b>0</b>	<b>3</b>	<b>1</b>
	<b>COS 116BC</b>			
	<b>Prerequisites:</b> COS 112; or COS 112AB and COS 112BB			
	<b>Corequisites:</b> COS 115BC			
	<b>COS 116CC</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Prerequisites:</b> COS 112; or COS 112AB and COS 112BB			
	<b>Corequisites:</b> COS 115CC			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 117</b>	<b>Cosmetology Concepts IV</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites:</b> COS 113 and COS 115 Or Equivalent			
	<b>Corequisites:</b> COS118			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 118</b>	<b>Salon IV</b>	<b>0</b>	<b>21</b>	<b>7</b>

**Prerequisites:** COS 114 and COS 116 Or Equivalent

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 223</b>	<b>Contemp Hair Coloring</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b> COS 111, COS 112			
	<b>Corequisites:</b>			

This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a clients color needs and safely and competently perform color applications and correct problems.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 224</b>	<b>Trichology &amp; Chemistry</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course is a study of hair and the interaction of applied chemicals. Emphasis is placed on pH actions and the reactions and effects of chemical ingredients. Upon completion, students should be able to demonstrate an understanding of chemical terminology, pH testing, and chemical reactions on hair.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 225</b>	<b>ADV Contemporary Hair Coloring</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b> COS 223			
	<b>Corequisites:</b>			

This course covers advanced techniques in coloring applications and problem solving situations. Topics include removing unwanted color, replacing pigment and re-coloring, removing coatings, covering grey and white hair, avoiding color fading, and poor tint results. Upon completion, students should be able to apply problem solving techniques in hair coloring situations.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 240</b>	<b>Contemporary Design</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b> COS 111, COS 112			
	<b>Corequisites:</b>			

This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>COS 250</b>	<b>Computerized Salon Ops</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Prerequisites:</b> COS 111			
	<b>Corequisites:</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>CTI 141</b>	<b>Cloud &amp; Storage Concepts</b>	<b>1</b>	<b>4</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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

<b>Class</b>	<b>Lab</b>	<b>Credit</b>
--------------	------------	---------------



<b>CTS 120</b>	<b>Hardware/Software Support</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Prerequisites: CIS 070</b>			
	<b>Corequisites:</b>			

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.

<b>CTS 125</b>	<b>Presentation Graphics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 110 or CIS 111</b>	<b>4</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation.

<b>CTS 130</b>	<b>Spreadsheet</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 110 or CIS 111 or OST 137; MAT 070</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>CTS 220</b>	<b>Adv Hard/Software Support</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CTS 120</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>CTS 285</b>	<b>Systems Analysis &amp; Design</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 115</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>CTS 289</b>	<b>System Support Project</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CTS 285</b>	<b>1</b>	<b>4</b>	<b>3</b>
	<b>Corequisites:</b>			

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**

<b>DBA 110</b>	<b>Database Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 110 or CIS 115</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>DBA 112</b>	<b>Database Utilization</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>2</b>	<b>3</b>



**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DBA 115</b>	<b>Database Applications</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b> DBA 110			
	<b>Corequisites:</b>			

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.

## DEVELOPMENTAL MATHEMATICS MODULES

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 010</b>	<b>Operations With Integers</b>	<b>0.75</b>	<b>0.50</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 020</b>	<b>Fractions and Decimals</b>	<b>0.75</b>	<b>0.50</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010			
	<b>Corequisites:</b>			

This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 030</b>	<b>Proportions/Ratio/Rate/Percent</b>	<b>0.75</b>	<b>0.50</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010 and DMA 020			
	<b>Corequisites:</b>			

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA040</b>	<b>Expressions/Lineal Equations/Inequalities</b>	<b>0.75</b>	<b>0.50</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010, DMA 020 and DMA 030 or MAT 060			
	<b>Corequisites:</b> <del>ACA 44</del> Not required effective Summer 2016			

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 050</b>	<b>Graphs/Equations of Lines</b>	<b>0.75</b>	<b>0.50</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010, DMA 020, DMA 030 and DMA 040 or equivalent			
	<b>Corequisites:</b> <del>ACA 44</del> Not required effective Summer 2016			

This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 060</b>	<b>Polynomial/Quadratic Applications</b>	<b>0.75</b>	<b>0.50</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050 or equivalent			

**Corequisites:**

This course provides a conceptual study of problems involving graphic and algebraic representations of quadratics. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 065</b>	<b>Algebra for Precalculus</b>	<b>1.5</b>	<b>1</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010, DMA 020, DMA 030, DMA 040 and DMA 050 or equivalent			

**Corequisites:**

This course provides a study of problems involving algebraic representations of quadratic, rational, and radical equations. Topics include simplifying polynomial, rational, and radical expressions and solving quadratic, rational, and radical equations. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic and rational applications.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 070</b>	<b>Rational Expressions/Equations</b>	<b>0.75</b>	<b>0.50</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, or equivalent			

**Corequisites:**

This course provides a conceptual study of problems involving graphic and algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMA 080</b>	<b>Radical Express/Equations</b>	<b>0.75</b>	<b>0.5</b>	<b>1</b>
	<b>Prerequisites:</b> DMA 010, DMA 020, DMA 030, DMA 040, DMA 050, DMA 060, and DMA 070 or equivalent			

**Corequisites:**

This course provides a conceptual study of the manipulation of radicals and the application of radical equations to real-world problems. Topics include simplifying and performing operations with radical expressions and rational exponents, solving equations, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications.

## DEVELOPMENTAL MATH SHELLS

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMS 001</b>	<b>Developmental Math Shell 1</b>	<b>0.75</b>	<b>0.5</b>	<b>1</b>
	<b>Prerequisite:</b>			
	<b>Corequisite:</b>			

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be one DMA module appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMS 002</b>	<b>Developmental Math Shell 2</b>	<b>1.5</b>	<b>1</b>	<b>2</b>
	<b>Prerequisite:</b>			
	<b>Corequisite:</b>			

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be two DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMS 003</b>	<b>Developmental Math Shell 3</b>	<b>2.25</b>	<b>1.5</b>	<b>3</b>
	<b>Prerequisite:</b>			
	<b>Corequisite:</b>			

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will be three DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>DMS 004</b>	<b>Developmental Math Shell 4</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisite:</b>			
	<b>Corequisite:</b>			

This course provides an opportunity to customize developmental math content in specific developmental math areas. Content will

be four DMA modules appropriate to the required level of the student. Upon completion, students should be able to demonstrate an understanding of their specific developmental math area of content.

## DEVELOPMENTAL READING & ENGLISH MODULES

<b>DRE 096</b>	<b>Integrated Reading and Writing</b>	<b>Class</b> 2.5	<b>Lab</b> 1	<b>Credit</b> 3
----------------	---------------------------------------	---------------------	-----------------	--------------------

**Prerequisites:**

**Corequisites:** CIS 070, ~~ACA 111~~ Not required effective Summer 2016

This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile® range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs.

<b>DRE 097</b>	<b>Integrated Reading Writing II</b>	<b>Class</b> 2.5	<b>Lab</b> 1	<b>Credit</b> 3
----------------	--------------------------------------	---------------------	-----------------	--------------------

**Prerequisites:** DRE 096

**Corequisites:** CIS 070, ~~ACA 111~~ Not required effective Summer 2016

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile® range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence.

<b>DRE 098</b>	<b>Integrated Reading Writing III</b>	<b>Class</b> 2.5	<b>Lab</b> 1	<b>Credit</b> 3
----------------	---------------------------------------	---------------------	-----------------	--------------------

**Prerequisites:** DRE 097

**Corequisites:** CIS 070, ~~ACA 111~~ Not required effective Summer 2016

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

<b>DRE 099</b>	<b>Integrated Reading Writing III</b>	<b>Class</b> 2.0	<b>Lab</b> 0	<b>Credit</b> 2
----------------	---------------------------------------	---------------------	-----------------	--------------------

**Prerequisites:** DRE 097

**Corequisites:** CIS 070, ENG 111

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies by complementing, supporting and reinforcing material covered in ENG 111. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught using texts primarily in the Lexile® range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay.

## DRAFTING

<b>DFT 110</b>	<b>Basic Drafting</b>	<b>Class</b> 1	<b>Lab</b> 2	<b>Credit</b> 2
----------------	-----------------------	-------------------	-----------------	--------------------

**Prerequisites:**

**Corequisites:**

This course introduces basic drafting skills, terminology, and applications. Topics include basic mathematics; sketching; introduction to CAD, ANSI, and ISO drafting standards; and a survey of various drafting applications. Upon completion, students should be able to perform basic calculations for CAD drafting, sketch drawings using appropriate standards, and recognize drawings from different drafting fields.

<b>DFT 119</b>	<b>Basic CAD</b>	<b>Class</b> 1	<b>Lab</b> 2	<b>Credit</b> 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.

<b>DFT 154</b>	<b>Intro Solid Modeling</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: DFT 119</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

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

<b>DDF 252</b>	<b>Advanced Solid Modeling</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: DFT 153 or DFT 154</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

## E-COMMERCE

<b>ECM 210</b>	<b>Intro to E-Commerce</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 070</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Corequisites:</b>			

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 e-commerce Internet.

## ECONOMICS

<b>ECO 251</b>	<b>Prin of Microeconomics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: MAT 070 or DMA 010, 020, 030, 040, 050; ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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 (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ECO 252</b>	<b>Prin of Macroeconomics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: MAT 070 or DMA 010, 020, 030, 040, 050; ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## EDUCATION

<b>EDU 119</b>	<b>Intro to Early Child Educ</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		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

<b>EDU 131</b>	<b>Child, Family, &amp; Commun</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3

**Prerequisites: ENG 090, RED 090 or DRE 098**

**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.

<b>EDU 144</b>	<b>Child Development I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3

**Prerequisites: ENG 090, RED 090 or DRE 098**

**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.

<b>EDU 145</b>	<b>Child Development II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3

**Prerequisites: EDU 144, ENG 90, RED 09 or DRE 098**

**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.

<b>EDU 146</b>	<b>Child Guidance</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3

**Prerequisites: ENG 090, RED 090 or DRE 098**

**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.

<b>EDU 151</b>	<b>Creative Activities</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3

**Prerequisites: ENG 090, RED 090 or DRE 098**

**Corequisites:**

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 153</b>	<b>Health, Safety &amp; Nutrit</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 184</b>	<b>Early Child Intro Pract 42</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites: EDU 119; ENG 090, RED 090 or DRE 098</b>			

**Corequisites:**

This course introduces students to early childhood settings and applying skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on observing children and assisting in the implementation of developmentally appropriate activities/environments for all children; and modeling reflective/professional practices. Upon completion, students should be able to demonstrate developmentally appropriate interactions with children and ethical/professional behaviors as indicated by assignments and onsite faculty visits.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 221</b>	<b>Children with Exceptional</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: EDU 144, EDU 145 or PSY 244, PSY 245</b>			

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course. (Reserved for Early Childhood AAS and Diploma Programs)

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 234</b>	<b>Infants, Toddlers, &amp; Twos</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: EDU 119, EDU 144</b>			

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EDU 235</b>	<b>School-Age Dev &amp; Program</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			

**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.

<b>EDU 251</b>	<b>Exploration Activities</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: EDU 151; MAT 060 or DMA 010, 020, 030</b>			
	<b>Corequisites:</b>			

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.

<b>EDU 259</b>	<b>Curriculum Planning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: EDU 119, EDU 145, EDU 151</b>			
	<b>Corequisites:</b>			

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.

<b>EDU 261</b>	<b>Early Childhood Admin I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites: EDU 119</b>			

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.

<b>EDU 262</b>	<b>Early Childhood Admin II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: EDU 261</b>			
	<b>Corequisites: EDU 119</b>			

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.

<b>EDU 271</b>	<b>Educational Technology</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites: EDU 144, EDU 145,</b>			
	<b>Corequisites: CIS 070</b>			

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.

<b>EDU 280</b>	<b>Language &amp; Literacy Exp</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: EDU 151</b>			
	<b>Corequisites:</b>			

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.

<b>EDU 284</b>	<b>Early Child Capstone Practicum</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	9	4
	<b>Prerequisites: EDU 119, EDU 144, EDU 145, EDU 146, EDU 151</b>			
	<b>Corequisites:</b>			

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.

## ELECTRICITY

<b>ELC 111</b>	<b>Intro to Electricity</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	2
	<b>Prerequisites: DMA 010, 020,0 30</b>			
	<b>Corequisites:</b>			

This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

<b>ELC 112</b>	<b>DC/AC Electricity</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	6	5
	<b>Prerequisites:</b>			
	<b>Corequisites: DMA 010</b>			

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.

<b>ELC 113</b>	<b>Residential Wiring</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	6	4
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>ELC 114</b>	<b>Commercial Wiring</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	6	4
	<b>Prerequisites: ELC 113</b>			
	<b>Corequisites:</b>			

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.

<b>ELC 117</b>	<b>Motors and Controls</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	6	4
	<b>Prerequisites: ELC 111, ELC 112 or ELC 131 or ELC 139</b>			
	<b>Corequisites:</b>			

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



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 119</b>	<b>NEC Calculations</b>	<b>1</b>	<b>2</b>	<b>2</b>

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 120</b>	<b>Intro to Wiring</b>	<b>2</b>	<b>2</b>	<b>3</b>

**Prerequisites:**

**Corequisites:**

This course is an introduction to wiring concepts for non-electricians. Topics include safety, tools, materials, techniques and terminology associated with electrical wiring. Upon completion, students should be able to use and/or identify wiring tools, materials and procedures at an introductory level.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 128</b>	<b>Intro to PLC</b>	<b>2</b>	<b>3</b>	<b>3</b>

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 138</b>	<b>DC Circuit Analysis</b>	<b>3</b>	<b>3</b>	<b>4</b>

**Prerequisites:** A minimum of any three: DMA 10, DMA 20, DMA 30, DMA 40, DMA 050, DMA 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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 139</b>	<b>AC Circuit Analysis</b>	<b>3</b>	<b>3</b>	<b>4</b>

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 225</b>	<b>Data Communication/Mfg</b>	<b>3</b>	<b>2</b>	<b>4</b>

**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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ELC 228</b>	<b>PLC Applications</b>	<b>2</b>	<b>6</b>	<b>4</b>

**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.

<b>ELC 229</b>	<b>Applications Project</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ATR 212</b>	1	3	2
	<b>Corequisites:</b>			

This course provides an individual and/or integrated team approach to a practical project as approved by the instructor. Topics include project selection and planning, implementation and testing, and a final presentation. Upon completion, students should be able to plan and implement an applications-oriented project. This project will deal with the topics of industrial automation and advanced manufacturing

<b>ELC 233</b>	<b>Energy Management</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ELC 117</b>	2	2	3
	<b>Corequisites:</b>			

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.

## ELECTRONICS

<b>ELN 110</b>	<b>Survey of Electronics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ELC 112 or ELC 138 and ELC 139</b>	2	2	3
	<b>Corequisites: ELN 150</b>			

This course introduces fundamental electrical and electronic concepts for non-electronic majors. Emphasis is placed on terminology and devices used in basic electronic and digital applications. Upon completion, students should be able to demonstrate a grasp of the fundamentals of modern electronic circuits.

<b>ELN 131</b>	<b>Analog Electronics I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ELC 138</b>	3	3	4
	<b>Corequisites:</b>			

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment.

<b>ELN 133</b>	<b>Digital Electronics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ELC 112 or ELC 131 or ELC 138</b>	3	3	4
	<b>Corequisites:</b>			

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.

<b>ELN 150</b>	<b>CAD for Electronics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	1	3	2
	<b>Corequisites: ELN 110</b>			

This course introduces computer-aided drafting (CAD) with an emphasis on applications in the electronics field. Topics include electronics industry standards (symbols, schematic diagrams, layouts); drawing electronics field. Topics include electronics industry standards (symbols, schematic diagrams, layouts); drawing electronic circuit diagrams; and specialized electronic drafting practices and components such as resistors, capacitors, and ICs. Upon completion, students should be able to prepare electronic drawings with CAD software. Emphasis will also be placed on general electrical and industrial controls drawings.

<b>ELN 232</b>	<b>Intro to Microprocessors</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	3	4
	<b>Prerequisites: ELN 133 and CET 111</b>			
	<b>Corequisites:</b>			

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.

<b>ELN 237</b>	<b>Local Area Networks</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	3	3
	<b>Prerequisites: CET 111</b>			
	<b>Corequisites:</b>			

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..

<b>ELN 275</b>	<b>Troubleshooting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	3	2
	<b>Prerequisites: ELN 131 and ELN 133</b>			
	<b>Corequisites:</b>			

This course covers techniques of analyzing and repairing failures in electronic equipment. Topics include safety, signal tracing, use of service manuals, and specific troubleshooting methods for analog, digital, and other electronics-based circuits and systems. Upon completion, students should be able to logically diagnose and isolate faults and perform necessary repairs to meet manufacturers' specifications.

## ENGINEERING

<b>EGR 131</b>	<b>Intro to Electronics Technology</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	2	2
	<b>Prerequisites:</b>			
	<b>Corequisites: ELC 138</b>			

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.

<b>EGR 285</b>	<b>Design Project</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		0	4	2
	<b>Prerequisites: ATR 111 or ATR 112</b>			
	<b>Corequisites:</b>			

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

<b>ENG 102</b>	<b>Applied Communications II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>ENG 111</b>	<b>Writing and Inquiry</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: ENG 090, RED 09, or DRE 098</b>			
	<b>Corequisites:</b>			

This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon

completion, students should be able to produce unified, coherent, well-developed essays using standard written English. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ENG 112</b>	<b>Writing/Research in the Disc</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 111</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ENG 114</b>	<b>Prof Research &amp; Reporting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 111</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ENG 125</b>	<b>Creative Writing I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 111</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites: ENG 112, ENG 113, or ENG 114</b>			

This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ENG 231</b>	<b>American Literature I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 112, ENG 113, or ENG 114</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ENG 232</b>	<b>American Literature II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 112, ENG 113, or ENG 114</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>ENG 241</b>	<b>British Literature I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 112, ENG 113, or ENG 114</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to

interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ENG 242</b>	<b>British Literature II</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 112, ENG 113, or ENG 114</b>			
	<b>Corequisites:</b>			

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## ENTREPRENEURSHIP

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ETR 215</b>	<b>Law for Entrepreneurs</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces students to basic legal concepts specifically relevant to a business start-up venture. Topics include bailments and documents of title, nature and form of sales, risk and property rights, obligations and performance, business organizations, and agency and employment. Upon completion, students should be able to assess the legal responsibilities of a business start-up. This course is particularly geared to students interested in developing creative small business enterprises.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ETR 220</b>	<b>Innovation and Creativity</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course provides a study of developing and enhancing individual and organizational creativity and innovation. Topics include that innovation needs to be applied to products, services, and processes to increase competitive advantages and add value to businesses. Upon completion, students should be able to apply innovation and creativity principles in the work place.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>ETR 230</b>	<b>Entrepreneur Marketing</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers the techniques to correctly research and define the target market to increase sales for start-up businesses or to expand current businesses. Topics include how to target market and meet customers' needs with a limited budget in the early stages of the life of a start-up business. Upon completion, students should be able to demonstrate an understanding of how to correctly target market for a start-up business with limited resources.

## FIRE PROTECTION TECHNOLOGY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>EPT 140</b>	<b>Emergency Management</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: ENG 090 RED 090; or DRE 098</b>			

This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIP 120</b>	<b>Intro to Fire Protection</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:ENG 090, RED 090, or DRE 098</b>			

This course provides an overview of the development, methods, systems and regulations that apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and related subjects. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIP 124</b>	<b>Fire Prevention and Public Ed</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**

**Corequisites: ENG 090, RED 090, or DRE 098**

This course introduces fire prevention concepts as they relate to community and industrial operations referenced in NFPA standard 101. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens or industrial group.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIP 132</b>	<b>Building Construction</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**

**Corequisites: ENG 090, RED 090, or DRE 098**

This course covers the principles and practices reference in NFPA standard 220 related to various types of building construction including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, students should be able to understand and recognize various types of construction and their positive or negative aspects as related to fire conditions.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIP 146</b>	<b>Fire Protection Systems</b>	<b>3</b>	<b>2</b>	<b>4</b>

**Prerequisites:**

**Corequisites:**

This course introduces various types of automatic sprinklers, standpipes, fire alarm systems, and fixed and portable extinguishing systems referenced in NFPA standard 25, including their operation, installation, and maintenance. Topics include wet and dry systems, testing and maintenance, water supply requirements, fire detection and alarm systems, including application, testing, and maintenance of Halon, carbon dioxide, dry chemical, and special extinguishing agents utilized in fixed and portable systems. Upon completion, students should be able to demonstrate a working knowledge of sprinkler and alarm systems, both fixed and portable, including appropriate application, operation, inspection, and maintenance requirements.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIP 156</b>	<b>Computers in Fire SVC</b>	<b>1</b>	<b>2</b>	<b>2</b>

**Prerequisites:**

**Corequisites:**

This courses covers the use of computers by fire protection organizations. Topics include operating systems networking concepts, fire incident reporting systems, and other software applications in fire protection. Upon completion, students should be able to demonstrate knowledge of computers and their applications to fire protection.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIP 152</b>	<b>Fire Protection Law</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**

**Corequisites: ENG 090, RED 090, or DRE 098**

This course covers fire protection law as referenced in NFPA standard 1. Topics include legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>FIP 220</b>	<b>Fire Fighting Strategies</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:**

**Corequisites: ENG 090, RED 090, or DRE 098**

This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector referenced in NFPA standards 1561, 1710, and 1720. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire and non-fire situations.

<b>Class</b>	<b>Lab</b>	<b>Credit</b>
--------------	------------	---------------



**FIP 221 Adv. Fire Fighting Strategies** 3 0 3  
**Prerequisites:** FIP 220  
**Corequisites:** ENG 090, RED 090, or DRE 098

This course covers command-level operations for multi-company/agency operations involving fire and non-fire emergencies. Topics include advanced use of the Incident Command System(ICS), advanced incident analysis, command-level fire operations, and control of both manmade and natural major disasters. Upon completion, students should be able to describe proper and accepted systems for the mitigation of emergencies at the level of overall scene command.

**FIP 224 Fire Instructor I and II** Class Lab Credit  
4 0 4  
**Prerequisites:**  
**Corequisites:** ENG 090, RED 090, or DRE 098

This course covers the knowledge, skills, and abilities needed to train others in fire service operations. Topics include planning, presenting, and evaluating lesson plans, learning styles, use of media, communication, and other related topics. Upon completion, students should be able to meet the requirements of the Fire Instructor I and II objectives from National Fire Protection Association (NFPA) 1041.

**FIP 228 Local Government Finance** Class Lab Credit  
3 0 3  
**Prerequisites:**  
**Corequisites:** ENG 090, RED 090, or DRE 098

This course introduces local governmental financial principles and practices. Topics include budget preparation and justification, revenue policies, statutory requirements, audits, and the economic climate. Upon completion, students should be able to comprehend the importance of finance as it applies to the operations of a department.

**FIP 229 Fire Dynamics and Combust** Class Lab Credit  
3 0 3  
**Prerequisites:**  
**Corequisites:** ENG 090, RED 090, or DRE 098

This course covers the theories and fundamentals of how and why fires start and spread, and how they are safely controlled referenced in NFPA standard 1001. Topics include components of fire, fire sources, fire behavior, properties of combustible solids, classification of hazards, and the use of fire extinguishing agents. Upon completion, students should be able to describe the properties of matter and dynamics of fire, identify fuel sources, and compare suppressants and extinguishment techniques.

**FIP 230 Chemistry of Hazmat** Class Lab Credit  
5 0 5  
**Prerequisites:**  
**Corequisites:** ENG 090, RED 090, or DRE 098

This course covers the evaluation of hazardous materials referenced in NFPA standard 1072. Topics include use of the periodic table, hydrocarbon derivatives, placards and labels, parameters of combustion, and spill and leak mitigation. Upon completion, students should be able to demonstrate knowledge of the chemical behavior of hazardous materials.

**FIP 232 Hydraulics and Water Distribution** Class Lab Credit  
2 2 3  
**Prerequisites:**  
**Corequisites:** ENG 090, RED 090, or DRE 098

This course covers the flow of fluids through fire hoses, nozzles, appliances, pumps, standpipes, water mains, and other devices reference in NFPA standard 25. Emphasis is placed on supply and delivery systems, fire flow testing, hydraulic calculations, and other related topics. Upon completion, students should be able to perform hydraulic calculations, conduct water availability tests, and demonstrate knowledge of water distribution systems.

**FIP 248 Fire Service Personnel Administration** Class Lab Credit  
3 0 3  
**Prerequisites:**  
**Corequisites:** ENG 090, RED 090 or DRE 098

This course covers the basics of setting up and administering the personnel functions of fire protection organizations referenced in NFPA standard 1021. Emphasis is placed on human resource planning, classification and job analysis, equal opportunity employment, affirmative action, recruitment, retention, development, performance evaluation, and assessment centers. Upon completion, students

should be able to demonstrate knowledge of the personnel function as it relates to managing fire protection.

## GERMAN

<b>GER 111</b>	<b>Elementary German I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course introduces the fundamental elements of the German 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 German and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>GER 112</b>	<b>Elementary German II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: GER 111</b>			
	<b>Corequisites:</b>			

This course is a continuation of GER 111 focusing on the fundamental elements of the German 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 German and demonstrate further cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## GEOGRAPHY

<b>GEO 111</b>	<b>World Regional Geography</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## GRAPHIC DESIGN

<b>GRD 110</b>	<b>Typography I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: CIS 070</b>			
	<b>Corequisites:</b>			

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.

<b>GRD 141</b>	<b>Graphic Design I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

<b>GRD 142</b>	<b>Graphic Design II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>4</b>	<b>4</b>



**Prerequisites:** ART 121, DES 135, or GRD 141

**Corequisites:**

This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>GRD 151</b>	<b>Computer Design Basics</b>	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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>GRD 152</b>	<b>Computer Design Tech I</b>	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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HEA 110</b>	<b>Personal Health/Wellness</b>	3	0	3

**Prerequisites:** ENG 090, RED 090 or DRE 098

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HEA 112</b>	<b>First Aid &amp; CPR</b>	1	2	2

**Prerequisites:** ENG 090, RED 090 or DRE 098

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## HISTORY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>HIS 111</b>	<b>World Civilizations I</b>	3	0	3

**Prerequisites:** ENG 090, RED 090 or DRE 098

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HIS 112</b>	<b>World Civilizations II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	3	0	3
	<b>Corequisites:</b>			

This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HIS 121</b>	<b>Western Civilization I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	3	0	3
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HIS 122</b>	<b>Western Civilization II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	3	0	3
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HIS 131</b>	<b>American History I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	3	0	3
	<b>Corequisites:</b>			

This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HIS 132</b>	<b>American History II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	3	0	3
	<b>Corequisites:</b>			

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HIS 221</b>	<b>African-American History</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	3	0	3
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HIS 226</b>	<b>The Civil War</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## HORTICULTURE

<b>HOR 112</b>	<b>Landscape Design I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>3</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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 ( encouraged use of native plants and discouraged use of invasive species). Upon completion, students should be able to read plans and draft landscape design according to sustainable practices.

<b>HOR 114</b>	<b>Landscape Construction</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 116</b>	<b>Landscape Management I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 118</b>	<b>Equipment Op &amp; Maint</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 124</b>	<b>Nursery Operations</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>3</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 138</b>	<b>Greenhouse Veg Production</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 160</b>	<b>Plant Materials I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers identification, culture, characteristics, and use of plants in a sustainable landscape. 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, including native and invasive plants.

<b>HOR 161</b>	<b>Plant Materials II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites: HOR 160</b>			
	<b>Corequisites:</b>			

This course provides a supplementary opportunity to cover identification, culture, characteristics, and use of plants in a sustainable landscape, giving students a broader knowledge of available landscape plants for utilization in landscapes and plant production. Emphasis is placed on nomenclature, identification, growth requirements, cultural requirements, soil preferences, landscape applications and expansion of the plant palette. Upon completion, students should be able to demonstrate knowledge of the proper selection and utilization of plant materials, including natives and invasive plants.

<b>HOR 162</b>	<b>Applied Plant Science</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 164</b>	<b>Hort Pest Management</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers the identification and control of plant pests including insects, diseases and weeds. Topics include pest identification, beneficial organisms, pesticide application safety, and use of least toxic methods of management. Upon completion, students should be able to manage common landscape pests using least toxic methods of control and be prepared to sit for the North Carolina Commercial Pesticide Ground Applicators license.

<b>HOR 166</b>	<b>Soils &amp; Fertilizers</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers the physical and chemical properties of soils and soil fertility and management. Topics include soil formation; classification; physical, and chemical, and biological properties (including microorganisms); testing; and fertilizer application. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.

<b>HOR 168</b>	<b>Plant Propagation</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 217</b>	<b>Landscape Management II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	3	2
	<b>Prerequisites: HOR 110 or HOR 116</b>			
	<b>Corequisites:</b>			

This course provides additional opportunities to design plans, write contracts, and present proposals. Emphasis is placed on the

development, pricing, and presentation of proposals and additional exploration of cultural applications. Upon completion, students should be able to analyze a property, develop a management plan, price, and present the plan.

<b>HOR 235</b>	<b>Greenhouse Production</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 245</b>	<b>Horticulture Specialty Crops</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>HOR 273</b>	<b>Horticulture Mgmt &amp; Marketing</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

## HUMANITIES

<b>HUM 110</b>	<b>Technology and Society</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HUM 115</b>	<b>Critical Thinking</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites: RED 090, ENG 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HUM 120</b>	<b>Cultural Studies</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>HUM 122</b>	<b>Southern Culture</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		3	0	3

**Prerequisites:** RED 090, ENG 090 or DRE 098

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## HYDRAULICS

<b>HYD 110</b>	<b>Hydraulics/Pneumatics I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

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

<b>ISC 110</b>	<b>Workplace Safety</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Corequisites:</b>			

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.

<b>ISC 112</b>	<b>Industrial Safety</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>2</b>	<b>0</b>	<b>2</b>
	<b>Corequisites:</b>			

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 and OSHA compliance.

<b>ISC 113</b>	<b>Industrial Specifications</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>1</b>	<b>0</b>	<b>1</b>
	<b>Corequisites:</b>			

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.

## INFORMATION SYSTEMS SECURITY

<b>SEC 110</b>	<b>Security Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b> NET 125 or NET 110	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

## INTERNATIONAL BUSINESS



<b>INT 110</b>	<b>International Business</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: BUS 110 or MKT 120</b>			
	<b>Corequisites:</b>			

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.

## MACHINING

<b>MAC 111</b>	<b>Machining Technology I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>12</b>	<b>6</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

<b>MAC 112</b>	<b>Machining Technology II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>12</b>	<b>6</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling.

<b>MAC 113</b>	<b>Machining Technology III</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>12</b>	<b>6</b>
	<b>Prerequisites: MAC 111 or MAC 112 or MAC 141 or MAC 142</b>			
	<b>Corequisites:</b>			

This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications.

<b>MAC 114</b>	<b>Intro to Metrology</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.

<b>MAC 122</b>	<b>CNC Turning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

<b>MAC 124</b>	<b>CNC Milling</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming

formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

<b>MAC 152</b>	<b>Adv Machining Calc</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	2	2
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>MAC 222</b>	<b>Advanced CNC Turning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	3	2
	<b>Prerequisites: MAC 122</b>			
	<b>Corequisites:</b>			

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.

<b>MAC 224</b>	<b>Advanced CNC Milling</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	3	2
	<b>Prerequisites: MAC 124</b>			
	<b>Corequisites:</b>			

This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers.

<b>MAC 229</b>	<b>CNC Programming</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	0	2
	<b>Prerequisites: MAC 121 or MAC 122 or MAC 124 or MAC 226</b>			
	<b>Corequisites:</b>			

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.

<b>MAC 231</b>	<b>CAM: CNC Turning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	4	3
	<b>Prerequisites: MAC 121 or MAC 122</b>			
	<b>Corequisites:</b>			

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.

<b>MAC 232</b>	<b>CAM: CNC Milling</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	4	3
	<b>Prerequisites: MAC 121 or MAC 124</b>			
	<b>Corequisites:</b>			

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.

## MAINTENANCE

<b>MNT 110</b>	<b>Intro to Maint Procedures</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	3	2
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.



		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MNT 131</b>	<b>Metalworking Processes</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MNT 150</b>	<b>Basic Building Maintenance</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MNT 165</b>	<b>Mechanical Industrial Systems</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers mechanical components used in industrial machine operations. 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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MNT 240</b>	<b>Indust Equip Troubleshoot</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites: MNT 110</b>			
	<b>Corequisites:</b>			

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

## MARKETING AND RETAILING

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MKT 120</b>	<b>Principles of Marketing</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: ENG 090, RED 090 or DRE 098</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MKT 123</b>	<b>Fundamentals of Selling</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MKT 223</b>	<b>Customer Service</b>	<b>3</b>	<b>0</b>	<b>3</b>

**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 the ability to handle customer relations.

## MATHEMATICS

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 001Q</b>	<b>Math Skills Support</b>	<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites: MAT 143</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 110</b>	<b>Math Measurement &amp; Literacy</b>	<b>2</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 121</b>	<b>Algebra/Trigonometry I</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisite: : DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-060</b>			
	<b>Corequisite:</b>			

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 143</b>	<b>Quantitative Literacy</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisite: DMA 010, 020, 030, 040, 050 or MAT 060, 070; RED 090, ENG 090 or DRE 098</b>			
	<b>Corequisite:</b>			

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>MAT 152</b>	<b>Statistical Methods I</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisite: DMA 010, 020, 030, 040, 050 or MAT 060, 070; RED 090, ENG 090 or DRE 098</b>			
	<b>Corequisite:</b>			

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>MAT 171</b>	<b>Precalculus Algebra</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisite: DMA 010, 020, 030, 040, 050, 060, 070, 080 or MAT 060, 070, 080 or MAT 121</b>			
	<b>Corequisite:</b>			

This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>MAT 172</b>	<b>Precalculus Trigonometry</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisite: MAT 171</b>			
	<b>Corequisite:</b>			

This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>MAT 263</b>	<b>Brief Calculus</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites: MAT 171</b>			
	<b>Corequisites:</b>			

This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>MAT 271</b>	<b>Calculus I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisite: C or better in MAT 172</b>			
	<b>Corequisite:</b>			

This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>MAT 272</b>	<b>Calculus II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisite: C or better in MAT 271</b>			
	<b>Corequisite:</b>			

This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>Class</b>	<b>Lab</b>	<b>Credit</b>
--------------	------------	---------------

<b>MAT 273</b>	<b>Calculus III</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisite: MAT 272</b>			
	<b>Corequisite:</b>			

This course is designed to develop the topics of multivariate calculus. Emphasis is placed on multivariate functions, partial derivatives, multiple integration, solid analytical geometry, vector valued functions, and line and surface integrals. Upon completion, students should be able to select and use appropriate models and techniques for finding the solution to multivariate-related problems with and without technology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## MEDICAL ASSISTING

<b>MED 121</b>	<b>Medical Terminology I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>MED 122</b>	<b>Medical Terminology II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: MED 121</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

## MUSIC

<b>MUS 110</b>	<b>Music Appreciation</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. There may be additional, though nominal costs to attend required concerts. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## NETWORKING OPERATING SYSTEM

<b>NOS 110</b>	<b>Operating System Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: CIS 070</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>NOS 130</b>	<b>Windows Single User</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: NOS 110 or CET 211</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Corequisites:</b>			

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.

<b>NOS 230</b>	<b>Windows Admin I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>2</b>	<b>3</b>

**Prerequisites:** NOS 130

**Corequisites:**

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

## NETWORKING TECHNOLOGY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>NET 125</b>	<b>Networking Basics</b>	<b>1</b>	<b>4</b>	<b>3</b>
	<b>Prerequisites:</b> CIS 070, MAT 060 or DMA 010,020,030			
	<b>Corequisites:</b> CIS 110; ENG 090, RED 090 or DRE 098			

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 networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

## NETWORKING OPERATING SYSTEM

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>NOS 110</b>	<b>Operating System Concepts</b>	<b>2</b>	<b>3</b>	<b>3</b>
	<b>Prerequisites:</b> CIS 070			
	<b>Corequisites:</b>			

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is placed on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>NOS 130</b>	<b>Windows Single User</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b> NOS 110 or CET 211			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>NOS 230</b>	<b>Windows Admin I</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites:</b> NOS 130			
	<b>Corequisites:</b>			

This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system.

## 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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>NUR 101</b>	<b>Practical Nursing I</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>11</b>
	<b>Prerequisites:</b> Enrollment in the Practical Nursing program, BIO 168				
	<b>Corequisites:</b> ENG 111				

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the

concepts within each domain including assessment, clinical decision making, professional behaviors, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching/learning, safety, ethical principles, legal issues, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

<b>NUR 102</b>	<b>Practical Nursing II</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		7	0	9	10
	<b>Prerequisites: NUR 101, PSY 150, BIO 169</b>				
	<b>Corequisites:</b>				

This course is designed to further develop the concepts within the three domains of the individual, nursing, and healthcare. Emphasis is placed on the concepts within each domain including clinical decision making, caring interventions, biophysical and psychosocial concepts, communication, collaboration, teaching and learning, accountability, safety, informatics, and evidence-based practice. Upon completion, students should be able to provide safe nursing care across the lifespan incorporating the concepts identified in this course.

<b>NUR 103</b>	<b>Practical Nursing III</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		6	0	9	9
	<b>Prerequisites: NUR 102, PSY 150, BIO 168, BIO 169</b>				
	<b>Corequisites:</b>				

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on biophysical and psychosocial concepts, professional behaviors, healthcare systems, health policy, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide safe, quality, and individualized entry level nursing care

<b>NUR 111</b>	<b>Intro to Health Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		4	6	6	8
	<b>Prerequisites: Admission to ADN Program BIO 168, BIO 169</b>				
	<b>Corequisites: ENG 111, NUR 117</b>				

This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 112</b>	<b>Health-Illness Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		3	0	6	5
	<b>Prerequisites: NUR 111,ENG 111</b>				
	<b>Corequisites: NUR 113, PSY 150</b>				

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 113</b>	<b>Family Health Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		3	0	6	5
	<b>Prerequisites: NUR 111, ENG 111</b>				
	<b>Corequisites: NUR 112, PSY 150</b>				

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 114</b>	<b>Holistic Health Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		3	0	6	5
	<b>Prerequisites: NUR 111, NUR 112, NUR 113, ENG 111</b>				
	<b>Corequisites: PSY 241</b>				

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

<b>NUR 117</b>	<b>Pharmacology</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		1	3	0	2
	<b>Prerequisites:</b>				



**Corequisites: NUR 111**

This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>NUR 118</b>	<b>Nutrition Diet Therapy</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
	<b>Prerequisite: NUR-111</b>				
	<b>Co-requisite: NUR-112, NUR-113</b>				

This course covers the six nutrient categories and provides an overview of diet recommendations for promotion and maintenance of health. Topics include the U.S. Department of Agriculture dietary standard recommended for individuals across the life span, energy balance, and dietary modifications for common alterations in health. Upon completion, students should be able to complete a nutritional assessment, analyze diets, and recommend dietary adaptations to meet individual health needs.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>NUR 211</b>	<b>Health Care Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
	<b>Prerequisites: NUR 111 and completion of all first-year curriculum courses</b>				
	<b>Corequisites: ENG 114, NUR 212</b>				

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>NUR 212</b>	<b>Health System Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
	<b>Prerequisites: NUR 111 and completion of all first-year curriculum courses</b>				
	<b>Corequisites: ENG 114, NUR 211</b>				

This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>NUR 213</b>	<b>Complex Health Concepts</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>10</b>
	<b>Prerequisites: NUR 111, NUR 112, NUR 113, NUR 114, NUR 211, NUR 212</b>				
	<b>Corequisites: Humanities Elective</b>				

This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>NUR 214</b>	<b>Nsg Transition Concepts</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: Admission to LPN Advanced Placement Option</b>				
	<b>Corequisites:</b>				

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 131</b>	<b>Keyboarding</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 134</b>	<b>Text Entry &amp; Formatting</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: OST 136, OST 164</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 136</b>	<b>Word Processing</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: CIS 070, OST 131</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 137</b>	<b>Office Software Applications</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: OST 136, CIS 110</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 148</b>	<b>Med Coding Billing &amp; Insurance</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 149</b>	<b>Med Legal Issues</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 164</b>	<b>Text Editing Applications</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: OST 131</b>			
	<b>Corequisites: OST 136</b>			

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.

<b>Class</b>	<b>Lab</b>	<b>Credit</b>
--------------	------------	---------------



<b>OST 184</b>	<b>Records Management</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: CIS 110</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 236</b>	<b>Adv Word.Information/Processing</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: OST 136</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 243</b>	<b>Med Office Simulation</b>	<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: OST 131, OST 148</b>			
	<b>Corequisites: OST 247</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 247</b>	<b>Procedure Coding</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites: MED 121 or OST 141</b>			
	<b>Corequisites:</b>			

This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 248</b>	<b>Diagnostic Coding</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites: MED 121 or OST 141</b>			
	<b>Corequisites:</b>			

This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 249</b>	<b>CPC Certification</b>	<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites: OST 247, OST 248</b>			
	<b>Corequisites:</b>			

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

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 250</b>	<b>Long Term Care Coding</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: MED 122 or OST 142</b>			
	<b>Corequisites:</b>			

This course covers diagnostic coding as it applies to long-term care facilities and home care. Topics include diagnostic coding and reimbursement in long-term care facilities and home care. Upon completion, students should be able to properly code conditions for long-term care and home care services.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>OST 281</b>	<b>Emer Issues in Med Office</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course provides a comprehensive discussion of topics familiar to the health care setting. Topics include emerging issues in the

health care setting. Upon completion, students should be able to demonstrate an understanding of current medical office procedures and treatments.

<b>OST 286</b>	<b>Professional Development</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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.

<b>OST 289</b>	<b>Administrative Office Mgt</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>2</b>	<b>3</b>
	<b>Prerequisites: OST 164 and either OST 134 or OST 136</b>			
	<b>Corequisites:</b>			

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.

## PHILOSOPHY

<b>PHI 215</b>	<b>Philosophical Issues</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 111</b>			
	<b>Corequisites:</b>			

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PHI 240</b>	<b>Introduction to Ethics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 111</b>			
	<b>Corequisites:</b>			

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## PHLEBOTOMY

<b>PBT 100</b>	<b>Phlebotomy Technology</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		<b>5</b>	<b>2</b>	<b>0</b>	<b>6</b>
	<b>Prerequisites: Enrollment in the Phlebotomy Technology Program</b>				
	<b>Corequisites: PBT 101</b>				

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.

<b>PBT 101</b>	<b>Phlebotomy Practicum</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		<b>0</b>	<b>0</b>	<b>9</b>	<b>3</b>
	<b>Prerequisites: Enrollment in the Phlebotomy Technology Program</b>				
	<b>Corequisites: PBT 100</b>				

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.

# PHOTOGRAPHY

<b>PHO 110</b>	<b>Fund of Photography</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>6</b>	<b>5</b>
	<b>Corequisites:</b>			

This course covers the basic technical aspects of photography, including camera controls, light and optics, flash, exposure, and processing. Emphasis is placed on principles of camera design and the relationship between subject and photographic image, with hands-on experience. Upon completion, students should be able to consistently produce technically excellent images. Additional supplies and/or lab fees may apply.

<b>PHO 113</b>	<b>History of Photography</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces the history of photography from its inception through contemporary times. Emphasis is placed on technical and aesthetical developments in artistic and commercial photography. Upon completion, students should be able to identify significant photographers and procedures, trace the development of the medium, and discuss current trends in photography.

<b>PHO 115</b>	<b>Basic Studio Lighting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	<b>2</b>	<b>6</b>	<b>4</b>
	<b>Corequisites:</b>			

This course covers the basic principles of studio lighting. Topics include basic lighting techniques and application of lighting ratios to product illustration/portraiture using tungsten/electronic strobe sources, with emphasis on equipment maintenance and safety. Upon completion, students should be able to select and set up the best lights and lighting applications for a wide variety of photographic subjects. Additional supplies and/or lab fees may apply.

<b>PHO 125</b>	<b>Basic Object Lighting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

This course introduces the techniques used in controlling studio lighting for object illustration using tungsten light and electronic flash on basic geometric shapes. Topics include equipment operation, safety, and maintenance; light quality; exposure methods; and the illusion of form in a photograph. Upon completion, students should be able to safely and correctly work with studio lighting equipment to produce quality images of a variety of geometric forms. Additional supplies and/or lab fees may apply.

<b>PHO 126</b>	<b>Basic Portrait Lighting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

This course covers basic techniques used in studio lighting for portraiture, including controlled lighting of facial contours using electronic flash. Topics include F/stop series; equipment operation, safety, and maintenance; and basic lighting patterns. Upon completion, students should be able to safely set up and operate strobe lighting in a studio applying appropriate light patterns to the subject. Additional supplies and/or lab fees may apply.

<b>PHO 132</b>	<b>Small-Format Photography</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	<b>2</b>	<b>6</b>	<b>4</b>
	<b>Corequisites:</b>			

This course introduces small-format cameras and their application in location portraiture, industrial photography, photojournalism, and multimedia photography and portable lighting equipment and techniques. Topics include rapid camera operation, location photography, exposure techniques, portable flash, process modification, filtration, and simple multimedia production. Upon completion, students should be able to produce professional quality images under a variety of adverse shooting conditions using the equipment and techniques studied. Additional supplies and/or lab fees may apply.

<b>PHO 139</b>	<b>Intro to Digital Imaging</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>1</b>	<b>3</b>	<b>2</b>

**Corequisites:**

This course introduces digital images by exploring the effect hardware and software have on the reproduction process. Topics include basic imaging tools and vocabulary, calibration, density, contrast, and color. Upon completion, students should be able to demonstrate a basic understanding of the digital imaging process and be able to capture and output images. Additional supplies and/or lab fees may apply.

<b>PHO 140</b>	<b>Digital Photo Imaging I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	2	4	4
	<b>Corequisites:</b>			

This course introduces digital photo imaging exploring the use of hardware/software, image capture, input/output devices, ethics, and imaging aesthetics. Emphasis is placed on basic imaging tools and vocabulary of current digital imaging software, including selection tools, color correction, cloning, copy/paste, and filters. Upon completion, students should be able to capture images with a digital camera or scanner, manipulate and retouch the image, and select final image output. Additional supplies and/or lab fees may apply.

<b>PHO 180</b>	<b>Creative Problem Solving</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	1	4	3
	<b>Corequisites:</b>			

This course encourages the development of innovative photographic solutions to instructor-assigned tasks. Emphasis is placed on identifying components necessary to complete the task and applying creative solutions. Upon completion, students should be able to solve problems in a variety of photographic areas, combining media where needed to achieve the desired results. Additional supplies and/or lab fees may apply.

<b>PHO 216</b>	<b>Documentary Photography</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	2	4	4
	<b>Corequisites:</b>			

This course introduces the practical, historical, and contemporary applications of documentary photography. Emphasis is placed on understanding the various approaches to creating a photographic documentary and how a documentary project can affect society. Upon completion, students should be able to produce a documentary project on a topic of interest to them. Additional supplies and/or lab fees may apply.

<b>PHO 217</b>	<b>Photojournalism I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	1	6	4
	<b>Corequisites:</b>			

This course covers logistics and techniques used in current professional newspaper photography. Topics include detailed study of spot and general news, sports, and feature photography along with basic newspaper layout, advanced photographic techniques, and legal issues. Upon completion, students should be able to demonstrate an understanding of basic aspects of news, sports, and feature photography. Additional supplies and/or lab fees may apply.

<b>PHO- 219</b>	<b>Digital Applications</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 139</b>	1	3	2
	<b>Corequisites:</b>			

This course provides additional experience in digital photography including input/output and computer manipulation of images. Topics include legal and ethical issues and commonly used hardware and software packages, including their basic controls and imaging tools. Upon completion, students should be able to input/output images and manipulate images. Additional supplies and/or lab fees may apply.

<b>PHO 220</b>	<b>Business of Photography</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	3	0	3
	<b>Corequisites:</b>			

This course covers the business practices of photography with emphasis on freelance photography. Topics include copyright, payment fees, client relations, licenses, insurance, assignments, stock sales, and usage rates. Upon completion, students should be able to demonstrate an understanding of the photographic business, including billing, clients, copyright protection, and obtaining assignments.

<b>PHO 224</b>	<b>Multimedia Production</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PHO 110</b>	2	3	3

**Corequisites:**

This course covers various aspects of computer based multimedia production. Topics include sound recording and editing techniques and software, multimedia software, control of image and continuity and pacing, script writing, copyright laws and ethics. Upon completion, students should be able to use computer hardware and software for multimedia production. Additional supplies and/or lab fees may apply.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PHO 226</b>	<b>Portraiture</b>	<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: PHO 115</b>			
	<b>Corequisites:</b>			

This course covers the techniques of contemporary studio and location portraiture. Topics include lighting techniques, lighting ratios, available light to multiple light setups, posing techniques, and styles of glamour, fashion, corporate, and public relations portraiture. Upon completion, students should be able to choose the appropriate lighting, accessories, and posing style to produce a successful portrait. Additional supplies and/or lab fees may apply.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PHO 235</b>	<b>Commercial Photography</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites: PHO 115</b>			
	<b>Corequisites:</b>			

This course covers the techniques of advertising photography used in the print media. Emphasis is placed on the conception, lighting, and creation of photographic illustration used for food, fashion, and product photography. Upon completion, students should be able to produce advertising photographs for professional photographic illustration. Additional supplies and/or lab fees may apply.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PHO 240</b>	<b>Digital Photo Imaging II</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Prerequisites: PHO 140</b>			
	<b>Corequisites:</b>			

This course covers advanced applications of digital imaging. Emphasis is placed on using digital cameras for image capture, with subsequent computer interfacing for image editing and production. Upon completion, students should be able to demonstrate an understanding of digital camera techniques and apply the technology to photographic projects. Additional supplies and/or lab fees may apply.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PHO 275</b>	<b>Travel/Outdoor Photo</b>	<b>1</b>	<b>6</b>	<b>3</b>
	<b>Prerequisites: PHO 110</b>			
	<b>Corequisites:</b>			

This course explores the growing market for travel and outdoor photography. Emphasis is placed on photography in foreign environments, including travel arrangements and restrictions; protection of cameras, accessories, and filters; and identification of markets for travel photography. Upon completion, students should be able to photograph people in cross-cultural situations, photograph outdoor environments, and market travel photography. Additional supplies and/or lab fees may apply.

## **PHYSICAL EDUCATION**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 110</b>	<b>Fit and Well for Life</b>	<b>1</b>	<b>2</b>	<b>2</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 111</b>	<b>Physical Fitness I</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA

and the transfer designation of this course.

<b>PED 112</b>	<b>Physical Fitness II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PED 111</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 113</b>	<b>Aerobics I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 115</b>	<b>Step Aerobics I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 117</b>	<b>Weight Training I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 119</b>	<b>Circuit Training</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

This course covers the skills necessary to participate in a developmental fitness program. Emphasis is placed on the circuit training method which involves a series of conditioning timed stations arranged for maximum benefit and variety. Upon completion, students should be able to understand and appreciate the role of circuit training as a means to develop fitness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 120</b>	<b>Walking for Fitness</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Corequisites:</b>			

This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. Students are required to purchase a pedometer. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 121</b>	<b>Walk, Jog, Run</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>3</b>	<b>1</b>



**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 122</b>	<b>Yoga I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 123</b>	<b>Yoga II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 125</b>	<b>Self-Defense Beginning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 128</b>	<b>Golf-Beginning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 130</b>	<b>Tennis-Beginning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 137</b>	<b>Badminton</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>



**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 139</b>	<b>Bowling-Beginning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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. A course fee for the use of bowling lanes and equipment is a required part of the tuition. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 142</b>	<b>Lifetime Sports</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 143</b>	<b>Volleyball-Beginning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 144</b>	<b>Volleyball-Intermediate</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 145</b>	<b>Basketball-Beginning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PED 152</b>	<b>Swimming-Beginning</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>

**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 154</b>	<b>Swimming for Fitness</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Prerequisites: Ability to swim 100 yards without stopping</b>			
	<b>Corequisites:</b>			

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. Students must demonstrate the ability to swim 100 yards without stopping. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 155</b>	<b>Water Aerobics</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 165</b>	<b>Sport Science as a Career</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

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 has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 210</b>	<b>Team Sports</b>	<b>0</b>	<b>3</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces the fundamentals of popular American team sports. Emphasis is placed on rules, equipment, and motor skills used in various sports. Upon completion, students should be able to demonstrate knowledge of the sports covered. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PED 211</b>	<b>New Games</b>	<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## PHYSICS

<b>PHY 110</b>	<b>Conceptual Physics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098; MAT 070 or DMA 010, 020, 030, 040, 050</b>			
	<b>Corequisites: PHY 110A</b>			

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 Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PHY 110A</b>	<b>Conceptual Physics Lab</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>2</b>	<b>1</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098; MAT 070 or DMA 010, 020, 030, 040, 050</b>			
	<b>Corequisites: PHY 110</b>			

This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY 110. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PHY 151</b>	<b>College Physics I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites: MAT 171</b>			
	<b>Corequisites:</b>			

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PHY 152</b>	<b>College Physics II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>2</b>	<b>4</b>
	<b>Prerequisites: Grade of C or better in PHY 151</b>			
	<b>Corequisites:</b>			

This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PHY 251</b>	<b>General Physics I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: MAT 271</b>			
	<b>Corequisites: MAT 272</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PHY 252</b>	<b>General Physics II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>3</b>	<b>4</b>
	<b>Prerequisites: MAT 272, and grade of C or better in PHY 251</b>			
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## PLUMBING

<b>PLU 111</b>	<b>Intro to Basic Plumbing</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

## POLITICAL SCIENCE

<b>POL 120</b>	<b>American Government</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## PROFESSIONAL CRAFTS

<b>PCC 110</b>	<b>Intro to Pottery</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>15</b>	<b>8</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces pottery making for potters, including clay preparation, wheel throwing and trimming, surface decoration, and glazing and firing techniques. Topics include clay bodies and the mixing process, potter's wheel basics, glazing, kiln loading and firing, and safety issues. Upon completion, students should be able to prepare clay; center and throw basic forms; trim, mix, and apply basic glazes; and load and fire bisque kilns. Additional supplies and/or lab fees may apply.

<b>PCC 111</b>	<b>Functional Pottery</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>15</b>	<b>8</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course covers the important elements of designing and producing utilitarian pottery, including wall thickness, balance and proportion, surface decoration, and glazing and firing techniques. Topics include bowls, mugs, plates, casseroles, stemware, and bottles, with emphasis on safe glazing and supervised firing. Upon completion, students should be able to produce a variety of functional pots, apply a glaze, and load and assist firing a kiln. Additional supplies and/or lab fees may apply.

<b>PCC 112</b>	<b>History of Pottery</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>0</b>	<b>1</b>
	<b>Prerequisites:</b>			

**Corequisites:**

This course examines the historical development of ceramics and the contributions made by specific cultures or countries. Topics include potters from early societies, including the Mediterranean countries, China, Cyprus, and Crete with emphasis on design, technique, and firing methods. Upon completion, students should be able to identify numerous historical pottery types, discuss the societies which produced them, and demonstrate knowledge of their production methods.

<b>PCC 113</b>	<b>Contemporary Pottery</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>0</b>	<b>1</b>

**Prerequisites:**

**Corequisites:**

This course surveys numerous 19th- and 20th-century potters and artists who have contributed to the contemporary ceramics movement. Topics include artists such as Leach, Cardew, and Hamada and the important design and technical contributions these potters have made to the ceramics movement. Upon completion, students should be able to identify numerous contemporary potters and their work.

<b>PCC 114</b>	<b>Raku</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>

**Prerequisites:**

**Corequisites:**

This course introduces clay bodies, glazes, kilns, and firing techniques necessary for making and safely firing raku pottery. Topics include clay properties, glaze types, kiln design, firing techniques, and historical information and safety related to the raku process. Upon completion, students should be able to make, glaze, and fire a variety of raku projects. Additional supplies and/or lab fees may apply.

<b>PCC 117</b>	<b>Glaze Testing</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>

**Prerequisites:**

**Corequisites:**

This course provides the opportunity to identify and test numerous glazes for a personal glaze inventory. Topics include firing temperature, color, texture, methods of adjustment, and methods of testing on sample tiles. Upon completion, students should be able to select glaze recipes; weigh out test batches; apply glazes to tile; and fire, adjust results, and refire. Additional supplies and/or lab fees may apply.

<b>PCC 118</b>	<b>Clay: Special Study</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>0</b>	<b>4</b>	<b>2</b>

**Prerequisites:**

**Corequisites:**

This course provides a format in which to explore personal interests in clay with instructor supervision. Emphasis is placed on student proposals and student-instructor-developed contractual agreements specifying goals, deadlines, and evaluation criteria. Upon completion, students should be able to complete clay works as specified in student-instructor-designed contractual agreements. Additional supplies and/or lab fees may apply.

<b>PCC 121</b>	<b>Handbuilding I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>2</b>	<b>3</b>	<b>3</b>

**Prerequisites:**

**Corequisites:**

This course introduces students to the basic handbuilding processes of creating three-dimensional functional and sculptural vessels in clay. Emphasis is placed on using design elements and principles for the purpose of forming and decorating ceramic vessels. Upon completion students should be able to demonstrate skills in pinch, coil, and slab methods as well as function and creative expression. Additional supplies and/or lab fees may apply.

<b>PCC 125</b>	<b>Clay Casting</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>

**Prerequisites: PCC 110 or ART 283**

**Corequisites:**

This course introduces the different ways of shaping ceramic items. leading to the use of plaster molds and process of "slipcasting"

Topics include model and mold-making, block and case mastermold, gypsum, resins, clay selection, mineral additives, flocculation, thixotrophy, deflocculation, rheology, specific gravity, and casting rates. Upon completion, students should be able to cast in molds, remove, de-seam and clean greenware, maintain molds, and layout studios. Additional supplies and/or lab fees may apply.

<b>PCC 132</b>	<b>Glaze Formulation</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>

**Prerequisites:**

**Corequisites:**

This course provides an in-depth study of glazes used on pottery. Emphasis is placed on performing glaze tests, analyzing glazes, mixing a variety of glazes, and correcting glaze faults. Upon completion, students should be able to demonstrate an understanding of glaze chemical qualities and formulate new glazes. Additional supplies and/or lab fees may apply.

<b>PCC 210</b>	<b>Functional Pottery II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>15</b>	<b>8</b>

**Prerequisites: PCC 111**

**Corequisites:**

This course expands previous wheel throwing skills and involves larger, more complicated forms, production skills, slip and glaze theory, kiln theory, and glaze firing. Topics include centering and throwing larger amounts of clay, production techniques, record keeping, studio layout, kiln design, and fuel systems. Upon completion, students should be able to produce pots with competent handles, proper lids, and matching multiple forms and identify kiln properties and burner types. Additional supplies and/or lab fees may apply.

<b>PCC 211</b>	<b>Decorative Pottery</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>15</b>	<b>8</b>

**Prerequisites: PCC 111**

**Corequisites:**

This course continues previous functional skill development, including limited production and one-of-a-kind pieces with emphasis on forming techniques. Topics include multiple cylinder forms, thrown additions, production skills, glaze testing, surface decoration, and firing techniques. Upon completion, students should be able to produce entry-level professional work for show and sale using a variety of forming and finishing techniques. Additional supplies and/or lab fees may apply.

<b>PCC 231</b>	<b>Pottery Production: Sets</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>6</b>	<b>3</b>

**Prerequisites:**

**Corequisites:**

This course includes the production of sets of pottery forms that are uniform in function and design. Emphasis is placed on the production of the different components that make up a dinnerware set. Upon completion, students should be able to complete a dinnerware set that is coherent in design and shape. Additional supplies and/or lab fees may apply.

<b>PCC 241</b>	<b>Kiln Design/Construction</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>

**Prerequisites:**

**Corequisites:**

This course covers basic concepts of kiln design and construction. Topics include construction materials, heat sources, kiln furniture, and site selection. Upon completion, students should be able to design and construct a kiln prototype.

<b>PCD 110</b>	<b>Intro to Craft Design</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>1</b>	<b>3</b>	<b>2</b>

**Prerequisites:**

**Corequisites:**



This course introduces the basic principles, elements, vocabulary, and process of two-dimensional design within the context of professionally produced crafts. Emphasis is placed on general design concepts and vocabulary, conceptual thinking, design process application, and observational skills. Upon completion, students should be able to demonstrate enhanced observational skills and a working knowledge of design vocabulary, concepts, and processes.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PCJ 266</b>	<b>Jewelry Tool Making</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites: PCJ 262</b>			
	<b>Corequisites:</b>			

This course introduces the fundamental design and technical skills for producing tools used in a jewelry studio. Topics include steel selection, tool design, introduction of hardening and tempering processes with emphasis placed on tools for chasing and repousse. Upon completion, students should be able to select proper steel, design and produce tools for decorative techniques used in the jewelry profession. Additional supply costs and/or lab fees may apply.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PCJ 267</b>	<b>Hand Wrought Joinery</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites: PCJ 262</b>			
	<b>Corequisites:</b>			

This course introduces the use of traditional joinery techniques used in the Hand Wrought Metal Profession. Emphasis is placed on the history and processes of the traditional joinery using tenons, mortises, collars, rivets, and forge welded joints. Upon completion, students should be able to create joints for hand wrought metal work using mortise and tenon, collars, and hot wraps. Additional supply costs and/or lab fees may apply.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PCR 210</b>	<b>Studio Craft Photo</b>	<b>1</b>	<b>3</b>	<b>2</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces the concepts and processes of 35mm studio photography for the professional crafter. Topics include the 35mm camera and related equipment, basic studio lighting theory, simple to advanced lighting techniques, composition, print and slide evaluation, and marketing applications. Upon completion, students should be able to demonstrate knowledge of the 35mm camera and related equipment, studio lighting, and composition and complete an entry-level portfolio. Additional supply costs and/or lab fees may apply.

## PSYCHOLOGY

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PSY 101</b>	<b>Applied Psychology</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PSY 150</b>	<b>General Psychology</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>PSY 241</b>	<b>Developmental Psych</b>	<b>3</b>	<b>0</b>	<b>3</b>



**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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>PSY 259</b>	<b>Human Sexuality</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PSY 150</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality.

<b>PSY 281</b>	<b>Abnormal Psychology</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: PSY 150</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## REFRIGERATION

<b>REF 211</b>	<b>Glycol Chiller Systems</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>2</b>	<b>4</b>	<b>4</b>
	<b>Corequisites:</b>			

This course introduces the fundamentals of glycol chilling equipment as found in the brewing industry. Topics include characteristics of glycol, principles of glycol chilling, the chiller, the refrigerant, glycol and piping circuits, freeze prevention, purging, and equipment flexibility. Upon completion, students should be able to describe the components, controls, and over all operation of glycol chilling equipment and perform basic maintenance tasks.

## RELIGION

<b>REL 110</b>	<b>World Religions</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

This course introduces the world's major religious traditions. Topics include primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>REL 211</b>	<b>Intro to Old Testament</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Corequisites:</b>			

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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

# 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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 110</b>	<b>Intro to Respiratory Care</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
	<b>Prerequisites: Enrollment in the Respiratory Therapy Program</b>				
	<b>Corequisites: RCP 113, RCP 114</b>				

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 111</b>	<b>Therapeutics/Diagnostics</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>5</b>
	<b>Prerequisites: RCP 110</b>				
	<b>Corequisites: RCP 146, RCP 115</b>				

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 113</b>	<b>RCP Pharmacology</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites:</b>				
	<b>Corequisites: RCP 110, RCP 114</b>				

This course covers the drugs used in the treatment of cardiopulmonary diseases. Emphasis is placed on the uses, actions, indications, administration, and hazards of pharmacological agents. Upon completion, students should be able to demonstrate competence through written evaluations. Additionally, the course will identify current pharmacological approaches used to treat most cardiopulmonary diseases, dysfunctions, and abnormalities.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 114</b>	<b>C-P Anatomy &amp; Physiology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites:</b>				
	<b>Corequisites: RCP110, RCP 113</b>				

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 115</b>	<b>C-P Pathophysiology</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
	<b>Prerequisites: RCP 110</b>				
	<b>Corequisites: RCP 111, RCP 146</b>				

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 123</b>	<b>Special Practice Lab</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
	<b>Prerequisites: RCP 146</b>				

**Corequisites: RCP 152**

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.

<b>RCP 146</b>	<b>RCP Clinical Practice II</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	<b>Prerequisites: RCP 110</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>6</b>
	<b>Corequisites: RCP 111, RCP 115</b>				

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.

<b>RCP 152</b>	<b>RCP Clinical Practice III</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	<b>Prerequisites: RCP 146</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>
	<b>Corequisites: RCP 123</b>				

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.

<b>RCP 210</b>	<b>Critical Care Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	<b>Prerequisites: RCP 152</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
	<b>Corequisites: RCP 236, RCP 213</b>				

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.

<b>RCP 211</b>	<b>Adv Monitoring/Procedures</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	<b>Prerequisites: RCP 236</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
	<b>Corequisites: RCP 215, RCP 246, RCP 223</b>				

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.

<b>RCP 213</b>	<b>Neonatal/Pediatric Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	<b>Prerequisites: RCP 152</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
	<b>Corequisites: RCP 210, RCP 236</b>				

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.

<b>RCP 215</b>	<b>Career Prep-Adv Level</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	<b>Prerequisites: RCP 236</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
	<b>Corequisites: RCP 211, RCP 246, RCP 223</b>				

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.

<b>RCP 223</b>	<b>Special Practice Lab</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
		<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>

**Prerequisites:** RCP 236

**Corequisites:** RCP 211, RCP 215, RCP 246

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 236</b>	<b>RCP Clinical Practice IV</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>6</b>

**Prerequisites:** RCP 152

**Corequisites:** RCP 210, 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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>RCP 246</b>	<b>RCP Clinical Practice V</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>6</b>

**Prerequisites:** RCP 210

**Corequisites:** RCP 211, 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.

## **SIMULATION & GAME DEVELOPMENT**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SGD 168</b>	<b>Mobile SG Programming</b>	<b>2</b>	<b>3</b>	<b>3</b>

**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**

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SOC 210</b>	<b>Introduction to Sociology</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:** ENG 090, RED 090 or DRE 098

**Corequisites:**

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

		<b>Class</b>	<b>Lab</b>	<b>Credit</b>
<b>SOC 213</b>	<b>Sociology of the Family</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Prerequisites:** ENG 090, RED 090 or DRE 098

**Corequisites:**

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

# SPANISH

<b>SPA 111</b>	<b>Elementary Spanish I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: ENG 090, RED 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>SPA 112</b>	<b>Elementary Spanish II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: SPA 111</b>			
	<b>Corequisites:</b>			

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>SPA 141</b>	<b>Culture and Civilization</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: RED 090, ENG 090 or DRE 098</b>			
	<b>Corequisites:</b>			

This course provides an opportunity to explore issues related to the Hispanic world. Topics include historical and current events, geography, and customs. Upon completion, students should be able to identify and discuss selected topics and cultural differences related to the Hispanic world. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>SPA 161</b>	<b>Cultural Immersion</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: SPA 111</b>			
	<b>Corequisites:</b>			

This course explores Hispanic culture through intensive study on campus and field experience in a host country or comparable area within the United States. 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 for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>SPA 211</b>	<b>Intermediate Spanish I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: SPA 112</b>			
	<b>Corequisites:</b>			

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

<b>Class</b>	<b>Lab</b>	<b>Credit</b>
--------------	------------	---------------

<b>SPA 212</b>	<b>Intermediate Spanish II</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: SPA 211</b>			
	<b>Corequisites:</b>			

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the Comprehensive Articulation Agreement (CAA). See the College Transfer section of the catalog on pages 169-177 for information about the CAA and the transfer designation of this course.

## **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

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>SUR 110</b>	<b>Intro to Surg Tech</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
	<b>Prerequisites: Enrollment in the Surgical Technology Program</b>				
	<b>Corequisites: SUR 111</b>				

This course provides a comprehensive study of peri-operative care, patient care concepts, and professional practice concepts within the profession of surgical technology. Topics include: introductory concepts, organizational structure and relationships, legal, ethical and moral issues, medical terminology, pharmacology, anesthesia, wound healing management concepts, and the technological sciences. Upon completion, students should be able to apply theoretical knowledge of the course topics to the practice of surgical technology

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>SUR 111</b>	<b>Periop Patient Care</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>7</b>
	<b>Prerequisites: Enrollment in the Surgical Technology Program</b>				
	<b>Corequisites: SUR 110</b>				

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, and peri-operative case management. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>SUR 122</b>	<b>Surgical Procedures I</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>6</b>
	<b>Prerequisites: SUR 110, SUR 111</b>				
	<b>Corequisites: SUR 123</b>				

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>SUR 123</b>	<b>SUR Clinical Practice I</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>7</b>
	<b>Prerequisites: SUR 110, SUR 111</b>				
	<b>Corequisites: SUR 122</b>				

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>SUR 134</b>	<b>Surgical Procedures II</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
	<b>Prerequisites: SUR 123</b>				
	<b>Corequisites: SUR 135, SUR 137</b>				

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.

		<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
<b>SUR 135</b>	<b>SUR Clinical Practice II</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>4</b>



**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.

<b>SUR 137</b>	<b>Prof Success Prep</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
	<b>Prerequisites:</b> SUR 123	1	0	0	1
	<b>Corequisites:</b> SUR 134, SUR 135				

This course provides employability skills and an overview of theoretical knowledge in preparation for certification. Topics include test-taking strategies, resume preparation, interviewing strategies, communication skills, and teamwork concepts. Upon completion, students should be able to prepare a resume, demonstrate appropriate interview techniques, and identify strengths and weaknesses in preparation for certification.

## SUSTAINABLE TECHNOLOGIES

<b>SST 140</b>	<b>Green BLDG &amp; Design Concepts</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	3	0	3
	<b>Corequisites:</b>			

This course is designed to introduce the student to sustainable building design and construction principles and practices. Topics include sustainable building rating systems and certifications, energy efficiency, indoor environmental quality, sustainable building materials and water use. Upon completion, students should be able to identify the principles and practices of sustainable building design and construction.

## TURFGRASS MANAGEMENT

<b>TRF 210</b>	<b>Turfgrass Eqmt Mgmt</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	1	4	3
	<b>Corequisites:</b>			

This course covers the operation and maintenance of specialized turfgrass management equipment. Topics include small engine use and repair; operation, maintenance, and repair of turfgrass management equipment; organization of shop areas; and safety considerations. Upon completion, students should be able to operate and maintain turfgrass management equipment.

## WEB TECHNOLOGIES

<b>WEB 111</b>	<b>Intro to Web Graphics</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b> CIS 070	2	2	3
	<b>Corequisites:</b>			

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.

<b>WEB 140</b>	<b>Web Development Tools</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b> CIS 070	2	2	3
	<b>Corequisites:</b>			

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.

<b>WEB 141</b>	<b>Mobile Interface Design</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3

This course covers current design standards and emerging approaches related to the design and development of user interfaces for



mobile devices. Emphasis is placed on research and evaluation of standard and emerging practices for effective interface and user experience design. Upon completion, students should be able to design effective and usable interfaces for mobile devices.

<b>WEB 250</b>	<b>Database Driven Websites</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites: DBA 110, CIS 115</b>			
	<b>Corequisites:</b>			

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

<b>WLD 110</b>	<b>Cutting Processes</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	3	2
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.

<b>WLD 112</b>	<b>Basic Welding Processes</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		1	3	2
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>WLD 115</b>	<b>SMAW (stick) PLATE</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	9	5
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>WLD 121</b>	<b>GMAW (MIG) FCAW/Plate</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	6	4
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>WLD 131</b>	<b>GTAW (TIG) Plate</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	6	4
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>WLD 141</b>	<b>Symbols &amp; Specifications</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
		2	2	3
	<b>Prerequisites:</b>			
	<b>Corequisites:</b>			

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.

<b>WLD 214</b>	<b>Sanitary Welding</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>2</b>	<b>6</b>	<b>4</b>
	<b>Corequisites:</b>			

This course covers the requirements for gas tungsten arc welding (TIG) of austenitic stainless steel tube, pipe, and plate. Topics include correct selection of tungsten, polarity, gas and proper filler rod with emphasis placed on safety, equipment set-up and welding techniques. Upon completion, students should be able to perform TIG welds with various electrodes and filler materials on austenitic stainless steel tube, pipe, and plate.

## WORK-BASED LEARNING

<b>WBL 111</b>	<b>Work-Based Learning I</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>10</b>	<b>1</b>
	<b>Corequisites:</b>			

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

<b>WBL 121</b>	<b>Work-Based Learning II</b>	<b>Class</b>	<b>Lab</b>	<b>Credit</b>
	<b>Prerequisites:</b>	<b>0</b>	<b>10</b>	<b>1</b>
	<b>Corequisites:</b>			

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