Table of Contents

Introduction ..... 3 – 20

Enrollment Information ..... 21 – 38

Expenses (Tuition & Fees) ..... 39 – 44

Student Financial Aid Consumer Information ..... 45 – 52

Academic Policies ..... 53 – 66

Other Regulations ..... 67 – 84

Programs of Study (Curricula-Credit) ..... 85 – 164

General Education Department

Associate in Arts (College Transfer) ..... 90 – 93

Art & Design Department

Advertising & Graphic Design ..... 94 – 95

Floriculture Technology ..... 96 – 97

Interior Design ..... 98 – 99

Business Technology Department

Accounting ..... 100 – 102

Business Administration ..... 103 – 104

Business Administration: Banking & Finance Concentration ..... 105 – 106

Information Systems ..... 107 – 109

Information Systems: Network Administration & Support Concentration ..... 110 – 112

Office Systems Technology ..... 113 – 114

Health Occupations Department

Associate Degree Nursing ..... 115 – 116

General Occupational Technology ..... 117 – 120

Nursing Assistant (for Huskins students only) 121

Physical Therapist Assistant (collaborative program) ..... 122 – 123

Speech-Language Pathology Assistant (collaborative program) ..... 124 – 125

Human Services Department

Basic Law Enforcement Training ..... 126 – 127

Criminal Justice Technology ..... 128 – 130

Early Childhood Associate ..... 131 – 135

Historic Preservation Technology ..... 136 – 137

Community Spanish Interpreter ..... 138 – 140

Spanish Interpreter ..... 141 – 142

Mechanical & Industrial Department
Autobody Repair ..... **143 – 144**
Automotive Systems Technology ..... **145 – 147**
Electric Lineman Technology (collaborative program) ..... **148 – 149**
Electrical/Electronics Technology ..... **150 – 151**
Industrial Systems Technology ..... **152 – 153**
Machining Technology ..... **154 – 155**
Welding Technology – Certificate (evening) **156**
Photographic Technology Department
Photographic Technology: Biomedical Photography Concentration ..... **157 – 158**
Photographic Technology: Commercial Photography Concentration ..... **159 – 160**
Photographic Technology: Photojournalism Concentration ..... **161 – 162**
Photographic Technology: Portrait Studio Management Concentration ..... **163 – 164**

Programs of Study (Continuing Education-Noncredit) .... **165 – 170**

Course Descriptions ..... **171 – 220**

College Personnel ..... **221 – 228**

Index ..... **229 – 232**

Published by Randolph Community College Spring 2002. 3,750 copies of this public document were printed at a cost of $4,961.

Introduction

Introduction

From the President

Welcome to Randolph Community College! I am pleased to share the information contained in this catalog with you, and hope you find it to be useful. You will find information on a broad range of college credit and noncredit programs, courses, and services available to help you meet your educational goals. You also will find information about how you can access the people, programs, courses, and services in which you are interested.

You will find the faculty and staff at Randolph Community College to be highly competent and caring. I encourage you to take advantage of the many opportunities available to you at your community college. Our goal is to help you succeed!

Sincerely,

Richard T. Heckman, Ed.D.
President, Randolph Community College

The College

Randolph Community College began operation in 1962 as a joint city-county industrial education center under the direction of the Trades and Industrial Division, Department of Vocational Education. The North Carolina legislature in 1963 established a separate system of community colleges and the College became part of that system.

The College is approved by the North Carolina Community College System under the State Board of Community Colleges, as specified in Chapter 115D of the General Statutes of North Carolina. The College Board of Trustees has been granted authority to award the Associate in Applied Science and Associate in Arts degrees, vocational diplomas, and certificates by the North Carolina Community College System and the State Board of Community Colleges.

Continuing Education curricula include a state-approved Adult High School Diploma program, General Educational Development program, and a variety of preparatory level programs. Degree, diploma, and preparatory programs (including high school) are approved for veterans.

As a member of the North Carolina Community College System, Randolph Community College offers occupational and adult education to meet the educational needs of the youth and adults served by the College. The College accepts men and women for enrollment in a wide variety of subjects designed to meet the changing technology and complex social development of its community.

■ Institutional Memberships (Selected)

Randolph Community College holds membership in the following:

- American Association of Community Colleges
- League for Innovation in the Community College Alliance
- Consortium for Community College Development
- Association of Community College Trustees
- North Carolina Association of Community College Trustees
- North Carolina Association of Colleges & Universities
- Piedmont Triad Education Consortium
- Council for Resource Development

Mission

RCC's fundamental purpose is personally helping our students succeed and enriching our community.

■ Values

We are committed to…	So we strive to…
our students	• provide a supportive, caring, student-centered environment • accept students where they are educationally • help students with varying backgrounds, resources, interests, abilities, and career goals to succeed
quality educational opportunities	• promote academic excellence • encourage teaching excellence • ensure the continued relevance of our programs and support services as they are affected by technological, cultural, and social change
accessibility	• provide convenient, affordable educational opportunities and services without regard to race, ethnicity, religion, national origin, political affiliation, gender, age, or special needs • enable success within our open doors in spite of academic, geographic, financial, or technological barriers • provide a seamless transition from high school to the College and on to employment and/or other postsecondary educational opportunities

our community	• contribute to the social/cultural and economic development of the community • offer education and training that meet the community's work force development needs • cultivate partnerships with the civic, economic, educational and cultural groups of our service area
our employees	• provide opportunities for professional growth and development • maintain adequate, fair, and equitable benefits, policies and procedures • maintain a work environment which encourages open communication, innovation, productivity, accountability, and personal commitment
leveraging technology	• acquire and allocate adequate resources for essential technology • use current technologies that support educational training objectives • support students, faculty, and staff in the appropriate use of technology
effectiveness	• ensure efficiency and effectiveness in the use of all College resources • engage in sound planning, management, and systematic evaluation for the improvement of programs and services • ensure fiscal responsibility and public accountability

In support of these commitments, Randolph Community College offers a variety of educational opportunities to meet needs in the lifelong process of personal and professional development including

- courses and programs which prepare individuals for employment, career upgrading, and advancement;
- the first two years of study for those seeking transfer to a four-year college or university;
- training in basic skills and English as a second language to improve literacy;
- adult education to assist students in completing secondary school;
- opportunities for lifelong learning to enhance personal, social, cultural, and recreational life; and
- programs for students who need to develop basic academic skills for postsecondary study.

■ Vision

We share a vision of student-centered educational excellence and responsiveness to community needs that is demonstrated through

- quality teaching and educational support services,
- access to opportunity, and
- community involvement.

■ College Description

Randolph Community College, a member institution of the North Carolina Community College System, is a public, two-year, comprehensive, postsecondary educational institution established to serve the citizens of Randolph County. Since opening its doors in 1962 as Randolph Industrial Education Center, the College has seen many changes including

- three name changes—Randolph Technical Institute, Randolph Technical College, and Randolph Community College,
- facilities expansion—from 33,000 square feet to more than 270,000 square feet on two campuses in Asheboro and Archdale, and
- enrollment growth—from 75 students to more than 2,000 credit and 9,300 noncredit students.

The "Open Door" Policy

Randolph Community College operates under an "open door" admission policy. This means that any person, whether a high school graduate or nongraduate, who is 18 years old or older and who is able to profit from further formal education will be served by the institution. A counseling service is provided by the College to help students decide which program best serves their needs and objectives in life, as indicated by their background, abilities and expressed interests. See page 22 for more information.

The Catalog as a Contract

This Catalog is not to be regarded as an irrevocable contract. Randolph Community College reserves the right to modify, revoke, and add to College fees, regulations, or curricula at any time as defined under North Carolina Community College System, State Board of Community Colleges Guidelines.

Accreditation

Randolph Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga. 30033-4097, (404) 679-4501) to award the associate degree. Randolph Community College is authorized by the State Board of Community Colleges to award the Associate in Applied Science and the Associate in Arts degrees. Copies of this accreditation and authorization may be obtained by contacting the director of Planning & Research, (336) 633-0332.

Affirmative Action

Randolph Community College offers equal employment and educational opportunities to all employees and students, without regard to race, color, religion, national origin, political affiliation, sex, age, or handicap.

All inquiries and questions about Randolph Community College's compliance with Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and/or the College's Affirmative Action Plan may be addressed to Affirmative Action Officer and Title IX Coordinator, RCC, P.O. Box 1009, Asheboro, N.C. 27204-1009, or E-mailed to **llingold@randolph.cc.nc.us**.

Persons With Disabilities

Randolph Community College recognizes the barriers which confront disabled persons in access to education. RCC is an equal access institution that accommodates the needs of students with disabilities.

Consistent with state and federal statutes which affirm and protect the equal opportunity rights of disabled persons, Randolph Community College will not tolerate conduct that displays hostility or aversion toward an individual because of that person's race, skin color, religion, gender, national origin, age, or disability.

Credit Programs of Study

■ General Education Department

Associate in Arts (College Transfer)

■ Art & Design Department

Advertising & Graphic Design
Floriculture Technology
Interior Design

■ Business Technology Department

Accounting
Business Administration
Business Administration: Banking & Finance Concentration
Information Systems
Information Systems: Network Administration & Support Concentration
Office Systems Technology

■ Health Occupations Department

Associate Degree Nursing
General Occupational Technology
Nursing Assistant *(for Huskins students only)*
Physical Therapist Assistant (collaborative program*)
Speech-Language Pathology Assistant (collaborative program*)

■ Human Services Department

Basic Law Enforcement Training
Criminal Justice Technology
Early Childhood Associate
Historic Preservation Technology
Community Spanish Interpreter
Spanish Interpreter

■ Mechanical & Industrial Department

Autobody Repair
Automotive Systems Technology
Electric Lineman Technology (collaborative program*) *for employees of electric membership companies only*
Electrical/Electronics Technology
Industrial Systems Technology
Machining Technology
Welding Technology

■ Photographic Technology Department

Photographic Technology: Biomedical Photography Concentration
Photographic Technology: Commercial Photography Concentration
Photographic Technology: Photojournalism Concentration
Photographic Technology: Portrait Studio Management Concentration

These programs are offered in conjunction with another community college.

Noncredit Programs of Study

■ Occupational Extension

■ Community Service

■ Basic Skills Programs

Adult Basic Education
Adult High School Diploma
General Educational Development
English as a Second Language
Compensatory Education

■ Business & industry Training

Human Resources Development
Small Business Center
Hosiery Technology Center
Focused Industry Training
New & Expanding Industries
Work Station Occupational Skills Training

2002 – 2003 Curriculum Calendar

■ Fall Semester

July 25 (Th) – Early registration *(currently enrolled students only)*
August 14, 15 (W, Th) – Registration
August 19 (M) – Classes begin
August 19, 20 (M, T) – Late registration
September 2 (M) – Labor Day holiday
October 4 (F) – Classes end for fall break
October 7, 8, 9 (M, T, W) – Fall break
October 10 (Th) – Classes resume
November 4 (M) – Last day to withdraw from a course without academic penalty
November 28, 29 (Th, F) – Thanksgiving holidays
December 2 (M) – Classes resume
December 5 (Th) – Early registration for spring semester *(currently enrolled students only)*
December 16 (M) – End of fall semester

■ Spring Semester

December 5 (Th) – Early registration *(currently enrolled students only)*
January 2 (Th) – Registration
January 6 (M) – Classes begin
January 6, 7 (M, T) – Late registration
January 20 (M) – Martin Luther King Jr. holiday
February 28 (F) – Instruction ends for spring break
March 3–6 (M–Th) – Spring break
March 7 (F) – Classes resume
March 25 (T) – Last day to withdraw from a course without academic penalty
April 18 (F) – Easter holiday
April 21 (M) – Classes resume
April 23 (W) – Early registration for summer session *(currently enrolled students only)*
May 5 (M) – End of spring semester
May 10 (Sat) – Graduation

■ Summer Session

April 23 (W) – Early registration *(currently enrolled students only)*
May 14 (W) – Registration
May 19 (M) – Classes begin
May 19, 20 (M, T) – Late registration
May 26 (M) – Memorial Day holiday (observed)
June 30 (M) – Instruction ends for summer break
July 1–4 (T–F) – Summer break
July 7 (M) – Classes resume
July 14 (M) – Last day to withdraw from a course without academic penalty
July 24 (W) – Early registration for fall semester *(currently enrolled students only)*
August 8 (F) – End of summer session

■ Summer Short Session

June 12 (Th) – Registration*
June 17 (T) – Classes begin
June 30 (M) – Instruction ends for summer break
July 1–4 (T–F) – Summer break
July 7 (M) – Classes resume
July 23 (W) – Last day to withdraw from a course without academic penalty
August 8 (F) – End of summer short session

**** Due to the nature of this seven-week session, there will be no late registration.***

Curriculum Enrollment Quick Reference

■ Steps to Enrolling & Graduating

- Complete an RCC application.
- Provide official copies of high school transcript and/or GED test scores and all college transcripts. (See page 24.)
- Call (336) 633-0224 to discuss placement testing. (See pages 24 – 25.)
- Meet with someone in RCC's financial aid office if necessary. (See pages 45 – 51.)
- Meet with your faculty advisor (during specified registration period). (See page 36.)
- Register for classes (during specified registration period). (See page 36.)
- Complete all course requirements for your program of study as published in your catalog of record, maintaining an overall GPA of 2.0 and a 2.0 average in all major courses. (Associate Degree Nursing students must maintain a 2.0 GPA in all nursing and nursing-related courses with no grade less than "C.") (See pages 85 – 164.)
- Apply to graduate. (See page 65.)

■ Curriculum Expenses to Consider

- Books & supplies which will be more costly in majors like Advertising & Graphic Design, Associate Degree Nursing, Interior Design, and Photographic Technology. (See page 41.)
- Transportation.
- Off-campus room and board.
- Personal expenses.
- Tuition & Activity Fees as follows.

In-State	*Fall & Spring Semesters*	
	1 through 15	$31.00/Credit Hour
	16 and up	$496.00/Semester
	Summer Session Only	
	1 through 8	$31.00/Credit Hour
	9 and up	$279.00/Session
Out-of-State	*Fall & Spring Semesters*	
	1 through 15	$173.25/Credit Hour
	16 and up	$2,772.00/Semester
	Summer Session Only	
	1 through 8	$173.25/Credit Hour
	9 and up	$1,559.25/Session

*Activity Fee – $1 per credit hour ($16.00 maximum per semester).
Activity fees for the summer session will be one half the normal charge.

The College reserves the right to modify, revoke, and add to tuition and fees at any time as defined under North Carolina Community College System, State Board of Community Colleges guidelines.

To obtain an application or transcript release forms, or for more information, contact Student Services at (336) 633-0224.

Student Activities

Randolph Community College, through Student Services, provides activities and services to enhance and broaden the educational experiences of students. While the College maintains a supervisory role over student activities, as specified in the following paragraphs, students are encouraged to take active roles in participation and leadership.

RCC attempts to provide extracurricular activities for students since the College believes that such activities contribute to the overall growth and educational development of an individual. Social activities have included fall and spring flings, and Halloween, Christmas, and Easter projects. Cultural activities have included writers' contests and sponsorship through the SGA of Martin Luther King Jr. remembrance activities. Educational activities have included sponsorship of visiting college representatives, RCC Parent Awareness night, and providing tours to visiting schools. Physical activities have included games at the fall and spring flings and participation in walk-a-thons.

Unless otherwise specified, activities will require the approval of the dean of Student Services or designee and may require notification of additional individuals and/or offices as designated by the dean.

In general, requests should be made in writing at least four weeks in advance. Please check with the dean of Student Services for specific details.

■ Student Government Association (SGA)

All curriculum students of the College are eligible to be represented through the student government. The Student Government Association formulates an annual budget from student activity fee proceeds, directs student elections and holds regular meetings to promote the interests of students.

Student Governance

Students are involved in College decision making through their participation on standing committees of the College and ad hoc committees appointed by the College Officers. Their role is to share and discuss views held by students pertaining to any particular topic.

The jurisdiction of the SGA is to represent the student body as outlined in the SGA Handbook. Although the SGA does not participate in the governance of the College, the SGA president does serve as a nonvoting member of the College Board of Trustees.

Social Functions

1. Social functions will be planned by the SGA and its advisors.
2. An appropriate number of chaperones shall be in attendance. Chaperones will be solicited by the SGA from members of the faculty and staff.
3. The dean of Student Services or the dean's representative shall be notified at least four weeks in advance of a planned social function in order to have the date cleared with the school administration and school calendar, and names of chaperones shall be given at least five days prior to the function.
4. All clubs and recreational activities are to be organized under the sponsorship of the SGA and Student Services offices. All plans are tentative and must receive final approval from the dean of Student Services.

Some activities may require the approval of the Board of Trustees.

■ Student Clubs & Organizations

RCC supports student participation in clubs and organizations. Groups wishing to form a club should first submit a written request to the dean of Student Services. Requests should support the interests and goals of the institution. Following approval by the dean, such interested parties should request to meet with the Student Government Association. All clubs must be approved by the SGA before they will be allowed to hold meetings.

Clubs will not discriminate on the basis of race, color, religion, national origin, political affiliation, sex, age, or handicap.

Clubs must be self-supporting. The SGA may assist the formation of a club with minimal seed money, but will not be responsible for activities and functions. However, joint SGA and club activities can be requested.

All clubs must have an advisor who is an RCC employee willing to supervise and participate in club activities.

Clubs may not enter into contracts for goods and services without the expressed permission of the club advisor and dean of Student Services.

Clubs which do not hold formal meetings at least once per semester may be terminated by the dean of Student Services. Such clubs will then be required to request reorganization to begin holding meetings.

Any club that allows illegal or otherwise improper activities or behaviors will be terminated by the dean of Student Services. Consequently, a request for reorganization would be required.

Club activities, to include but not limited to cookouts and forums, must be sanctioned by the Student Government Association and be approved by the specific club advisor and the dean of Student Services.

All major activities will require that an outline of events, including a budget if appropriate, be submitted to the dean of Student Services no later than one month prior to the event. Activities that include community participation may require a detailed synopsis and budget, and should be submitted to the dean of Student Services no later than one month prior to the event.

Currently, there are five student organizations at RCC: Common Threads, the Association for the Education of Young Children, Phi Beta Lambda, Phi Theta Kappa, and the RCC Student Nurse Association.

Common Threads is a lunch table discussion group on prejudice and unity in diversity. The group meets every Wednesday at noon in the LRC conference room. All students are invited to participate. For more information, contact Chuck Egerton in RCC's Photographic Technology department.

The **Association for the Education of Young Children** is an organization for students majoring in the Early Childhood Associate program or working with young children. The organization fosters professional growth and competencies in persons working with children from birth to age eight. For more information, contact Teresa Crenshaw in the Early Childhood Associate program.

Phi Beta Lambda is a national organization for individual students preparing for business occupations. RCC's chapter was chartered in the fall of 2000. For more information, contact Dr. Ralphael Brown in RCC's Business Technology department.

Phi Theta Kappa is the International Honor Society of the two-year college. Since its founding, the purpose of Phi Theta Kappa has been to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa provides opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence. The society affords international recognition to students of distinguished achievement and provides a vehicle which reflects the academic integrity of the associate degree program. Randolph Community College chartered the Beta Theta Rho chapter of Phi Theta Kappa in November of 1999.

The **RCC Student Nurse Association** is a chapter of both the North Carolina Association of Nursing Students (NCANS) and the National Student Nurse Association. The primary focus of the group is to help nursing students become aware of their influence on policy making and stay abreast of the issues related to health care and nursing. The organization serves as a networking mechanism for jobs and educational endeavors. Members seek to have service projects to benefit people in need.

■ Student Center

RCC provides a student center for the comfort and relaxation of its student body. It is open day and evening so that students may relax in an informal atmosphere.

It is the duty of both students and staff to help keep the lounge area as neat and clean as possible at all times. Good housekeeping practices should be maintained.

■ Student Publications

Students at RCC have the right and privilege of freedom of expression through student publications. Requests for student publications will be presented to the Review Committee, which will determine their purpose, content and appropriateness to the goals of the College and its role in the community. The committee will appoint a supervising editorial advisor. This individual will oversee all aspects of the approved publication.

The Review Committee is composed of the following:

1. The vice president for Instructional & Student Services
2. The dean of Student Services
3. One member from the English faculty
4. Two representatives from the student body, one from Curriculum and one from Continuing Education

In cases where the final decision of the Review Committee is not satisfactory to the student, the normal due process of the College is observed (see pages 77 – 80).

Locale

■ Asheboro Campus

Situated near the geographic center of North Carolina, Randolph Community College lies adjacent to the ancient mountains in the area known as the Uwharries. The College is located in Asheboro at the McDowell Road exit of Highway 220 (Future I-73/I-74), just south of the interchange with Highways 64 and 49. The College is 26 miles south of Greensboro, North Carolina, and Interstate Highways 40 and 85, making it accessible from all parts of the state.

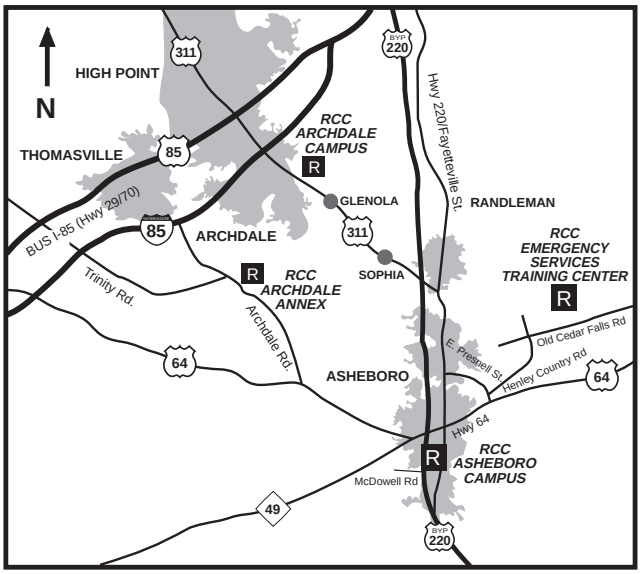
The College is located in an area with a rich tradition. Arts and crafts are preserved both commercially and individually. Today people see the same mountains and streams and pass the same locations of homesteads, mills, churches, and schools that were known to the people of 1799.

Asheboro, with a population of 21,672, is the home of the North Carolina Zoological Park located off U.S. 64, five miles southeast of Asheboro. Countywide, the College draws from a population base of 130,454.

■ Archdale Campus

RCC's Archdale Campus is located in Creekside Park off Highway 311 south of Archdale. It is easily accessible from the newly widened Highway 311 and is just minutes from Interstate 85.

The fast growing Archdale/Trinity area provides most of the students for the Archdale Campus. The City of Archdale has 9,014 people and is larger than seven square miles. Trinity has a population of 6,690.



College Facilities

■ Asheboro Campus

Randolph Community College's main campus in Asheboro includes nine major buildings. The original building, constructed in 1962 with additions in 1968, 1972, and 1995, is known as the Administration/Education Center. In addition to a centralized administrative service, this building contains many classrooms, labs, and shops, as well as a 30,000-square-foot photography studio.

A Vocational/Technical Center containing approximately 30,000 square feet, provides an automotive body shop, a building trades shop, electrical/electronics labs, and houses the Hosiery Technology Center. A Student Services Center of 18,000 square feet houses a student lounge, the Armadillo Café, the JobLink Career Center, and office facilities for Student Services. A 3,700-square-foot Campus Store sits adjacent to the Student Services Center connected by a covered walkway. The Learning Resources Center is a 27,000-square-foot facility which includes, among other things, the College library.

The Business Education Center is an 11,800-square-foot modern facility with classrooms, labs and offices for the College's Business Technology curricula. The Design Center provides 18,400 square feet of space for Advertising & Graphic Design and Interior Design. A 14,500-square-foot Computer Technology Center houses the College's administrative computers and part of the Business Technology curricula. The Health & Science Center is a 21,000-square-foot facility housing biology, physics, chemistry, and health occupations classes and includes a multimedia lab and faculty offices.

The College's building program continues with a 3,800-square-foot conference center to house the RCC Foundation that is expected to be completed in 2002. See page 233 for the Asheboro Campus map.

Campus Store & Armadillo Café

In an effort to provide facilities that will make the educational process more complete, RCC provides an attractive Campus Store and the Armadillo Café. The Campus Store normally is open Monday – Thursday, 8 a.m. – 8 p.m., and 8 a.m. – 4 p.m. on Friday. The Armadillo Café normally is open Monday – Thursday, 7:15 a.m. – 8:30 p.m., and 7:15 a.m. – 1:45 p.m. on Friday. Hours for these operations may vary due to registration periods, semester breaks, holidays, or other changes to the normal College operational schedule.

R. Alton Cox Learning Resources Center (LRC)

The LRC includes the library, an open access computer lab, Basic Skills Programs, and the Center for Teaching Excellence. Also housed in the LRC are a theater with 204-seat capacity and a conference room that is available for small group meetings.

Library Services

The library collection includes more than 30,000 print volumes, subscriptions to over 240 periodicals, over 4,500 audiovisual programs, and a variety of microform materials to support the total instructional program of the College. CCLINC, the library's automated union catalog, provides access to local resources as well as resources in other participating community college

libraries. On-line services include access to the Internet, NC LIVE and electronic subscriptions. The library maintains a web page **(http://biblio.randolph.cc.nc.us/main.htm)** that provides a gateway to information, services, and resources. A wide range of instructional equipment is available through the library for use by faculty, staff, and students. The library is open to the College and community Monday – Thursday, 8 a.m. – 10 p.m., Friday, 8 a.m. – 5 p.m., and on occasional Saturdays.

An open access computer lab is available to users on a first-come, first-served basis during the normal operating hours of the library. Word processing, spreadsheet, database, and selected course-specific software are available.

The Basic Skills Programs Area

The Basic Skills Programs area is located on the second floor of the Learning Resources Center. Professional assistance for Basic Skills students is available Monday – Friday, 8 a.m. – 5 p.m., and 6 - 8 p.m., Monday – Thursday.

The Basic Skills Programs area offers assessment of each student's skills in reading, English, and math prior to placement in an appropriate course of study. Each student is counseled concerning the various classes and labs that are available and takes an active part in deciding on an instructional plan that will help him/her attain individual educational goals.

A variety of programs is available to help adults learn, whether their goal is to learn to read and perform mathematical computations, to complete high school by taking the Adult High School Diploma program or the GED Tests, or just to brush up on their skills. Other programs include English as a Second Language classes for those who need to learn to speak, read, and write in English; and classes to help adults who have mental handicaps to become more independent and to maintain employment. A variety of instructional approaches is used by the staff to meet the wide range of educational needs of adults.

In addition to these labs and classes, there are self-paced courses of study in a wide variety of subjects. The counselor on duty will assist with helping adults get started in a course of their own choosing.

Center for Teaching Excellence

The Center for Teaching Excellence offers services and facilities for faculty, staff, and students. The Center provides coordination of RCC's distance education program and the Virtual Campus, assistance with the acquisition and use of distance education technologies, graphic design services, professional development for faculty and staff, and multimedia production services.

The testing center for distance education courses, graphic design, and multimedia production services are located on the second floor of the Learning Resources Center. The Resource Place faculty center, developed and maintained by the CTE staff, is located in Administration/Education Center, room 102.

■ Archdale Campus & Archdale Annex

The facilities at the Archdale Campus include a 7,600-square-foot primary classroom building and a 5,800-square-foot metal building. The campus is

located at 110 Park Drive, in the city of Archdale's Creekside Park. The main building houses five classrooms, a reception/office area, and a student break area. The metal building houses two general purpose shop areas and two classrooms. See the Archdale Campus map on page 234.

The Archdale Campus offers noncredit classes in Occupational Extension, Community Service, Basic Skills, and Business and Industry Training. Classes providing academic credit are offered in the following associate degree programs: Early Childhood Associate, Business Administration, and Associate in Arts (College Transfer). The campus is open Monday – Thursday, 8 a.m. – 10 p.m., and 8 a.m. – 5 p.m. on Friday.

The Archdale Annex, located at 4913 Archdale Road, is a 8,608-square-foot facility consisting of 12 classrooms. This leased facility provides additional classroom space in the Archdale area. The annex is open Monday – Thursday, 1 – 10 p.m., and 8 a.m. – 5 p.m. on Friday.

■ Emergency Services Training Center

The Emergency Services Training Center is located at 3659 Old Cedar Falls Road, just outside of Asheboro. It includes a firing range, driving range, a fire training tower, classrooms, a burn building, and storage areas.

Take Highway 64 East from Asheboro. Turn left onto East Presnell Street and make an immediate right onto Henley Country Road. Go about 1.3 miles. At the stop sign, take a right onto Old Cedar Falls Road. Go another 1.3 miles and the ESTC will be on the left.

Inquiries

Inquiries for specific information about the College should be addressed to the following people or departments at RCC. The address is Randolph Community College, P.O. Box 1009, Asheboro N.C. 27204-1009. The main phone is (336) 633-0200. Visit RCC's web site at the following address: **www.randolph.cc.nc.us**.

■ Admissions

Robert S. Shackleford Jr. - Dean of Student Services; 633-0223; **rsshackleford@randolph.cc.nc.us**

Carol M. Elmore - Director of Admissions/Registrar; 633-0213; **cmelmore@randolph.cc.nc.us**

Rose T. Chilson - Administrative Assistant to Dean of Student Services; 633-0298; **rtchilson@randolph.cc.nc.us**

■ Financial Aid

Stephen L. Lancaster - Financial Aid Officer – Scholarships, Work-Study Jobs, Grants, Loans; 633-0222; **sllancaster@randolph.cc.nc.us**

Ron W. Bushnell - Student Services Counselor – Veterans' Benefits; 633-0201; **rwbushnell@randolph.cc.nc.us**

■ Counseling Services

Ron W. Bushnell - Student Services Counselor – Academic Counseling, International Student Counseling; 633-0201; **rwbushnell@randolph.cc.nc.us**

Mary S. Morgan - Student Services Counselor – Career Development and Academic Counseling; 633-0308; **msmorgan@randolph.cc.nc.us**

Grover F. Yancey - Assistant Director of Admissions/Student Counseling – Academic Counseling, Disability Accommodation; 633-0246; **gfyancey@randolph.cc.nc.us**

■ Educational Programs

Laura L. Douglas – Information on General Coordination of All Educational Programs, Collaborative Agreements, Educational Partnerships; 633-0218; **lldouglas@randolph.cc.nc.us**

Lynn C. Tesh - Dean of Curriculum Programs – Information on Credit Courses of Study, Correspondence Regarding Curricula, Teaching Positions; 633-0206; **pltesh@randolph.cc.nc.us**

Celia T. Hurley - Director of Teaching Excellence/Distance Education – Information on Virtual Campus/Distance Education; 633-0299; **cthurley@randolph.cc.nc.us**

Rebekah H. Megerian - Dean of Developmental & Basic Skills – Information on adult literacy, English as a Second Language, adult high school completion, and developmental education; 633-0227; **rhmegerian@randolph.cc.nc.us**

Don N. Childers - Dean of Business & Industry Services – Information on Noncredit Courses for Business & Industry, Work Station Occupational Skills Training, Focused Industry Training; 633-0228; **dnchilders@randolph.cc.nc.us**

Lewis W. Edwards- Dean of Extension Programs – Information on Noncredit Extension Courses; 633-0217; **lwedwards@randolph.cc.nc.us**

■ Transcripts

Carol M. Elmore - Director of Admissions/Registrar – Requests for Transcripts, Grades, Graduation Information; 633-0213; **cmelmore@randolph.cc.nc.us**

■ Student Services

Robert S. Shackleford Jr. - Dean of Student Services – General Student Services; 633-0223; **rsshackleford@randolph.cc.nc.us**

■ Library Services

Deborah S. Luck - Director of Library Services – General Library Services, LRC Student Computer Lab; 633-0272; **dsluck@randolph.cc.nc.us**

■ Business Matters

Ronald W. Jones - Vice President of Administrative Services – Information on Business Affairs, Fees, Financial Arrangements, Purchasing, General Campus Services; 633-0290; **rwjones@randolph.cc.nc.us**

■ Administrative Affairs

Richard T. Heckman - President of the College – Policies, Gifts, Bequests, Endowments; 633-0286; **rtheckman@randolph.cc.nc.us**

Enrollment Information

Enrollment Information

The "Open Door" Policy

All branches of the North Carolina Community College System operate under an "open door" admission policy. This means that any person, whether a high school graduate or nongraduate, who is 18 years old or older and who is able to profit from further formal education will be served by the institution. A counseling service is provided by the College to help students decide which program best serves 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 Randolph 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. The dean of Student Services is designated as the admissions officer for the College.

General Admissions Requirements for Curriculum Programs

Applicants for admission to Randolph 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. Special consideration may be given on an individual basis to students not meeting these specific entrance requirements. For students who have not earned a high school diploma or GED certificate, taking an ability-to-benefit test may be an option. If so, the student will be referred to the appropriate office for further discussion. If the ability-to-benefit test is taken, a passing score must be achieved in order to enroll.

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

students under the age of 16 also may be admitted under very specific guidelines which may be obtained from the Information Center at (336) 633-0224.

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 and from Student Services. This office is open from 8 a.m. – 8 p.m., Monday through Thursday, and from 8 a.m. – 5 p.m., on Friday. For admissions information, call Student Services, (336) 633-0224. If needed, individual appointments may be made by personally speaking with a counselor at (336) 633-0224.

Developmental Studies courses exist as prerequisites to General Education courses. Removal of these prerequisites is subject to the approval of the chair of the General Education department. The College uses the Assessing Student Success Entry Transfer/Computerized Adaptive Assessment and Support System (ASSET/COMPASS) test to determine whether students have met Developmental Studies prerequisites for General Education courses. This test is given as part of RCC's admissions process. In place of the College's testing, students may present appropriate, prior college credit or adequate SAT or other standardized test scores to document their meeting these prerequisites. See the ASSET/COMPASS Placement Testing section on pages 24 – 25 for additional information.

Students who do not remove prerequisites through test scores or prior credit must take the appropriate math, reading, or English courses in Developmental Studies prior to enrolling in certain General Education courses. Developmental Studies classes are offered day and evening to accommodate every student who needs them. Grades earned in Developmental Studies are not included in the student's grade point average and credit hours earned do not count toward graduation.

At the time of testing, the test administrator will help applicants who are affected by any situation that might reduce test performance to make arrangements for alternate testing. Applicants with diagnosed learning disabilities are especially encouraged to make an appointment for untimed testing. It is the applicant's responsibility to make the test administrator aware of any special testing needs.

Applicants for the ***Associate Degree Nursing*** program, the ***Basic Law Enforcement Training*** program, and the ***Spanish Interpreter*** program have additional admissions requirements. For more information, see pages 26 – 30. Applicants for the ***Physical Therapist Assistant*** program and the ***Speech-Language Pathology Assistant*** program have additional admissions requirements. For more information contact Student Services at (336) 633-0224, or the Health Occupations Department at (336) 633-0264.

Information regarding transfer student admissions is on page 31.

Steps to Enrolling

- Complete an RCC application.
- Provide official copies of high school transcript and/or GED test scores and all college transcripts.*
- Call (336) 633-0224 to discuss placement testing.
- Meet with someone in RCC's financial aid office if necessary.
- Meet with your faculty advisor (during specified registration period).
- Register for classes (during specified registration period).

*Applicants who are high school graduates should request their high school counselors to submit a copy of their high school transcript. In cases where the last six weeks' work is not completed, a supplemental transcript should be forwarded to the College after the student's graduation. GED graduates must submit official copies of their GED test scores. Students transferring from other colleges or post-high school institutions must submit official transcripts from all such institutions attended. For transcript release forms, call Student Services, (336) 633-0224. Transcripts are not official unless they are sent directly from the high school or college attended.

ASSET/COMPASS Placement Testing

■ What is ASSET/COMPASS?

ASSET/COMPASS is a series of short placement tests covering the areas of English, reading, and mathematics developed by American College Testing (ACT).

■ Who Takes ASSET/COMPASS?

All students applying for an associate degree program at Randolph Community College are required to take the ASSET/COMPASS tests unless determined to be exempt. Possible exemptions are listed below.

1. Students who have attended another accredited postsecondary institution and have earned credit for
   - entry-level English composition (exempt from Reading and Writing Skills),
   - math (exempt from Numerical Skills), or
   - college algebra (exempt from Numerical Skills, Elementary & Intermediate Algebra)
2. RCC will accept ASSET/COMPASS, SAT, ACT test scores from another school taken within a five-year period. These scores should be received prior to tests taken on this campus.
3. Students who have taken the SAT within the last five years will be placed into appropriate college-level English and math courses if their scores are
   - 480 (new score) or above on the verbal portion (exempt from Writing & English Skills),
   - 480 (new score) or above on math portion (exempt from Numerical Skills & Elementary Algebra), or
   - 520 (new score) or above on math portion (exempt from all developmental math requirements).

■ When Do You Need to Take ASSET/COMPASS?

Students required to take ASSET/COMPASS should do so before they register for their first semester at RCC. Students unable to test before the term begins may not register for English or math courses before testing and are permitted to register for one term only before testing.

■ Why Do You Need to Take ASSET/COMPASS?

RCC counselors and advisors use test scores as an assessment of an applicant's skill level in reading, English, and math. Students' scores on ASSET and COMPASS determine placement into or exemption from Developmental Studies courses. For more information about Development Studies courses, see page 89. The test scores for exemption from Developmental Studies courses follow:

Developmental Studies Course	ASSET Test	COMPASS Test
ENG 085 Reading & Writing Foundations	70*	109*
ENG 090 Composition Strategies	40	48
MAT 060 Essential Mathematics	40	43
MAT 070 Introductory Algebra	44	41
MAT 080 Intermediate Algebra	43	53
RED 090 Improved College Reading	40	76

*Indicates combined scores of reading and writing.

■ Retest Procedure

Retesting is allowed in many community colleges in North Carolina. At RCC, a student may retest once. He/she may not retest after enrolling in the Developmental Studies course(s) recommended from the original test score. Students must wait at least two weeks from the original test date before retesting. Students must successfully complete their Developmental Studies course work before enrolling in English and/or math classes required for their program.

■ Special Needs & Accommodations for Testing

Testing accommodations for students with special needs are available upon request and with appropriate documentation. Contact the Information Center at (336) 633-0224 before scheduling placement testing.

Basic Skills Programs Referral Policy

RCC offers two levels of remedial instruction. In addition to Developmental Studies, the College offers Basic Skills. Following College placement testing, the RCC admissions counselors will advise students who would be better served in Basic Skills. Basic Skills staff will administer the CASAS placement test, and students who show need below the ninth grade level may work in Adult Basic Education. After working in ABE, these students will enter the Developmental Studies program as needed and will take other curriculum courses as may be appropriate. There is no charge for instruction in Basic Skills Programs.

Additional Admissions Information

■ Associate Degree Nursing Admissions Policies & Procedures

Admissions Requirements

1. Have completed general admission requirements for the College including placement testing.
   a. Students currently enrolled as high school seniors may be included in the applicant pool for the ADN program contingent upon satisfactory completion of high school requirements and achievement of high school diploma.
   b. Have achieved the cut-off score listed below on either ASSET or COMPASS Tests.
   c. Students who do not meet the cut scores on placement test(s) must complete Developmental Studies classes as indicated.
   d. SAT/ACT scores may be used to fulfill general admission requirements as published in the Randolph Community College Catalog.
   e. Prior math and English credits will be considered as possible testing exemptions as published in the Randolph Community College Catalog.

Placement Test Cut-Off Scores
(Testing must have been completed within the past 5 years.)

TEST	ASSET	SAT	ACT	COMPASS
Writing	40	480	21	48
Reading	40	480	21	76
Numerical	40	480	21	43
Elementary Algebra	44	520	23	41

2. Evidence of "C" or greater in the following:
   - High school biology, equivalent biology in Basic Skills Programs, or college-level general biology
   - High school chemistry, equivalent chemistry in Basic Skills Programs, or college-level general chemistry
   - High school algebra, college algebra, has met the ASSET/COMPASS cut score for MAT 070, or has successfully completed MAT 070, if required.
3. Achievement of satisfactory scores on the Nursing Entrance Test (NET). The student must achieve the standard cut score for the RCC Associate Degree Nursing program. Students are eligible to take the NET once all requirements in #1 and #2 above have been completed. The departmental secretary for Health Occupations will notify each student, in writing, when he/she is eligible to take the NET.
4. Attend information session.
5. Certification as a Nursing Assistant I and listing on the North Carolina Department of Human Services Division of Facility Services Health Care Personnel NAI Registry. *CNAI Certification must be completed prior to registration for the initial nursing course. Admission to the ADN program is contingent upon completion of CNAI certification and listing.

* 6. Current CPR certification.

* 7. Completion of student medical information form and evidence of physical and emotional health as defined by the North Carolina Board of Nursing Standards for Educational Unit in Nursing.
* 8. Evidence of health insurance/accident insurance.
** 9. Purchase liability insurance.
10. **If a student declines admission or withdraws from nursing classes, he/she is required to reapply and become a part of the new applicant pool.**

* *Evidence of CPR certification, completion of medical information form, and evidence of health/accident insurance must be presented prior to admission to the ADN program and prior to registration for initial nursing classes.*
** *Liability insurance is purchased at the time fees are paid annually each fall while enrolled in the ADN program.*

Ranking Process for Nursing Admissions

1. Admissions are on a first-come, first-served basis for all qualified applicants who have met all the admission requirements.
2. Two dates are used to rank applicants for admissions—the date of the original application and the date the applicant completed all admission requirements.
3. Placement INTO an Applicant Pool:
   First, the date of completing all admission requirements places a prospective student into a pool of applicants along with all others who completed their admission requirements that same semester.
   There is a separate pool of applicants for each semester, comprised of all who completed their admission requirements that semester, regardless of the date of the original application.
4. Placement WITHIN an Applicant Pool:
   Applicants are then ranked within their own pool of applicants according to the date of their original application.
5. The date of the original application is used only to rank a student within the pool of applicants he/she qualified for by completing all admission requirements. The date of the original application CANNOT be used to qualify a student for an earlier semester's pool of applicants.

Example:

The fall 2000 pool of applicants is considered before the spring 2001 pool of applicants, which is considered before the summer 2001 pool of applicants, etc.

Therefore, the admissions ranking list for the Fall 2001 class might look similar to this:

Fall 2000 (applicants who completed all admission requirements during the fall 2000 semester, ranked within the fall 2000 applicant pool according to the date of the original application):
(1) Ms. Brown (Date of Application: 3-18-99)
(2) Mr. Smith (Date of Application: 10-14-99)
(3) Ms. Howard (Date of Application: 1-15-00)
(4) Ms. Franklin (Date of Application: 2-1-00)
(5) Mr. Hamilton (Date of Application: 11-16-00)

Spring 2001 (applicants who completed all admission requirements during the spring 2001 semester, ranked within the spring 2001 applicant pool according to the date of the original application):

(6) Ms. King (Date of Application: 4-28-98)
(7) Mr. White (Date of Application: 2-23-99)
(8) Ms. Jones (Date of Application: 8-10-00)
(9) Ms. Edens (Date of Application: 3-15-01)

Summer 2001 (applicants who completed all admission requirements during the summer 2001 semester, ranked within the summer 2001 applicant pool according to the date of the original application):

(10) Ms. Clark (Date of Application: 6-19-96)
(11) Mr. Atkins (Date of Application: 5-22-99)
(12) Ms. Hedrick (Date of Application: 2-24-01)
(13) Ms. Clifton (Date of Application: 2-25-01)

In Summary:

1. Students are placed into an applicant pool according to the semester they complete all admission requirements, regardless of the date of original application.
2. Within their own applicant pool, they are then ranked according to their date of original application.
3. Applicants from earlier semesters' applicant pools are considered before applicants from later semesters' applicant pools, regardless of the date of the original application.
4. The date of original application affects a student's ranking only within his/her pool of applicants, but cannot qualify the student to move to an earlier semester's pool of applicants.

Nursing Selection Test

*Admission to the nursing program will be contingent upon successful completion of the Nursing Entrance Test (NET). Once the applicant has met #1 & #2 of the ADN Admission requirements, he/she will be contacted to schedule a test that will determine final selection for the nursing program.

Notification of Admission/Information Session

When items 1-3 of the admission requirements are successfully completed, applicants will be scheduled to attend an information session. The purpose of the information session is to answer questions about the program and for representatives from the ADN program to share important information.

Letters of notification of admission into the ADN program will be mailed by June 15. These letters are for admission into the fall semester and will be mailed to the top forty (40) students on the admissions list. If any applicant who receives an admissions letter declines his/her position, the space will be filled according to the highest ranked student on the admissions waiting list.

Readmissions

If a student declines admission from nursing classes, he/she is required to reapply and become a part of the new applicant pool. Readmission to the ADN program is on a space-available basis. Readmission is limited to a maximum of one time. Extreme circumstances for a second readmission will be considered on a case-by-case basis. For more information see page 57.

No Reactivations

The ADN curriculum will follow Randolph Community College's procedure regarding students who do not follow through with the admissions process as outlined by the College.

Physical & Emotional Health

The Board of Nursing Standards for Educational Units in Nursing require that there be evidence that the physical and emotional health of the student be such that he/she can be expected to provide safe nursing care to the public.

Evaluation of health will continue throughout the program. This will be the responsibility of the nursing faculty. An applicant or student who presents problems in physical or emotional health which have not responded to appropriate treatment within a reasonable time may be denied admission or asked to withdraw. The student is denied admission or asked to withdraw to protect his/her own health and that of clients to whom he/she is assigned.

Guidelines for Evaluation of Physical Health

Physical health is defined as being free of disabling or contagious disease, being able to perform fine and gross motor skills, and being able to perform normal weight-bearing activities.

Assessment of physical health is based on a completed physical/health form, a medical examination, and observations by nursing faculty. A physical examination performed no more than one year prior to the prospective date of entry into the program is required. The Admissions Office will provide each applicant with a copy of the physical examination form. This examination may be performed by a licensed physician, a registered physician's assistant, or a certified nurse practitioner. Completion of the health form for the state of North Carolina is required.

If a physical health problem threatens to prevent or prevents satisfactory classroom or clinical performance, the student is referred to an appropriate professional. The recommendation of the professional is utilized to advise the student regarding admission or continued enrollment. Applicants or students may be denied admission or continued enrollment until the identified problem is satisfactorily corrected.

Guidelines for Evaluation of Emotional Health

Emotional health is defined as reacting appropriately to stressful situations, coping with everyday stress effectively, using healthy coping mechanisms, and understanding one's own ability to cope with stressful situations.

Assessment of emotional health is based on an admissions interview, completed health history form, observations by nursing faculty, and evaluation by a qualified mental health professional when previous or current emotional health problems have been identified.

If an emotional health problem threatens to prevent or prevents satisfactory classroom or clinical performance, the applicant or student is referred to an appropriate professional. The recommendation of the professional will be utilized to advise the applicant or student regarding admission or continued enrollment.

Applicants or students may be denied admission or continued enrollment until the identified problem is satisfactorily corrected.

Courses

While waiting for admission into the ADN program students may take courses in the General Occupational Technology Curriculum which would apply toward the Associate Degree in Nursing.

If a student elects to take BIO 168, BIO 169, PSY 110, he/she must make a grade of "C" or better. If the student earns less than a "C," the course must be repeated with a grade of "C" or better BEFORE the student can be admitted into the ADN curriculum. The student's name and rank will be retained on the admissions list, however, he/she will not be accepted into the ADN curriculum until that course(s) has been repeated with a grade of "C" or better.

Advanced Placement for Licensed Practical Nurses

Licensed practical nurses requesting advanced placement will be granted credit for NUR 110 Nursing I under the following conditions:

1. Currently licensed as LPN in North Carolina
2. Graduate of an approved practical nurse program with no grade less than "C" in all nursing courses
3. At least six months recent work experience in a position which includes responsibilities representative of the legal scope of practice for LPNs
4. Completion of a self-study module "Legal Aspects of Nursing Practice."

LPNs who receive credit for NUR 110 are accountable for stated objectives for this course. Therefore, LPNs requesting advanced placement will be provided the course outline for NUR 110 for review. Should the LPN identify deficiencies following this review, he/she may choose to either audit or take NUR110 for credit.

Transfer credit for comparable related and general education courses taken in a practical nurse program will be granted according to general College policies.

■ Basic Law Enforcement Training Admissions Requirements

In addition to the admissions requirements on pages 22 – 23, Basic Law Enforcement Training students must be 20 years of age by the first day of class. Also, they must submit health history and physical examination forms that are available in the BLET information packet from RCC.

■ Spanish Interpreter Admissions Requirements

In addition to the admissions requirements on pages 22 – 23, a student must satisfy the following requirements in order to enroll in the Spanish Interpreter program:

1. Demonstrate proficiency through the first two years of college-level Spanish (SPA 111, SPA 112, SPA 211, and SPA 212—one examination covers all four courses)
2. Pass an oral bilingual (Spanish and English) entrance interview/exam to demonstrate fluency (This interview shall be conducted by a team of professionals and will determine if a student is eligible to enroll.)

■ Transfer Student Admissions

Transfer students must

1. apply to the institution;
2. submit evidence of placement testing (ASSET/COMPASS, SAT, ACT), prior credit for English and/or math, or make arrangements to be tested by RCC; and
3. request official transcripts from high school or school awarding GED and all colleges attended.

Applicants who have attended other institutions of higher learning may transfer credit earned in comparable courses or programs of study. Direct transfer of credit may be granted if the student is transferring from a regionally accredited institution, a member of the North Carolina Community College System, an institution accredited by the Board of Governors, or a nonaccredited institution of higher learning that meets the SACS guidelines (accredited by other accrediting associations such as "Bible Colleges or Business Schools"). Any exception to this credit transfer policy must have the approval of the appropriate instructor (when necessary for evaluation purposes), the departmental chair, the dean of curriculum programs, and the dean of Student Services or designee. Transfer students will be informed of transfer credit prior to the end of the first academic term in which they are enrolled, if official transcripts are received in a timely manner. Transfer credit from other institutions may not exceed 75% of course requirements for completion of a degree, diploma, or certificate program.

No course with a grade lower than "C" may be transferred. Randolph Community College reserves the right to accept or reject credits earned at other universities, colleges, and institutions. The final decision on transfer credit will be determined by the dean of Student Services.

For more information about transfer student admissions, contact Grover Yancey at (336) 633-0246.

■ Transfer Credit for General Education Courses

Students who have comparable semester hour credit for English, humanities/fine arts, social/behavioral sciences, mathematics, and/or natural sciences will be given credit for satisfying the appropriate General Education requirements as determined by departmental guidelines.

■ International (F-1 Visa) Student Admissions

In addition to the admissions procedures required of native students, international applicants must demonstrate English comprehension. International applicants, for whom English is not a native language, may demonstrate adequate comprehension of English by one of two methods.

1. Submission of a TOEFL score of 500 or above paper based or 173 or above computer based.
2. Successful completion of one or more years of a U.S. high school or postsecondary education and a TOEFL score of 450 or above paper based or 133 or above computer based.

In addition, international applicants must submit an RCC application for admissions, high school/GED evidence of completion, and college transcripts if applicable, and take the College's placement test.

Please note: International applicants are responsible for having their transcripts translated into English, if needed, and evaluated by an approved transcript evaluation service if requested. The international student counselor in Student Services can provide assistance in locating such services.

Application materials for admission should be received from international applicants two months prior to the semester in which the student wishes to enroll. Also, U.S. Immigration law requires proof of financial support for the student's entire program of study. Once all requirements have been met, RCC will issue the I-20 immigration form.

For more information about international student admissions, contact Ron Bushnell by phone at (336) 633-0201, by fax at (336) 629-4695, or by E-mail at **rwbushnell@randolph.cc.nc.us**.

■ Special Students

Students who have not applied for admission into a specific curriculum, but are otherwise qualified to enroll in Curriculum classes, are classified as Special Students. Special Students are required to submit an application for admission and are eligible to take an unlimited number of courses. A maximum of 25 percent of the courses required for a degree or a diploma can be earned while students are under the classification of Special Student.

Should a Special Student desire to declare a major, he/she should contact the College's admissions office, provide the appropriate transcripts, and participate in placement testing.

The responsibility for initiating the change from Special Student status to a major lies with the student. Any questions should be directed to the admissions office.

■ Visiting Students

A visiting student is a student pursuing a degree at another institution who wishes to take courses at RCC with the intent of transferring credit for those courses to the home institution. To be considered for admission as a visiting student, an applicant must

1. submit an application form, and
2. obtain written permission from his/her home institution, listing specific courses here which will be acceptable for transfer credit at the institution.

Visiting students who do not have written permission from their home institution to take courses at RCC will be required to meet all regular RCC admissions requirements.

Visiting students should contact Students Services at (336) 633-0224 for more information.

■ Accommodations for Students with Disabilities

Applicants with disabilities who wish to request accommodations in compliance with the Vocational Rehabilitation Act of 1974 and the Americans

with Disabilities Act of 1990 must identify themselves to the admissions counselor before placement testing.

If you would like to receive a Request for Accommodation form or would like more information, E-mail Student Services at **ssmuse@randolph.cc.nc.us** or call (336) 633-0224.

Currently enrolled students with disabilities who wish to request accommodations under ADA must contact the special needs counselor in Special Services in sufficient time for the College to assist if necessary. Contact Special Services at (336) 633-0230.

■ Housing

Randolph Community College has no dormitory facilities. Students who must live away from home must make their own housing arrangements. The College takes no responsibility for locating or supervising student housing. Students are encouraged to use campus bulletin boards, local newspapers, and realtors as aids in obtaining housing.

■ General Admissions Requirements for Continuing Education Programs

1. Participation in RCC's Continuing Education programs is open to any adult, 18 years or older, who is not currently enrolled in the public school system. (In some cases, high school students between 16 and 18 years old may participate on a space available basis with written permission from their principals.)
2. A very simple registration procedure is available to students enrolling in Continuing Education programs. Registration takes place during the first class session with the completion of a short registration form and payment of any applicable fees. It is recommended that persons preregister by phone to insure that a slot is reserved for them.

For more information, contact Continuing Education, (336) 633-0267.

Cooperative Programs

The purpose of Cooperative Programs (Huskins and Concurrent Enrollment) is to provide an opportunity for selected high school students to enroll in college credit courses not otherwise available at the high school. College tuition is waived for high school students enrolled in Cooperative Programs courses. Responsibility for the costs of textbooks, materials, and other fees is determined by the applicable board of education. High school students enrolled in Cooperative Programs courses are considered college students in all aspects and receive college credit for courses taken. Cooperative Programs students are required to meet all prerequisite and course admission requirements.

■ Huskins

Huskins courses are college-level courses designated specifically for high school student enrollment. To be eligible for the Huskins program students must

1. be juniors or seniors in high school,
2. be at least 16 years of age,
3. have attained the academic and social maturity to succeed in a college-level course,

4. be enrolled in high school courses for at least one-half of the school day and making progress toward graduation (or, in the case of courses offered in the summer, must have been enrolled in high school courses for at least one-half of the school day during the preceding year),
5. be able to benefit from the enrichment opportunity, and
6. be recommended by their high school principal and approved by the president of the College.

Randolph Community College offers Huskins courses in a variety of academic, technical, and advanced vocational subject areas.

■ Concurrent Enrollment

Concurrent Enrollment allows high school students to enroll in regularly scheduled college credit courses. To be eligible for Concurrent Enrollment students must

1. be junior or seniors in high school,
2. be at least 16 years of age,
3. have attained the academic and social maturity to succeed in a college-level course,
4. be enrolled in high school courses for at least one-half of the school day and making progress toward graduation (or, in the case of courses offered in the summer, must have been enrolled in high school courses for at least one-half of the school day during the preceding year),
5. be able to benefit from the enrichment opportunity, and
6. be recommended by their high school principal and approved by the president of the College.

Concurrently enrolled students may take any course (numbered 100 and above from the Common Course Library) offered in vocational, technical, college transfer, or Continuing Education programs as long as it does not duplicate course work at the high school and their enrollment does not displace adult college students.

■ Placement Testing for Cooperative Programs Students

High school students desiring to enroll in a Cooperative Programs English or math course are required to take the ASSET placement test or present acceptable SAT scores. Placement test scores will not be used to place Cooperative Programs students, but will be used to determine eligibility to enroll in college credit courses.

Those students who do not achieve the current cutoff score(s) on the placement tests will need to work with the RCC counselor and a counselor from their home school to decide what classes they are eligible for.

Students seeking admission to Cooperative Programs courses that require placement tests must make an appointment for placement testing before the registration dates. Call Student Services for placement testing times and dates, (336) 633-0224.

Academically Gifted, Mature Students Under the Age of 16

State law permits academically gifted, mature students under the age of 16 to enroll in the state's community colleges. These enrollments are governed by some very specific guidelines and restrictions. For more information or an Under 16 Application Packet, contact the Information Center at (336) 633-0224.

Tech Prep

Tech Prep is defined as a combined secondary and postsecondary program that builds student competencies in math, science, and communications and leads to an associate degree, two-year certificate, two-year registered apprenticeship and leads to employment. This course of study in the high school allows high school students to earn community college credit for certain courses taken while in high school. In order for community college credit to be awarded, a grade of "B" or higher must be attained for the course and a raw score of 80 or higher must be achieved on the standardized VoCATS post-assessment test. Official standardized VoCATS scores are required to verify that the criteria has been met to award credit for articulated course work. In order to receive articulated credit, students must enroll in a community college within two years of their high school graduation date. The student must inform the RCC registrar that he/she wishes to receive Tech Prep credit. The courses covered by Tech Prep articulation agreements vary from school to school. Consult the high school guidance counselor to see what courses offered are covered by the Tech Prep articulation agreement.

Student Services

Randolph Community College strives to create an atmosphere where the student is the focus of the academic community. The College's attention is thereby fixed on the student and his/her life at the College. Student Services serves as a facilitator to the student for the various areas of campus life, including the following:

1. An effort to assist the student in making the adjustment to the more specialized and/or general postsecondary education of Randolph Community College
2. Personal guidance of students that will encourage openness and involvement, and will aid in developing self-reliant, responsible behavior
3. A testing and placement program in keeping with the needs of the College to accurately recommend proper classes
4. Up-to-date and accurate records on all students of the College with necessary security and confidentiality enforced
5. Accurate and informative recruiting/marketing programs
6. Seeking avenues of financial aid for eligible students
7. Leadership and encouragement for the development of student organizations and activities

8. Health promotion activities appropriate to the needs of the student body
9. Information and aid to students for career development, job referral, and program advisement

Orientation

Orientation is provided to promote an understanding of the philosophy and standards of Randolph Community College. All new students are required to participate in orientation. The objectives of orientation are

1. to acquaint students with the physical, academic, and social environments of the College;
2. to present school policies, regulations, and procedures to the students;
3. to provide an opportunity for staff and faculty to welcome and get acquainted with students; and
4. to acquaint students with the enrollment procedures to insure a smooth beginning in their college experience.

Faculty Advisors

Students enrolling in a curriculum program of study will be assigned a faculty advisor as part of the admissions process. Once an application for admission has been received by the admissions office, an advisor is assigned based on the choice of curriculum area made by the student. (Faculty in certain programs, i.e., Interior Design, Photographic Technology, Advertising & Graphic Design, may assign different advisors after the student has been enrolled.) Students will meet with their advisor prior to enrolling each term. For students who are undecided about their major, an admissions counselor will be assigned to help with course selection.

Registration

Registration is the process of enrolling in a schedule of courses, or a program, at the beginning of each semester or at other specified times. Certain days are set aside in the academic calendar for the purpose of registration. On these days, personnel are available to aid students in completing forms and to collect tuition and fees. ***Registration is not complete until all tuition and fees are paid.***

Counseling

Professionally trained counselors are available to assist students at Randolph Community College with academic/educational, occupational, and personal problems. Counseling services are available during the College's day and evening operating hours, except weekends, and may be used by applicants and the general community, as well as by current and former students. Those in need of counseling services are encouraged to contact a member of the counseling staff. Individual appointments are recommended and most often can be made at a time convenient to the student.

Admissions counseling is provided to assist students to understand the various types of training programs available at the College and to clarify matters which pertain to qualifications and prerequisites.

Career counseling is provided to students to assist selection of a college major and vocational objective. Counselors may utilize interest inventories, aptitude testing, and personal interviews to obtain a vocational history and other pertinent information while exploring career alternatives with a student. Interest inventories may be correlated with current RCC programs.

Career Development/Placement

RCC offers career assessments, vocational guidance, occupational resource information, job listings, and career decision-making instruction through the JobLink Career Center and the Student Services counseling staff.

■ JobLink Career Center

The JobLink Career Center, located on Randolph Community College's Asheboro Campus, is a partnership among the Employment Security Commission (ESC), Department of Social Services (DSS with WorkFirst program), Vocational Rehabilitation (VR), Regional Consolidated Services (RCS with Job Training Partnership Act or JTPA program), public schools (with JobReady/School-to-Work program), and Randolph Community College. Operating hours are Monday – Friday, 8 a.m. – 5 p.m.

JobLink's convenient location in the Student Services Center provides students and residents with easy access to a variety of resources and services offered by the partner agencies. Typical services include academic/vocational assessments, job-seeking and keeping skills, employment referral, job openings in print and on computer, and career counseling. In addition, students may seek assistance through programs such as JTPA, VR, and WorkFirst; and English as a Second Language (ESL) and Human Resources Development (HRD) classes.

Expenses (Tuition & Fees)

Expenses (Tuition & Fees)

Asheboro and Randolph County area Curriculum students who commute to Randolph Community College may expect to spend an average of $1,500 per year for tuition, books, and supplies, depending on the major selected. Books and supplies will be more costly in majors like Advertising & Graphic Design, Associate Degree Nursing, Interior Design, and Photographic Technology. Transportation is an additional expense. Certain students must consider off-campus room and board and personal expenses in addition to the above. Students in this category could expect a substantial difference in expense. Students are advised to contact the admissions office for specific College expenses.

Tuition & Activity Fees for Curriculum Programs

The College reserves the right to modify, revoke, and add to tuition and fees at any time as defined under North Carolina Community College System, State Board of Community Colleges guidelines.

Semester Hours

In-State	*Fall & Spring Semesters*	
	1 through 15	$31.00/Credit Hour
	16 and up	$496.00/Semester
	Summer Session Only	
	1 through 8	$31.00/Credit Hour
	9 and up	$279.00/Session
Out-of-State	*Fall & Spring Semesters*	
	1 through 15	$173.25/Credit Hour
	16 and up	$2,772.00/Semester
	Summer Session Only	
	1 through 8	$173.25/Credit Hour
	9 and up	$1,559.25/Session

*Activity Fee – $1.00 per credit hour ($16.00 maximum per semester)

*All full-time and part-time regular students will pay an activity fee by the semester on an academic year basis. Activity fees for the summer session will be one half the normal charge, up to nine credit hours ($4.50 maximum). Activity fees are used for items and activities that directly benefits students. Examples include accident insurance, parking stickers, spring and fall flings, student identification cards, and diploma paper and covers.

N.C. residents 65 years or older are exempt from registration fees.

Books & Supplies for Curriculum Programs (per year)

The cost for books and supplies will vary according to programs. Costs listed are estimated averages per year. Equipment costs will be presented at the time of the admissions interview.

Accounting – $836
Advertising & Graphic Design – $1,193
Associate Degree Nursing – $1,024
Associate in Arts (College Transfer) – $650
*Autobody Repair – $440
*Automotive Systems Technology – $721
Basic Law Enforcement Training – $255
Business Administration – $721
Community Spanish Interpreter – $662
Criminal Justice Technology – $725
Early Childhood Associate – $492
+Electric Lineman Technology – $113
*Electrical/Electronics Technology – $568
*Floriculture Technology – $775
General Occupational Technology – $631
Historic Preservation Technology – $876
Industrial Systems Technology – $473
Information Systems – $648
Interior Design – $1,376
*Machining Technology – $471
Nursing Assistant – $339
Office Systems Technology – $676
Photographic Technology – $2,380
+Physical Therapist Assistant – $662
Spanish Interpreter – $662
+Speech-Language Pathology Assistant – $463
Welding Technology – $221

**Books and supply costs for certificate options in these programs will average $255-$385 per year.*
+These programs are offered in conjunction with another community college.

Fees for Continuing Education Programs

Registration fees for Continuing Education courses vary according to the type of course and are set by the College according to the State Board of Community Colleges regulations.

Fees are as follows:

Adult Basic Education – No fee
Community Service – The majority of these courses are self-supporting. Fees are determined by course length and total cost.
Compensatory Education – No fee
English as a Second Language – No fee
General Educational Development (classroom) – Cost of text only
Human Resources Development – Free to those who are unemployed, have been notified of impending layoff, or meet eligibility requirements.
Small Business Center Seminars – No fee
Occupational Extension – (including Hosiery Technology Center and Small Business Center classes) – Fees are determined by course length according to the following schedule. A fee for materials may be charged in addition to the registration fee.

$50	0-10 hours
$55	11-30 hours
$60	31-100 hours
$65	101 or more hours

Occupational Extension – Fee supported

In unique situations, it may be beneficial for all parties involved for the College to conduct training on a fee-supported basis. The College reserves the right to make that determination. If the decision is made to conduct training using this option, the fee is established according to actual costs incurred by the College in providing training.

The College reserves the right to revise Continuing Education fees on a course-by-course basis, depending upon total instructional and support costs.

North Carolina residents 65 years or older are exempt from registration fees, except in self-supporting courses.

■ Course Repeat Policy

Students who take a Continuing Education Occupational Extension course (the same course title) more than twice within a five-year period are required to pay a fee more in line with the actual cost of providing instruction. An example of the difference in pricing is as follows: For a 33-hour course, the fee for a person who is taking the same course for the third time would be $183.15 ($5.55 per hour of scheduled instruction) rather than the current $60 registration.

Institutional Refund Policy

■ Curriculum

A 75 percent tuition refund may be made upon the request of the student if the student officially withdraws from the class prior to or on the official 10 percent point of the semester. Activity fees are nonrefundable except when a course fails to materialize. The student should initiate the withdrawal process by contacting the director of admissions/registrar.

No refunds will be made after the 10 percent point, even though the student may not have attended all classes up to that point. **Exception:** A statutory refund calculation is required if the student received student financial aid funds and the student withdrew on or before the 60 percent point of the enrollment period for which he/she was charged.

Refunds on behalf of student financial aid recipients must be distributed in the following order*:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal PLUS Loan
4. Unsubsidized Federal Direct Stafford Loan
5. Subsidized Federal Direct Stafford Loan
6. Federal Direct PLUS Loan
7. Federal Perkins Loan
8. Federal Pell Grant
9. Federal Supplemental Educational Opportunity Grant
10. Other student financial aid programs
11. Other Federal, State, private, or institutional sources of aid
12. The student

*RCC does not offer all forms of financial aid listed.

■ Continuing Education - Occupational Extension

A student who officially withdraws from an extension class 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 an applicable class fails to "make" due to insufficient enrollment. After the class begins, a 75 percent refund shall be made upon the request of the student if the student officially withdraws from the class prior to or on the 10 percent point of the scheduled hours of the class. Students should see their instructor for further details.

No refunds will be made after the 10 percent point, even though the student may not have attended all classes up to that point.

■ Continuing Education - Self-Supporting & Community Service

No refunds shall be made for self-supporting or community service classes.

Residency for Tuition Purposes

North Carolina law (G.S. 116-143.1) requires that to qualify as an in-state student for tuition purposes, a person must have established legal residency (domicile) in North Carolina and maintained that legal residence for at least 12 months immediately prior to his/her classification as a N.C. resident. Every applicant for admission shall be required to make a statement as to his/her length of residence in the state.

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

When a student initially completes an application for admission to the College, he/she will acclaim his/her residency status by responding to specific questions. Should the College need additional information in order to determine residency status for tuition purposes, additional documentation may be requested.

The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is placed on the applicant for such classification.

■ Institutional Appeal Procedure Relative to Residency Classifications for Tuition Purposes

Students who have been initially classified as nonresident for tuition purposes have the right to appeal to the institutional residency committee for a change in classification to that of resident. A student wishing to appeal the initial decision shall file written notice which must contain a simple declaration of intention of process and appeal before the campus residency committee and must be personally signed by the student.

All appeals are to be in writing, directed to the dean of Student Services, and received by the institution no later than 10 working days after the initial residentiary determination of status.

The dean of Student Services shall, upon receipt of notice of appeal, prepare and transmit to the campus residency committee the complete institutional record with a letter acknowledging receipt of the petitioner's notice of appeal.

The campus residency committee, composed of the dean of Student Services as chairman, one staff member, and one faculty member, shall meet as needed to consider appeals. The student may be present and speak to clarify any statements in the record. The student may have a staff or faculty advisor present. No other individuals including attorneys may attend this appeal. Only the student will be allowed to address the committee. In the event new substantive evidence is brought, reclassification may be made by the committee after due consideration.

Decisions of the campus residency committee shall be forwarded in writing to the student within 10 working days of the date of decision.

■ Regulations

Regulations concerning the classification of students for residentiary purposes are set forth in detail in *A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes*. Each student considering enrollment should review the *Manual* if he/she has any questions. Copies of the *Manual* are available for review at the Randolph Community College library or from the dean of Student Services.

Debts to the College

Students are not permitted to default in the payment of fees, fines, loans, or other financial obligations due the College. All tuition and fees must be paid at the time of registration. Students having checks returned for insufficient funds may be required to make payments on a cash basis. There is a $10 fee for all checks returned due to insufficient funds. Students with unpaid financial obligations to the school and/or incomplete admission applications will not be permitted to register for the upcoming semester until all obligations are met. Grades, transcripts, and diplomas will not be released until all obligations are met.

Student Financial Aid Consumer Information

Student Financial Aid Consumer Information

Randolph Community College 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 to help students who meet the need criteria for eligibility. Grants, work-study, loans, and scholarships may be used singularly or in combination to meet a student's total need.

Financial aid is awarded without regard to the applicant's race, religion, color, national origin, political affiliation, age, handicap, or sex. However, students must demonstrate financial need and maintain satisfactory academic progress.

Because the North Carolina Community College System was initiated in order to make higher education readily available to all adult citizens of North Carolina regardless of their age or financial status, the state of North Carolina provides considerable financial support for institutions in the system. Thus, the tuition charged by Randolph Community College (set by the State Board of Community Colleges) in no way reflects the actual cost of the education the student receives. High-quality instruction, coupled with well-equipped laboratories and other educational facilities are available to the RCC student.

Student eligibility requirements for receiving grants and work-study funds follow:

1. A student must be a U.S. citizen or an eligible noncitizen.
2. A student must submit an acceptable form of needs analysis to the financial aid office. The preferred form of needs analysis is the Free Application for Federal Student Aid (FAFSA).
3. A student must be enrolled in an approved program of study at RCC.
4. A student must maintain satisfactory academic progress while enrolled at RCC to continue to receive financial aid.
5. 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 additional documentation.
6. A student must never have been convicted of any illegal drug offense. A drug-related conviction does not necessarily make a student ineligible for aid. Call 1-800-433-3243 for more information.

Students may apply, but may not receive financial aid at RCC until they have first been accepted for admission by the admissions office. Any student wishing to use financial aid funds to pay for tuition and fees at registration should have completed his/her financial aid file two weeks prior to

registration. The financial aid office will make every effort to complete files that have late submissions; however, availability of eligible funds at registration is not guaranteed.

Rights and responsibilities of students receiving aid under the Title IV programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work-Study) include the following:

1. The student has the right to accept or decline any aid package presented.
2. The student has the responsibility of notifying the financial aid officer of any other scholarships, grants, or loans extended to him/her from sources outside the College.
3. All awards are based on full-time enrollment for the academic year. Adjustments will be made accordingly if a student is enrolled for less than full time or does not attend the entire year.
4. Students must maintain satisfactory academic progress as outlined by the College Catalog and Student Handbook in order to receive any type of financial assistance.
5. The student who withdraws from school and creates an overpayment will not be allowed to receive federal or institutionally awarded financial assistance until the overpayment has been repaid in full.
6. Financial need will be reevaluated each year and appropriate increases or decreases in the amount of the assistance offered will be made. For the purpose of this reevaluation, a new application is required through needs analysis.

Financial aid will be considered and awarded according to the student's appropriate classification: ***Regular Student*** – Continuing programs of the College leading to an associate degree or diploma; ***Full-Time Student*** – 12 or more credit hours; ***Part-Time Student*** – 1 through 11 credit hours.

Following are types of aid available:

Federal Pell Grant

All students seeking financial aid at Randolph Community College begin the process by filling out the Free Application for Federal Student Aid (FAFSA) and mailing or electronically submitting it (via the Internet) to the federal processor. Within three to six weeks the student will receive the resulting Student Aid Report (SAR). Concurrently, the SAR will be drawn down electronically by the College's financial aid office. The SAR is the official notification of the student's eligibility to receive a Federal Pell Grant. Determination of the grant amount is made by the information provided on the student's SAR and materials furnished by the FAFSA to those institutions approved to administer the Federal Pell Grant.

Federal Pell Grants are disbursed each semester by a voucher system. Students eligible to receive a Federal Pell Grant will be able to register, receive books and supplies, and charge these initial costs toward the Federal Pell Grant funds (provided the student has completed all of his/her paperwork). If there are any Pell monies remaining, when these other charges are subtracted, this balance will go to the student.

Federal Supplemental Educational Opportunity Grant

The financial aid office will award the Federal Supplemental Educational Opportunity Grant to eligible students on an individual basis. Student eligibility is determined by a student submitting a FAFSA as a needs analysis statement. This grant varies in amount and is awarded based upon student need each semester by a voucher system. As monies are limited in this fund, students are encouraged to apply early.

North Carolina Student Incentive Grant

College Foundation Inc., P.O. Box 12100, Raleigh, N.C. 27605-2100, is the source for the North Carolina Student Incentive Grant. Application for this grant is made through the FAFSA. To be eligible to receive these funds, a student must (1) be a legal resident of North Carolina, (2) be enrolled or accepted for enrollment on a full-time basis, (3) demonstrate substantial financial need based on the FAFSA information, and (4) submit FAFSA application prior to the March 15 deadline of the academic year preceding enrollment. Grant monies are disbursed each semester by check following attendance in every class.

Scholarships

Various individuals and organizations contribute monies yearly for scholarships. The scholarships are normally used for supplies, living expenses, and books. Some of the scholarships are restricted according to program of enrollment, home area, etc. The first step in applying is to complete the RCC Foundation Scholarship application available in the financial aid office. Scholarship monies are disbursed each semester by check following 30 days of attendance in every class.

Federal Work-Study

Randolph Community College participates in the Federal Work-Study (FWS) program, which gives part-time employment to students who need the income to help meet the costs of postsecondary education. Federal Work-Study employment is available on the campus on a part-time basis while classes are in session (usually 5-20 hours per week). The first step in applying is to complete and mail the FAFSA along with completing a work-study employment application. Payment is made by check on the fifteenth of the month for hours worked in the preceding month.

North Carolina Community College Grant

College Foundation Inc., P.O. Box 12100, Raleigh, N.C. 27605-2100, is the source for the North Carolina Community College Grant. Application for this grant is made through the FAFSA. To be eligible to receive these funds, a student must (1) be a legal resident of North Carolina, (2) be enrolled or accepted for enrollment at a community college in North Carolina on at least a half-time basis, and (3) demonstrate moderate financial need based on the FAFSA information. Grant monies are disbursed each semester by check following 30 days of attendance.

Privately Insured Student Loan Programs

The College has established a loan portfolio of private lenders to aid students in choosing the best lender for their individual needs. Loan repayment can be deferred for up to six months following graduation or withdrawal. Students can borrow up to $25,000 per academic year and take as long as 20 years to repay. There is no minimum hour requirement and Continuing Education students are eligible under this program. Contact the financial aid office for more information, (336) 633-0222.

Short-Term Emergency Loans

Short-term emergency loan funds are available to regularly enrolled students who have an unforeseeable and uncontrollable financial emergency. To qualify for emergency loan funds a student must have a GPA of at least 2.0, no outstanding RCC debts, proof of employment (or method of repayment), and not be in violation of any RCC satisfactory academic progress standard. Loans must be repaid within 30 days with no interest required. For more information and specific guidelines contact the financial aid office.

U.S. Department of Veterans Affairs Educational Assistance

Programs of this institution are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for educational assistance benefits from the U.S. Department of Veterans Affairs (DVA). Entitled veterans, participants in the Montgomery G. I. Bill Contributory program, active duty military in voluntary education programs, drilling National Guard, drilling Reservists, and eligible spouses and offspring, who have applied, met all admissions criteria, been fully accepted, and actively matriculated, may be certified to the U.S. DVA Regional Office as enrolled and in pursuit of an approved program of education. Information may be obtained by contacting the veteran's certifying official at RCC, (336) 633-0201, or the DVA at 1-800-827-1000.

Outside Scholarships

Students are encouraged to seek outside resources in addition to those provided through RCC. Some material on outside scholarships is available through the individual's high school or in RCC's library. Other sources may include, but not be limited to, the Department of Social Services; Regional Consolidated Services; Vocational Rehabilitation; hospitals (for nursing students); Guilford Native American Association (for native Americans); Department of Veterans Affairs (for veterans); and other civic, social, and religious affiliations.

Standards of Progress

Financial aid recipients must meet satisfactory progress standards that are both ***qualitative*** and ***quantitative*** in their progress toward attaining their degree/diploma.

The ***qualitative*** measurement of satisfactory progress at RCC follows:

Each student at RCC is expected to maintain satisfactory progress toward a degree or diploma. At the end of each semester a student's grade point average for that semester and his/her cumulative grade point average are examined. For the purposes of identifying students on academic probation, grade point averages will be computed upon the basis of all credit hours attempted. The grade point average scale is shown on page 64.

A student with six or more credit hours under a specified curriculum of study in a degree or diploma program who falls below these minimum requirements will be placed on probation for one semester in which he/she will be able to receive financial aid. Curriculum students on probation who fail to make satisfactory improvement in their grade point averages during the semester they are on probation will not be allowed to continue in their program or receive any Title IV funding.

The student may be readmitted after a suspension period; however, until the student has established good academic standing in his/her grade point average, he/she will not receive financial aid. If the student decides during the probation period that he/she will be changing programs, the student must be in good academic standing in his/her present program at the end of the probation period before he/she can receive financial aid under the new program. If at the end of the probation period the student is not in good academic standing under the current program and changes to a new program, then the student must attend the first semester without any financial aid. Satisfactory progress in the new program must be demonstrated before a student is reinstated on financial aid.

The ***quantitative*** measurement of satisfactory progress at RCC follows:

Students must pass at least 67 percent of all credit hours attempted. A financial aid recipient who fails to pass at least 67 percent of all credit hours attempted will be placed on financial aid probation. An associate degree student on financial aid probation may receive aid for one academic year. To be removed from probationary status, a student must bring his/her pass percentage up to at least 67 percent. If a student on financial aid probation fails to bring his/her pass percentage up to 67 percent after one academic year, the student will be in violation of the

satisfactory academic progress requirement and will lose all financial aid benefits. To be reinstated, a student must attain a pass percentage of 67 percent or higher at his/her own expense. Such reinstatement would restore eligibility for benefits the following term of enrollment.

Example of the 67 percent rule: John is a student at RCC in the Photographic Technology program. He has attempted 33 credit hours and earned 21 of those. John is placed on financial aid probation because he has earned only 64 percent of the hours he has attempted (21 divided by 33 multiplied by 100 equals 64). John decides to change his major to Criminal Justice Technology. He is still on financial aid probation because the 67 percent rule counts all hours attempted, not just the hours within his current major.

Students also must complete the eligible program of study within 150 percent of the required credit hours. Federal regulations concerning the time frame for the completion of undergraduate programs allow students to attempt up to 150 percent of the total number of semester hours needed to complete the program of study. **The total hours attempted includes any courses appearing on the student's academic transcript.** This includes withdrawals, no shows, Developmental Studies classes, audits, transfer credits, and incompletes. Attempted hours are totaled for all periods of enrollment (including those semester hours for which the student did not receive financial aid). Students who exceed the 150 percent time limitation will be terminated from receiving any additional financial aid. When a student graduates from a program, the 150 percent time limit can be recalculated for another program of study.

Example of the 150 percent rule: All Criminal Justice Technology majors must complete 71 credit hours to graduate. The 150 percent rule states that, for financial aid purposes, John may attempt 106.5 hours (71 multiplied by 150 percent equals 106.5). Any hours attempted beyond 106.5, John must take at his own expense.

Appeal Process

A student who is terminated from a financial aid program may appeal the financial aid termination. The process for appeal is as follows:

1. A student may appeal in writing to the financial aid officer explaining why he/she did not meet the satisfactory progress requirements. Documentation for extenuating circumstances is required.
2. A student may appeal in writing to the dean of Student Services if a resolution has not been reached with the financial aid officer. The decision of the dean is final.

Academic Policies

Academic Policies

Credit from Nontraditional Sources

Randolph Community College awards credit from sources other than traditional classroom instruction. Credit for prior learning may be awarded from several sources including College administered proficiency examinations, the Advanced Placement program, College Level Examination Program, military service, and experiential learning.

For consideration of the above mentioned credits the following apply.

1. Credit is awarded only to students who have enrolled in a Curriculum program at Randolph Community College. The same number of hours will be credited as would have been earned by taking the course in the traditional way.
2. The student is responsible for providing to the director of admissions/registrar the required official documentation. Students should obtain the Official Request for Credit Form from the registrar's office. (In the case of credit by proficiency, guidelines for applying for credit are within that policy).
3. A minimum of 25 percent of the required semester hours must be earned credits (either classroom instruction or distance education) at Randolph Community College for a student to be eligible for a degree, diploma, or certificate.
4. Duplicate credit will not be awarded.
5. Randolph Community College reserves the right to accept or reject credits earned from nontraditional sources.

■ Credit by Proficiency

Credit by proficiency provides credit for a course based on a proficiency examination for the course. These are instructor developed examinations. A copy of each exam is kept on file in the office of the dean of Curriculum programs.

A student may be eligible for credit by proficiency when the student's occupational experience and/or educational background closely parallels those experiences and objectives required by a course. The instructor involved may evaluate the student's performance in these academics or skills by appropriate proficiency examinations to determine waivers of such course(s).

The student must be accepted to the College and complete all placement testing prior to being considered for a proficiency examination. A proficiency examination may be attempted only once per course. Proficiency exams may not be taken for courses previously audited. Students must **register** and **pay** for the course to be challenged unless the exam is being taken to validate prior courses taken at Randolph Community College. A grade of "X" will be recorded on the transcript. Hours awarded will not count toward the GPA. A maximum of 25 percent of credit toward graduation will be allowed per student per curriculum in proficiency hours.

All proficiency examinations must be completed prior to the end of the add period for the semester in which the course would normally first be taken. Courses for which proficiency exams are available are denoted as such in the

course description. (Some departments may impose additional requirements upon successful completion of the proficiency examination.)

Students wishing to apply for credit by proficiency must complete the following steps:

1. Make an appointment with faculty advisor to discuss credit by proficiency
2. Make an appointment with the instructor responsible for administering the proficiency examination to determine eligibility for the examination based on experience and educational background
3. Obtain form from the instructor responsible for administering proficiency exam
4. Return the completed form to the instructor with any required paperwork which the student provides to demonstrate possible proficiency in the course
5. Schedule the proficiency exam
6. Take the proficiency exam

The instructor who administers the proficiency examination will determine whether or not proficiency is granted based on the student's score on the exam. The minimal score for each proficiency exam will be printed on the test form. The instructor(s) who develop the exam will determine the score which must be attained to demonstrate proficiency in the course.

Once the instructor has made the determination as to whether proficiency is granted, the form will be forwarded to the departmental chair and then to the dean of Curriculum programs for final approval. The form will then be sent to Student Services to be filed with the director of admissions/registrar for course credit. The form will be kept in the student's permanent record. A copy of the form also will be given to the student.

Note: Some colleges do not accept transfer credit for courses if credit was gained through proficiency testing. It is the responsibility of the student to determine whether another school will accept transfer credit for any course in which RCC grants credit by proficiency. Credit hours granted cannot be used for U.S. Department of Veterans Affairs Educational Assistance.

■ Advanced Placement Program

The College may give credit for applicable courses in which College Entrance Examination Board Advanced Placement Examinations have been given provided the appropriate levels of competence have been demonstrated. If the student has taken Advanced Placement courses in high school and the respective examination with a grade of three or better, he/she may receive college credit. It is the student's responsibility to provide documentation to the registrar's office. A maximum of 25 percent of credit toward graduation will be allowed for AP credit (see Enrollment Requirements for Graduation on page 65).

■ College Level Examination Program

The College Level Examination Program is a national testing program of the College Entrance Examination Board through which a person may obtain college credit in a particular subject area by demonstrating proficiency on an examination. These exams are administered by area colleges and public libraries. Credit for a CLEP exam will be considered upon the director of

admissions/registrar's receipt of an official score report. The student is responsible for providing documentation of test results to the registrar's office. Recommendations of the American Council on Education will be considered for individual subject exam scores. A maximum of 25 percent of credit toward graduation will be allowed for CLEP credit (see Enrollment Requirements for Graduation on page 65).

■ Defense Activity for Nontraditional Educational Support

The DANTES program is a testing service conducted by the Educational Testing Service to enable military personnel to obtain college credit for knowledge and skills acquired through nontraditional educational experiences in the armed forces. The College considers applicable credit following the guidelines set by the American Council on Education. It is the student's responsibility to provide documentation of test results to the registrar's office. A maximum of 25 percent of credit toward graduation will be allowed for DANTES (see Enrollment Requirements for Graduation on page 65).

■ Experiential Learning

The College recognizes that college-level learning occurs in settings other than the traditional classroom. Learning from experiences in job-related training and other life experiences may be considered for credit if the learning experience corresponds to the student's curriculum. While experiential learning credit may be possible, there is no guarantee that credit will be awarded. Credit is awarded only for documented learning that is equivalent to that in subjects in the Randolph Community College curriculum and that is considered sufficient in content and length to warrant consideration for credit. It is the student's responsibility to provide proper documentation of experiences to be considered for credit. A maximum of 25 percent of credit toward graduation will be allowed for experiential learning (see Enrollment Requirements for Graduation on page 65). Forms for requesting Experiential Learning may be obtained in the registrar's office.

Auditing

Auditing a course is the privilege of being present in class when space permits. No credit is awarded, no examinations are required, and no grade is reported. Attendance, participation in class, etc., are at the discretion of the instructor. A student must register officially for the course and pay regular tuition.

Registration for an audit course can be changed to credit no later than the last date courses can be added. A registration for a credit course can be changed to audit with instructor approval, through the last date to drop a course without grade penalty. Auditing a course does not fulfill any prerequisite requirements. Also, a student may audit a particular course only once. Under extreme circumstances, a student may request to audit a course a second time through the departmental chair with approval by the dean of Curriculum programs and the dean of Student Services. Audits are reported on grade cards and transcripts as "Y" and do not affect earned credits or GPA.

Readmission

Students who have been suspended for academic or disciplinary reasons may request readmission to the College through the dean of Student Services. The written request should be made one month prior to the semester in which they wish to seek readmission to RCC.

Requests for readmission will be reviewed by the Admissions Committee, consisting of the dean of Student Services, the departmental chair, and the director of admissions/registrar.

If readmission is granted, the Admissions Committee may impose certain restrictions, such as unit load or periodic grade reviews, upon the student. Failure to meet conditions of the readmission may result in the student's dismissal.

Repeating a Course

Students who fail a required course must repeat that course to graduate. Students who have completed course requirements and graduated from a curriculum may not repeat a course within that curriculum for credit, except for licensure/certification purposes, but students may repeat a course in that curriculum through an audit procedure. Students may not repeat a course where they have previously received a grade of "B" or better in order to raise their quality point average. For purposes of readmission, the Admissions Committee may require some courses to be repeated.

Reentry to a Curriculum

Students who wish to reenter a curriculum with a new GPA should make written request to the dean of Student Services one month prior to the semester they wish to enroll.

The request is reviewed by the Admissions Committee, consisting of the dean of Student Services, the departmental chair and the director of admissions/registrar. If reentry is granted, then each course in the curriculum must be repeated, meeting all prerequisites. A student may repeat a curriculum with a new quality point average only once.

Previous grades are not actually removed from the student's transcript, but are not calculated into the student's new GPA at Randolph Community College. Colleges to which the student may transfer in the future may choose to recalculate GPA based on all grades received.

Federal financial aid and Veterans regulations will be adhered to with respect to this procedure. Students considering reentry to a Curriculum program must contact the financial aid officer.

Transferring Between Programs

If a student wishes to transfer from one program to another, the following procedures are to be observed: (1) the student contacts the registrar's office for a change of program form; (2) after counseling, faculty advising, and

financial aid consultation, if appropriate, the student follows the regular admissions procedures with prior credit being recognized and course prerequisites being observed.

Prerequisites

Some curricula have requirements for entry and should be discussed with counselors and/or departmental chairs to insure proper prerequisites. Course prerequisites must be met as indicated in the College Catalog.

Incomplete

An incomplete grade "I" is assigned at the discretion of the instructor for incomplete course work. In order for an incomplete to be assigned, the incomplete removal contract needs to be completed between the student and the instructor. The incomplete removal contract may be found in the office of the dean of Curriculum Programs. In the course(s) for which an "I" is assigned, hours will not be counted in quality point computation for that semester. However, an "I" must be completed the following semester, or it automatically becomes an "F."

Withdrawal/Drop/Add/Section Transfer

■ Before the Last Date to Drop/Add a Class

Students desiring to withdraw, drop or add a course, or transfer to a different section of the same course after initial registration should contact the registrar's office to obtain the necessary Registration Change form.

Merely ceasing to attend classes does not constitute official withdrawal, nor does notification to the instructors alone. Failure to submit the required form for official withdrawal will result in the student receiving an "F" on the permanent record. Contact the registrar's office if you have questions.

Curriculum students may withdraw from courses without grade penalty during the drop period. During this period, a "W" will be assigned indicating withdrawal. A student withdrawing after the published drop date will be assigned an "F" for the course unless granted an exception by the dean of Student Services or the director of admissions/registrar based on **documented** special or unique circumstances which must be attached to the Registration Change form.

■ After the Last Date to Drop/Add a Class

Students requesting to be granted an administrative exception to drop a class after the deadline must complete the Registration Change form. Copies of documentation supporting the student's request for special consideration must be attached before submitting the completed form, with all signatures, to the dean of Student Services or the director of admissions/registrar. Students wishing to change sections or add a class after the last published date to drop/add must complete the Registration Change form and obtain signatures from

the following individuals: all instructors involved, student's advisor, and the dean of Curriculum programs or assignee. In addition, if the student is receiving financial aid, including DVA benefits, a financial aid officer and/or the DVA certifying official's signature is required. Finally, the student will present the completed form to the dean of Student Services or the director of admissions/ registrar for final approval.

Classification of Curriculum Students

■ Full-Time Students

Students registered for 12 or more credit hours (nine or more credit hours during the summer session) are considered full-time students.

■ Part-Time Students

Students enrolled for one through 11 credit hours (one through eight credit hours in the summer session) are considered part-time students.

Credit Hours

Credits for courses leading to Associate in Applied Science degrees, vocational diplomas and certificates, and the Associate in Arts are earned on a semester credit hour basis.

1. Credit of one semester hour is awarded for each 16 hours of class work. Class work is lecture and other classroom instruction that is under the supervision of an instructor.
2. Credit of one semester hour is awarded for each 32 or 48 hours of laboratory work. Laboratory involves demonstration by an instructor, and experimentation and application by students. Laboratory is under the supervision of an instructor.
3. Credit of one semester hour is awarded for each 48 hours of clinical practice. Clinical practice is a structured, faculty-directed learning experience in a health sciences program which develops job proficiency. Clinical practice requires significant preparation, coordination, and scheduling by the faculty and is under the supervision of an instructor or preceptor who is qualified for the particular program.
4. Credit of one semester hour is awarded for 160 hours of work experience such as cooperative education, practicums, and internships. Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by a College representative, and the employer is responsible for the control and supervision of the student on the job.

Work Experience

Work experience is a learning experience in an employment situation. Work experience involves the development of job skills by providing the student with an employment situation that is directly related to, and coordinated with, the educational program. Work experience is a required

component of some curriculum programs. The work experience portion of a curriculum is approved as a part of the curriculum application and each time a curriculum standard is filed.

Student activity in work experience is planned and coordinated by an institutional representative and the employer, with control and supervision of the student on the job being the responsibility of the employer and the institution.

The Virtual Campus

Randolph Community College offers on-line courses as an option and convenience to students. Students who require flexible scheduling, who are unable to travel to and from campus, or who cannot fit a course into their schedule, often discover that courses provided through the Virtual Campus are a good choice. Most courses require few, if any, on-site sessions.

Course requirements are comparable to traditional courses in content, assignments, and examinations. Each course has an assigned instructor from the appropriate department and adjunct instructors teaching on-line courses are assigned a full-time instructor as a liaison. Courses require that students meet deadlines for assignments, examinations, and other course work just as in traditional courses. On-line courses carry the same number of credit hours as the equivalent courses offered through traditional methods. The main difference between an on-line course and an on-campus course is the delivery method.

Students must complete a mandatory on-line technical tutorial before receiving access to courses. Late completion of the tutorial will result in a delay in starting course work. Some courses also include required or optional on-campus course workshops conducted by the course instructor. The technical tutorial introduces students to the course delivery software while the course workshops focus on course content, grading policies, and other requirements.

Students considering on-line courses should have adequate computer skills prior to enrolling in a course. A basic understanding of the computer should be coupled with skills in using the Internet, sending and receiving E-mail, and attaching files to E-mail. Equally important is student access to a computer with the necessary hardware and software. All on-line students must have ongoing access to the needed tools whether it is at home, at the library, at work, or on campus.

Courses in art, business, psychology, criminal justice, historic preservation, English, history, and computer technology are some of the areas offered through the Virtual Campus. Courses are offered fall, spring, and summer. Course listings, workshop dates and locations, technical support, and other critical information are posted on the Virtual Campus website: **www.virtualrandolph.org**. Registration is the same as for other College courses. Students enroll at RCC, pay regular tuition and fees, have access to all student services, study under the College's rules and regulations, and receive academic credit.

■ Veterans Enrolling in On-Line Courses

In order to maintain a high quality of educational and academic excellence, all students receiving educational benefits from the Department of Veterans Affairs will meet the following criteria before enrolling in an on-line course.

1. The student must first meet with the DVA certifying official before registration, so that proper information and procedures can be discussed.
2. The student must have completed 12 hours of course work in the current major with a grade point average of 2.0 or better.
3. The student must have completed any remedial work needed as determined by the Randolph Community College placement test.
4. The on-line course must be an integral part of the student's current program.
5. The student must pass each on-line course attempted in order to use his/her DVA benefits for a subsequent on-line course.
6. No additional charge is required for enrolling in an on-line course.

Attendance

Each student is expected to attend all class sessions. As all students are considered adults, some with many responsibilities, an occasional absence from class may be necessary; however, such absences in no way lessen the student's responsibility for meeting the requirements of the class. It is the student's responsibility to contact each instructor in the event that he/she is unable to attend classes. Additionally, it is the student's responsibility to contact each instructor to determine if work missed can be made up. Each instructor has the right to develop more specific attendance policies for his/her own class. For on-line courses, participation in on-line activities may be considered "attendance."

Privacy of Student Educational Records

The College's policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. FERPA affords students certain rights with respect to their educational records. They are as follows:

1. **The right to inspect and review the student's educational records** within 45 days of the day RCC receives a request for access. Students should submit to the registrar, dean of Student Services, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place 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.
2. **The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading.** Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the

student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. **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.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by RCC in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Randolph Community College to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-4605.
5. **The right to obtain a copy of Randolph Community College's student records policy (available from the registrar's office)**

Release of Directory Information

Randolph Community College routinely honors appropriate requests for public or directory information from student records in compliance with the Family Educational Rights and Privacy Act. Directory information includes student's name, address, E-mail address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of enrollment, attendance, degrees and awards received, and the most recent educational agency or institution attended by the student.

Randolph Community College may disclose any of the above items without prior written consent, unless notified in writing to the contrary. Notification must be made to the office of the registrar within seven days after registration of the current term of enrollment.

Grading System

Letter symbols are used in the evaluation of achievement in all programs. Grade points are assigned to letter grades in computing grade point averages. Grade point averages are determined by dividing total quality points earned by total credit hours attempted. Cumulative grade point averages are determined

by dividing total quality points by total credit hours attempted for a period of more than one semester.

		Quality Points Earned
A	93 – 100	4.0
B	85 – 92	3.0
C	77 – 84	2.0
D	70 – 76	1.0
F	Below 70	0.0
I	Incomplete	0.0
Y	Audit	0.0
X	Credit by Proficiency	0.0
CR	Transfer Credit	0.0
W/WD	Withdraw Without Penalty	0.0
NS	No Show	0.0
AP	Credit for Advanced Placement	0.0
EL	Learning by Experience	0.0
AW	Administrative Withdrawal	0.0
FW	Faculty Withdrawal from Developmental Studies Courses	0.0

■ Grade Reports

Grade reports are issued to students each semester, provided their credentials and financial obligations to the College are in order. Grade reports will be mailed to all students. **No grades may be given over the phone.**

■ Recognition of Honor Students

Students enrolled 12 credit hours for the semester, excluding Developmental Studies hours and proficiency hours, with no incompletes are eligible for the following honor lists: President's List — GPA of 4.00; Dean's List — GPA of 3.50-3.99; Honor List — GPA of 3.00-3.49. Students completing less than 12 credit hours, but at least six hours for the semester with a GPA between 3.00-4.00, excluding Developmental Studies hours and proficiency hours, with no incompletes also are eligible for the Honor List.

Peer Tutorial

The Peer Tutorial program is designed for students who are having difficulty in a specific course or area of instruction. Each student is assigned to an available peer tutor for one-on-one assistance with regular course work. Students and tutors must be approved by the instructor in the course. The program is not designed for developmental work that requires professional assistance. Students in curriculum, general education, and occupational extension programs are eligible for this free service. Students should contact their instructor or apply for this service in Basic Skills Programs in the Learning Resources Center.

Academic Probation (Standards of Progress)

Each student at Randolph Community College is expected to maintain satisfactory progress toward a certificate, degree, or diploma. At the end of each semester a student's grade point average for that semester and his/her cumulative grade point average are examined. For the purposes of identifying students on academic probation, grade point averages will be computed upon the basis of all credit hours attempted. Minimum cumulative grade point averages for remaining in good standing follow:

Grade Point Average Scale for Satisfactory Progress

Degree Programs		Diploma Programs		Certificate Programs	
Credit Hrs. Att.	GPA	Credit Hrs. Att.	GPA	Credit Hrs. Att.	GPA
3 – 20	1.50	3 – 17	1.50	3 – 5	1.50
21 – 30	1.60	18 – 27	1.70	6 – 11	1.75
31 – 40	1.70	28 – 35	1.90	12 →	2.00
41 – 50	1.80	36 →	2.00		
51 – 60	1.90				
61 →	2.00				

Any student who falls below these minimum requirements will be placed on probation. When a student is placed on probation he/she is notified in writing by the registrar's office. Any student on academic probation must schedule a conference with his/her academic advisor after being notified about probationary status and before registration. Curriculum students on probation who fail to make satisfactory improvement in their grade point averages, i.e., at least a 2.0 grade point average during the semester they are on probation, will be suspended for the following term. In order to be readmitted, a student must meet the requirements of the Admissions Committee. ***Associate Degree Nursing*** students must maintain a grade of "C" or better in all nursing courses and BIO 168, BIO 169, and PSY 110 in order to continue in the program.

All student veterans and eligible dependents of veterans who have applied for DVA educational benefits must maintain satisfactory progress. If satisfactory progress is not maintained during the probationary semester, DVA educational benefits will be terminated.

Students receiving DVA educational benefits for secondary education are considered to be making unsatisfactory progress if they have not achieved a level of progress consistent with their time in the program. These students will be terminated by the Department of Veteran Affairs for pay purposes. In addition, preparation for the General Educational Development certificate may not exceed 648 hours.

The Basic Skills instructor will be responsible for determining satisfactory progress for veterans enrolled in secondary education and notifying the DVA certifying official of the College who makes the necessary change of status to the Department of Veterans Affairs for pay purposes.

Graduation Requirements

1. Fulfillment of all requirements for the certificate, diploma, or associate degree applied for, as well as official application for graduation, is the student's responsibility.
2. Students must complete all required courses within their curriculum as published in their Catalog of record (see below).
3. Students must have an overall GPA of 2.0 and a 2.0 average in their major courses as defined by the Curriculum Standards.
4. Nursing students must maintain a 2.0 GPA in all nursing and nursing-related courses with no grade less than a "C."
5. At or before the beginning of the spring semester in which graduation is expected, students should officially apply to the director of admissions/registrar for graduation. Applications are available in the registrar's office.

Graduation exercises are held at the end of the spring semester. The specific date is listed in the College Calendar. Students who will complete requirements during the following summer may participate in the May graduation. Caps and gowns, purchased through RCC's Campus Store, are required for participation in the graduation ceremony.

Students with questions regarding graduation should contact the registrar's office.

■ Enrollment Requirements for Graduation

Students must complete 25 percent of their semester hour requirements at Randolph Community College in order to qualify for graduation.

■ Catalog of Record for Graduation

All students in all programs must maintain continuous, uninterrupted, successive semester enrollment (including the summer session if the program has a summer session) in order to graduate under the Catalog which was in effect at the time of the student's initial enrollment.

Any break or interruption in enrollment for any reason would require that the student reapply and meet the program requirements in the Catalog in effect at the time of reenrollment.

Student Right to Know

The U.S. Department of Education's Right-to-Know and Campus Security Act of 1991 requires institutions to make available to applicants and currently enrolled students the number of students who were successful in their program.

This information is available in the registrar's office at the Asheboro Campus. Students interested in the success rate for a particular program may come by the registrar's office Monday – Friday, 8 a.m. – 5 p.m.

1999 – 2000 Summary Report on Performance Measures Randolph Community College

The General Assembly has adopted a performance-based budget incentive plan in which community colleges must meet standards set on 12 criteria. RCC's performance on the 12 criteria for 1999–2000 follows.

Measure	Standard	System Average	Randolph Community College
Progress of Basic Skills Students	75%	79%	74%
Passing Rates on Licensure/ Certification Exams for First-Time Test Takers	Aggregate = 80% Exams = 70%	83%	78% 2<70%
Goal Completion for Completers and Noncompleters	90%	85%	87%
Employment Status of Graduates	90%	99.8%	100%
Performance of College Transfer Students	84%>=2.0	76%	89%
Student Satisfaction of Completers and Noncompleters	85%	95%	94%
Passing Rates in Developmental Courses	70%	78%	65%
Success Rate of Developmental Students in Subsequent College Level Courses	No Statistically Significant Difference Between Developmental and Nondevelopmental Students	No data*	No data*
Curriculum Student Retention & Graduation	60%	62%	70%
Employer Satisfaction	85%	No data*	85%
Business/Industry Satisfaction with Services Provided	85%	99%	99%
Program Enrollment	3 Year Average Annual Enrollment of <10	75	3

*To be reported for 2000-2001.

Other Regulations

Other Regulations

Traffic & Parking Regulations

Under the provisions of Chapter 115D-21 the Randolph Community College Board of Trustees has an agreement with the Asheboro Police Department to assist RCC's security officers as needed in the control of traffic regulations. Parking control will be the responsibility of RCC's security officers. All of the provisions of Chapter 20 of the General Statutes relating to the use of highways of the state of North Carolina and the operation of motor vehicles thereon shall apply to the streets, roads, alleys, and driveways on the RCC campus. Any person violating any of the provisions of Chapter 20 of the General Statutes in or on the streets, roads, alleys, and driveways on campus shall upon conviction thereof be punished as prescribed in the section.

In addition to any of the provisions of Chapter 20 of the General Statutes, the following rules and regulations are applicable to the parking lots on the RCC campus.

■ Parking

Park only in lined parking spaces. All spaces lined in white may be used by students. Spaces marked in yellow are reserved for faculty, staff, visitors, and handicapped persons. Parking in any unlined area, alley, driveway, sidewalk, building entrance, or reserved parking space for faculty, staff, visitors, and handicapped persons will be considered as a parking violation. A fine of $5 will be assessed for most parking violations. Illegally parking in a space reserved for handicapped persons will result in a fine of no less than $100 and up to $250. Fines are to be paid in the College's business office. As with other financial obligations to the College, students with unpaid fines will not be allowed to register for classes, graduate, receive grade reports, or receive transcripts.

■ Speed Limit

The speed limit on any street, road, alley, driveway, or parking lot on the campus is 10 miles per hour as affixed by the Board of Trustees.

Any person violating any of the above rules and regulations shall upon conviction thereof be guilty of a misdemeanor and shall be punishable as outlined in Chapter 115D-21 of the General Statutes of North Carolina.

Student Conduct & Regulations

■ Be Informed

It is the responsibility of each student to be knowledgeable of all rules, regulations, and events as described in the Catalog, Handbook, student bulletins, and bulletin board notices. Each student will be held accountable for staying informed. Students are expected to check the message board in the Student Services Center.

■ Campus Security

Randolph Community College strives to provide a safe environment conducive to the overall educational mission of the College for students, faculty, staff, and visitors. The success of this mission will not be complete without all individuals at the College recognizing that they must assume some of the responsibility for their own personal safety. Working together as a campus community is essential for crime prevention.

For your benefit, the following summary should aid in the understanding of and participation in ensuring a safe campus. Also, any suggestions for improved security measures should be directed to RCC's Health & Safety Committee, the security officers, or the vice president of Administrative Services.

Reporting Criminal Actions

All known or suspected violations of federal and North Carolina criminal laws which occur on the Asheboro Campus, Archdale Campus, or any facility controlled by Randolph Community College should be reported to the Information Center in Student Services. Local law enforcement assistance (e.g., Asheboro Police Department, Randolph County Sheriff's Office, RCC's security officers, or Archdale Police Department) will be summoned as necessary to aid in the investigation and documentation of such reported violations.

Security Alert

Through cooperative agreements with local law enforcement agencies, the College will be notified of any criminal activities which have occurred in the vicinity of the campus whereby there is a recommendation for the campus community to be on alert. Should an alert be necessary, notices will be posted promptly throughout the facilities in high visibility areas. Full-time and part-time instructors also will be given a copy of the alert to read to the students at the beginning of each class period.

Access to Campus Facilities

All RCC campus locations are open to faculty, staff, students, and visitors during normal operating hours (8 a.m. until 10 p.m. Monday through Thursday and 8 a.m. until 5 p.m. on Friday). Some instructional areas also are open 8 a.m. until 4 p.m. on Saturday. Anyone desiring access during nonoperational periods must secure permission and usage guidelines from the office of the vice president of Administrative Services. Also, the issuance and control of keys will be managed through the same office.

Security Personnel

The Asheboro Campus employs two full-time sworn deputy sheriffs through the Randolph County Sheriff's Office. The deputies serve as security officers for RCC's Asheboro Campus as well as security advisors for the Archdale Campus plus any facility in Randolph County where any Randolph Community College course of any type (Curriculum or Continuing Education) is held. The security officers work a flexible 40 hours per week schedule and, if on campus, can be contacted by radio through the Information Center (ext. 200).

In addition, the College has asked the Randolph County Sheriff's Office and the Asheboro City Police Department to assist the security officers as needed or when they are absent from the campus.

The Asheboro Campus also employs one non-sworn security officer during the hours of 6 – 10 p.m., Monday – Thursday. This officer also can be contacted by radio through the Information Center during on-duty hours.

Criminal Activity at Off Campus Student Organizations

Criminal incidents occurring off campus to students participating in a College function should be reported to the law enforcement agency having jurisdiction. Campus security should be notified as soon as possible of such incidents by calling (336) 633-0200 during operational or nonoperational hours.

History of Reported Crimes

Following are statistics regarding reported crimes at RCC during the years as noted:

Offense	Calendar Year 2001	Calendar Year 2000	Calendar Year 1999
Murder	0	0	0
Sex Offenses, Forcible & Nonforcible	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Liquor Law Violations	0	0	0
Drug Abuse Violations	0	0	1
Weapons Violations	0	0	0

Sexual Assault Policy

The College does not tolerate rape or other sexual offenses. Such acts violate College policy and criminal law.

Rape - North Carolina defines rape as forced sexual intercourse by a male on a female against her will. The "force" necessary to be convicted for rape can be physical force or fear, fright, or duress, and those who aid or abet may be equally guilty. Forced sexual intercourse with a woman who is physically helpless, as from overuse of alcohol, or mentally incapacitated constitutes rape.

Date or acquaintance rape describes forced intercourse by a male on a female he knows. His social relationship with the female does not make the act legal if force is used and the act is against her will. Criminal law makes no distinction between rape by an acquaintance or a stranger.

Sexual offense is a sexual act by a person of either sex where the act is by force and against the will of the victim. It does not involve intercourse.

Educational material regarding the prevention of rape/sexual offenses is available through Student Services. Other crisis counseling may be available through services such as the Family Crisis Center, (336) 629-4159, and Randolph County Mental Health Center, (336) 633-7200.

If you are the victim of rape or other sexual offenses, proper authorities (local police or Sheriff's Office) should be notified immediately. The sooner a rape or sexual offense is reported, the sooner treatment may be provided. Remember to preserve physical evidence and do not shower, douche, or change clothes. The dean of Student Services will provide assistance in such cases where the student requests help in notifying the proper authorities.

With the consent of the victim, the College shall pursue disciplinary action against the alleged offender. Students who wish to bring disciplinary actions may contact the dean of Student Services. Both the accuser and the accused are provided with information in case of such allegations and both parties shall be informed of the outcome of the disciplinary hearing.

■ Student Code of Conduct

The College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when in the judgment of a College official (such as a security officer, director, dean, or senior administrator), a student's conduct disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken to restore and protect the sanctity of that community. The purpose of this Student Code of Conduct is to set forth the acceptable standard of student conduct and the disciplinary procedures that are authorized to enforce it. It is not intended to restrict student rights, but to protect the rights of all students in their academic pursuits.

Students are considered responsible adults and are expected to conduct themselves in accordance with generally acceptable standards of scholarship and behavior. The following types of student behavior are explicitly prohibited.

1. **Academic Dishonesty**—Taking or acquiring possession of any academic material from a College employee or fellow student without permission; receiving or giving help during tests or other assignments; submitting papers or reports as originals that are not the student's own; plagiarism (using another person's work, words, or ideas as one's own).
2. **Misuse, Damage, or Theft of College Property**—Also included are the misuse, damage, or theft of the property of another member of the College community or campus visitor. The unauthorized entry into a College facility or unauthorized presence in a College facility after closing hours also is prohibited.
3. **Drug & Alcohol Use**—See RCC's full policy on page 76.
4. **Lewd, Indecent, or Offensive Conduct or Apparel**—Any such behavior, whether physical or verbal, is strictly prohibited. Any clothing that is indecent in appearance or displays offensive pictures, symbols, or slogans is prohibited.
5. **Mental, Physical, Psychological, or Verbal Abuse**—No type of abusive behavior will be permitted toward any person on campus or at College-sponsored functions.
6. **Sexual Harassment**—See RCC's full policy on pages 76 – 77.
7. **Possession or Use of a Firearm, Incendiary Device, Explosive, or Other Weapons**—See RCC's full policy on page 75.
8. **Forgery**—No College documents, records, or instruments of identification may be taken without permission, forged, altered, misrepresented, or misused in any way with the intent to deceive.

9. **Unlawful Conduct**—No behavior that is a violation of a local, state, or federal law will be permitted on campus or at a College-sponsored activity.
10. **Other**—Any other behavior that is deemed by College officials to be a violation of commonly accepted standards of decency and safety, or which threaten the learning environment of students or the working environment of faculty, staff, and administration, will not be permitted on campus or at a College-sponsored activity.

Discipline

If an act of misconduct threatens the health, well being, function, or orderly conduct of a class, person, activity, or the College as a whole, the following actions may be taken:

1. A College official or instructor may direct the student(s) involved to cease such conduct and advise him/her that failing to cease may result in immediate suspension.
2. Normal classroom discipline is the responsibility of the instructor. If classroom misconduct continues after a warning is given, the instructor may then temporarily suspend the student from the class.
3. If misconduct outside the classroom continues after a warning is given, a College official may temporarily suspend the student(s) from his or her classes, or the College, until the matter is resolved.
4. The instructor or College official invoking such suspension shall notify immediate supervisors as appropriate and the dean of Student Services as soon as possible concerning the matter, but no more than one day following the incident.

The president, vice president for Instructional & Student Services, and the dean of Student Services are authorized to suspend immediately any student who violates the Student Code of Conduct. Any student who has been suspended will receive a hearing with the dean of Student Services within five days of suspension. Following the hearing, the dean of Student Services may act as follows:

1. Drop the charges and reinstate the student
2. Impose a sanction that is appropriate for the infraction
3. Refer the student to a community agency for intervention services

Note: *In instances where the student cannot be reached to schedule an appointment with the dean of Student Services, or where the student refuses to cooperate, the dean of Student Services will send a certified letter to the student's last known address. The letter must provide the student with a list of charges, the decision of the dean of Student Services, and instructions governing the appeal process.*

The president, vice president for Instructional & Student Services, and dean of Student Services are authorized to expel immediately any student who commits behavior that is prohibited by federal, state, or local laws. In addition, the student may face arrest, criminal charges, or other appropriate actions. Any student who has been expelled due to unlawful conduct will have the right to offer a written statement to the dean of Student Services within five days of expulsion. The dean of Student Services will arrange a hearing with the student within five days after receiving the student's letter of appeal. Following

this hearing, the student will have access to the same appeals procedure that is available to any student charged with misconduct.

Sanctions

The dean of Student Services, as a result of student misconduct, may impose the following sanctions:

1. **Reprimand**—A written communication which gives official notice to the student that any subsequent offense against the Student Code of Conduct will carry heavier penalties because of this prior infraction.
2. **Restitution**—Paying for the damage, misuse, destruction, or loss of property belonging to the College, College personnel, students, or visitors to the campus.
3. **Loss of Academic Credit or Grade**—Imposed as a result of academic dishonesty.
4. **Interim Suspension**—Exclusion from class and/or other privileges or activities as set forth in the notice until a final decision has been made concerning the alleged violation.
5. **Suspension**—Exclusion from class(es) and/or all other privileges or activities of the College for a specified period of time. Students who receive this sanction must get specific written permission from the dean of Student Services before returning to campus.
6. **Expulsion**—Dismissal from campus for an indefinite period of time. The student loses his/her student status. The student may be readmitted to the College only with the approval of the president.

Appeals Procedure for Student Code of Conduct

1. **Appeal to the vice president for Instructional & Student Services**—A student who disagrees with the decision of the dean of Student Services may appeal the decision to the vice president for Instructional & Student Services. This request must be submitted to the vice president within three working days of the decision of the dean of Student Services. The vice president has the authority to
   A. hear from the student and the dean of Student Services before ruling on the appeal;
   B. approve, modify, or overturn the decision of the dean of Student Services; and
   C. inform the student in writing of the final decision within 10 working days of the appeal.
2. **Appeal to president**—A student who disagrees with the decision of the vice president for Instructional & Student Services may appeal the decision to the president. This request must be submitted to the president within five working days of the decision of the vice president for Instructional & Student Services. The president has the authority to
   A. hear from the student, the dean of Student Services, and the vice president for Instructional & Student Services before ruling on the appeal;
   B. approve, modify, or overturn the decision of the vice president for Instructional & Student Services; and
   C. inform the student in writing of the final decision within ten working days of the appeal.

The president's decision will be final.

■ Sales Personnel & Visitors on Campus

Vendor sales personnel are allowed only at the request of RCC personnel. Cold calling is prohibited. Product or services information may be left at the Information Center for subsequent distribution to appropriate personnel.

Faculty members are not to be interrupted in their teaching by sales personnel and visitors. All sales personnel and visitors must obtain clearance from the Information Center prior to visiting instructors. The faculty member in charge of a shop, lab, or class is responsible for keeping unauthorized persons out of his/her department during class hours.

At no time will any visitor confront students as they move about campus. Any visitor wishing to speak with a student must be taken to the Information Center. ***Visitors on campus are subject to the same code of conduct required of students and College personnel.***

Companies and organizations must have educational related materials, i.e., class rings, graduation invitations, etc., if they expect to set up in a designated area on campus. Representatives must have prior approval from the dean of Student Services before expecting to set up any displays.

Membership drives and materials distribution must be limited to the mission of the College. The vice president for Instructional & Student Services is charged with the determination of approval.

■ Media on Campus

Permission to visit any class may be granted to the media by the Public Affairs office or the College president. Members of the media may not disrupt classroom instruction by unauthorized visitations, interviews, or filming.

■ Children & Animals

Students are not to bring their children to class with them, nor to any placement test, or leave children on campus unattended.

Animals and pets are not allowed in any building unless used in some manner of instruction. The use of a service animal by an individual with an approved disability is permitted.

■ Food & Drink

Food and beverage are allowed in all general purpose classrooms at the discretion of the instructor with the following restrictions:

- All beverages must have lids.
- All spills must be cleaned up immediately by the person responsible for the spill.
- All trash must be placed in appropriate receptacles.

Food and beverage are **not** allowed in the following buildings/rooms:

- Administration/Education Center 018, 117, and Photographic Technology
- Business Education Center 107, 111, 113, 114, 116, and 117
- Campus Store
- Computer Technology Center 103, 104, 107, 107A, 114, 118, and 120
- Design Center 102, 103, 104, 109, 110, CAD Lab, Resource Room, and Sample Room
- Greenhouse
- Health & Science Center Computer Lab, Nursing Lab, Biology Lab, and Chemistry Lab

- Learning Resources Center Auditorium, Library, Computer Lab, Basic Skills Lab Area, Testing Room, Assessment Room, and Basic Skills Classroom
- Vocational/Technical Center 201 and 203
- Archdale Campus 107 and 108

■ Weapons Policy

Following is House Bill 1008 outlining the policy for weapons on educational property.

G.S. 14-269.2b—It shall be a Class I felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1 on educational property.

G.S. 14-269.2d—It shall be a misdemeanor for any person to possess or carry, whether openly or concealed, any BB gun, air rifle, air pistol, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for shaving purposes), and any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips, and tools used solely for preparation of food, instruction, and maintenance on educational property.

G.S. 14-269.2f—Notwithstanding subsection (b), it shall be a misdemeanor rather than a Class I felony for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property if

1. the person is not a student attending school on the educational property;
2. the firearm is not concealed within the meaning of G.S. 14-269;
3. the firearm is not loaded and is in a locked container, a locked vehicle, or a locked firearm rack which is on a motor vehicle; and
4. the person does not brandish, exhibit or display the firearm in any careless, angry or threatening manner.

G.S. 14-269.2g—This section shall not apply to

1. a weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority; or
2. armed forces personnel, officers and soldiers of the militia and national guard, law enforcement personnel, and any private police employed by an educational institution when acting in the discharge of their official duties.

***Note*:** The definition of a student is a person enrolled in a public or private school, college or university, or a person who has been suspended or expelled within the last five years from a public or private school, college, or university, whether the person is an adult or a minor.

■ Tobacco Usage

Smoking

The Randolph County Board of Health adopted a countywide smoking policy effective October 11, 1993. This policy prohibits smoking within the interiors of all buildings on Randolph Community College's campuses. Violation of this policy is considered a misdemeanor, as provided by North Carolina General Statutes 130A-25.

Smokeless Tobacco

The use of smokeless tobacco is prohibited in all eating areas on the campuses. The use of smokeless tobacco in classrooms, laboratories, shops, and offices is left to the discretion of the instructor and/or occupant of the office.

■ Drugs & Alcohol

Under no conditions will illegal drugs, alcoholic beverages, or narcotics be permitted in or on the school premises. No one under the influence of illegal drugs, alcohol, or narcotics will be allowed on school premises. Following is RCC's Drug & Alcohol policy in detail.

Drug and alcohol abuse poses a serious threat to our society. The problems are complex with no easy solutions. Randolph Community College, in an effort to protect the well-being of its students and employees, the educational environment, and the properties of the College and students and employees, does strictly enforce the following policies in regard to the illegal use, possession, or distribution of drugs and alcohol.

No student or employee shall illegally own, possess, use, transport, distribute, manufacture, buy, sell, or be under the influence of any narcotic drug, alcoholic beverage, or any other controlled substance (as defined by the North Carolina General Statutes or 21 U.S.C. subsection 812) while on College premises or during the time when the student or employee is participating in any College-sponsored activities. Use of drugs as prescribed by a registered physician is not a violation of policy. However, individuals shall be held strictly accountable for their behavior while under the influence of prescribed drugs. Under no circumstances may prescription drugs be bought, sold, or given from one individual to another.

Any student or employee violating the above policies will be subject to disciplinary action (consistent with local, state, and federal law) up to and including expulsion, termination, and referral for prosecution.

Individual counseling sessions will be available in Student Services during normal operating hours. Students should contact Student Services for further information.

As an added resource, RCC counselors may make a referral to the Randolph County Mental Health Center. Contact an RCC counselor for further details.

See the College's Student Handbook for details about legal sanctions, resources, and commonly used drugs and warning signs.

■ Sexual Harassment

Students have a right to study in an environment free of discrimination, which encompasses freedom from sexual harassment. Randolph Community College prohibits sexual harassment of its students in any form.

Such conduct may result in disciplinary action up to and including dismissal. Specifically, no instructor shall threaten or insinuate, either explicitly or implicitly, that any student's submission to or rejection of sexual advances will in any way influence any decision regarding the student's grades or educational development.

Other sexually harassing conduct, whether physical or verbal, committed by instructional or noninstructional personnel also is prohibited. This includes offensive sexual flirtation, advances, propositions, continual or repeated abuse of a sexual nature; graphic verbal commentary about an individual's body; sexually degrading words to describe an individual; the display in the workplace of sexually suggestive objects or pictures; and the insinuation of educational, financial, or employment privileges exchanged for sexual favors.

Students should report such conduct to the dean of Student Services. Where investigations confirm the allegations, appropriate corrective action will be taken.

■ Complaints (Written & Verbal)

Any student wishing to voice a complaint may do so. Complaints may be presented in writing or verbally. The following procedure will be followed:

- Written or verbal complaints will be directed to the dean of Student Services.
- Students will be scheduled for a meeting to discuss the complaint.
- Students will be encouraged to discuss the complaint with individuals involved or with individuals who have knowledge necessary to discuss the issue.
- Should the issue not be resolved at this level, the student will be directed to the appropriate individual at a supervisory level, if necessary.
- Failing success at the supervisory level, the dean of Student Services will discuss the Grievance Procedures, if appropriate, as outlined in the College Catalog and Student Handbook.

Complaints will be addressed as soon as possible. Every attempt will be made to reach a reasonable end to the concern. However, should the student believe that his/her complaint is not being adequately considered, action through the Grievance Procedures is made available.

■ Student Grievance Policy

Purpose of the Student Grievance Policy

The purpose of the student grievance policy is to provide due process for resolving student complaints against faculty, staff, or other College employees concerning

1. discrimination on the basis of age, sex, race, ethnicity, religion, national origin, disability, or other conditions or preferences;
2. sexual harassment;
3. unfair treatment that is in violation of students' basic rights, as set forth in the College Catalog and Student Handbook; and
4. academic matters where students have a grievance. Areas for appeal include, but are not limited to, classroom procedures, charges of unfair treatment by an instructor, charges of unfair grades given by an instructor, absence and tardiness practices, course requirements that differ substantially from those set forth in the syllabus, and the right to participate in College-sponsored activities.

Notes: *If any of the above are committed against a student by another student instead of a College employee, the offended student should report the matter immediately to a College official. The offending student will then be dealt with according to the Student Code of Conduct.*

Under no circumstances will a student requesting due process be harassed, intimidated, discouraged, or denied access to the Grievance Procedures (Due Process).

Grievance Procedures (Due Process)

RCC has established three grievance procedures for students to follow depending on the nature of the grievance. These three procedures, Standard Grievance Procedure, Procedure for Resolving a Sexual Harassment Grievance, and Procedure for Resolving an Academic Grievance, are explained in detail on the following pages.

Standard Grievance Procedure

The following procedure is to be used to resolve a grievance. Once this procedure of due process has begun, students who want to continue to pursue due process must follow the procedure and may not circumvent steps in the procedure and go prematurely to a higher authority.

1. **The Offending Person**—The student must first go to the offending person within 10 school days. A conference between the student and employee will be held to resolve the matter informally. The exception to this requirement is sexual harassment complaints, which may be taken directly to the dean of Student Services, as described on the next page.
2. **The Dean of Student Services**—If the complaint is not resolved in the informal conference with the employee, the student may then appeal to the dean of Student Services, who will schedule a conference with the student and the other involved parties.
3. **Vice President for Instructional & Student Services**—If the grievance is not resolved by the dean of Student Services, the student may then appeal to the vice president of Instructional & Student Services, who will schedule a conference with the student and the other involved parties.
4. **The Appeals Committee**—If the grievance is not resolved by the vice president for Instructional & Student Services, the student may request a hearing before the Appeals Committee.
   A. The student must present his/her case in writing to the Appeals Committee within five days after the meeting with the dean of Student Services.
   B. The Appeals Committee is comprised of two faculty members, the director of admissions/registrar, the dean of business & industry services, the affirmative action officer of the College, the SGA president, and any additional members appointed by the president of the College.
   C. After receiving the student's letter of grievance, the Appeals Committee must grant a hearing at the earliest convenient opportunity.
   D. The Appeals Committee will send to the student an outline of the procedures to be followed in the hearing. These may include, but are not limited to, who may attend the hearing, who may speak before the committee, and any documentation that is requested.
   E. The Appeals Committee must render a decision and respond to the student within 10 working days following the hearing.
5. **The President**—If the grievance is not resolved by the Appeals Committee, the student may request a hearing before the president of the College. The student must present his/her grievance in a signed and dated document to the office of the president within five working days of receiving the decision of the

Appeals Committee. The president will outline for the student any guidelines to be followed in the hearing and will then grant a hearing at the earliest convenient time.

6. **The Personnel Committee of the Board of Trustees**—If the grievance is not resolved at this final step in the College's administrative process, the student may appeal to the Personnel Committee of the Board of Trustees. The student must make this request to the president in writing, signed and dated, within five working days of receiving the decision of the president. The Personnel Committee of the Board of Trustees will hear the student's grievance at the first convenient opportunity and will communicate its decision to the student within 10 working days.
7. **The Board of Trustees**—If the grievance is not resolved in this hearing with the Personnel Committee of the Board of Trustees, the student may request a hearing before the full Board of Trustees. The student must present this request to the president in writing, signed and dated, within five working days of receiving the decision of the Personnel Committee of the Board of Trustees. The Board of Trustees will hear the student's grievance at the first convenient opportunity and will communicate its decision to the student within 10 working days. The Board of Trustees shall serve as the final governing authority of the College.

Procedure for Resolving a Sexual Harassment Grievance

If the grievance pertains to a charge of sexual harassment by an employee of the College, the student may go directly to the dean of Student Services rather than to the offending person. If the matter is not resolved by the dean of Student Services, the student has access to the Standard Grievance Procedure described above.

Procedure for Resolving an Academic Grievance

If the grievance is regarding an academic matter, the following steps must be followed:

1. **The Instructor**—The student must go first to the instructor with whom he/she has the grievance. A conference with the instructor will be held to resolve the grievance informally.
2. **The Departmental Chair/Director/Coordinator**—If the informal conference with the instructor does not resolve the grievance, the student may then go within five school days of the informal conference to the next level of appeal.
   A. Students in **Curriculum** programs may appeal to the departmental chair.
   B. Most students in **Continuing Education** do not have a departmental chair/director/coordinator, and may appeal to the dean of Extension programs, with the following exceptions:
      (1) Students in Emergency Medical Services may appeal to the director of emergency services.
      (2) Students in the Nursing Assistant I and II programs may appeal to the Nursing Assistant program coordinator.
   C. Students in **Developmental & Basic Skills** programs may appeal to the program coordinator.

D. Students in the **Business & Industry Training** program do not have a departmental chair/director/coordinator and may appeal to the dean of Business & Industry Services.

3. **The dean of the appropriate educational program (i.e., dean of Curriculum programs, dean of Extension programs, dean of Developmental & Basic Skills, or the dean of Business & Industry Services)**—If the meeting with the departmental chair/director/coordinator does not resolve the grievance, the student may then go within five school days to the dean of the program to seek resolution.
4. **The Regular Grievance Procedure**—If the grievance is not resolved in the meeting with the dean of the appropriate educational program, the student has access to the Standard Grievance Procedure beginning with the dean of Student Services. He/she may initiate this procedure by requesting a hearing with the dean of Student Services, stating the grievance in writing to the dean of Student Services within five school days of the meeting with the dean of the student's educational program.
5. **Interim Decision Concerning Student Status**—Before the student goes before the Appeals Committee, the dean of Student Services, with the assistance of the dean of that student's educational program, will determine the feasibility of keeping the student in class while the appeals process continues. Should the circumstances warrant, the dean of Student Services may decide that the student should be removed from class and/or the campus until the appeals process has ended.

■ Challenged Courses Policy

Courses offered through Curriculum programs are selected from courses approved by the Department of Community Colleges through the Common Course Library. Each Curriculum program offered by RCC is approved by the Curriculum Committee of the College, the RCC Board of Trustees, the Department of Community Colleges, and the State Board of Community Colleges. This also is the process for changes in courses being offered within each Curriculum program. Challenges to the appropriateness of course content should be directed using the following sequence: instructor for the course, departmental chair, dean of Curriculum programs, vice president for Instructional & Student Services. If the complaint or concern regarding the course content is not resolved at any of these levels, the policy listed in items 1-4 below will be followed.

Courses offered through Continuing Education are approved by the vice president for Instructional & Student Services and/or other state agencies or accrediting bodies. Challenges to the appropriateness of course content should be directed using the following sequence: appropriate director and/or dean, vice president for Instructional & Student Services. If the complaint or concern regarding the course content is not resolved at either of these levels the following policy will be applied:

1. The individual or group making the complaint will be expected to make a formal statement to the president of the College that specifies the nature of the inappropriate materials and present specific evidence that justifies the claim.

2. The president will appoint an ad hoc committee that includes at least two individuals with academic or professional credentials in the field or a related discipline of the course under review.
3. The committee must review the course and render a recommendation to the president within 10 working days after receipt of the complaint.
4. The ad hoc committee will adhere to the following procedures:
   - Review the American Association of University Professor's *Statement of Principles on Academic Freedom and Tenure*
   - Review any professional standards of academic freedom or professional standards specific to the area of concern
   - Examine the course outline, syllabus, or other class materials in addition to the specific elements of the complaint
   - Solicit responses from the instructor(s) and students as necessary
   - Evaluate the materials, instructional interpretations, or method of presentation in the context of the course, professional standards, or within the definition of academic freedom
   - Seek guidance from appropriate academic or professional organizations if necessary
   - Submit a report of the committee's findings and recommendations to the president of the College

   The decision concerning the complaint will reside with the president unless he/she determines Board of Trustee action is appropriate.

■ Electronic Access Acceptable Use Policy

In order to fulfill the mission and goals of Randolph Community College, the College provides electronic access to campus and global resources. These resources are available to faculty, staff, and students. Selected resources also are available to adult community members. Responsible and ethical behavior is both expected and required.

This policy is subordinate to any local, state, and federal statutes related to technology resources or systems. Users of these resources are responsible for identifying and adhering to pertinent laws.

Technology used to provide electronic access includes, but is not limited to, computers, storage devices, peripheral devices, software, and networks. This technology is provided in the library, classrooms, laboratories, offices, administrative settings, and points of remote access.

Individual departments within the College may establish rules and regulations for the use of technology under their control. These rules and regulations must be consistent with the overall College policy but may provide additional guidelines or restrictions.

The College accepts and adopts the "EDUCOM Code of Software and Intellectual Rights" as the guiding principle for acceptable use of its computing resources:

> "Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgment; right to privacy; and right to determine the form, manner, and terms of publication and distribution. Because electronic information is volatile and easily

reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community."

Anyone who violates College policies or applicable law shall be subjected to disciplinary action. This action includes, but is not limited to, prohibiting connection to or use of any campus network, disallowance of the privilege to connect computers to the campus network, prohibiting use of College computers to access any on-line network, fines, restitution, probation, suspension, expulsion, termination of employment, or other action (or any combination thereof). In the case where violations constitute criminal offense, the College will contact appropriate state or federal authorities for prosecution.

Guidelines for Network/Internet Access

Randolph Community College cannot guarantee absolute privacy in the use of its computing resources. The director of computer services or the network administrator has the right to view and monitor computer activities for the purpose of backups, network management, and other types of maintenance. It shall not be the policy of the College or its employees to routinely view files and messages, but the College reserves the right to review files and communications to maintain system integrity and insure that users are operating the system responsibly.

To ensure appropriate use of information systems and networks, users must do the following:

1. Use resources only for authorized purposes
2. Protect any user ID and password from unauthorized use
3. Access only files and data that are publicly available, or to which the user has been given authorized access
4. Use only legal versions of copyrighted software in compliance with vendor license agreements
5. Be considerate in the use of shared network resources; users should refrain from monopolizing systems, overworking networks with excessive data transfers or downloads, and abusing disk space on workstations or network servers with personal data
6. Immediately inform the network administrator of any occurrence of a computer virus

Prohibited actions include, but are not limited to, the following:

1. Intentionally using information systems or networks to send or receive offensive, insulting, harassing, attacking, or obscene text and/or images
2. Engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating computer viruses, disrupting services, or damaging files on workstations or servers
3. Making or using illegal copies of copyrighted software, storing such copies on the College system, or transmitting them over College networks
4. Attempting to circumvent, subvert, or damage system software or security measures
5. Using another person's user ID/password or trespassing in another user's files or folders without permission

6. Intentionally wasting limited resources including network bandwidth
7. Employing the network for commercial purposes
8. Creating, modifying, executing, or retransmitting any computer program intended to obscure the true identity of the sender of electronic mail or electronic messages including, but not limited to, forgery of messages and/or alteration of system and/or user data used to identify the sender of messages
9. Violating any copyright laws

Closing of School Due to Adverse Weather

In the event of inclement weather, the College will adhere to the following policies.

■ Day & Evening Programs

Programs will be canceled only by the president of the College or the president's designee. The decision will be broadcast by radio and television stations. If you hear the announcement on radio and/or television, you can accept this as the College's procedure. Announcements will be made by 6:30 a.m. and 4 p.m. for the day and evening programs respectively. The College closing announcements may be made in one of three ways:

1. **Randolph Community College is closed for day and/or evening classes.**
2. **Randolph Community College is closed for day and/or evening classes. Optional faculty/staff workday (may add: beginning at _____).**
3. **Randolph Community College will open at _____.**

Students also may call the College at (336) 633-0200. If the operation has been altered due to inclement weather, such alterations will be announced through prerecorded messages.

In the case of delayed opening, normal class schedules are not altered. Students should report to the class that would normally be in session at that time of day. (Example: If you have an 8:10 – 11 a.m. class and the College opens at 10 a.m., your class will meet from 10 – 11 a.m.)

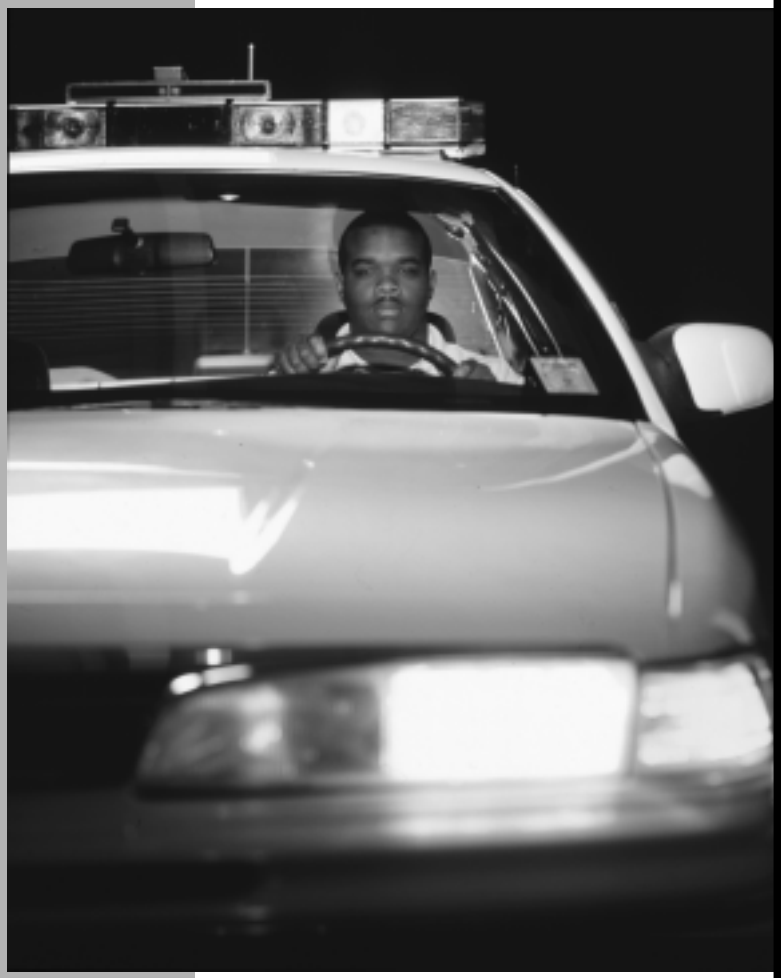
■ Extracurricular Activities

All extracurricular activities or other scheduled events normally will be canceled when it is necessary to cancel classes due to adverse weather. The person who is in charge of the activity/event will be involved in the decision and will be responsible for rescheduling the activity/event if necessary.

Health Services/Accidental Injury

Randolph Community College has no facilities for medical treatment other than for minor first aid and assumes no responsibility for injuries or sickness of students. Students should report all accidents to their instructor or to Student Services even if the accident is perceived to be minor.

Student accident insurance is provided for curriculum students and is paid for through the student activity fees. Claim forms are available through the Business Office. Continuing Education students can purchase student accident insurance at the time of registration. Check with your instructor for current cost. The College reserves the right to change fees as needed.



Credit Programs

Programs of Study (Curricula-Credit)

Programs of Study (Curricula-Credit)

Degrees, Diplomas & Certificates

Randolph Community College offers the Associate in Applied Science degree, the Associate in Arts degree, diplomas, and certificate programs.

■ Associate in Applied Science

Satisfactory completion of an approved program of no fewer than 64 semester credit hours is required.

■ Associate in Arts

Satisfactory completion of no fewer than 64 semester credit hours in liberal education and elective courses is required.

■ Diplomas & Certificates

Randolph Community College awards diplomas and certificates for a wide variety of educational programs. Diplomas are issued for completion of an approved program of no fewer than 36 semester credit hours. Certificates are issued for the completion of approved programs of no fewer than 12 semester credit hours, but less than 19.

Requirements for Degrees, Diplomas & Certificates

1. A minimum cumulative grade point average (GPA) of 2.0 and a 2.0 GPA in major courses are required. Students must have at least twice as many quality points as credit hours attempted in order to graduate.
2. All general and specific requirements of the College must be met, including fulfillment of all financial obligations.

Substitution courses taken by students for completion of their degree or diploma must be approved by the dean of Student Services. The occurrence of substitutions will be very limited and must be of special nature. Requests for course substitutions are to be made through academic advisors.

Curricula

Degrees, diplomas, and/or certificates are offered in the following areas of study by Randolph Community College. Programs are described on pages 89 – 164 in the order listed below. Required courses for each program are listed by semester. Each course is coded as follows to indicate the category for program completion per community college guidelines: **c=core course, g=general education course, om=other major course, co=concentration course, or=other required course**. Individuals interested in any of the following curriculum programs should contact the admissions office in Student Services for an application and more information.

The Associate in Arts (College Transfer) program provides opportunities for students to complete course work that will transfer to four-year colleges and universities as baccalaureate credit. RCC complies with the 1997 Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina System which guarantees transfer credit for students who complete degree requirements. This degree is designed to prepare students to continue their education as juniors in their field of study.

Developmental Studies

English
Math
Reading

Associate Degrees, Diplomas & Certificates

■ General Education Department

Associate in Arts (College Transfer) – Associate Degree (day & evening)

■ Art & Design Department

Advertising & Graphic Design – Associate Degree (day)
Floriculture Technology – Diploma (day); Certificate (evening)
Interior Design – Associate Degree (day); Computer-Aided Drafting Certificate (evening)

■ Business Technology Department

Accounting – Associate Degree (day & evening)
Business Administration – Associate Degree (day & evening)
Business Administration: Banking & Finance Concentration – Associate Degree (day & evening)
Information Systems – Associate Degree (day & evening)
Information Systems: Network Administration & Support Concentration – Associate Degree (day & evening)
Office Systems Technology – Associate Degree & Certificate (day & evening)

■ Health Occupations Department

Associate Degree Nursing – Associate Degree (day)
General Occupational Technology – Diploma (day)
Nursing Assistant *(for Huskins students only)* – Certificate (day)
Physical Therapist Assistant (collaborative program*) – Associate Degree (day)
Speech-Language Pathology Assistant (collaborative program*) – Associate Degree (day)

■ Human Services Department

Basic Law Enforcement Training – Certificate (day & evening)
Criminal Justice Technology – Associate Degree (day & evening)
Early Childhood Associate – Associate Degree & Diploma (day & evening); Early Childhood Certificate (day & evening); Early Childhood Administrative Certificate (day & evening); School-Age Certificate (day & evening)
Historic Preservation Technology – Associate Degree & Diploma (day); Certificate (day & evening)
Community Spanish Interpreter – Associate Degree (day); Diploma (day & evening)
Spanish Interpreter – Associate Degree & Diploma (evening)

■ Mechanical & Industrial Department

Autobody Repair – Diploma (day); Certificate (evening)
Automotive Systems Technology –Associate Degree & Diploma (day); Certificate (evening)
Electric Lineman Technology (collaborative program*) *for employees of electric membership companies only* – Associate Degree (day & evening)
Electrical/Electronics Technology – Associate Degree (day); Diploma & Certificate (day & evening)
Industrial Systems Technology – Diploma & Certificate (day & evening)
Machining Technology – Associate Degree & Diploma (day); Certificate (day & evening)
Welding Technology – Certificate (evening)

■ Photographic Technology Department

Photographic Technology: Biomedical Photography Concentration – Associate Degree (day)
Photographic Technology: Commercial Photography Concentration – Associate Degree (day)
Photographic Technology: Photojournalism Concentration – Associate Degree (day)
Photographic Technology: Portrait Studio Management Concentration – Associate Degree (day)

These programs are offered in conjunction with another community college.

Developmental Studies

Randolph Community College offers a highly successful and innovative program to improve students' academic skills. Through the Developmental Studies Department and the Special Services Project, RCC offers students classroom and one-on-one instruction in reading comprehension, math, and writing.

Developmental Studies courses exist as prerequisites to General Education courses. Please see the section "General Admissions Requirements for Curriculum Programs" on pages 22 – 23 for information concerning placement testing. Students who do not remove prerequisites through test scores or prior credit must take the appropriate math, reading, or English courses in Developmental Studies prior to enrolling in certain General Education courses. Developmental Studies classes are offered day and evening to accommodate every student who needs them. Grades earned in Developmental Studies are not included in the student's grade point average, and credit hours earned do not count toward graduation.

The purpose of Special Services is to increase the retention and graduation of disadvantaged students. By the terms of the federal grant which supports Special Services, disadvantaged students are defined as those who are first-generation college students, those who have academic need, those who have financial need, or those who have disabilities that substantially impair their ability to perform academically. The mission of Special Services is to compensate for disadvantages by providing academic services and personal support to qualified students.

The missions of Developmental Studies and Special Services are to provide rigorous academic challenges and adequate personal support to ensure the academic success of the students at Randolph Community College.

DEVELOPMENTAL STUDIES

Courses Offered*

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
ENG 075	Reading & Language Essentials	5	0	5
ENG 085	Reading & Writing Foundations	5	0	5
ENG 090	Composition Strategies	3	0	3
MAT 050	Basic Math Skills	3	2	4
MAT 060	Essential Mathematics	3	2	4
MAT 070	Introductory Algebra	3	2	4
MAT 080	Intermediate Algebra	3	2	4
RED 090	Improved College Reading	3	2	4

*In each of the courses listed, a student must have a passing average in the course and a passing score on an exit test to receive course credit.

Course descriptions are on pages 171 – 219.

General Education Department

■ Associate in Arts (College Transfer)

[A10100] Degree (Day & Evening)

The Associate in Arts (College Transfer) program is designed for students who wish to attend RCC for their freshman and sophomore years of college and who plan to complete a baccalaureate degree at a four-year college or university. Students who complete the program, with 64-65 total semester hours credit, will receive an Associate in Arts degree and will be able to transfer to constituent institutions of the University of North Carolina with junior status if grades in all courses are "C" or better. (To be considered for junior status at one of the UNC institutions, community college transfer students must meet the same requirements set for native students in that university with respect to such things as grade point average and credit hours accumulated.)

The Associate in Arts degree also includes a 44 hour general education core with courses in English composition, humanities/fine arts, social/behavioral sciences, and natural sciences/mathematics. The general education core transfer component is portable and transferable as a block across the North Carolina Community College System and from that system to UNC institutions, whether or not the transferring student has earned the associate degree. (To be eligible for inclusion in this policy, a student must have an overall grade point average of 2.0 on a 4.0 scale at the time of transfer and a grade of "C" or better in all general education core courses.) The transcripts of students who transfer before completing the general education core will be evaluated on a course-by-course basis by the receiving institution.

Students planning to transfer to a private college or university should consult personnel at that institution for information concerning transferability of courses.

Students should consult their academic advisor for help with course selection. Students must pass placement tests to qualify for certain Associate in Arts (College Transfer) courses. Developmental Studies courses are available for those who need them.

ASSOCIATE IN ARTS (COLLEGE TRANSFER) – DAY & EVENING

Courses Offered - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
General Education Core (44 Semester Hours Credit)*				
English Composition (6 Semester Hours Credit)				
ENG 111	Expository Writing *(required)*	3	0	3
Select one course from the following:				
ENG 112	Argument-Based Research	3	0	3
ENG 113	Literature-Based Research	3	0	3
ENG 114	Professional Research & Reporting	3	0	3

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

Humanities/Fine Arts (12 Semester Hours Credit)*

Select four courses with at least three different prefixes from those listed below. At least one course must be a literature course (ENG prefix).

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
DAN 110	Dance Appreciation	3	0	3
DRA 111	Theatre Appreciation	3	0	3
ENG 131	Introduction to Literature	3	0	3
ENG 231	American Literature I	3	0	3
ENG 232	American Literature II	3	0	3
ENG 233	Major American Writers	3	0	3
ENG 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
ENG 243	Major British Writers	3	0	3
ENG 251	Western World Literature I	3	0	3
ENG 252	Western World Literature II	3	0	3
FRE 111	Elementary French I	3	0	3
FRE 112	Elementary French II	3	0	3
FRE 211	Intermediate French I	3	0	3
FRE 212	Intermediate French II	3	0	3
HUM 110	Technology & Society	3	0	3
HUM 120	Cultural Studies	3	0	3
HUM 121	The Nature of America	3	0	3
HUM 122	Southern Culture	3	0	3
HUM 130	Myth in Human Culture	3	0	3
HUM 150	American Women's Studies	3	0	3
HUM 160	Introduction to Film	2	2	3
HUM 220	Human Values & Meaning	3	0	3
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
MUS 114	Non-Western Music	3	0	3
PHI 210	History of Philosophy	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3
REL 110	World Religions	3	0	3
REL 211	Introduction to Old Testament	3	0	3
REL 212	Introduction to New Testament	3	0	3
REL 221	Religion in America	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3
SPA 211	Intermediate Spanish I	3	0	3
SPA 212	Intermediate Spanish II	3	0	3

*Three semester hours credit in speech/communication may be substituted for three semester hours credit in Humanities/Fine Arts. Speech/communication may not substitute for the literature requirement.

(Continued on next page)

Social/Behavioral Sciences (12 Semester Hours Credit)

Select four courses with at least three different prefixes from those listed below. At least one course must be a history course (HIS prefix).

ANT 210	General Anthropology	3	0	3
ANT 220	Cultural Anthropology	3	0	3
ANT 221	Comparative Cultures	3	0	3
ANT 240	Archaeology	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 110	Introduction to Political Science	3	0	3
POL 120	American Government	3	0	3
POL 210	Comparative Government	3	0	3
POL 220	International Relations	3	0	3
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
SOC 210	Introduction to Sociology	3	0	3
SOC 213	Sociology of the Family	3	0	3
SOC 220	Social Problems	3	0	3

Natural Sciences/Mathematics (14 Semester Hours Credit)

Natural Sciences (8 Semester Hours Credit)

BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Introductory Botany	3	3	4
BIO 140	Environmental Biology	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	3	1
CHM 132	Organic & Biochemistry	3	3	4
GEL 111	Introductory Geology	3	2	4
GEL 120	Physical Geology	3	2	4

Mathematics (6 Semester Hours Credit)

Select one course from the following:

MAT 140	Survey of Mathematics	3	0	3
MAT 161	College Algebra	3	0	3
MAT 171	Precalculus Algebra	3	0	3

Select one additional course from the MAT courses above or from the following:

CIS 110	Introduction to Computers	2	2	3
CIS 115	Introduction to Programming & Logic	2	2	3
MAT 151	Statistics I	3	0	3
MAT 172	Precalculus Trigonometry	3	0	3
MAT 263	Brief Calculus	3	0	3
MAT 271	Calculus I	3	2	4

Other Required Courses to earn Associate in Arts Degree (20-21 Semester Hours Credit)*

Select additional courses from those listed below or on pages 91-92.

ACC 120	Principles of Accounting I	3	2	4
ACC 121	Principles of Accounting II	3	2	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
COM 110	Introduction to Communication	3	0	3
COM 231	Public Speaking	3	0	3
PED 113	Aerobics I	0	3	1
PED 114	Aerobics II	0	3	1
PED 115	Step Aerobics I	0	3	1
PED 116	Step Aerobics II	0	3	1
PED 120	Walking for Fitness	0	3	1
PED 121	Walk, Jog, Run	0	3	1
PED 122	Yoga I	0	2	1
PED 123	Yoga II	0	2	1
PED 125	Self-Defense-Beginning	0	2	1
PED 142	Lifetime Sports	0	2	1
PED 171	Nature Hiking	0	2	1
PED 183	Folk Dancing	0	2	1
PED 184	Square Dancing I	0	2	1
PED 185	Square Dancing II	0	2	1
PED 186	Dancing for Fitness	0	2	1
PED 187	Social Dancing-Beginning	0	2	1
PED 189	Clogging	0	2	1

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

TOTAL SEMESTER HOURS CREDIT: 64-65

Art & Design Department

■ Advertising & Graphic Design

[A30100] Degree (Day)

The Advertising & Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations.

ADVERTISING & GRAPHIC DESIGN – DAY

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Wk. Exp.	Sem. Hrs. Credit
First Year: Fall Semester					
ART 111	Art Appreciation (g)	3	0	0	3
DES 135	Principles & Elements of Design I (c)	2	4	0	4
ENG 111	Expository Writing (g)	3	0	0	3
GRA 151	Computer Graphics I (c)	1	3	0	2
GRD 121	Drawing Fundamentals I (c)	1	3	0	2
		10	**10**	**0**	**14**
First Year: Spring Semester					
DES 136	Principles & Elements of Design II (c)	2	4	0	4
GRA 152	Computer Graphics II (c)	1	3	0	2
GRD 110	Typography I (c)	2	2	0	3
GRD 230	Technical Illustration (c)	1	3	0	2
MAT 115	Mathematical Models (g)	2	2	0	3
		8	**14**	**0**	**14**
First Year: Summer Session					
GRA 121	Graphic Arts I (om)	2	4	0	4
GRA 153	Computer Graphics III (om)	1	3	0	2
GRA 163	Computer Graphics Applications III (om)	0	3	0	1
GRD 131	Illustration I (om)	1	3	0	2
GRD 142	Graphic Design II (c)	2	4	0	4
		6	**17**	**0**	**13**
Second Year: Fall Semester					
COE 112	Cooperative Work Experience I (om)	0	0	20	2
or					
GRA 221	Graphic Arts II (om)	2	4	0	4
and					
GRA 221A	Graphic Arts Applications II (om)	0	3	0	1
GRD 117	Design Career Exploration (om)	2	0	0	2
GRD 241	Graphic Design III (c)	2	4	0	4
GRD 271	Multimedia Design I (om)	1	3	0	2
GRD 281	Design of Advertising (om)	2	0	0	2
		7	**7**	**20**	**12**
				or	
		9	**14**	**0**	**15**
Second Year: Spring Semester					
ENG 114	Professional Research & Reporting (g)	3	0	0	3
GRA 154	Computer Graphics IV (om)	1	3	0	2
GRD 272	Multimedia Design II (om)	1	3	0	2
GRD 280	Portfolio Design (c)	2	4	0	4
--	Social/Behavioral Science Course (g)	3	0	0	3
		10	**10**	**0**	**14**

TOTAL SEMESTER HOURS CREDIT: 67 *or* 70

■ Floriculture Technology

[D15180] Diploma (Day); [C15180] Certificate (Evening)

The Floriculture Technology curriculum prepares individuals to enter the floral industry as a floral designer, manager or owner and provides a basic knowledge of floral history, floral design, design principles, horticulture, and floral shop management.

Course work includes a study of the floral industry and prepares the students for purchasing, creating, and merchandising saleable floral products. Students also will learn to identify and care for foliage, flowers, and plants used in the industry.

Graduates should have opportunities for employment as floral designers, floral shop owners/managers, or floral salespersons. Wholesale florists, floral/gift suppliers, garden centers, gift shops, greenhouses, and outlet centers also employ graduates of this curriculum.

FLORICULTURE TECHNOLOGY – DAY

Curriculum By Semesters - Diploma

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
FLO 110	Introduction to Floriculture (c)	2	0	2
FLO 112	Floral Design Principles (c)	3	0	3
FLO 114	Floral Design I (c)	3	9	6
FLO 120	Florist Plant Products (om)	2	4	4
HOR 150	Introduction to Horticulture (om)	2	0	2
		12	**13**	**17**
First Year: Spring Semester				
FLO 116	Floral Design II (c)	4	12	10
FLO 118	Floral Shop Management (om)	1	2	2
HOR 235	Greenhouse Production (om)	2	2	3
--	Social/Behavioral Science Course (g)	3	0	3
		10	**16**	**18**
First Year: Summer Session				
CIS 113	Computer Basics (or)	0	2	1
ENG 102	Applied Communications II (g)	3	0	3
FLO 210	Advanced Floral Design I (om)	1	2	2
HOR 154	Introduction to Horticulture Therapy (om)	2	4	4
		6	**8**	**10**

TOTAL SEMESTER HOURS CREDIT: 45

FLORICULTURE TECHNOLOGY – EVENING

Curriculum By Semesters - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
FLO 110	Introduction to Floriculture (c)	2	0	2
FLO 112	Floral Design Principles (c)	3	0	3
		5	**0**	**5**
First Year: Spring Semester				
FLO 114	Floral Design I (c)	3	9	6
		3	**9**	**6**
First Year: Summer Session				
FLO 118	Floral Shop Management (om)	1	2	2
		1	**2**	**2**

TOTAL SEMESTER HOURS CREDIT: 13

■ Interior Design

[A30220] Degree (Day)

The Interior Design curriculum is designed to prepare students for a variety of job opportunities in the field of both residential and nonresidential interior design. The focus of the studies is technical knowledge, professional practices, and aesthetic principles.

Curriculum content includes residential and nonresidential interior design, architectural drafting, computer aided design, and universal design. Also included are basic design, history of interiors and furnishings, color theory, products, business practices, graphic presentations, and general educational courses.

Graduates should qualify for a variety of jobs including residential and commercial interior design; set design; showroom design; and sales positions for furniture, textiles, and accessories; and all businesses dealing with interiors.

INTERIOR DESIGN – DAY

Curriculum By Semester - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
ART 114	Art History Survey I (g)	3	0	0	3
DES 110	Architectural Graphics (c)	0	6	0	2
DES 125	Graphic Presentation I (c)	0	6	0	2
DES 135	Principles & Elements of Design I (c)	2	4	0	4
ENG 111	Expository Writing (g)	3	0	0	3
		8	**16**	**0**	**14**
First Year: Spring Semester					
ART 115	Art History Survey II (om)	3	0	0	3
DES 120	CAD for Interior Design (c)	0	6	0	2
DES 136	Principles & Elements of Design II (om)	2	4	0	4
DES 220	Introduction to Interior Design (c)	1	6	0	3
ENG 114	Professional Research & Reporting (g)	3	0	0	3
		9	**16**	**0**	**15**
Second Year: Fall Semester					
DES 225	Textiles/Fabrics (c)	2	2	0	3
DES 230	Residential Design I (c)	1	6	0	3
DES 240	Nonresidential Design I (c)	1	6	0	3
DES 255	History/Interiors & Furnishings I (c)	3	0	0	3
MAT 140	Survey of Mathematics (g)	3	0	0	3
		10	**14**	**0**	**15**
Second Year: Spring Semester					
COE 112	Cooperative Work Experience I (om)	0	0	20	2
or					
DES 260	Materials Calculations/Interior Design (om)	3	0	0	3
DES 210	Business Practices/Interior Design (c)	2	0	0	2
DES 256	History/Interiors & Furnishings II (om)	3	0	0	3
DES 276	Showroom & Gallery Design (om)	1	6	0	3
--	Social/Behavioral Science Course (g)	3	0	0	3
		9	**6**	**20**	**13**
				or	
		12	**6**	**0**	**14**

Second Year: Summer Session					
DES 235	Products (c)	2	2	0	3
DES 241	Nonresidential Design II (om)	1	6	0	3
DES 265	Lighting/Interior Design (om)	2	0	0	2
DES 285	Capstone/Interior Design (om)	2	6	0	4
		7	**14**	**0**	**12**

TOTAL SEMESTER CREDIT HOURS: 69 *or* 70

COMPUTER-AIDED DRAFTING
[C30220] Certificate (Evening)

Computer-Aided Drafting is a certificate under the Interior Design curriculum. This curriculum prepares a student to use a computer with CAD software to create drawings used in a variety of industries. Course work includes computer-aided drafting equipment and software, drafting standards, and math. Graduates of this program will qualify as an entry-level CAD operator. CAD operators are needed in a variety of manufacturing and service industries including machining, furniture, architecture, engineering, and related fields. For more information, contact Gerald Hampton at (336) 633-0235.

INTERIOR DESIGN
COMPUTER-AIDED DRAFTING – EVENING
Curriculum By Semester - Certificate

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 110	Introduction to Computers (om)	2	2	3
DFT 151	CAD I (om)	2	3	3
		4	**5**	**6**
First Year: Spring Semester				
DFT 152	CAD II (om)	2	3	3
MAT 120	Geometry & Trigonometry (g)	2	2	3
		4	**5**	**6**
First Year: Summer Session				
DFT 153	CAD III (om)	2	3	3
		2	**3**	**3**

TOTAL SEMESTER CREDIT HOURS: 15

Business Technology Department

■ Accounting

[A25100] Degree (Day & Evening)

The Accounting curriculum is designed to provide students with knowledge and 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.

Changes to this program are currently in the approval process at the North Carolina Community College System.

ACCOUNTING – DAY

Curriculum By Semesters - Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
BUS 115	Business Law I (c)	3	0	3
CIS 110	Introduction to Computers (c)	2	2	3
ENG 111	Expository Writing (g)	3	0	3
OST 131	Keyboarding (om)	1	2	2
		12	**6**	**15**
First Year: Spring Semester				
ACC 121	Principles of Accounting II (c)	3	2	4
ACC 140	Payroll Accounting (om)	1	2	2
ECO 252	Principles of Macroeconomics (c)	3	0	3
ENG 114	Professional Research & Reporting (g)	3	0	3
OST 136	Word Processing (om)	1	2	2
		11	**6**	**14**
First Year: Summer Session				
ACC 225	Cost Accounting (c)	3	0	3
ACC 240	Governmental & Not-for-Profit Accounting (om)	3	0	3
BUS 137	Principles of Management (om)	3	0	3
CIS 152	Database Concepts & Applications (om)	2	2	3
		11	**2**	**12**
Second Year: Fall Semester				
ACC 220	Intermediate Accounting I (c)	3	2	4
BUS 225	Business Finance (om)	2	2	3
CIS 120	Spreadsheet I (om)	2	2	3
MAT 140	Survey of Mathematics (g)	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	3
		13	**6**	**16**
Second Year: Spring Semester				
ACC 131	Federal Income Taxes (c)	2	2	3
ACC 221	Intermediate Accounting II (c)	3	2	4
BUS 255	Organizational Behavior in Business (c)	3	0	3
INT 110	International Business (om)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		14	**4**	**16**

TOTAL SEMESTER CREDIT HOURS: 73

ACCOUNTING – EVENING

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
CIS 110	Introduction to Computers (c)	2	2	3
OST 131	Keyboarding (om)	1	2	2
		6	**6**	**9**
First Year: Spring Semester				
ACC 121	Principles of Accounting II (c)	3	2	4
ACC 131	Federal Income Taxes (c)	2	2	3
OST 136	Word Processing (om)	1	2	2
		6	**6**	**9**
First Year: Summer Session				
ACC 225	Cost Accounting (c)	3	0	3
BUS 137	Principles of Management (om)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		9	**0**	**9**
Second Year: Fall Semester				
ACC 220	Intermediate Accounting I (c)	3	2	4
CIS 120	Spreadsheet I (om)	2	2	3
ENG 111	Expository Writing (g)	3	0	3
		8	**4**	**10**
Second Year: Spring Semester				
ACC 140	Payroll Accounting (om)	1	2	2
ACC 221	Intermediate Accounting II (c)	3	2	4
ENG 114	Professional Research & Reporting (g)	3	0	3
		7	**4**	**9**
Second Year: Summer Session				
ACC 240	Governmental & Not-for-Profit Accounting (om)	3	0	3
CIS 152	Database Concepts & Applications (om)	2	2	3
--	Humanities/Fine Arts Course (g)	3	0	3
		8	**2**	**9**
Third Year: Fall Semester				
BUS 115	Business Law I (c)	3	0	3
BUS 225	Business Finance (om)	2	2	3
MAT 140	Survey of Mathematics (g)	3	0	3
		8	**2**	**9**
Third Year: Spring Semester				
BUS 255	Organizational Behavior in Business (c)	3	0	3
ECO 252	Principles of Macroeconomics (c)	3	0	3
INT 110	International Business (om)	3	0	3
		9	**0**	**9**

TOTAL SEMESTER CREDIT HOURS: 73

■ Business Administration

[A25120] Degree (Day & Evening)

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.

BUSINESS ADMINISTRATION – DAY

Curriculum By Semesters - Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
BUS 110	Introduction to Business (om)	3	0	3
BUS 115	Business Law I (c)	3	0	3
CIS 110	Introduction to Computers (om)	2	2	3
OST 131	Keyboarding (om)	1	2	2
		12	**6**	**15**
First Year: Spring Semester				
ACC 121	Principles of Accounting II (om)	3	2	4
BUS 116	Business Law II (om)	3	0	3
BUS 137	Principles of Management (c)	3	0	3
CIS 120	Spreadsheet I (om)	2	2	3
OST 136	Word Processing (om)	1	2	2
		12	**6**	**15**
First Year: Summer Session				
BUS 255	Organizational Behavior in Business (om)	3	0	3
ENG 111	Expository Writing (g)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
MKT 120	Principles of Marketing (c)	3	0	3
		12	**0**	**12**
Second Year: Fall Semester				
ECO 252	Principles of Macroeconomics (c)	3	0	3
ENG 114	Professional Research & Reporting (g)	3	0	3
MKT 123	Fundamentals of Selling (om)	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	3
		12	**0**	**12**

(Continued on next page)

Second Year: Spring Semester				
ACC 131	Federal Income Taxes (om)	2	2	3
BUS 225	Business Finance (om)	2	2	3
BUS 239	Business Applications Seminar (om)	1	2	2
INT 110	International Business (om)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		11	**6**	**14**

TOTAL SEMESTER HOURS CREDIT: 68

BUSINESS ADMINISTRATION – EVENING

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
BUS 110	Introduction to Business (om)	3	0	3
CIS 110	Introduction to Computers (om)	2	2	3
OST 131	Keyboarding (om)	1	2	2
		6	**4**	**8**
First Year: Spring Semester				
BUS 137	Principles of Management (c)	3	0	3
CIS 120	Spreadsheet I (om)	2	2	3
OST 136	Word Processing (om)	1	2	2
		6	**4**	**8**
First Year: Summer Session				
ENG 111	Expository Writing (g)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
		6	**0**	**6**
Second Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
BUS 115	Business Law I (c)	3	0	3
ENG 114	Professional Research & Reporting (g)	3	0	3
		9	**2**	**10**
Second Year: Spring Semester				
ACC 121	Principles of Accounting II (om)	3	2	4
BUS 116	Business Law II (om)	3	0	3
INT 110	International Business (om)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		12	**2**	**13**
Second Year: Summer Session				
BUS 255	Organizational Behavior in Business (om)	3	0	3
MKT 120	Principles of Marketing (c)	3	0	3
		6	**0**	**6**
Third Year: Fall Semester				
ECO 252	Principles of Macroeconomics (c)	3	0	3
MKT 123	Fundamentals of Selling (om)	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	3
		9	**0**	**9**
Third Year: Spring Semester				
ACC 131	Federal Income Taxes (om)	2	2	3
BUS 225	Business Finance (om)	2	2	3
BUS 239	Business Applications Seminar (om)	1	2	2
		5	**6**	**8**

TOTAL SEMESTER HOURS CREDIT: 68

■ Business Administration
Banking & Finance Concentration

[A2512A] Degree (Day & Evening)

Banking & Finance is a concentration under the curriculum title of Business Administration. This curriculum is designed to prepare individuals for a career with various financial institutions and other businesses.

Course work includes principles of banking, money and banking, lending fundamentals, banking, and business law, and practices in the areas of marketing, management, accounting, and economics.

Graduates should qualify for a variety of entry-level jobs in banking and finance. Also available are employment opportunities with insurance, brokerage and mortgage companies, and governmental lending agencies.

BUSINESS ADMINISTRATION
BANKING & FINANCE CONCENTRATION – DAY

Curriculum By Semesters - Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
BAF 110	Principles of Banking (co)	3	0	3
BUS 115	Business Law I (c)	3	0	3
CIS 110	Introduction to Computers (c)	2	2	3
OST 131	Keyboarding (om)	1	2	2
		12	**6**	**15**
First Year: Spring Semester				
ACC 121	Principles of Accounting II (om)	3	2	4
BAF 115	Marketing for Bankers (om)	3	0	3
BUS 137	Principles of Management (c)	3	0	3
CIS 120	Spreadsheet I (om)	2	2	3
OST 136	Word Processing (om)	1	2	2
		12	**6**	**15**
First Year: Summer Session				
BUS 255	Organizational Behavior in Business (om)	3	0	3
ENG 111	Expository Writing (g)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
MKT 120	Principles of Marketing (c)	3	0	3
		12	**0**	**12**
Second Year: Fall Semester				
BAF 131	Fundamentals of Bank Lending (co)	3	0	3
BAF 222	Money & Banking (co)	3	0	3
ECO 252	Principles of Macroeconomics (c)	3	0	3
ENG 114	Professional Research & Reporting (g)	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	3
		15	**0**	**15**
Second Year: Spring Semester				
BAF 141	Law & Banking: Principles (co)	3	0	3
BAF 232	Consumer Lending (om)	3	0	3
BAF 235	Analyzing Financial Statements (om)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		12	**0**	**12**

TOTAL SEMESTER HOURS CREDIT: 69

BUSINESS ADMINISTRATION
BANKING & FINANCE CONCENTRATION – EVENING

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
BAF 110	Principles of Banking (co)	3	0	3
CIS 110	Introduction to Computers (c)	2	2	3
OST 131	Keyboarding (om)	1	2	2
		6	**4**	**8**
First Year: Spring Semester				
BAF 115	Marketing for Bankers (om)	3	0	3
CIS 120	Spreadsheet I (om)	2	2	3
OST 136	Word Processing (om)	1	2	2
		6	**4**	**8**
First Year: Summer Session				
ENG 111	Expository Writing (g)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
		6	**0**	**6**
Second Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
BAF 222	Money & Banking (co)	3	0	3
BUS 115	Business Law I (c)	3	0	3
ENG 114	Professional Research & Reporting (g)	3	0	3
		12	**2**	**13**
Second Year: Spring Semester				
ACC 121	Principles of Accounting II (om)	3	2	4
BAF 232	Consumer Lending (om)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		9	**2**	**10**
Second Year: Summer Session				
BUS 255	Organizational Behavior in Business (om)	3	0	3
MKT 120	Principles of Marketing (c)	3	0	3
		6	**0**	**6**
Third Year: Fall Semester				
BAF 131	Fundamentals of Bank Lending (co)	3	0	3
ECO 252	Principles of Macroeconomics (c)	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	3
		9	**0**	**9**
Third Year: Spring Semester				
BAF 141	Law & Banking: Principles (co)	3	0	3
BAF 235	Analyzing Financial Statements (om)	3	0	3
BUS 137	Principles of Management (c)	3	0	3
		9	**0**	**9**

TOTAL SEMESTER HOURS CREDIT: 69

■ Information Systems

[A25260] Degree (Day & Evening)

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage and communicate information. This is a flexible program, designed to meet community information systems needs.

Course work includes computer systems terminology and operations, logic, operating systems, database, data communications/networking, and related business topics. Studies will provide experience for students to implement, support, and customize industry-standard information systems.

Graduates should qualify for a wide variety of computer-related, entry-level positions that provide opportunities for advancement with increasing experience and ongoing training. Duties may include systems maintenance and troubleshooting, support and training, and business applications design and implementation.

Pending approval of NET 125, NET 126, NET 225, and NET 226, students successfully completing all four courses will be eligible to test for CISCO certification.

INFORMATION SYSTEMS – DAY

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
CIS 110	Introduction to Computers (c)	2	2	3
CIS 126	Graphic Software Introduction (om)	2	2	3
NET 125	*Routing & Switching I (om)	1	4	3
OST 131	Keyboarding (om)	1	2	2
		9	**12**	**15**
First Year: Spring Semester				
CIS 120	Spreadsheet I (om)	2	2	3
CIS 152	Database Concepts & Applications (c)	2	2	3
ENG 111	Expository Writing (g)	3	0	3
NET 126	*Routing & Switching II (om)	1	4	3
OST 136	Word Processing (om)	1	2	2
--	Humanities/Fine Arts Course (g)	3	0	3
		12	**10**	**17**
First Year: Summer Session				
CIS 115	Introduction to Programming & Logic (c)	2	2	3
CIS 130	Survey of Operating Systems (c)	2	3	3
ENG 114	Professional Research & Reporting (g)	3	0	3
OST 233	Office Publications Design (om)	2	2	3
		9	**7**	**12**
Second Year: Fall Semester				
CIS 157	Database Programming I (om)	2	2	3
CIS 215	Hardware Installation/Maintenance (om)	2	3	3
CIS 286	Systems Analysis & Design (om)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
NET 225	*Advanced Routing & Switching I (om)	1	4	3
		11	**9**	**15**
Second Year: Spring Semester				
CIS 217	Computer Training & Support (om)	2	2	3
CIS 226	Trends in Technology (om)	1	2	2
CIS 288	Systems Project (om)	1	4	3
NET 110	Data Communication/Networking (c)	2	2	3
NET 226	*Advanced Routing & Switching II (om)	1	4	3
--	Social/Behavioral Science Course (g)	3	0	3
		10	**14**	**17**

*NET 125, NET 126, NET 225, and NET 226 will be offered pending CISCO approval.

TOTAL SEMESTER HOURS CREDIT: 76

INFORMATION SYSTEMS – EVENING

Curriculum By Semesters - Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 110	Introduction to Computers (c)	2	2	3
CIS 126	Graphic Software Introduction (om)	2	2	3
OST 131	Keyboarding (om)	1	2	2
		5	**6**	**8**
First Year: Spring Semester				
CIS 120	Spreadsheet I (om)	2	2	3
CIS 226	Trends in Technology (om)	1	2	2
ENG 111	Expository Writing (g)	3	0	3
OST 136	Word Processing (om)	1	2	2
		7	**6**	**10**
First Year: Summer Session				
CIS 130	Survey of Operating Systems (c)	2	3	3
ENG 114	Professional Research & Reporting (g)	3	0	3
		5	**3**	**6**
Second Year: Fall Semester				
ACC 120	Principles of Accounting I (c)	3	2	4
CIS 215	Hardware Installation/Maintenance (om)	2	3	3
MAT 140	Survey of Mathematics (g)	3	0	3
		8	**5**	**10**
Second Year: Spring Semester				
CIS 152	Database Concepts & Applications (c)	2	2	3
CIS 217	Computer Training & Support (om)	2	2	3
NET 110	Data Communication/Networking (c)	2	2	3
--	Social/Behavioral Science Course (g)	3	0	3
		9	**6**	**12**
Second Year: Summer Session				
CIS 115	Introduction to Programming & Logic (c)	2	2	3
OST 233	Office Publications Design (om)	2	2	3
		4	**4**	**6**
Third Year: Fall Semester				
CIS 157	Database Programming I (om)	2	2	3
CIS 286	Systems Analysis & Design (om)	3	0	3
NET 125	*Routing & Switching I (om) *(first 8 weeks of 16-week semester)*	1	4	3
NET 126	*Routing & Switching II (om) *(last 8 weeks of 16-week semester)*	1	4	3
		7	**10**	**12**
Third Year: Spring Semester				
CIS 288	Systems Project (om)	1	4	3
--	Humanities/Fine Arts Course (g)	3	0	3
NET 225	*Advanced Routing & Switching I (om) *(first 8 weeks of 16-week semester)*	1	4	3
NET 226	*Advanced Routing & Switching II (om) *(last 8 weeks of 16-week semester)*	1	4	3
		6	**12**	**12**

*NET 125, NET 126, NET 225, and NET 226 will be offered pending CISCO approval.

TOTAL SEMESTER HOURS CREDIT: 76

■ Information Systems
Network Administration & Support Concentration

[A2526D] Degree (Day & Evening)

Network Administration & Support is a concentration under the curriculum title of Information Systems. This curriculum prepares students to install and support networks and develops strong analytical skills and extensive computer knowledge.

Course work includes extensive hands-on experience with networks. Classes cover media types, topologies, and protocols with installation and support of hardware and software; troubleshooting network and computer problems; and administrative responsibilities. Elective choices provide opportunity for specialization individualization.

Graduates should qualify for positions such as LAN/PC administrator, microcomputer support specialist, network control operator, communications technician/analyst, network/computer consultant, and information systems specialist. Graduates also are prepared to sit for certification exams which can result in industry recognized credentials.

Pending approval of NET 125, NET 126, NET 225, and NET 226, students successfully completing all four courses will be eligible to test for CISCO certification.

INFORMATION SYSTEMS
NETWORK ADMINISTRATION & SUPPORT CONCENTRATION – DAY

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 110	Introduction to Computers (c)	2	2	3
CIS 130	Survey of Operating Systems (c)	2	3	3
NET 125	*Routing & Switching I (om)	1	4	3
--	Humanities/Fine Arts Course (g)	3	0	3
		8	**9**	**12**
First Year: Spring Semester				
CIS 120	Spreadsheet I (om)	2	2	3
CIS 152	Database Concepts & Applications (c)	2	2	3
CIS 215	Hardware Installation/Maintenance (om)	2	3	3
ENG 111	Expository Writing (g)	3	0	3
NET 126	*Routing & Switching II (om)	1	4	3
		10	**11**	**15**
First Year: Summer Session				
CIS 115	Introduction to Programming & Logic (c)	2	2	3
CIS 174	Network System Manager I (co)	2	2	3
ENG 114	Professional Research & Reporting (g)	3	0	3
NET 110	Data Communication/Networking (c)	2	2	3
		9	**6**	**12**
Second Year: Fall Semester				
BUS 151	People Skills (c)	3	0	3
CIS 175	Network Management I (co)	2	2	3
CIS 274	Network System Manager II (co)	2	2	3
CIS 286	Systems Analysis & Design (om)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
NET 225	*Advanced Routing & Switching I (om)	1	4	3
		14	**8**	**18**
Second Year: Spring Semester				
CIS 217	Computer Training & Support (om)	2	2	3
CIS 275	Network Management II (co)	2	2	3
CIS 287	Network Support (co)	2	2	3
CIS 288	Systems Project (om)	1	4	3
NET 226	*Advanced Routing & Switching II (om)	1	4	3
--	Social/Behavioral Science Course (g)	3	0	3
		11	**14**	**18**

*NET 125, NET 126, NET 225, and NET 226 will be offered pending CISCO approval. If approval is not granted, OST 131 Keyboarding and OST 136 Word Processing may be offered.

TOTAL SEMESTER HOURS CREDIT: 75

INFORMATION SYSTEMS
NETWORK ADMINISTRATION & SUPPORT CONCENTRATION – EVENING

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 110	Introduction to Computers (c)	2	2	3
CIS 130	Survey of Operating Systems (c)	2	3	3
--	Humanities/Fine Arts Course (g)	3	0	3
		7	**5**	**9**
First Year: Spring Semester				
CIS 120	Spreadsheet I (om)	2	2	3
CIS 152	Database Concepts & Applications (c)	2	2	3
CIS 215	Hardware Installation/Maintenance (om)	2	3	3
		6	**7**	**9**
First Year: Summer Session				
CIS 174	Network System Manager I (co)	2	2	3
NET 110	Data Communication/Networking (c)	2	2	3
		4	**4**	**6**
Second Year: Fall Semester				
CIS 274	Network System Manager II (co)	2	2	3
ENG 111	Expository Writing (g)	3	0	3
NET 125	*Routing & Switching I (om) *(first 8 weeks of 16-week semester)*	1	4	3
NET 126	*Routing & Switching II (om) *(last 8 weeks of 16-week semester)*	1	4	3
		7	**10**	**12**
Second Year: Spring Semester				
CIS 175	Network Management I (co)	2	2	3
ENG 114	Professional Research & Reporting (g)	3	0	3
NET 225	*Advanced Routing & Switching I (om) *(first 8 weeks of 16-week semester)*	1	4	3
NET 226	*Advanced Routing & Switching II (om) *(last 8 weeks of 16-week semester)*	1	4	3
		7	**10**	**12**
Second Year: Summer Session				
CIS 115	Introduction to Programming & Logic (c)	2	2	3
CIS 275	Network Management II (co)	2	2	3
		4	**4**	**6**
Third Year: Fall Semester				
BUS 151	People Skills (c)	3	0	3
CIS 286	Systems Analysis & Design (om)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		12	**0**	**12**
Third Year: Spring Semester				
CIS 217	Computer Training & Support (om)	2	2	3
CIS 287	Network Support (co)	2	2	3
CIS 288	Systems Project (om)	1	4	3
		5	**8**	**9**

*NET 125, NET 126, NET 225, and NET 226 will be offered pending CISCO approval. If approval is not granted, OST 131 Keyboarding and OST 136 Word Processing may be offered.

TOTAL SEMESTER HOURS CREDIT: 75

■ Office Systems Technology

[A25360] Degree (Day & Evening); [C25360] Certificate (Day & Evening)

The Office Systems Technology 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 nontechnical 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.

OFFICE SYSTEMS TECHNOLOGY - DAY

Curriculum By Semester - Certificate & Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 110	*Introduction to Computers (c)	2	2	3
OST 122	Office Computations (om)	1	2	2
OST 131	*Keyboarding (om)	1	2	2
OST 164	Text Editing Applications (c)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		10	**6**	**13**
First Year: Spring Semester				
BUS 115	Business Law I (om)	3	0	3
CIS 120	*Spreadsheet I (om)	2	2	3
ENG 111	Expository Writing (g)	3	0	3
OST 134	*Text Entry & Formatting (c)	2	2	3
OST 136	*Word Processing (om)	1	2	2
		11	**6**	**14**
First Year: Summer Session				
CIS 152	*Database Concepts & Applications (om)	2	2	3
ENG 114	Professional Research & Reporting (g)	3	0	3
OST 233	Office Publications Design (om)	2	2	3
OST 236	Advanced Word/Information Processing (om)	2	2	3
		9	**6**	**12**
Second Year: Fall Semester				
ACC 120	Principles of Accounting I (om)	3	2	4
MAT 140	Survey of Mathematics (g)	3	0	3
OST 135	Advanced Text Entry & Formatting (om)	3	2	4
OST 184	Records Management (c)	1	2	2
		10	**6**	**13**
Second Year: Spring Semester				
ACC 140	Payroll Accounting (om)	1	2	2
CIS 126	Graphic Software Introduction (om)	2	2	3
OST 286	Professional Development (om)	3	0	3
OST 289	Office Systems Management (c)	2	2	3
--	Humanities/Fine Arts Course (g)	3	0	3
		11	**6**	**14**

*Courses required for certificate.

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 16

TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 66

OFFICE SYSTEMS TECHNOLOGY – EVENING

Curriculum By Semesters - Certificate & Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 110	*Introduction to Computers (c)	2	2	3
OST 131	*Keyboarding (om)	1	2	2
OST 164	Text Editing Applications (c)	3	0	3
		6	**4**	**8**
First Year: Spring Semester				
ENG 111	Expository Writing (g)	3	0	3
OST 134	*Text Entry & Formatting (c)	2	2	3
OST 136	*Word Processing (om)	1	2	2
		6	**4**	**8**
First Year: Summer Session				
ENG 114	Professional Research & Reporting (g)	3	0	3
OST 236	Advanced Word/Information Processing (om)	2	2	3
		5	**2**	**6**
Second Year: Fall Semester				
MAT 140	Survey of Mathematics (g)	3	0	3
OST 122	Office Computations (om)	1	2	2
OST 135	Advanced Text Entry & Formatting (om)	3	2	4
		7	**4**	**9**
Second Year: Spring Semester				
BUS 115	Business Law I (om)	3	0	3
CIS 120	*Spreadsheet I (om)	2	2	3
OST 286	Professional Development (om)	3	0	3
		8	**2**	**9**
Second Year: Summer Session				
CIS 152	*Database Concepts & Applications (om)	2	2	3
OST 233	Office Publications Design (om)	2	2	3
--	Humanities/Fine Arts Course (g)	3	0	3
		7	**4**	**9**
Third Year: Fall Semester				
ACC 120	Principles of Accounting I (om)	3	2	4
OST 184	Records Management (c)	1	2	2
--	Social/Behavioral Science Course (g)	3	0	3
		7	**4**	**9**
Third Year: Spring Semester				
ACC 140	Payroll Accounting (om)	1	2	2
CIS 126	Graphic Software Introduction (om)	2	2	3
OST 289	Office Systems Management (c)	2	2	3
		5	**6**	**8**

*Courses required for certificate.

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 16
TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 66

Health Occupations Department

■ Associate Degree Nursing

[A45100] Degree (Day)

The Associate Degree Nursing (integrated) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the life span in a variety of settings.

Courses will include content related to the nurse's role as provider of nursing care, as manager of care, as member of the discipline of nursing, and as a member of the interdisciplinary team.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN) which is required for practice as a registered nurse. Employment opportunities include hospitals, long term care facilities, clinics, physician's offices, industry, and community agencies.

For admissions requirements specific to the Associate Degree Nursing program, see pages 26 – 30.

Randolph Community College's Associate Degree Nursing program has been awarded accreditation by the National League for Nursing. A copy of this accreditation may be obtained by contacting the director of Planning & Research, (336) 633-0332.

ASSOCIATE DEGREE NURSING – DAY

Curriculum By Semesters - Degree*

		Hours/Week			Sem. Hrs.
		Class	Lab	Clinical	Credit
First Year: Fall Semester					
BIO 168	Anatomy & Physiology I (g)	3	3	0	4
NUR 110	Nursing I (c)	5	3	6	8
PSY 110	Life Span Development (om)	3	0	0	3
		11	**6**	**6**	**15**
First Year: Spring Semester					
BIO 169	Anatomy & Physiology II (om)	3	3	0	4
ENG 111	Expository Writing (g)	3	0	0	3
NUR 120	Nursing II (c)	5	3	6	8
		11	**6**	**6**	**15**
First Year: Summer Session					
NUR 130	Nursing III (c)	4	3	6	7
PSY 150	General Psychology (om)	3	0	0	3
SOC 210	Introduction to Sociology (g)	3	0	0	3
		10	**3**	**6**	**13**

(Continued on next page)

Second Year: Fall Semester					
ENG 114	Professional Research & Reporting (g)	3	0	0	3
NUR 210	Nursing IV (c)	5	3	12	10
--	**Humanities/Fine Arts Course (g)	3	0	0	3
		11	**3**	**12**	**16**
Second Year: Spring Semester					
ECO 151	Survey of Economics (g)	3	0	0	3
NUR 220	Nursing V (c)	4	3	15	10
		7	**3**	**15**	**13**

*Students must maintain a grade of "C" or better in all NUR courses and BIO 168, BIO 169, and PSY 110.

**The humanities/fine arts requirement may be met by selecting one course from the following preferred humanities/fine arts courses:

HUM 110 Technology & Society
HUM 120 Cultural Studies
PHI 215 Philosophical Issues
PHI 240 Introduction to Ethics
SPA 111 Elementary Spanish I

TOTAL SEMESTER HOURS CREDIT: 72

The North Carolina Board of Nursing has the legal authority to deny licensure if the Board determines that the applicant: (1) has given false information or has withheld material information from the Board in procuring or attempting to procure a license to practice nursing; (2) has been convicted of or pleaded guilty or nolo contendere to any crime which indicates that the nurse is unfit or incompetent to practice nursing or that the nurse has deceived or defrauded the public; (3) has a mental or physical disability or uses any drug to a degree that interferes with his or her fitness to practice nursing; (4) engages in conduct that endangers the public health; (5) is unfit or incompetent to practice nursing by reason of deliberate or negligent acts of omissions regardless of whether actual injury to the patient is established; (6) engages in conduct that deceives, defrauds, or harms the public in the course of professional activities or services; (7) has willfully violated any provision of this Article; or (8) has willfully violated any rule enacted by the Board. (General Statutes Chapter 90 Article 9 Section 7 90-171.37)

■ General Occupational Technology

[D55280] Diploma (Day)

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn a diploma 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 by the College.

Graduates will become more effective workers, better qualified for advancement within their field of employment, and become qualified for a wide range or entry-level employment opportunities.

Students who are waiting admission into the Health Occupations Department may enroll in the General Occupational Technology curriculum. The following lists show each program, courses available in GOT that are required for each program, and other courses that may be taken while enrolled in GOT.

GENERAL OCCUPATIONAL TECHNOLOGY FOR ASSOCIATE DEGREE NURSING – DAY

Required Courses - Diploma*

		Hours/Week Class	Lab	Sem. Hrs. Credit
BIO 168	Anatomy & Physiology I	3	3	4
BIO 169	Anatomy & Physiology II	3	3	4
ECO 151	Survey of Economics	3	0	3
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
PSY 110	Life Span Development	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
--	**Humanities/Fine Arts Course	3	0	3
Students select 19 additional semester hours credit from the following:				
CIS 110	Introduction to Computers	2	2	3
CIS 113	Computer Basics	0	2	1
COM 110	Introduction to Communication	3	0	3
ENG 131	Introduction to Literature	3	0	3
HUM 120	Cultural Studies	3	0	3
MAT 115	Mathematical Models	2	2	3
MAT 151	Statistics I	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

*Students planning to enroll in the Associate Degree Nursing program must maintain a grade of "C" or better in BIO 168, BIO 169, and PSY 110. If a student earns less than a "C," the course must be repeated and the student must earn a grade of "C" or better **before** being admitted to the ADN program.

**The humanities/fine arts requirement may be met by selecting one course from the following preferred humanities/fine arts courses:

HUM 110 Technology & Society
HUM 120 Cultural Studies
PHI 215 Philosophical Issues
PHI 240 Introduction to Ethics
SPA 111 Elementary Spanish I
SPA 112 Elementary Spanish II

TOTAL SEMESTER HOURS CREDIT: 48

GENERAL OCCUPATIONAL TECHNOLOGY FOR PHYSICAL THERAPIST ASSISTANT – DAY

Required Courses - Diploma

		Hours/Week Class	Lab	Sem. Hrs. Credit
BIO 168	Anatomy & Physiology I	3	3	4
BIO 169	Anatomy & Physiology II	3	3	4
COM 110	Introduction to Communication	3	0	3
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
PSY 150	General Psychology	3	0	3
--	*Humanities/Fine Arts Course	3	0	3
Students select 22 additional semester hours credit from the following:				
CIS 110	Introduction to Computers	2	2	3
CIS 113	Computer Basics	0	2	1
ECO 151	Survey of Economics	3	0	3
ENG 131	Introduction to Literature	3	0	3
HUM 120	Cultural Studies	3	0	3
MAT 115	Mathematical Models	2	2	3
MAT 151	Statistics I	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 240	Introduction to Ethics	3	0	3
SOC 210	Introduction to Sociology	3	0	3
SPA 111	Elementary Spanish I	3	0	3
SPA 112	Elementary Spanish II	3	0	3

*The humanities/fine arts requirement may be met by selecting one course from the following preferred humanities/fine arts courses:

HUM 120 Cultural Studies
PHI 215 Philosophical Issues
PHI 240 Introduction to Ethics

TOTAL SEMESTER HOURS CREDIT: 48

GENERAL OCCUPATIONAL TECHNOLOGY FOR SPEECH-LANGUAGE PATHOLOGY ASSISTANT – DAY

Required Courses - Diploma

		Hours/Week Class	Lab	Sem. Hrs. Credit
BIO 163	Basic Anatomy & Physiology	4	2	5
or				
BIO 168	Anatomy & Physiology I	3	3	4
and				
BIO 169	Anatomy & Physiology II	3	3	4
CIS 110	Introduction to Computers	2	2	3
COM 110	Introduction to Communication	3	0	3
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
MAT 115	Mathematical Models	2	2	3
PSY 150	General Psychology	3	0	3
--	*Humanities/Fine Arts Course	3	0	3

*Students select 16 or 19** additional semester hours credit from the following:*

CIS 113	Computer Basics	0	2	1
ECO 151	Survey of Economics	3	0	3
HUM 120	Cultural Studies	3	0	3
MAT 151	Statistics I	3	0	3
PHI 240	Introduction to Ethics	3	0	3
SOC 210	Introduction to Sociology	3	0	3

*The humanities/fine arts requirement may be met by selecting one course from the following preferred humanities/fine arts courses:

HUM 110	Technology & Society
HUM 120	Cultural Studies
PHI 215	Philosophical Issues
PHI 240	Introduction to Ethics

**Students who take BIO 163 select 19 hours, students who take BIO 168 & 169 select 16 hours.

TOTAL SEMESTER HOURS CREDIT: 48

■ Nursing Assistant

[C45480] Certificate (Day)

The Nursing Assistant curriculum prepares individuals to work under the supervision of licensed health care professionals in performing nursing care and services for persons of all ages.

Course work emphasizes growth and development throughout the life span, personal care, vital signs, communication, nutrition, medical asepsis, therapeutic activities, accident and fire safety, household environment and equipment management, family resources and services, and employment skills.

Graduates of this curriculum may be eligible to be listed on the registry as a Nursing Assistant I and Nursing Assistant II. They may be employed in home health agencies, hospitals, clinics, nursing homes, extended care facilities, and doctors' offices.

This program is offered only to Huskins students and includes only NAS 101 for Nursing Assistant I certification.

NURSING ASSISTANT - DAY

Required Courses - Certificate

		Hours/Week			Sem. Hrs.
		Class	Lab	Clinical	Credit
NAS 101	Nursing Assistant I (c)	3	2	3	5
NAS 102	Nursing Assistant II (c)	3	2	6	6
NAS 103	Home Health Care (c)	2	0	0	2

TOTAL SEMESTER HOURS CREDIT: 13

Nursing Assistant classes for students not eligible for this certificate program are offered through Continuing Education. For more information, call (336) 633-0267.

■ Physical Therapist Assistant (collaborative program)

[A45620] Degree (Day)

The Physical Therapist Assistant curriculum prepares graduates to work in direct patient care settings under the supervision of physical therapists. Assistants work to improve or restore function by alleviation or prevention of physical impairment and perform other essential activities in a physical therapy department.

Course work includes normal human anatomy and physiology, the consequences of disease or injury, and physical therapy treatment of a variety of patient conditions affecting humans throughout the life span.

Graduates may be eligible to take the licensure examination administered by the North Carolina Board of Physical Therapy Examiners. Employment is available in general hospitals, rehabilitation centers, extended care facilities, specialty hospitals, home health agencies, private clinics, and public school systems.

This program is a collaborative effort between Randolph Community College and Guilford Technical Community College. Guilford Technical Community College is the "host" college. This agreement allows for RCC to have one student slot every odd year. RCC students will take all general education requirements on the RCC campus and will transfer to Guilford Technical Community College for all major courses and completion of the program.

PHYSICAL THERAPIST ASSISTANT – DAY

Required Courses - Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
Courses that may be completed at Randolph Community College.				
BIO 168	Anatomy & Physiology I	3	3	4
BIO 169	Anatomy & Physiology II	3	3	4
COM 110	Introduction to Communication	3	0	3
ENG 111	Expository Writing	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
PSY 150	General Psychology	3	0	3
--	Humanities/Fine Arts Course	3	0	3
Courses that must be completed at Guilford Technical Community College.				
PHY 110	Conceptual Physics	3	0	3
PHY 110A	Conceptual Physics Lab	0	2	1
PSY 241	Developmental Psychology	3	0	3
PTA 110	Introduction to Physical Therapy	2	3	3
PTA 125	Gross & Functional Anatomy	3	6	5
PTA 135	Pathology	4	0	4
PTA 145	Therapeutic Procedures	2	6	4
PTA 155	Physical Therapist Assistant Clinical I	0	6	2
PTA 185	Physical Therapist Assistant Clinical II	0	9	3
PTA 212	Health Care/Resources	2	0	2
PTA 215	Therapeutic Exercise	2	3	3
PTA 222	Professional Interactions	2	0	2
PTA 225	Introduction to Rehabilitation	3	3	4
PTA 235	Neurological Rehabilitation	3	6	5
PTA 245	Physical Therapist Assistant Clinical III	0	12	4
PTA 255	Physical Therapist Assistant Clinical IV	0	12	4

Students must demonstrate math and computer proficiency at the following course level prior to graduation: MAT 110 or MAT 115 and CIS 110.

TOTAL SEMESTER HOURS CREDIT: 75

■ Speech-Language Pathology Assistant (collaborative program)

[A45730] Degree (Day)

The Speech-Language Pathology Assistant curriculum prepares graduates to work under the supervision of a licensed speech-language pathologist who evaluates, diagnoses, and treats individuals with various communication disorders.

Courses provide instruction in methods of screening for speech, language, and hearing disorders and in following written protocols designed to remediate individual communication problems. Supervised field experiences include working with patients of various ages and with various disorders.

Graduates may be eligible for registration with the North Carolina Board of Examiners for Speech-Language Pathologists and Audiologists and must be supervised by a licensed speech-language pathologist. They may be employed in health care or education settings.

This program is a collaborative effort between Randolph Community College and Forsyth Technical Community College. Forsyth Technical Community College (FTCC) is the "host" college. This agreement allows for each college to have five students in the program. Randolph Community College students will take all general education requirements on the RCC campus and will transfer to Forsyth Technical Community College for all major courses and completion of the program.

SPEECH-LANGUAGE PATHOLOGY ASSISTANT – DAY

Required Courses - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Clinical	Credit
Courses that may be completed at Randolph Community College.					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
or					
BIO 168	Anatomy & Physiology I	3	3	0	4
and					
BIO 169	Anatomy & Physiology II	3	3	0	4
CIS 110	Introduction to Computers	2	2	0	3
COM 110	Introduction to Communication	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
ENG 114	Professional Research & Reporting	3	0	0	3
MAT 115	Mathematical Models	2	2	0	3
PSY 150	General Psychology	3	0	0	3
--	Humanities/Fine Arts Course	3	0	0	3
Courses that must be completed at Forsyth Technical Community College.					
ENG 115	*Oral Communications	3	0	0	3
PSY 241	Developmental Psychology	3	0	0	3
PSY 255	Introduction to Exceptionality	3	0	0	3
PSY 265	Behavioral Modification	3	0	0	3
SLP 111	Introduction to Speech-Language Pathology	3	0	0	3
SLP 112	Speech-Language Pathology Anatomy & Physiology	3	0	0	3
SLP 120	Speech-Language Pathology Administrative Office Procedures	2	0	0	2
SLP 130	Phonetics/Speech Patterns	2	2	0	3
SLP 140	Normal Communication	3	0	0	3
SLP 211	Disorders & Treatment I	3	2	0	4
SLP 212	Disorders & Treatment II	3	2	3	5
SLP 220	Assistive Technology	1	2	0	2
SLP 230	Speech-Language Pathology Fieldwork	0	0	12	4
SLP 231	Speech-Language Pathology Fieldwork Seminar	3	0	0	3

*This course is not required if students take COM 110 at RCC.

TOTAL SEMESTER HOURS CREDIT: 67 *or* 70

Human Services Department

■ Basic Law Enforcement Training

[C55120] Certificate (Day & Evening)

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, traffic, and alcoholic beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete all units of study and pass 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.

This program is offered during the day in the spring semester only and during the evening from fall semester through spring semester.

Randolph Community College's Basic Law Enforcement Training program has been accredited by the North Carolina Criminal Justice Education and Training Standards Commission. To receive accreditation, RCC had to meet certain criteria including documentation of instructor qualifications; facility requirements such as space and lighting; equipment needs such as audiovisual equipment and automobiles for training; availability of reference materials; and formalized agreements with agencies sharing training facilities such as firing and driving ranges.

A copy of this accreditation may be obtained by calling the director of Planning & Research, (336) 633-0332.

For admissions requirements specific to the Basic Law Enforcement Training program, see page 30.

BASIC LAW ENFORCEMENT TRAINING – DAY

Curriculum By Semester - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Spring Semester				
CJC 100	Basic Law Enforcement Training (c)	8	30	18
		8	**30**	**18**

TOTAL SEMESTER HOURS CREDIT: 18

BASIC LAW ENFORCEMENT TRAINING – EVENING

Curriculum By Semester - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CJC 100A	Basic Law Enforcement Training (c)	3	21	10
		3	**21**	**10**
First Year: Spring Semester				
CJC 100B	Basic Law Enforcement Training (c)	5	9	8
		5	**9**	**8**

TOTAL SEMESTER HOURS CREDIT: 18

Transfer Credit Upon Completion of Basic Law Enforcement Training into the Criminal Justice Degree Program

CJC 131	Criminal Law	3 credits
CJC 132	Court Procedures & Evidence	3 credits
CJC 221	Investigative Principles	4 credits
CJC 225	Crisis Intervention	3 credits
CJC 231	Constitutional Law	3 credits

■ Criminal Justice Technology

[A55180] Degree (Day & Evening)

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.

CRIMINAL JUSTICE TECHNOLOGY – DAY

Curriculum By Semesters - Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 110	Introduction to Computers (om)	2	2	3
CJC 111	Introduction to Criminal Justice (c)	3	0	3
CJC 112	Criminology (c)	3	0	3
CJC 141	Corrections (om)	3	0	3
ENG 111	Expository Writing (g)	3	0	3
		14	**2**	**15**
First Year: Spring Semester				
CJC 113	Juvenile Justice (c)	3	0	3
CJC 131	Criminal Law (c)	3	0	3
CJC 132	Court Procedures & Evidence (om)	3	0	3
ENG 114	Professional Research & Reporting (g)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
		15	**0**	**15**
First Year: Summer Session				
CJC 121	Law Enforcement Operations (om)	3	0	3
POL 120	American Government (om)	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	3
		9	**0**	**9**
Second Year: Fall Semester				
CJC 212	Ethics & Community Relations (c)	3	0	3
CJC 215	Organization & Administration (om)	3	0	3
CJC 231	Constitutional Law (c)	3	0	3
SPA 120	Spanish for the Workplace (om)	3	0	3
SPA 181	Spanish Lab 1 (om)	0	2	1
--	Social/Behavioral Science Course (g)	3	0	3
		15	**2**	**16**
Second Year: Spring Semester				
CJC 221	Investigative Principles (c)	3	2	4
CJC 222	Criminalistics (om)	3	0	3
CJC 225	Crisis Intervention (om)	3	0	3
CJC 293	Selected Topics in Criminal Justice	3	0	3
POL 130	State & Local Government (om)	3	0	3
		15	**2**	**16**

TOTAL SEMESTER HOURS CREDIT: 71

CRIMINAL JUSTICE TECHNOLOGY – EVENING

Curriculum By Semesters - Degree

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CJC 111	Introduction to Criminal Justice (c)	3	0	3
CJC 113	Juvenile Justice (c)	3	0	3
ENG 111	Expository Writing (g)	3	0	3
		9	0	9
First Year: Spring Semester				
CIS 110	Introduction to Computers (om)	2	2	3
CJC 112	Criminology (c)	3	0	3
CJC 131	Criminal Law (c)	3	0	3
		8	2	9
First Year: Summer Session				
CJC 132	Court Procedures & Evidence (om)	3	0	3
ENG 114	Professional Research & Reporting (g)	3	0	3
POL 120	American Government (om)	3	0	3
		9	0	9
Second Year: Fall Semester				
CJC 141	Corrections (om)	3	0	3
SPA 120	Spanish for the Workplace (om)	3	0	3
SPA 181	Spanish Lab 1 (om)	0	2	1
		6	2	7
Second Year: Spring Semester				
CJC 212	Ethics & Community Relations (c)	3	0	3
CJC 222	Criminalistics (om)	3	0	3
POL 130	State & Local Government (om)	3	0	3
		9	0	9
Second Year: Summer Session				
CJC 121	Law Enforcement Operations (om)	3	0	3
CJC 231	Constitutional Law (c)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		9	0	9
Third Year: Fall Semester				
CJC 221	Investigative Principles (c)	3	2	4
CJC 225	Crisis Intervention (om)	3	0	3
MAT 140	Survey of Mathematics (g)	3	0	3
		9	2	10
Third Year: Spring Semester				
CJC 215	Organization & Administration (om)	3	0	3
CJC 293	Selected Topics in Criminal Justice (om)	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	3
		9	0	9

TOTAL SEMESTER HOURS CREDIT: 71

■ Early Childhood Associate

[A55220] Degree (Day & Evening); [D55220] Diploma (Day & Evening); [C55220] Certificate (Day & Evening)

The Early Childhood Associate curriculum prepares individuals to work with children from infancy through middle childhood 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 communications skills with parents 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.

Early Childhood Credentials for State Certificates

Under the credentials track, there are two options, depending upon the need of the student.

1. *Early Childhood Credential I & II – This program of study involves taking two courses: EDU 111 Early Childhood Credential I and EDU 112 Early Childhood Credential II. Completion of these courses will meet the minimum credential requirement to teach in a child care center.*
2. *Early Childhood Administration Credential I & II – This program of study involves taking 12 semester hours of courses, specifically EDU 261 Early Childhood Administration Credential I, EDU 262 Early Childhood Administration Credential II, and seven additional semester hours of courses (2-4 courses depending on which courses are taken). Completion of these courses will meet the minimum credential requirement to be a director of a child care center.*

Courses for School-Age Providers

Two courses are required for teachers and administrators of school-age programs: EDU 145 Child Development II (offered each spring semester) and EDU 235 School-Age Development & Program (offered each fall semester. Completion of these two courses will meet the state's educational requirements for school-age program providers.

EARLY CHILDHOOD ASSOCIATE – DAY

Curriculum By Semesters - Diploma & Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
CIS 110	*Introduction to Computers (om)	2	2	0	3
EDU 111	*Early Childhood Credential I (c)	2	0	0	2
	(for students wanting the Early Childhood Credentials)				
or					
EDU 261	*Early Childhood Administration Credential I (om)	2	0	0	2
	(for students wanting the Early Childhood Administration Credentials)				
EDU 131	*Child, Family & Community (c)	3	0	0	3
EDU 144	*Child Development I (c)	3	0	0	3
EDU 146	*Child Guidance (c)	3	0	0	3
ENG 111	*Expository Writing (g)	3	0	0	3
		16	**2**	**0**	**17**
First Year: Spring Semester					
EDU 112	*Early Childhood Credential II (c)	2	0	0	2
	(for students wanting the Early Childhood Credentials)				
or					
EDU 262	*Early Childhood Administration Credential II (om)	3	0	0	3
	(for students wanting the Early Childhood Administration Credentials)				
EDU 145	*Child Development II (c)	3	0	0	3
EDU 153	*Health, Safety & Nutrition (om)	3	0	0	3
EDU 153A	*Health, Safety & Nutrition Lab (om)	0	2	0	1
ENG 114	*Professional Research & Reporting (g)	3	0	0	3
--	*Social/Behavioral Science Course (g)	3	0	0	3
		14	**2**	**0**	**15**
				or	
		15	**2**	**0**	**16**
First Year: Summer Session					
COE 111	*Cooperative Work Experience I (c)	0	0	10	1
COE 115	*Work Experience Seminar I (om)	1	0	0	1
EDU 221	*Children with Special Needs (c)	3	0	0	3
EDU 234	*Infants, Toddlers & Twos (om)	3	0	0	3
		7	**0**	**10**	**8**
Second Year: Fall Semester					
COE 121	Cooperative Work Experience II (om)	0	0	10	1
EDU 235	School-Age Development & Program (om)	2	0	0	2
EDU 251	Exploration Activities (om)	3	0	0	3
EDU 259	Curriculum Planning (om)	3	0	0	3
EDU 282	Early Childhood Literature (om)	3	0	0	3
MAT 115	Mathematical Models (g)	2	2	0	3
		13	**2**	**10**	**15**
Second Year: Spring Semester					
COE 132	Cooperative Work Experience III (om)	0	0	20	2
EDU 151	Creative Activities (om)	3	0	0	3
PSY 115	Stress Management (om)	2	0	0	2
--	Humanities/Fine Arts Course (g)	3	0	0	3
		8	**0**	**20**	**10**

*Courses required for diploma.

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 40 *or* 41

TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 65 *or* 66

EARLY CHILDHOOD ASSOCIATE – EVENING

Curriculum By Semesters - Diploma & Degree

		Hours/Week Class	Lab	Wk. Exp.	Sem. Hrs. Credit
First Year: Fall Semester					
EDU 111	*Early Childhood Credential I (c)	2	0	0	2
	(for students wanting the Early Childhood Credentials)				
or					
EDU 261	*Early Childhood Administration Credential I (om)	2	0	0	2
	(for students wanting the Early Childhood Administration Credentials)				
EDU 144	*Child Development I (c)	3	0	0	3
ENG 111	*Expository Writing (g)	3	0	0	3
		8	**0**	**0**	**8**
First Year: Spring Semester					
CIS 110	*Introduction to Computers (om)	2	2	0	3
EDU 112	*Early Childhood Credential II (c)	2	0	0	2
	(for students wanting the Early Childhood Credentials)				
or					
EDU 262	*Early Childhood Administration Credential II (om)	3	0	0	3
	(for students wanting the Early Childhood Administration Credentials)				
EDU 145	*Child Development II (c)	3	0	0	3
		7	**2**	**0**	**8**
				or	
		8	**2**	**0**	**9**
First Year: Summer Session					
COE 111	*Cooperative Work Experience I (c)	0	0	10	1
COE 115	*Work Experience Seminar I (om)	1	0	0	1
EDU 234	*Infants, Toddlers & Twos (om)	3	0	0	3
		4	**0**	**10**	**5**
Second Year: Fall Semester					
EDU 131	*Child, Family & Community (c)	3	0	0	3
EDU 146	*Child Guidance (c)	3	0	0	3
ENG 114	*Professional Research & Reporting (g)	3	0	0	3
		9	**0**	**0**	**9**
Second Year: Spring Semester					
EDU 153	*Health, Safety & Nutrition (om)	3	0	0	3
EDU 153A	*Health, Safety & Nutrition Lab (om)	0	2	0	1
MAT 115	Mathematical Models (g)	2	2	0	3
		5	**4**	**0**	**7**
Second Year: Summer Session					
COE 121	Cooperative Work Experience II (om)	0	0	10	1
EDU 221	*Children with Special Needs (c)	3	0	0	3
EDU 235	School-Age Development & Program (om)	2	0	0	2
		5	**0**	**10**	**6**
Third Year: Fall Semester					
EDU 251	Exploration Activities (om)	3	0	0	3
EDU 259	Curriculum Planning (om)	3	0	0	3
--	Humanities/Fine Arts Course (g)	3	0	0	3
		9	**0**	**0**	**9**
Third Year: Spring Semester					
EDU 151	Creative Activities (om)	3	0	0	3
PSY 115	Stress Management (om)	2	0	0	2
--	*Social/Behavioral Science Course (g)	3	0	0	3
		8	**0**	**0**	**8**

(Continued on next page)

Third Year: Summer Session					
COE 132	Cooperative Work Experience III (om)	0	0	20	2
EDU 282	Early Childhood Literature (om)	3	0	0	3
		3	**0**	**20**	**5**

*Courses required for diploma.
TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 40 *or* 41
TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 65 *or* 66

EARLY CHILDHOOD CERTIFICATE – DAY & EVENING

Curriculum By Semesters - Certificate

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
EDU 111	Early Childhood Credential I (c)	2	0	0	2
EDU 146	Child Guidance (c)	3	0	0	3
EDU 144	Child Development I (c)	3	0	0	3
		8	**0**	**0**	**8**
First Year: Spring Semester					
EDU 112	Early Childhood Credential II (c)	2	0	0	2
EDU 151	Creative Activities (om)	3	0	0	3
EDU 153	Health, Safety & Nutrition (om)	3	0	0	3
EDU 153A	Health, Safety & Nutrition Lab (om)	0	2	0	1
		8	**2**	**0**	**9**
First Year: Summer Session					
COE 111	Cooperative Work Experience I (c)	0	0	10	1
		0	**0**	**10**	**1**

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 18

EARLY CHILDHOOD ADMINISTRATIVE CERTIFICATE – DAY & EVENING

Curriculum By Semesters - Certificate

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
EDU 261	Early Childhood Administration Credential I (c)	2	0	0	2
EDU 144	Child Development I (c)	3	0	0	3
EDU 131	Child, Family & Community (c)	3	0	0	3
		8	**0**	**0**	**8**
First Year: Spring Semester					
EDU 145	Child Development II (c)	3	0	0	3
EDU 153	Health, Safety & Nutrition (om)	3	0	0	3
EDU 153A	Health, Safety & Nutrition Lab (om)	0	2	0	1
EDU 262	Early Childhood Administration Credential II (c)	3	0	0	3
		9	**2**	**0**	**10**

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 18

SCHOOL-AGE CERTIFICATE – DAY & EVENING

Curriculum By Semesters - Certificate

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
EDU 235	School-Age Development & Program (om)	2	0	0	2
EDU 146	Child Guidance (c)	3	0	0	3
EDU 251	Exploration Activities (om)	3	0	0	3
		8	**0**	**0**	**8**
First Year: Spring Semester					
EDU 145	Child Development II (c)	3	0	0	3
EDU 151	Creative Activities (om)	3	0	0	3
		6	**0**	**0**	**6**
First Year: Summer Session					
COE 111	Cooperative Work Experience I (om)	0	0	10	1
EDU 282	Early Childhood Literature (om)	3	0	0	3
		3	**0**	**10**	**4**

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 18

■ Historic Preservation Technology

[A35110] Degree (Day); [D35110] Diploma (Day); [C35110] Certificate (Day & Evening)

The Historic Preservation Technology curriculum introduces students to a broad range of issues and topics found in the preservation movement. The program emphasizes technical training in subjects that have broad application in the workplace, ranging from site management to real estate development.

Course work emphasizes the familiarization of American architectural styles, legal tools available to preservation efforts, and site documentation and assessment methods. Specific skills are developed in the areas of photography and drafting, as well as the ability to complete architectural surveys, conservation plans, and economic feasibility studies.

HISTORIC PRESERVATION TECHNOLOGY – DAY

Curriculum By Semesters - Certificate, Diploma & Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
ANT 210	General Anthropology (g)	3	0	0	3
ARC 250	*Survey of Architecture (om)	3	0	0	3
ENG 111	*Expository Writing (g)	3	0	0	3
HPT 111	**Principles of Historic Preservation (c)	3	0	0	3
HPT 112	*Introduction to Photographic Documentation (c)	2	2	0	3
		14	**2**	**0**	**15**
First Year: Spring Semester					
BUS 137	Principles of Management (c)	3	0	0	3
CIS 113	Computer Basics (c)	0	2	0	1
DFT 115	**Architectural Drafting (c)	1	2	0	2
ENG 114	*Professional Research & Reporting (g)	3	0	0	3
HPT 115	*Introduction to Archaeology (c)	3	0	0	3
MAT 121	Algebra/Trigonometry I (g)	2	2	0	3
		12	**6**	**0**	**15**
First Year: Summer Session					
COE 111	Cooperative Work Experience I (c)	0	0	10	1
HPT 270	*18th & 19th Century American Architecture: Antebellum North Carolina (om)	3	0	0	3
		3	**0**	**10**	**4**
Second Year: Fall Semester					
HPT 110	*Historical & Cultural Landscapes (c)	3	0	0	3
HPT 240	HABS/HAER Photography & Measured Drawings (om)	2	3	0	3
HPT 250	**Preservation Planning & Historic Settings (om)	3	3	0	4
HPT 251	*Preservation Management & Community Preservation Organizations (om)	3	0	0	3
HPT 252	Recording Historic Properties (om)	3	0	0	3
		14	**6**	**0**	**16**

Second Year: Spring Semester					
HPT 233	**Historic Construction Methods (om)	3	3	0	4
HPT 254	**Real Estate Development & Adaptive/Extended Use of Historic Structures (om)	3	0	0	3
HPT 260	*Historic Preservation Law (om)	3	0	0	3
HPT 272	Reading in American Vernacular Architecture (om)	3	0	0	3
--	Humanities/Fine Arts Course (g)	3	0	0	3
		15	**3**	**0**	**16**

*Courses required for diploma.
**Courses required for diploma and certificate.
TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 16
TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 43
TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 66

HISTORIC PRESERVATION TECHNOLOGY – EVENING

Curriculum By Semesters - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
DFT 115	Architectural Drafting (c)	1	2	2
HPT 111	Principles of Historic Preservation (c)	3	0	3
		4	**2**	**5**
First Year: Spring Semester				
HPT 233	Historic Construction Methods (om)	3	3	4
HPT 254	Real Estate Development & Adaptive/Extended Use of Historic Structures (om)	3	0	3
		6	**3**	**7**
Second Year: Fall Semester				
HPT 250	Preservation Planning & Historic Settings (om)	3	3	4
		3	**3**	**4**

TOTAL SEMESTER HOURS CREDIT: 16

■ Community Spanish Interpreter

[A55370] Degree (Day); [D55370] Diploma (Day & Evening)

The Community Spanish Interpreter curriculum prepares individuals to work as entry-level bilingual professionals who will provide communication access in interview and interactive settings. In addition, this curriculum provides educational training for working professionals who want to acquire Spanish language skills.

Course work includes the acquisition of Spanish: grammar, structure, and sociolinguistic properties; cognitive processes associated with interpretation between Spanish and English; the structure and character of the Hispanic community; and acquisition of communication skills.

Graduates should qualify for entry-level jobs as paraprofessional bilingual employees in educational systems or a variety of community settings. Individuals may choose from part-time, full-time, or self-employment/freelance positions, or apply language skills to other human service related areas.

Proficiency testing is available for SPA 111, SPA 112, SPA 211, SPA 212, SPA 181, SPA 182, SPA 281, and SPA 282. Placement testing is available for SPA 111, SPA 112, SPA 211, and SPA 212. Call Sarah Perera at (336) 633-0316 for more information.

COMMUNITY SPANISH INTERPRETER – DAY

Curriculum By Semesters - Diploma & Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
CIS 110	Introduction to Computers (or)	2	2	0	3
ENG 111	*Expository Writing (g)	3	0	0	3
MAT 140	Survey of Mathematics (g)	3	0	0	3
SPA 111	*Elementary Spanish I (c)	3	0	0	3
SPA 181	*Spanish Lab 1 (c)	0	2	0	1
SPI 113	*Introduction to Spanish Interpretation (c)	3	0	0	3
		14	**4**	**0**	**16**
First Year: Spring Semester					
ENG 114	*Professional Research & Reporting (g)	3	0	0	3
PSY 150	General Psychology (g)	3	0	0	3
SPA 112	*Elementary Spanish II (c)	3	0	0	3
SPA 120	*Spanish for the Workplace (c)	3	0	0	3
SPA 141	*Culture & Civilization (c)	3	0	0	3
SPA 182	*Spanish Lab 2 (c)	0	2	0	1
		15	**2**	**0**	**16**
First Year: Summer Session					
SPA 161	*Cultural Immersion (c)	2	3	0	3
SPA 211	*Intermediate Spanish I (c)	3	0	0	3
SPA 281	*Spanish Lab 3 (c)	0	2	0	1
SPI 114	*Analytical Skills for Spanish Interpreting (c)	3	0	0	3
		8	**5**	**0**	**10**
Second Year: Fall Semester					
SPA 212	*Intermediate Spanish II (c)	3	0	0	3
SPA 215	Spanish Phonetics & the Structure of Language (c)	3	0	0	3
SPA 282	*Spanish Lab 4 (c)	0	2	0	1
SPI 213	*Review of Grammar (c)	3	0	0	3
SPI 214	*Introduction to Translation (c)	3	0	0	3
--	Humanities/Fine Arts Course (g)	3	0	0	3
		15	**2**	**0**	**16**
Second Year: Spring Semester					
COE 112	Cooperative Work Experience I (c)	0	0	20	2
COE 115	Work Experience Seminar I (c)	1	0	0	1
COM 231	Public Speaking (g)	3	0	0	3
SPA 221	Spanish Conversation (c)	3	0	0	3
SPA 231	Reading & Composition (c)	3	0	0	3
		10	**0**	**20**	**12**

*Courses required for diploma.

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 43

TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 70

COMMUNITY SPANISH INTERPRETER – EVENING

Curriculum By Semesters - Diploma

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
ENG 111	Expository Writing (g)	3	0	3
SPA 111	Elementary Spanish I (c)	3	0	3
SPA 181	Spanish Lab 1 (c)	0	2	1
		6	**2**	**7**
First Year: Spring Semester				
SPA 112	Elementary Spanish II (c)	3	0	3
SPA 182	Spanish Lab 2 (c)	0	2	1
SPI 113	Introduction to Spanish Interpretation (c)	3	0	3
		6	**2**	**7**
First Year: Summer Session				
SPA 120	Spanish for the Workplace (c)	3	0	3
SPA 211	Intermediate Spanish I (c)	3	0	3
SPA 281	Spanish Lab 3 (c)	0	2	1
		6	**2**	**7**
Second Year: Fall Semester				
ENG 114	Professional Research & Reporting (g)	3	0	3
SPA 212	Intermediate Spanish II (c)	3	0	3
SPA 282	Spanish Lab 4 (c)	0	2	1
		6	**2**	**7**
Second Year: Spring Semester				
SPI 114	Analytical Skills for Spanish Interpreting (c)	3	0	3
SPI 213	Review of Grammar (c)	3	0	3
SPI 214	Introduction to Translation (c)	3	0	3
		9	**0**	**9**
Second Year: Summer Session				
SPA 141	Culture & Civilization (c)	3	0	3
SPA 161	Cultural Immersion (c)	2	3	3
		5	**3**	**6**

TOTAL SEMESTER HOURS CREDIT: 43

■ Spanish Interpreter

[A55390] Degree (Evening); [D55390] Diploma (Evening)

The Spanish Interpreter curriculum prepares individuals to work as interpreters who will provide communication access in interview and interactive settings between Spanish and English speaking clients. In addition, this curriculum provides a mechanism for working interpreters to upgrade their skills.

Course work includes grammatical and phonological studies of Spanish, cognitive processes associated with interpretation between the two languages, in-depth consecutive translation and simultaneous interpreting.

Job opportunities include entry-level employment as interpreters in a variety of community settings including education, industry, public safety, and health/human service agencies. Employment includes part-time, full-time, and self-employment/freelance positions.

For admissions requirements specific to the Spanish Interpreter program, see page 30.

SPANISH INTERPRETER – EVENING

Curriculum By Semesters - Diploma & Degree

		Hours/Week Class	Lab	Wk. Exp.	Sem. Hrs. Credit
First Year: Fall Semester					
ENG 111	*Expository Writing (g)	3	0	0	3
SPA 113	*Heritage Spanish I (c)	2	2	0	3
or					
SPA 241	*Advanced Spanish I (c)	2	2	0	3
SPI 113	*Introduction to Spanish Interpretation (c)	3	0	0	3
		8	**2**	**0**	**9**
First Year: Spring Semester					
COM 231	*Public Speaking (g)	3	0	0	3
MAT 140	*Survey of Mathematics (g)	3	0	0	3
SPA 114	*Heritage Spanish II (c)	2	2	0	3
or					
SPA 242	*Advanced Spanish II (c)	2	2	0	3
		8	**2**	**0**	**9**
First Year: Summer Session					
CIS 110	Introduction to Computers (or)	2	2	0	3
PSY 150	General Psychology (g)	3	0	0	3
SPI 114	*Analytical Skills for Spanish Interpreting (c)	3	0	0	3
		8	**2**	**0**	**9**

(Continued on next page)

Second Year: Fall Semester					
ENG 112	Argument-Based Research (g)	3	0	0	3
or					
ENG 113	Literature-Based Research (g)	3	0	0	3
SPA 215	*Spanish Phonetics & the Structure of Language (c)	3	0	0	3
SPI 213	*Review of Grammar (c)	3	0	0	3
		9	**0**	**0**	**9**
Second Year: Spring Semester					
ENG 114	Professional Research & Reporting (g)	3	0	0	3
SPI 111	*Cultural & Ethical Issues (c)	3	0	0	3
SPI 211	*Sight Translation (c)	2	3	0	3
		8	**3**	**0**	**9**
Second Year: Summer Session					
COE 111	*Cooperative Work Experience I (c)	0	0	10	1
SPI 221	*Consecutive Interpretation I (c)	3	0	0	3
SPI 241	Legal Interpreting I (c)	2	3	0	3
or					
SPI 243	Medical Interpreting I (c)	2	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	0	3
		8	**3**	**10**	**10**
Third Year: Fall Semester					
COE 121	*Cooperative Work Experience II (c)	0	0	10	1
SPI 222	*Consecutive Interpretation II (c)	3	0	0	3
SPI 242	Legal Interpreting II (c)	2	3	0	3
or					
SPI 244	Medical Interpreting II (c)	2	3	0	3
SPI 245	Community Interpreting I (c)	2	3	0	3
		7	**6**	**10**	**10**
Third Year: Spring Semester					
SPA 231	*Reading & Composition (c)	3	0	0	3
SPI 214	Introduction to Translation (c)	3	0	0	3
SPI 246	Community Interpreting II (c)	2	3	0	3
		8	**3**	**0**	**9**

*Courses required for diploma.

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 44
TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 74

Mechanical & Industrial Department

■ Autobody Repair

[D60100] Diploma (Day); [C60100] Certificate (Evening)

The Autobody Repair curriculum provides training in the use of equipment and materials of the autobody repair trade. The student studies the construction of the automobile body and techniques of autobody repairing, rebuilding, and refinishing.

The course work includes autobody fundamentals, industry overview, and safety. Students will perform hands-on repairs in the areas of nonstructural and structural repairs, mig welding, plastics and adhesives, refinishing, and other related areas.

Graduates of the curriculum should qualify for entry-level employment opportunities in the automotive body and refinishing industry. Graduates may find employment with franchised independent garages, or they may become self-employed.

Randolph Community College's Autobody Repair program uses the I-CAR ADVANCE-TECH curriculum which includes the PACE program. ADVANCE-TECH is the only state-of-the-art, industry endorsed and developed collision repair curriculum that prepares students for the high-tech, rewarding careers of the collision repair industry. ADVANCE-TECH is mandated or endorsed by several state departments of education and meets NATEF requirements for ASE certification.

AUTOBODY REPAIR – DAY

Curriculum By Semesters - Diploma

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
AUB 111	Painting & Refinishing I (c)	2	6	4
AUB 121	Nonstructural Damage I (c)	1	4	3
AUB 131	Structural Damage I (c)	2	4	4
AUB 134	Autobody MIG Welding (c)	1	4	3
CIS 113	Computer Basics (om)	0	2	1
		6	**20**	**15**
First Year: Spring Semester				
AUB 112	Painting & Refinishing II (c)	2	6	4
AUB 122	Nonstructural Damage II (c)	2	6	4
AUB 136	Plastics & Adhesives (c)	1	4	3
BUS 230	Small Business Management (om)	3	0	3
MAT 101	Applied Mathematics I (g)	2	2	3
		10	**18**	**17**
First Year: Summer Session				
AUB 114	Special Finishes (c)	1	2	2
AUB 132	Structural Damage II (c)	2	6	4
AUB 144	Mechanical & Electrical Specialties (om)	2	2	3
ENG 102	Applied Communications II (g)	3	0	3
		8	**10**	**12**

TOTAL SEMESTER HOURS CREDIT: 44

AUTOBODY REPAIR – EVENING

Curriculum By Semesters - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
AUB 121	Nonstructural Damage I (c)	1	4	3
AUB 134	Autobody MIG Welding (c)	1	4	3
		2	**8**	**6**
First Year: Spring Semester				
AUB 111	Painting & Refinishing I (c)	2	6	4
AUB 131	Structural Damage I (c)	2	4	4
		4	**10**	**8**

TOTAL SEMESTER HOURS CREDIT: 14

■ Automotive Systems Technology

[A60160] Degree (Day); [D60160] Diploma (Day); [C60160] Certificate (Evening)

The Automotive Systems Technology curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field.

Classroom and lab experiences integrate technical and academic course work. Emphasis is placed on theory, servicing, and operation of brakes, electrical/electronic systems, engine performance, steering/suspension, automatic transmission/transaxles, engine repair, climate control, and manual drive trains.

Upon completion of this curriculum, students should be prepared to take the ASE exam and be ready for full-time employment in dealerships and repair shops in the automotive service industry.

AUTOMOTIVE SYSTEMS TECHNOLOGY – DAY

Curriculum By Semesters - Diploma & Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
AUT 111	*Basic Automotive Technology (om)	1	2	0	2
AUT 151	*Brake Systems (c)	2	2	0	3
AUT 152	*Brake Systems Lab (om)	0	2	0	1
AUT 161	*Electrical Systems (om)	2	6	0	4
AUT 186	*Automotive Computer Applications (om)	1	2	0	2
ENG 111	*Expository Writing (g)	3	0	0	3
		9	**14**	**0**	**15**
First Year: Spring Semester					
AUT 115	*Engine Fundamentals (om)	2	3	0	3
AUT 141	*Suspension & Steering Systems (c)	2	4	0	4
AUT 162	*Chassis Electrical & Electronics (c)	2	2	0	3
AUT 163	*Chassis Electrical & Electronics Lab (om)	0	2	0	1
AUT 171	Heating & Air Conditioning (om)	2	3	0	3
ENG 114	*Professional Research & Reporting (g)	3	0	0	3
		11	**14**	**0**	**17**
First Year: Summer Session					
AUT 113	Automotive Servicing (om)	2	6	0	4
or					
COE 112	Cooperative Work Experience I (om)	0	0	20	2
		2	**6**	**0**	**4**
				or	
		0	**0**	**20**	**2**
Second Year: Fall Semester					
AUT 181	*Engine Performance-Electrical (c)	2	3	0	3
AUT 182	*Engine Performance-Electrical Lab (om)	0	3	0	1
AUT 183	*Engine Performance-Fuels (c)	2	3	0	3
AUT 184	*Engine Performance-Fuels Lab (om)	0	3	0	1
MAT 121	Algebra/Trigonometry I (g)	2	2	0	3
--	Social/Behavioral Science Course	3	0	0	3
		10	**14**	**0**	**14**
Second Year: Spring Semester					
AUT 221	Automatic Transmissions (om)	2	6	0	4
AUT 231	Manual Drive Trains/Axles (om)	2	3	0	3
AUT 232	Manual Drive Trains/Axles Lab (om)	0	3	0	1
AUT 281	Advanced Engine Performance (c)	2	2	0	3
--	Humanities/Fine Arts Course (g)	3	0	0	3
		9	**14**	**0**	**14**
Second Year: Summer Session					
AUT 116	Engine Repair (om)	1	3	0	2
or					
COE 122	Cooperative Work Experience II (om)	0	0	20	2
		1	**3**	**0**	**2**
				or	
		0	**0**	**20**	**2**

*Courses required for diploma.

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 37

TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 64 *or* 66

AUTOMOTIVE SYSTEMS TECHNOLOGY – EVENING

Curriculum By Semesters - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
AUT 115	Engine Fundamentals (om)	2	3	3
AUT 116	Engine Repair (om)	1	3	2
		3	**6**	**5**
First Year: Spring Semester				
AUT 151	Brake Systems (c)	2	2	3
AUT 152	Brake Systems Lab (om)	0	2	1
		2	**4**	**4**
First Year: Summer Session				
AUT 171	Heating & Air Conditioning (om)	2	3	3
		2	**3**	**3**

TOTAL SEMESTER HOURS CREDIT: 12

■ Electric Lineman Technology* (collaborative program)

[A35210] Degree (Day & Evening)

The Electric Lineman Technology curriculum prepares individuals to work as linemen in the preparation and repair of rural electrical utility service. Students will combine electrical theory with laboratory and practical applications in the course of study.

Students will be expected to master competencies such as those included in elements of electricity, overhead pole and electrical line construction, safety codes and applications, electric power system, transformer and meter installations, and exploration of underground electrical distribution.

Upon successful completion of the program, individuals will receive the Associate in Applied Science degree and will possess the necessary skills for employment in the dynamic electrical utility field.

This program is a collaborative effort between Randolph Community College and Nash Community College. Nash Community College is the "host" college.

****This program is for employees of electric membership companies only.***

ELECTRIC LINEMAN TECHNOLOGY – DAY & EVENING

Required Courses - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
Courses that may be completed at Randolph Community College.					
COM 110	Introduction to Communication	3	0	0	3
ELC 111	Introduction to Electricity	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 121	Algebra/Trigonometry I	2	2	0	3
Courses that must be completed at Nash Community College.					
CIS 111	*Basic PC Literacy	1	2	0	2
COE 114	Cooperative Experience I	0	0	40	4
COE 124	Cooperative Experience II	0	0	40	4
COE 134	Cooperative Experience III	0	0	40	4
ELC 231	Electric Power Systems	3	2	0	4
ELC 233	Energy Management	2	2	0	3
ELT 111	Introduction to Electric Lineman	2	0	0	2
ELT 112	National Electrical Safety Code	2	2	0	3
ELT 114	Overhead Line Construction I	1	1	0	2
ELT 115	Overhead Line Construction II	2	0	0	2
ELT 116	Overhead Line Construction III	2	0	0	2
ELT 117	Overhead Line Construction IV	2	0	0	2
ELT 211	Underground Line Construction I	2	0	0	2
ELT 212	Underground Line Construction II	2	0	0	2
ELT 221	Advanced Line Construction	2	0	0	2
HEA 112	First Aid and Life Saving Skills	1	2	0	2
HUM 115	*Critical Thinking	3	0	0	3
PSY 135	*Group Processes	3	0	0	3
--	Free Elective	4	0	0	4

*Substitute courses are available at RCC.

TOTAL SEMESTER HOURS CREDIT: 64

■ Electrical/Electronics Technology

[A35220] Degree (Day); [D35220] Diploma (Day & Evening); [C35220] Certificate (Day & Evening)

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

Training, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, digital electronics, programmable logic controllers, industrial motor controls, the National Electrical Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical/electronics field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical/electronic systems.

ELECTRICAL/ELECTRONICS TECHNOLOGY – DAY

Curriculum By Semesters - Certificate, Diploma, Degree

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
CIS 113	**Computer Basics (om)	0	2	1
ELC 125	**Diagrams & Schematics (om)	1	2	2
ELC 126	**Electrical Computations (om)	2	2	3
ISC 110	**Workplace Safety (om)	1	0	1
--	Humanities/Fine Arts Course (g)	3	0	3
--	Social/Behavioral Science Course (g)	3	0	3
		10	**6**	**13**
First Year: Spring Semester				
ELC 112	*DC/AC Electricity (c)	3	6	5
ELC 113	**Basic Wiring I (c)	2	6	4
MAT 121	**Algebra/Trigonometry I (g)	2	2	3
		7	**14**	**12**
First Year: Summer Session				
ELC 118	**National Electrical Code (om)	1	2	2
ELN 131	*Electronic Devices (c)	3	3	4
ENG 111	*Expository Writing (g)	3	0	3
		7	**5**	**9**
Second Year: Fall Semester				
ELC 114	*Basic Wiring II (c)	2	6	4
ELC 117	*Motors & Controls (c)	2	6	4
ELN 133	Digital Electronics (c)	3	3	4
		7	**15**	**12**
Second Year: Spring Semester				
ELC 128	*Introduction to PLC (c)	2	3	3
ELN 132	Linear IC Applications (om)	3	3	4
ELN 231	Industrial Controls (om)	2	3	3
ENG 114	Professional Research & Reporting (g)	3	0	3
		10	**9**	**13**

Second Year: Summer Session				
DFT 119	Basic CAD (om)	1	2	2
ELC 215	Electrical Maintenance (om)	2	3	3
ELN 229	Industrial Electronics (om)	2	4	4
		5	**9**	**9**

*Courses required for diploma. **Courses required for diploma & certificate.
TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 16
TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 39
TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 68

ELECTRICAL/ELECTRONICS TECHNOLOGY – EVENING

Curriculum By Semesters - Certificate & Diploma

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
ELC 125	*Diagrams & Schematics (om)	1	2	2
ELC 126	*Electrical Computations (om)	2	2	3
ISC 110	*Workplace Safety (om)	1	0	1
		4	**4**	**6**
First Year: Spring Semester				
ELC 113	*Basic Wiring I (c)	2	6	4
ELC 118	*National Electrical Code (om)	1	2	2
		3	**8**	**6**
First Year: Summer Session				
CIS 113	*Computer Basics (om)	0	2	1
MAT 121	*Algebra/Trigonometry I (g)	2	2	3
		2	**4**	**4**
Second Year: Fall Semester				
ELC 112	DC/AC Electricity (c)	3	6	5
		3	**6**	**5**
Second Year: Spring Semester				
ELC 114	Basic Wiring II (c)	2	6	4
ELN 131	Electronic Devices (c)	3	3	4
		5	**9**	**8**
Second Year: Summer Session				
ELC 117A	Motors & Controls (c)	1	3	2
ENG 111	Expository Writing (g)	3	0	3
		4	**3**	**5**
Third Year: Fall Semester				
ELC 117B	Motors & Controls (c)	1	3	2
ELC 128	Introduction to PLC (c)	2	3	3
		3	**6**	**5**

*Courses required for certificate.
TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 16
TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 39

■ Industrial Systems Technology

[D50240] Diploma (Day & Evening); [C50240] Certificate (Day & Evening)

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

Students will learn multicraft 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 lifelong learners.

INDUSTRIAL SYSTEMS TECHNOLOGY – DAY

Curriculum By Semesters - Certificate & Diploma

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
BPR 111	*Blueprint Reading (c)	1	2	2
CIS 113	Computer Basics (om)	0	2	1
ELC 126	*Electrical Computations (om)	2	2	3
ISC 110	*Workplace Safety (c)	1	0	1
MEC 111	*Machine Processes I (c)	1	4	3
MNT 110	*Introduction to Maintenance Procedures (c)	1	3	2
		6	**13**	**12**
First Year: Spring Semester				
ELC 112	DC/AC Electricity (c)	3	6	5
ELC 113	*Basic Wiring I (om)	2	6	4
MAT 121	Algebra/Trigonometry I (g)	2	2	3
		7	**14**	**12**
First Year: Summer Session				
AHR 120	HVACR Maintenance (om)	1	3	2
DFT 119	Basic CAD (om)	1	2	2
ENG 111	Expository Writing (g)	3	0	3
WLD 112	Basic Welding Processes (c)	1	3	2
		6	**8**	**9**
Second Year: Fall Semester				
ELC 117	Motors & Controls (om)	2	6	4
ELC 128	Introduction to PLC (om)	2	3	3
HYD 110	Hydraulics/Pneumatics I (c)	2	3	3
MNT 111	Maintenance Practices (om)	1	3	2
		7	**15**	**12**

*Courses required for certificate.

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 15
TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 45

INDUSTRIAL SYSTEMS TECHNOLOGY – EVENING

Curriculum By Semesters - Certificate & Diploma

		Hours/Week Class	Hours/Week Lab	Sem. Hrs. Credit
First Year: Fall Semester				
BPR 111	*Blueprint Reading (c)	1	2	2
ELC 126	*Electrical Computations (om)	2	2	3
ISC 110	*Workplace Safety (c)	1	0	1
MNT 110	*Introduction to Maintenance Procedures (c)	1	3	2
		5	**7**	**8**
First Year: Spring Semester				
ELC 113	*Basic Wiring I (om)	2	6	4
MEC 111	*Machine Processes I (c)	1	4	3
		3	**10**	**7**
First Year: Summer Session				
CIS 113	Computer Basics (om)	0	2	1
MAT 121	Algebra/Trigonometry I (g)	2	2	3
		2	**4**	**4**
Second Year: Fall Semester				
ELC 112	DC/AC Electricity (c)	3	6	5
WLD 112	Basic Welding Processes (c)	1	3	2
		4	**9**	**7**
Second Year: Spring Semester				
AHR 120	HVACR Maintenance (om)	1	3	2
DFT 119	Basic CAD (om)	1	2	2
HYD 110	Hydraulics/Pneumatics I (c)	2	3	3
		4	**8**	**7**
Second Year: Summer Session				
ELC 117A	Motors & Controls (om)	1	3	2
ENG 111	Expository Writing (g)	3	0	3
		4	**3**	**5**
Third Year: Fall Semester				
ELC 117B	Motors & Controls (om)	1	3	2
ELC 128	Introduction to PLC (om)	2	3	3
MNT 111	Maintenance Practices (om)	1	3	2
		4	**9**	**7**

*Courses required for certificate.

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 15

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 45

■ Machining Technology

[A50300] Degree (Day); [D50330] Diploma (Day); [C50330] Certificate (Day & Evening)

The Machining Technology curriculum is designed to develop skills in the theory and safe use of hand tools, power machinery, computerized equipment, and sophisticated precision inspection instruments.

Students will learn to interpret blueprints, set up manual and CNC machines, perform basic and advanced machining operations, and make decisions to insure that work quality is maintained.

Employment opportunities for machining technicians exist in manufacturing industries, public institutions, governmental agencies, and in a wide range of specialty machining job shops.

MACHINING TECHNOLOGY – DAY

Curriculum By Semesters - Certificate, Diploma, Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
BPR 111	**Blueprint Reading (c)	1	2	0	2
ENG 111	*Expository Writing (g)	3	0	0	3
MAC 111	**Machining Technology I (c)	2	12	0	6
MAC 122	*CNC Turning (c)	1	3	0	2
MAC 151	**Machining Calculations (om)	1	2	0	2
		8	**19**	**0**	**15**
First Year: Spring Semester					
BPR 121	*Blueprint Reading: Mechanical (c)	1	2	0	2
ENG 114	*Professional Research & Reporting (g)	3	0	0	3
MAC 112	**Machining Technology II (c)	2	12	0	6
MAC 124	*CNC Milling (c)	1	3	0	2
MAC 152	**Advanced Machining Calculations (om)	1	2	0	2
		8	**19**	**0**	**15**
First Year: Summer Session					
MAC 113	*Machining Technology III (c)	2	12	0	6
MEC 110	*Introduction to CAD/CAM (om)	1	2	0	2
or					
COE 111	*Cooperative Work Experience I (om)	0	0	10	1
		3	**14**	**0**	**8**
				or	
		2	**12**	**10**	**7**
Second Year: Fall Semester					
MAC 214	Machining Technology IV (om)	2	12	0	6
MAC 224	Advanced CNC Milling (om)	1	3	0	2
MAC 243	Die Making I (om)	2	6	0	4
MAT 120	Geometry & Trigonometry (g)	2	2	0	3
		7	**23**	**0**	**15**
Second Year: Spring Semester					
MAC 222	Advanced CNC Turning (om)	1	3	0	2
MAC 241	Jig & Fixtures I (om)	2	6	0	4
MAC 245	Mold Construction I (om)	2	6	0	4
--	Humanities/Fine Arts Course (g)	3	0	0	3
--	Social/Behavioral Science Course (g)	3	0	0	3
		11	**15**	**0**	**16**

Second Year: Summer Session					
MEC 231	Computer-Aided Manufacturing I (om)	1	4	0	3
or					
COE 112	Cooperative Work Experience I (om)	0	0	20	2
		1	**4**	**0**	**3**
				or	
		0	**0**	**20**	**2**

*Courses required for diploma. **Courses required for diploma & certificate.
TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE: 18
TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA: 37 *or* 38
TOTAL SEMESTER CREDIT HOURS FOR DEGREE: 70 *or* 72

MACHINING TECHNOLOGY – EVENING

Curriculum By Semesters - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
BPR 111	Blueprint Reading (c)	1	2	2
MAC 111A	Machining Technology I (c)	1	6	3
		2	**8**	**5**
First Year: Spring Semester				
MAC 111B	Machining Technology I (c)	1	6	3
MAC 151	Machining Calculations (om)	1	2	2
		2	**8**	**5**
Second Year: Fall Semester				
MAC 112A	Machining Technology II (c)	1	6	3
MAC 152	Advanced Machining Calculations (om)	1	2	2
		2	**8**	**5**
Second Year: Spring Semester				
MAC 112B	Machining Technology II (c)	1	6	3
		1	**6**	**3**

TOTAL SEMESTER HOURS CREDIT: 18

■ Welding Technology

[C50420] Certificate (Evening)

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 nonconsumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and nondestructive 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 – EVENING

Curriculum By Semesters - Certificate

		Hours/Week Class	Lab	Sem. Hrs. Credit
First Year: Fall Semester				
WLD 111	Oxy-Fuel Welding (om)	1	3	2
WLD 141	Symbols & Specifications (c)	2	2	3
		3	**5**	**5**
First Year: Spring Semester				
WLD 115	SMAW (Stick) Plate (c)	2	9	5
		2	**9**	**5**
Second Year: Fall Semester				
WLD 121	GMAW (MIG) FCAW/Plate (c)	2	6	4
		2	**6**	**4**
Second Year: Spring Semester				
WLD 131	GTAW (TIG) Plate (c)	2	6	4
		2	**6**	**4**

TOTAL SEMESTER HOURS CREDIT: 18

Photographic Technology Department

■ Photographic Technology

Biomedical Photography Concentration

[A3028A] Degree (Day)

Biomedical Photography is a concentration under the curriculum title of Photographic Technology. This curriculum prepares individuals with the techniques and procedures used in biological photography both on campus and in clinical settings.

Course work includes all core first-year studies along with a strong foundation in basic portraiture, commercial, and photojournalism. Specialized courses include macrophotography/photomicrography, anatomy, multimedia production, and internship experiences under close supervision in a hospital setting.

Graduates should be thoroughly prepared to safely and successfully perform the duties required in entry-level positions in biomedical photography or related areas.

PHOTOGRAPHIC TECHNOLOGY
BIOMEDICAL PHOTOGRAPHY CONCENTRATION – DAY

Curriculum By Semesters - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
ENG 111	Expository Writing (g)	3	0	0	3
PHO 110	Fundamentals of Photography (c)	3	6	0	5
PHO 111	Photographic Correction & Finishing I (om)	0	3	0	1
PHO 112	Design Laboratory I (om)	0	3	0	1
--	Social/Behavioral Science Course (g)	3	0	0	3
		9	**12**	**0**	**13**
First Year: Spring Semester					
ENG 114	Professional Research & Reporting (g)	3	0	0	3
MAT 115	Mathematical Models (g)	2	2	0	3
PHO 121	Photographic Correction & Finishing II (om)	0	3	0	1
PHO 122	Design Laboratory II (om)	0	3	0	1
PHO 123	Large-Format Photography I (c) *(last 8 weeks of 16-week semester)*	1	3	0	2
PHO 125	Basic Object Lighting (c)	0	3	0	1
PHO 126	Basic Portrait Lighting (c)	0	3	0	1
PHO 127	Photographic Materials/Processes (om)	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab (om)	0	3	0	1
		10	**20**	**0**	**17**
First Year: Summer Session					
PHO 132	Small-Format Photography (co)	2	6	0	4
PHO 133	Large-Format Photography II (c)	1	3	0	2
PHO 134	Custom Color Printing (om)	1	2	0	2
PHO 135	Product Lighting (c)	0	3	0	1
PHO 139	Introduction to Digital Imaging (om)	1	3	0	2
		5	**17**	**0**	**11**

(Continued on next page)

Second Year: Fall Semester					
BIO 163	Basic Anatomy & Physiology (om)	4	2	0	5
PHO 212	Biomedical Photojournalism (co) *(first 8 weeks of 16-week semester)*	1	3	0	2
PHO 218	Biomedical Portrait Lighting (co) *(last 8 weeks of 16-week semester)*	0	3	0	1
PHO 225	Biomedical Object Lighting (co) *(last 8 weeks of 16-week semester)*	0	3	0	1
PHO 240	Process Monitoring I (om) *(first 8 weeks of 16-week semester)*	1	3	0	2
PHO 241	Digital Image Technology (om)	2	3	0	3
--	Humanities/Fine Arts Course (g)	3	0	0	3
		11	**17**	**0**	**17**
Second Year: Spring Semester					
COE 112	Cooperative Work Experience I (om) *(last 8 weeks of 16-week semester)*	0	0	20	2
PHO 213	Macro Photography (co) *(first 8 weeks of 16-week semester)*	1	6	0	4
PHO 224	Multimedia Production (co) *(first 8 weeks of 16-week semester)*	2	3	0	3
		3	**9**	**20**	**9**
Second Year: Summer Session					
COE 122	Cooperative Work Experience II (om) *(first 8 weeks of 11-week session)*	0	0	20	2
PHO 230	Biomedical Portfolio Preparation (co) *(last 3 weeks of 11-week session)*	0	6	0	2
		0	**6**	**20**	**4**

TOTAL SEMESTER HOURS CREDIT: 71

■ Photographic Technology
Commercial Photography Concentration

[A3028B] Degree (Day)

Commercial Photography is a concentration under the curriculum title of Photographic Technology. This curriculum provides in-depth study of professional commercial photography. Its segments, business practices, tools, techniques, and applications are explored via demonstrations, assignments, and on-the-job internships.

Course work includes in-depth study of advertising photography and product illustration; studio and location camera techniques and lighting; model, food, and architectural photography; layout specifications and art direction; corporate and stock photography; digital imaging applications; and current commercial business practices.

Graduates should be thoroughly prepared to successfully perform the duties required in entry-level positions within the commercial photography industry.

PHOTOGRAPHIC TECHNOLOGY
COMMERCIAL PHOTOGRAPHY CONCENTRATION – DAY

Curriculum By Semesters - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
ENG 111	Expository Writing (g)	3	0	0	3
PHO 110	Fundamentals of Photography (c)	3	6	0	5
PHO 111	Photographic Correction & Finishing I (om)	0	3	0	1
PHO 112	Design Laboratory I (om)	0	3	0	1
--	Social/Behavioral Science Course (g)	3	0	0	3
		9	**12**	**0**	**13**
First Year: Spring Semester					
ENG 114	Professional Research & Reporting (g)	3	0	0	3
MAT 115	Mathematical Models (g)	2	2	0	3
PHO 121	Photographic Correction & Finishing II (om)	0	3	0	1
PHO 122	Design Laboratory II (om)	0	3	0	1
PHO 123	Large-Format Photography I (c) *(last 8 weeks of 16-week semester)*	1	3	0	2
PHO 125	Basic Object Lighting (c)	0	3	0	1
PHO 126	Basic Portrait Lighting (c)	0	3	0	1
PHO 127	Photographic Materials/Processes (om)	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab (om)	0	3	0	1
		10	**20**	**0**	**17**
First Year: Summer Session					
PHO 132	Small-Format Photography (co)	2	6	0	4
PHO 133	Large-Format Photography II (c)	1	3	0	2
PHO 134	Custom Color Printing (om)	1	2	0	2
PHO 135	Product Lighting (c)	0	3	0	1
PHO 139	Introduction to Digital Imaging (om)	1	3	0	2
		5	**17**	**0**	**11**
Second Year: Fall Semester					
COE 112	Cooperative Work Experience I (om) *(last 8 weeks of 16-week semester)*	0	0	20	2
PHO 215	Photographic Illustration (co) *(first 8 weeks of 16-week semester)*	2	8	0	6
PHO 241	Digital Image Technology (om) *(first 8 weeks of 16-week semester)*	2	3	0	3
		4	**11**	**20**	**11**
Second Year: Spring Semester					
COE 122	Cooperative Work Experience II (om) *(last 8 weeks of 16-week semester)*	0	0	20	2
PHO 224	Multimedia Production (om) *(first 8 weeks of 16-week semester)*	2	3	0	3
PHO 229	Advertising Photography (co) *(first 8 weeks of 16-week semester)*	2	8	0	6
		4	**11**	**20**	**11**
Second Year: Summer Session					
PHO 231	Commercial Portfolio Preparation (co)	0	6	0	2
--	Humanities/Fine Arts Course (g)	3	0	0	3
		3	**6**	**0**	**5**

TOTAL SEMESTER HOURS CREDIT: 68

■ Photographic Technology
Photojournalism Concentration

[A3028C] Degree (Day)

Photojournalism is a concentration under the curriculum title of Photographic Technology. This curriculum provides in-depth coverage of professional photojournalism as it is currently practiced at newspapers and magazines.

Students will receive practical comprehensive instruction in the logistics and techniques of photojournalism. Courses include detailed study of photography of news, sports, and features; computer-based layout and design; legal and ethical issues. Newspaper internships provide on-the-job training.

Graduates should be thoroughly prepared to successfully perform the duties required in entry-level positions in photojournalism.

PHOTOGRAPHIC TECHNOLOGY
PHOTOJOURNALISM CONCENTRATION – DAY

Curriculum By Semesters - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
ENG 111	Expository Writing (g)	3	0	0	3
PHO 110	Fundamentals of Photography (c)	3	6	0	5
PHO 111	Photographic Correction & Finishing I (om)	0	3	0	1
PHO 112	Design Laboratory I (om)	0	3	0	1
--	Social/Behavioral Science Course (g)	3	0	0	3
		9	**12**	**0**	**13**
First Year: Spring Semester					
ENG 114	Professional Research & Reporting (g)	3	0	0	3
MAT 115	Mathematical Models (g)	2	2	0	3
PHO 121	Photographic Correction & Finishing II (om)	0	3	0	1
PHO 122	Design Laboratory II (om)	0	3	0	1
PHO 123	Large-Format Photography I (c) *(last 8 weeks of 16-week semester)*	1	3	0	2
PHO 125	Basic Object Lighting (c)	0	3	0	1
PHO 126	Basic Portrait Lighting (c)	0	3	0	1
PHO 127	Photographic Materials/Processes (om)	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab (om)	0	3	0	1
		10	**20**	**0**	**17**
First Year: Summer Session					
PHO 132	Small-Format Photography (co)	2	6	0	4
PHO 133	Large-Format Photography II (c)	1	3	0	2
PHO 134	Custom Color Printing (om)	1	2	0	2
PHO 135	Product Lighting (c)	0	3	0	1
PHO 139	Introduction to Digital Imaging (om)	1	3	0	2
		5	**17**	**0**	**11**
Second Year: Fall Semester					
COE 112	Cooperative Work Experience I (om) *(last 8 weeks of 16-week semester)*	0	0	20	2
PHO 217	Photojournalism I (co) *(first 8 weeks of 16-week semester)*	1	6	0	4
PHO 241	Digital Image Technology (om) *(first 8 weeks of 16-week semester)*	2	3	0	3
		3	**9**	**20**	**9**
Second Year: Spring Semester					
JOU 110	Introduction to Journalism (om)	3	0	0	3
PHO 224	Multimedia Production (co) *(last 8 weeks of 16-week semester)*	2	3	0	3
PHO 227	Photojournalism II (co)	2	12	0	8
--	Humanities/Fine Arts Course (g)	3	0	0	3
		10	**15**	**0**	**17**
Second Year: Summer Session					
COE 122	Cooperative Work Experience II (om) *(last 8 weeks of 11-week session)*	0	0	20	2
PHO 232	Photojournalism Portfolio Preparation (co) *(first 3 weeks of 11-week session)*	0	6	0	2
		0	**6**	**20**	**4**

TOTAL SEMESTER HOURS CREDIT: 71

■ Photographic Technology
Portrait Studio Management Concentration

[A3028D] Degree (Day)

Portrait Studio Management is a concentration under the curriculum title of Photographic Technology. This curriculum prepares individuals with the techniques and procedures used in professional portraiture.

Course work includes equipment operations and photographic techniques specific to studio and location portraiture of individuals and groups. Additional topics covered include wedding protocol and logistics, posing, business practices, retouching, presentation, and studio management.

Graduates should be thoroughly prepared to successfully perform the duties required in entry-level portrait studio management.

PHOTOGRAPHIC TECHNOLOGY
PORTRAIT STUDIO MANAGEMENT CONCENTRATION – DAY

Curriculum By Semesters - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
ENG 111	Expository Writing (g)	3	0	0	3
PHO 110	Fundamentals of Photography (c)	3	6	0	5
PHO 111	Photographic Correction & Finishing I (om)	0	3	0	1
PHO 112	Design Laboratory I (om)	0	3	0	1
--	Social/Behavioral Science Course (g)	3	0	0	3
		9	**12**	**0**	**13**
First Year: Spring Semester					
ENG 114	Professional Research & Reporting (g)	3	0	0	3
MAT 115	Mathematical Models (g)	2	2	0	3
PHO 121	Photographic Correction & Finishing II (om)	0	3	0	1
PHO 122	Design Laboratory II (om)	0	3	0	1
PHO 123	Large-Format Photography I (c) *(last 8 weeks of 16-week semester)*	1	3	0	2
PHO 125	Basic Object Lighting (c)	0	3	0	1
PHO 126	Basic Portrait Lighting (c)	0	3	0	1
PHO 127	Photographic Materials/Processes (om)	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab (om)	0	3	0	1
		10	**20**	**0**	**17**
First Year: Summer Session					
PHO 132	Small-Format Photography (co)	2	6	0	4
PHO 133	Large-Format Photography II (c)	1	3	0	2
PHO 134	Custom Color Printing (om)	1	2	0	2
PHO 135	Product Lighting (c)	0	3	0	1
PHO 139	Introduction to Digital Imaging (om)	1	3	0	2
		5	**17**	**0**	**11**
Second Year: Fall Semester					
PHO 210	Professional Wedding Photography (co)	1	6	0	3
PHO 211	Professional Portraiture I (co)	2	12	0	8
PHO 241	Digital Image Technology (om) *(last 8 weeks of 16-week semester)*	2	3	0	3
		5	**21**	**0**	**14**
Second Year: Spring Semester					
COE 112	Cooperative Work Experience I (om) *(last 8 weeks of 16-week semester)*	0	0	20	2
PHO 221	Professional Portraiture II (co) *(first 8 weeks of 16-week semester)*	1	8	0	5
PHO 224	Multimedia Production (co) *(first 8 weeks of 16-week semester)*	2	3	0	3
		3	**11**	**20**	**10**
Second Year: Summer Session					
PHO 228	Advanced Correction & Finishing (om)	1	3	0	2
PHO 233	Portrait Portfolio Preparation (co)	0	6	0	2
--	Humanities/Fine Arts Course (g)	3	0	0	3
		4	**9**	**0**	**7**

TOTAL SEMESTER HOURS CREDIT: 72

Programs of Study (Continuing Education-Noncredit)

Programs of Study (Continuing Education-Noncredit)

Randolph Community College offers noncredit courses in a variety of program areas at both the Asheboro and Archdale campuses in addition to many locations throughout the county. These areas include occupational, community service, and Basic Skills Programs (Adult Basic Education, Adult High School Diploma, General Educational Development, English as a Second Language, and Compensatory Education). Business and industry training programs within Continuing Education are the Human Resources Development program, Small Business Center, Hosiery Technology Center, Focused Industry Training, New and Expanding Industry Training, and Work Station Occupational Skills Training. On-line delivery is available for some courses.

Occupational Extension

This area consists of courses that teach employment-related skills required to obtain and upgrade full-time or part-time employment. Typical courses are emergency medical technician, supervisory/management skills, fire and police upgrading, general contractor's licensing, real estate, insurance, etc.

Community Service

Community service courses consist of single courses that focus on an individual's personal or leisure needs rather than occupational or professional employment.

Basic Skills Programs

The Basic Skills Programs area is located on the second floor of the Learning Resources Center on RCC's Asheboro Campus. Additionally, classes offered through Basic Skills Programs are available throughout Randolph County in facilities provided by businesses, community centers, churches and schools. The programs are offered wherever there are sufficient numbers of students interested in attending and there are appropriate facilities for educational activities.

■ Program Structure

The Basic Skills Programs area at Randolph Community College has three academic programs leading to secondary school level completion. These are the Adult Basic Education, Adult High School, and General Educational Development (GED) programs. Adult Basic Education is academic work on levels below the secondary level. Adult High School and General Educational Development are programs of study on the secondary level.

Upon entering Basic Skills, all students must take the CASAS placement test, which is a nationally standardized test of adults' reading and math achievement. According to the results of this test, students may qualify to enter the Adult High School Diploma program or the General Educational Development program, or may be placed into Adult Basic Education until they attain an achievement level adequate to enter the two high school level programs. Most students who wish to obtain an Adult High School Diploma or a GED begin their work in Adult Basic Education.

■ Attendance

Once a student registers for a class in any of these programs, regular attendance is required. Students are not considered enrolled in Basic Skills until they have completed two weeks of regular attendance. Signing a registration sheet or taking the placement test does not constitute full enrollment in Basic Skills.

■ Full-Time Enrollment

Full-time enrollment in Basic Skills is regular attendance for 20 hours per week. Enrollment requirements for other external offices and agencies supercede this definition. It is the student's responsibility to be informed of external agencies' and offices' definitions of full-time enrollment.

■ Completion Requirements

Completion of General Educational Development is by testing in five areas of academic studies: language arts, writing; language arts, reading; math; science; and social studies. Students must pass all five tests and attain an adequate composite score for the whole battery.

Completion of the Adult High School Diploma is by earning credits for a total of 20 courses. Each course consists of a series of tests and a final exam. Usually, students complete courses by independent study. Students must have completed, in previous high school or at RCC, 20 total units of courses to include four units of English, three units of math (Algebra 1 required), three units of social studies (Civics, U.S. History, and World Studies required), three units of science (Biology and Physical Science required), one unit of Health or P.E., and six electives. All students who receive the Adult High School Diploma must pass the North Carolina Competency Test as required by the North Carolina Department of Public Instruction.

■ Program Authority

Randolph Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

The Basic Skills Programs area is governed by the North Carolina Community College System and its Board and by the Board of Trustees of Randolph Community College. These programs are authorized by the General Assembly of the State of North Carolina (North Carolina Administrative Code, Title 23, Subchapter 2E).

Randolph Community College awards the Adult High School Diploma by affiliation agreements with Asheboro City Schools and Randolph County Schools. Both of these systems are governed by the North Carolina Department

of Public Instruction and its Board and by the local boards of education. Both are accredited by the Commission on High Schools of the Southern Association of Colleges and Schools.

Randolph Community College awards the General Educational Development Diploma (GED) under the authority of the State Board of the North Carolina Community College System and of the General Educational Development Program of the American Council on Education.

The above authorities assure that programs of Randolph Community College Basic Skills Programs are offered at or below the secondary level and that secondary level instruction is consistent with standards of traditional four-year high school programs.

■ Adult Basic Education

Adults who have not graduated from high school and high school graduates who need instruction below the ninth grade level may enroll in Adult Basic Education. Instruction is provided in the areas of basic reading, English, math, spelling, and writing. ABE classes help to prepare adults who want to enter an Adult High School or General Educational Development class. Students work at their own pace and receive individual help as needed. There is no registration fee and books are provided for student use in the classroom. Students may enroll at any time.

■ Adult High School Diploma

RCC has agreements with both Randolph County and Asheboro City Schools to award the adult high school diploma. As is the case with the traditional high school diploma, students are required to earn a total of 20 units of credit (including those that are transferable from their high school transcripts). The 20 competency-based units include English (4), math (3), social studies (3), science (3), health (1), and electives (6). This program is available on both Asheboro and Archdale campuses and at various locations throughout the county.

■ General Educational Development (GED) Certificate

Reading, writing, math, social studies, and science are taught in the Basic Skills area on the Asheboro Campus and at various locations throughout the county to prepare students for the five tests that make up the GED. Staff and faculty assess students' skills and place them in appropriate classes where they may progress at their own pace.

■ English as a Second Language (ESL)

Non-English speaking students may learn to speak, read, and write English as a second language and/or find assistance as they work to apply for their United States citizenship. Students whose first language is not English may begin study for the GED certificate or Adult High School Diploma. ESL courses are free. Study materials are provided at no cost.

■ Compensatory Education

This program focuses on skills that enable adults with mental retardation to become more independent and self-directing. The program is free and open to any qualified adult who is 18 or older.

Business & Industry Training

Many training programs and services are available to area businesses and industries, governmental agencies, and public service organizations. Business and industry programs are available to all area firms. Call the College for more information on business and industry programs.

■ Human Resources Development (HRD)

Adults who are unemployed or who wish to change their area of employment find help in this program. The program goal is to help place participants in meaningful employment or training. HRD instructors help students explore their interests and opportunities and develop job-seeking skills, such as interviewing and résumé preparation. Program follow up on graduates is at three, six, and 12-month intervals.

■ Small Business Center

Sponsored by RCC and in cooperation with the area chambers of commerce, the Small Business Center assists small business owners/operators and prospective operators. Services include seminars, workshops, continuing education courses, one-to-one consultation, and referral. The Center provides information and resources, such as audiotapes, videotapes, and access to computer software packages. Courses offered regularly through the Center include marketing, management, record keeping, how to start and manage a small business, and the N.C. REAL program which uses active learning principles to teach entrepreneurship. Successful participants exit with a business plan and an opportunity to apply for up to $25,000 in business start-up money.

■ Hosiery Technology Center

The Hosiery Technology Center serves the hosiery manufacturing industry in the Piedmont Triad counties of Randolph, Alamance, Davidson, Chatham, Forsyth, Guilford, Montgomery, and Moore. The Center offers both generic training and customized training according to the needs of the industry, and training is available to the general public as well as hosiery manufacturers. In addition to hands-on training, the Center documents how to operate and maintain specific pieces of hosiery equipment and develops training manuals on these machines. The Center is a joint effort between RCC and Catawba Valley Community College.

■ Focused Industry Training

Funded by special legislative appropriation, Focused Industry Training enables the College to assist existing industries with employee training, even though they may have a small number of trainees. This program helps with the economic development of the existing industrial community.

■ Work Station Occupational Skills Training

Work Station Occupational Skills Training takes RCC into industrial settings where instructors provide on-the-job skills training. Students learn on the job while they are being trained for new or changing product lines.

■ New & Expanding Industries

Provides training services for new or expanding manufacturing industries in North Carolina. These services include instructor training, audiovisual services, nonspecialized equipment, employee training, and other related expenses.

Continuing Education Credit

Certificates of completion are awarded for Continuing Education courses in which Continuing Education Units are earned if participants meet the specified criteria presented at the first class session. Certificates are awarded by request for non-CEU courses if participants attend a minimum of 80 percent of the scheduled course hours.

Course Descriptions

Course Descriptions

Course content for technical, vocational, and certificate level courses is outlined in the course descriptions to follow. All courses are alphabetized by course code. **All courses are to be pursued in a normal sequence with prerequisite courses taken as indicated.** Provided for each course is the following information: course number and title, and number of class, laboratory, clinical/shop/work experience (if any), and credit hours.

■ ACC - Accounting

ACC 120 Principles of Accounting I 3 2 4

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.*

ACC 121 Principles of Accounting II 3 2 4

This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.* **Prerequisite: ACC 120.**

ACC 131 Federal Income Taxes 2 2 3

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Emphasis is placed on the application of the Internal Revenue Code to preparation of tax returns for individuals, partnerships, and corporations. Upon completion, students should be able to complete federal tax returns for individuals, partnerships, and corporations.

ACC 140 Payroll Accounting 1 2 2

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. **Prerequisite: ACC 115 or ACC 120.**

ACC 220 Intermediate Accounting I 3 2 4

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 statements and extensive analyses of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. **Prerequisite: ACC 121.**

ACC 221 Intermediate Accounting II 3 2 4

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. **Prerequisite: ACC 220.**

ACC 225 Cost Accounting 3 0 3

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. **Prerequisite: ACC 121.**

ACC 240 Governmental & Not-for-Profit Accounting 3 0 3

This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. 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. **Prerequisite: ACC 121.**

■ AHR - Air Conditioning & Refrigeration

AHR 120 HVACR Maintenance 1 3 2

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.

■ ANT - Anthropology

ANT 210 General Anthropology 3 0 3

This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ANT 220 Cultural Anthropology 3 0 3

This course introduces the nature of human culture. Emphasis is placed on cultural theory, methods of fieldwork, and cross-cultural comparisons in the areas of ethnology, language, and the cultural past. Upon completion, students should be able to demonstrate an understanding of basic cultural processes and how cultural data are collected and analyzed. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ANT 221 Comparative Cultures 3 0 3

This course provides an ethnographic survey of societies around the world covering their distinctive cultural characteristics and how these relate to cultural change. Emphasis is placed on the similarities and differences in social institutions such as family, economics, politics, education, and religion. Upon completion, students should be able to demonstrate knowledge of a variety of cultural adaptive strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ANT 240 Archaeology 3 0 3

This course introduces the scientific study of the unwritten record of the human past. Emphasis is placed on the process of human cultural evolution as revealed through archaeological methods of excavation and interpretation. Upon completion, students should be able to demonstrate an understanding of how archaeologists reconstruct the past and describe the variety of past human cultures. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

■ ARC - Architecture

ARC 250 Survey of Architecture 3 0 3

This course introduces the historical trends in architectural form. Topics include historical and current trends in architecture. Upon completion, students should be able to demonstrate an understanding of significant historical and current architectural styles.

■ ART - Art

ART 111 Art Appreciation 3 0 3

This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 114 Art History Survey I 3 0 3

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 a historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

ART 115 Art History Survey II 3 0 3

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 a historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

■ AUB - Automotive Body Repair

AUB 111 Painting & Refinishing I 2 6 4

This course introduces the proper procedures for using automotive refinishing equipment and materials in surface preparation and application. Topics include federal, state, and local regulations; personal safety; refinishing equipment and materials; surface preparation; masking; application techniques; and other related topics. Upon completion, students should be able to identify and use proper equipment and materials in refinishing following accepted industry standards.

AUB 112 Painting & Refinishing II 2 6 4

This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinish problems. **Prerequisite: AUB 111.**

AUB 114 Special Finishes 1 2 2

This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards. **Prerequisite: AUB 111.**

AUB 121 Nonstructural Damage I 1 4 3

This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.

AUB 122 Nonstructural Damage II 2 6 4

This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.

AUB 131 Structural Damage I 2 4 4

This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.

AUB 132 Structural Damage II 2 6 4

This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards. **Prerequisite: AUB 131.**

AUB 134 Autobody MIG Welding 1 4 3

This course covers the terms and procedures for welding the various metals found in today's autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards.

AUB 136 Plastics & Adhesives 1 4 3

This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.

AUB 144 Mechanical & Electrical Specialties 2 2 3

This course concentrates on special automotive mechanical and electrical system operations and diagnostics. Topics include personal and environmental safety, suspension and steering, electrical, restraint, and air-conditioning systems. Upon completion, students should be able to identify system components and perform basic system diagnostic checks and/or repairs according to industry standards.

■ AUT - Automotive

AUT 111 Basic Automotive Technology 1 2 2

This course introduces basic concepts, terms, workplace safety, regulations, and service information relating to automotive technology. Emphasis is placed on developing familiarity with automotive components along with basic identification and proper use of various hand and power tools and shop equipment. Upon completion, students should be able to define and use terms associated with automobiles and identify and use basic tools and shop equipment.

AUT 113 Automotive Servicing 2 6 4

This course covers diagnostic procedures necessary to determine the nature and cause of auto service problems and the procedures used to repair/replace components. Emphasis is placed on troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and operate appropriate equipment.

AUT 115 Engine Fundamentals 2 3 3

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis/repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 116 Engine Repair 1 3 2

This course covers service/repair/rebuilding of block, head, and internal engine components. Topics include engine repair/reconditioning using service specifications. Upon completion, students should be able to rebuild/recondition an automobile engine to service specifications.

AUT 141 Suspension & Steering Systems 2 4 4

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair various steering and suspension components, check and adjust various alignment angles, and balance wheels.

AUT 151 Brake Systems 2 2 3

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 152 Brake Systems Lab 0 2 1

This course provides a laboratory setting to enhance brake system skills. Emphasis is placed on practical experiences that enhance the topics presented in AUT 151. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 151.

Corequisite: AUT 151.

AUT 161 Electrical Systems 2 6 4

This course covers basic electrical theory and wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starters, alternators, and basic electrical accessories. Topics include diagnosis and repair of battery, starting, charging, lighting, and basic accessory systems problems. Upon completion, students should be able to diagnose, test, and repair the basic electrical components of an automobile.

AUT 162 Chassis Electrical & Electronics 2 2 3

This course covers electrical/electronic diagnosis/repair, including wiring diagrams, instrumentation, and electronic/computer-controlled devices and accessories. Topics include interpreting wiring diagrams and diagnosis and repair of chassis electrical and electronic systems. Upon completion, students should be able to read and interpret wiring diagrams and determine/perform needed repairs on chassis electrical and electronic systems.

AUT 163 Chassis Electrical & Electronics Lab 0 2 1

This course provides a laboratory setting to enhance chassis electrical and electronic system skills. Emphasis is placed on practical experiences that enhance the topics presented in AUT 162. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 162. **Corequisite: AUT 162.**

AUT 171 Heating & Air Conditioning 2 3 3

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

AUT 181 Engine Performance-Electrical 2 3 3

This course covers the principles, systems, and procedures required for diagnosing and restoring engine performance using electrical/electronics test equipment. Topics include procedures for diagnosis and repair of ignition, emission control, and related electronic systems. Upon completion, students should be able to describe operation of and diagnose/repair ignition/emission control systems using appropriate test equipment and service information.

AUT 182 Engine Performance-Electrical Lab 0 3 1

This course provides a laboratory setting to enhance the skills for diagnosing and restoring engine performance using electrical/electronics test equipment. Emphasis is placed on practical experiences that enhance the topics presented in AUT 181. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 181. **Corequisite: AUT 181.**

AUT 183 Engine Performance-Fuels 2 3 3

This course covers the principles of fuel delivery/management, exhaust/emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. Topics include procedures for diagnosis/repair of fuel delivery/management and exhaust/emission systems using appropriate service information. Upon completion, students should be able to describe, diagnose, and repair engine fuel delivery/management and emission control systems using appropriate service information and diagnostic equipment.

AUT 184 Engine Performance-Fuels Lab 0 3 1

This course provides a laboratory setting to enhance the skills for diagnosing and repairing fuel delivery/management and emission systems. Emphasis is placed on practical experiences that enhance the topics presented in AUT 183. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 183. **Corequisite: AUT 183.**

AUT 186 Automotive Computer Applications 1 2 2

This course introduces computer operating systems, word processing, and electronic automotive service information systems. Emphasis is placed on operation systems, word processing, and electronic automotive service information systems. Upon completion, students should be able to use an operating system to access information pertaining to automotive technology and perform word processing.

AUT 221 Automatic Transmissions 2 6 4

This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair automatic drive trains.

AUT 231 Manual Drive Trains/Axles 2 3 3

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, drive shafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair manual drive trains.

AUT 232 Manual Drive Trains/Axles Lab 0 3 1

This course provides a laboratory setting to enhance the skills for diagnosing and repairing manual transmissions/transaxles, clutches, drive shafts, axles, and final drives. Emphasis is placed on practical experiences that enhance the topics presented in AUT 231. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 231. **Corequisite: AUT 231.**

AUT 281 Advanced Engine Performance 2 2 3

This course utilizes service information and specialized test equipment to diagnose/repair power train control systems. Topics include computerized ignition, fuel and emission systems; related diagnostic tools and equipment; data communication networks; and service information. Upon completion, students should be able to perform advanced engine performance diagnosis and repair.

■ BAF - Banking & Finance

BAF 110 Principles of Banking 3 0 3

This course covers the fundamentals of bank functions in a descriptive fashion. Topics include banks and the monetary system, the relationship of banks to depositors, the payment functions, bank loans and accounting, regulations, and examinations. Upon completion, students should be able to demonstrate an understanding of the business of banking from a broad perspective.

BAF 115 Marketing for Bankers 3 0 3

This course is designed to provide a practical understanding of marketing in the financial services organization. Topics include consumer motivation and buying, marketing information and research, the marketing management process, public relations and communications. Upon completion, students should be able to develop a marketing plan integrating public relations, advertising, sales promotion, selling, and service distribution.

BAF 131 Fundamentals of Bank Lending 3 0 3

This course introduces the basic knowledge and skills needed to be an effective lender. Topics include the functions of the loan interview and credit investigation, the "Cs" of credit, elements of loan documentation, and warning signs of problem loans. Upon completion, students should be able to demonstrate an understanding of the credit functions and regulatory issues affecting this key banking function. *This course is a unique concentration requirement of the Banking & Finance concentration in the Business Administration program.* **Prerequisite: ACC 120.**

BAF 141 Law & Banking: Principles 3 0 3

This course provides an overview of the legal aspects of banking and the legal framework within which banks function. Topics include the court system, consumer protection, tangible and intangible property ownership, and the legalities and regulations of bank transactions. Upon completion, students should be able to discuss the nontechnical aspects of the legal system and how these affect the bank's organization and operation. *This course is a unique concentration requirement of the Banking & Finance concentration in the Business Administration program.*

BAF 222 Money & Banking 3 0 3

This course provides a fundamental treatment of how money and banks function in the United States and world economies. Topics include the roles of money in the U.S. economy, the functions of the Federal Reserve Board, and the workings of monetary and fiscal policies. Upon completion, students should be able to explain how the monetary economy functions, how banks are creators of money, and the impact of the Federal Reserve. *This course is a unique concentration requirement of the Banking & Finance concentration in the Business Administration program.*

BAF 232 Consumer Lending 3 0 3

This course details the many types of credit arrangements in which a finance charge is paid for the privilege of repaying debt in delayed payments. Topics include consumer credit policy, the loan process, servicing and collecting loans, consumer compliance, and evaluating credit risks. Upon completion, students should be able to identify collection policies and procedures, explain principles of credit evaluation, define open-end credit, and describe indirect lending.

BAF 235 Analyzing Financial Statements 3 0 3

This course provides practice in constructing and analyzing long-range, multiple-year forecasts of income statements and balance sheets, and cash budgets. Topics include trend, ratio, common size, comparative analysis, programs, projections, and cash budgets. Upon completion, students should be able to analyze income statements, balance sheets and *pro forma* statements. **Prerequisite: ACC 120.**

■ BIO - Biology

BIO 111 General Biology I 3 3 4

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 112 General Biology II 3 3 4

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: BIO 111.**

BIO 120 Introductory Botany 3 3 4

This course provides an introduction to the classification, relationships, structure, and function of plants. Topics include reproduction and development of seed and non-seed plants, levels of organization, form and function of systems, and a survey of major taxa. Upon completion, students should be able to demonstrate comprehension of plant form and function, including selected taxa of both seed and non-seed plants. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: BIO 110 or BIO 111.**

BIO 140 Environmental Biology 3 0 3

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 economics perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

BIO 140A Environmental Biology Lab 0 3 1

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Corequisite: BIO 140.**

BIO 163 Basic Anatomy & Physiology 4 2 5

This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

BIO 168 Anatomy & Physiology I 3 3 4

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, nervous, and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Selected topics from microbiology are included in this course. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.*

BIO 169 Anatomy & Physiology II 3 3 4

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. Selected topics from microbiology are included in this course. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.* **Prerequisite: BIO 168.**

■ BPR - Blueprint Reading

BPR 111 Blueprint Reading 1 2 2

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.

BPR 121 Blueprint Reading: Mechanical 1 2 2

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. **Prerequisite: BPR 111 or MAC 131.**

■ BUS - Business

BUS 110 Introduction to Business 3 0 3

This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.*

BUS 115 Business Law I 3 0 3

This course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.*

BUS 116 Business Law II 3 0 3

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. **Prerequisite: BUS 115.**

BUS 137 Principles of Management 3 0 3

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

BUS 151 People Skills 3 0 3

This course introduces the basic concepts of identity and communication in the business setting. Topics include self-concept, values, communication styles, feelings and emotions, roles versus relationships, and basic assertiveness, listening, and conflict resolution. Upon completion, students should be able to distinguish between unhealthy, self-destructive, communication patterns and healthy, nondestructive, positive communication patterns.

BUS 225 Business Finance 2 2 3

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. **Prerequisite: ACC 120.**

BUS 230 Small Business Management 3 0 3

This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.

BUS 239 Business Applications Seminar 1 2 2

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. **Prerequisites: ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, 251 or 252.**

BUS 255 Organizational Behavior in Business 3 0 3

This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.

■ CHM - Chemistry

CHM 131 Introduction to Chemistry 3 0 3

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

CHM 131A Introduction to Chemistry Lab 0 3 1

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experiences that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Corequisite: CHM 131.**

CHM 132 Organic & Biochemistry 3 3 4

This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties and reactions of the major organic and biological molecules, and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: CHM 131.**

■ CIS - Information Systems

CIS 110 Introduction to Computers 2 2 3

This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. 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 sciences/mathematics. Credit by proficiency exam is available.*

CIS 113 Computer Basics 0 2 1

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 sufficient to use computer-assisted instructional software. *Credit by proficiency exam is available.*

CIS 115 Introduction to Programming & Logic 2 2 3

This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisites: MAT 070 or acceptable placement score, and CIS 110.**

CIS 120 Spreadsheet I 2 2 3

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. *Credit by proficiency exam is available.* **Prerequisite: CIS 110 or CIS 111 or OST 137.**

CIS 126 Graphic Software Introduction 2 2 3

This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications. *Credit by proficiency exam is available.*

CIS 130 Survey of Operating Systems 2 3 3
The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.

CIS 152 Database Concepts & Applications 2 2 3
This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices. *Credit by proficiency exam is available.* **Prerequisite: CIS 110, CIS 111 or CIS 115.**

CIS 157 Database Programming I 2 2 3
This course is designed to develop programming proficiency in a selected DBMS. Emphasis is placed on the Data Definition Language (DDL) and Data Manipulation Language (DML) of the DBMS as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports representative of industry requirements. **Prerequisites: CIS 115, CIS 130, CIS 152.**

CIS 174 Network System Manager I 2 2 3
This course covers effective network management. Topics include network file system design and security, log-in scripts and user menus, printing services, E-mail, and backup. Upon completion, students should be able to administer an office network system. **Prerequisite: CIS 215.**

CIS 175 Network Management I 2 2 3
This course covers fundamental network administration and system management. Topics include accessing and configuring basic network services, managing directory services, and using network management software. Upon completion, students should be able to apply system administrator skills in developing a network management strategy. **Prerequisite: CIS 174.**

CIS 215 Hardware Installation/Maintenance 2 3 3
This course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventive maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers. *Credit by proficiency exam is available.* **Prerequisites: CIS 110, CIS 111 or CIS 115, and CIS 130.**

CIS 217 Computer Training & Support 2 2 3
This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users. **Prerequisite: CIS 110.**

CIS 226 Trends in Technology 1 2 2
This course introduces emerging information systems technologies. Emphasis is placed on evolving technologies and trends in business and industry. Upon completion, students should be able to articulate an understanding of the current trends and issues in emerging technologies for information systems. **Prerequisite: CIS 110 or CIS 113.**

CIS 274 Network System Manager II 2 2 3
This course is a continuation of CIS 174 focusing on advanced network management, configuration, and installation. Emphasis is placed on server configuration files, startup procedure, server protocol support, memory and performance concepts, and management maintenance. Upon completion, students should be able to install and upgrade networks and servers for optimal performance. **Prerequisite: CIS 174.**

CIS 275 Network Management II 2 2 3
This course is a continuation of CIS 175 focusing on advanced enterprise networks. Topics include directory service tree planning, management distribution and protection, improving network security, auditing the network, printing, networking, and system administration of an Internet node. Upon completion, students should be able to manage client services and network features and optimize network performance. **Prerequisite: CIS 175.**

CIS 286 Systems Analysis & Design 3 0 3
This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE 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. **Prerequisites: CIS 115, CIS 120, CIS 152, OST 136.**

CIS 287 Network Support 2 2 3
This course provides experience using CD ROM and on-line research tools and hands-on experience for advanced hardware support and troubleshooting. Emphasis is placed on troubleshooting network adapter cards and cabling, network storage devices, the DOS workstation, and network printing. Upon completion, students should be able to analyze, diagnose, research, and fix network hardware problems. **Prerequisite: CIS 274 or CIS 275.**

CIS 288 Systems Project 1 4 3
This course provides an opportunity to complete a significant systems project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation. **Prerequisite: CIS 227 or CIS 286.**

■ CJC - Criminal Justice

CJC 100 Basic Law Enforcement Training 8 30 18
This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate-level course.

CJC 100A Basic Law Enforcement Training 3 21 10
CJC 100B Basic Law Enforcement Training 5 9 8
These courses cover the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. These are certificate-level courses. **Prerequisite: CJC 100A is prerequisite for CJC 100B.**

CJC 111 Introduction to Criminal Justice 3 0 3
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.*

CJC 112 Criminology 3 0 3
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

CJC 113 Juvenile Justice 3 0 3
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

CJC 121 Law Enforcement Operations 3 0 3
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement. Credit by proficiency exam is available.*

CJC 131 Criminal Law 3 0 3

This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

CJC 132 Court Procedures & Evidence 3 0 3

This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

CJC 141 Corrections 3 0 3

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 premajor elective requirement.*

CJC 212 Ethics & Community Relations 3 0 3

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

CJC 215 Organization & Administration 3 0 3

This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.

CJC 221 Investigative Principles 3 2 4

This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

CJC 222 Criminalistics 3 0 3

This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.

CJC 225 Crisis Intervention 3 0 3

This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.

CJC 231 Constitutional Law 3 0 3

The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

CJC 293 Selected Topics in Criminal Justice 3 0 3

This course provides an opportunity to explore areas of current issues facing the criminal justice system. Emphasis is placed on subject matter appropriate to the contemporary study of criminal justice. Upon completion, students should be able to demonstrate an understanding of the material discussed. Topics include police corruption, school violence, technology crimes, terrorism, the death penalty, international crime, violence in society, white-collar crime, and organized crime. **Prerequisites: CJC 111, CJC 121.**

■ COE - Cooperative Education

COE 111 Cooperative Work Experience I 0 0 10 1

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

COE 112 Cooperative Work Experience I 0 0 20 2

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

COE 115 Work Experience Seminar I 1 0 0 1

This course offers a forum to analyze practical co-op work experiences with a faculty member and other students who are engaged in similar co-op work experiences. Emphasis is placed on processing, discussing, and evaluating experiences gained in Cooperative Work Experience I. Upon completion, students should be able to analyze the productivity and effectiveness of their work experiences and articulate what was learned about this career field. They should also be able to outline a strategy to improve their own work-related competencies and career development based on those experiences. **Corequisite: COE 111, COE 112, COE 113 or COE 114.**

COE 121 Cooperative Work Experience II 0 0 10 1

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

COE 122 Cooperative Work Experience II 0 0 20 2

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

COE 132 Cooperative Work Experience III 0 0 20 2

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

■ COM - Communication

COM 110 Introduction to Communication 3 0 3

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.*

COM 231 Public Speaking 3 0 3

This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.*

■ DAN - Dance Appreciation

DAN 110 Dance Appreciation 3 0 3

This course for nondance majors surveys diverse dance forms and the religious and cultural values that shape them. Topics include dances from Europe, Africa, Asia, and America. Upon completion, students should be able to demonstrate an understanding of the diverse forms and values that dance embraces. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education requirement in humanities/fine arts.*

■ DES - Design

DES 110 Architectural Graphics 0 6 2

This course introduces basic drafting skills and techniques. Emphasis is placed on the use of drafting equipment, lettering, dimensioning, elevations, sections, construction details, and actual fixture sizes as related to interior design situations. Upon completion, students should be able to complete working drawings skillfully utilizing principles of drafting.

DES 120 CAD for Interior Design 0 6 2

This course introduces basic computer-aided design and drafting skills and techniques within interior design applications. Emphasis is placed on the most common computer commands used in architectural drafting and design to draw, edit, manipulate layers, and create reusable drawings. Upon completion, students should be able to use specific computer applications to complete drawings and plot/print. **Prerequisite: DES 110.**

DES 125 Graphic Presentation I 0 6 2

This course introduces graphic presentation techniques for communicating ideas. Topics include drawing, perspective drawing, and wet and dry media. Upon completion, students should be able to produce a pictorial presentation.

DES 135 Principles & Elements of Design I 2 4 4

This course introduces the basic concepts and terminology of design as they relate to the design profession. Topics include line, pattern, space, mass, shape, texture, color, unity, variety, rhythm, emphasis, balance, proportion, scale, and function. Upon completion, students should be able to demonstrate an understanding of the principles covered through hands-on application.

DES 136 Principles & Elements of Design II 2 4 4

This course provides continued study of design principles introduced in DES 135. Emphasis is placed on color theory, pattern, and texture as used in interiors as well as an investigation of the psychology of color. Upon completion, students should be able to originate a color program for interiors. **Prerequisite: DES 135.**

DES 210 Business Practices/Interior Design 2 0 2

This course introduces contemporary business practices for interior design. Topics include employment skills, business formations, professional associations, preparation of professional contracts and correspondence, and means of compensation. Upon completion, students should be able to describe the basic business formations and professional associations and compose effective letters and contracts.

DES 220 Introduction to Interior Design 1 6 3

This course covers the basic principles of design as they relate specifically to interior design, furniture arrangement, wall composition, color, furnishings, collages, and illustration. Emphasis is placed on spatial relationships, craftsmanship, and visual presentation techniques. Upon completion, students should be able to arrange furnishings in rooms for various purposes, select furnishings and colors, and illustrate ideas graphically. **Prerequisites: DES 135 and ARC 111 or DES 110 or DFT 115.**

DES 225 Textiles/Fabrics 2 2 3

This course includes the study of woven and nonwoven fabrics for interiors. Topics include characteristics of fibers, yarns, weaving, felting, and knitting; processing of leather; and adorning and finishing of interior fabrics. Upon completion, students should be able to recognize and use correct terminology for upholstery, window treatments, and rugs/carpets with regard to flammability, performance, and durability.

DES 230 Residential Design I 1 6 3

This course includes principles of interior design for various residential design solutions. Emphasis is placed on visual presentation and selection of appropriate styles to meet specifications. Upon completion, students should be able to complete scaled floor plans, elevations, specifications, color schemes and fabrics, and finishes and furniture selection. **Prerequisite: DES 220.**

DES 235 Products 2 2 3

This course provides an overview of interior finishing materials and the selection of quality upholstery and case goods. Topics include hard and resilient floor coverings; wall coverings and finishes; ceilings, moldings, and furniture construction techniques; and other interior components. Upon completion, students should be able to recognize and use correct terminology, select appropriate materials for interior surfaces, and choose furniture based on sound construction.

DES 240 Nonresidential Design I 1 6 3

This course introduces commercial/contract design including retail, office, institutional, restaurant, and hospitality design. Emphasis is placed on ADA requirements, building codes and standards, space planning, and selection of appropriate materials for nonresidential interiors. Upon completion, students should be able to analyze and design introductory nonresidential projects using graphic presentation concepts. **Prerequisite: DES 220.**

DES 241 Nonresidential Design II 1 6 3

This course provides an in-depth study of nonresidential design exploring more comprehensive design solutions such as health care facilities, furniture gallery design, and large office complexes. Emphasis is placed on design of commercial interiors and suitability of materials to meet ADA requirements, codes, and standards. Upon completion, students should be able to design nonresidential spaces meeting ADA requirements and select furniture, materials, fabrics, and accessories meeting codes and flammability standards. **Prerequisite: DES 240.**

DES 255 History/Interiors & Furnishings I 3 0 3

This course covers interiors, exteriors, and furnishings from ancient Egypt through French Neo-Classicism. Emphasis is placed on vocabulary, chronology, and style recognition. Upon completion, students should be able to classify and date interior and exterior architecture and furnishings and be conversant with pertinent vocabulary.

DES 256 History/Interiors & Furnishings II 3 0 3

This course covers English, American, and various styles of nineteenth- and twentieth-century furniture, interiors, and exteriors. Emphasis is placed on style recognition, vocabulary, and chronology. Upon completion, students should be able to recognize and describe major styles of furniture, interiors, and exteriors.

DES 260 Materials Calculations/Interior Design 3 0 3

This course includes the study of calculations for square footage, square yardage, and cut-length yardage. Emphasis is placed on the development of workable formulas, worksheets, and order forms that can be used in an interior design business. Upon completion, students should be able to produce electronic worksheets and order forms for calculating window treatments, wall coverings, and floor coverings for a given space.

DES 265 Lighting/Interior Design 2 0 2

This course introduces theory and contemporary concepts in lighting. Topics include light levels, light quality, lamps and fixtures, and their use in interior design. Upon completion, students should be able to determine light levels and requirements based on national standards and select luminaires for specific light qualities.

DES 276 Showroom & Gallery Design 1 6 3

This course focuses on skills and techniques directly related to showroom and gallery design for home furnishings and accessories. Topics include furniture arrangement, accessory use and display, vignette design, lighting, and hue scheme coordination. Upon completion, students should be able to design and coordinate the installation of furniture/accessory showrooms and galleries. **Prerequisites: DES 230 and DES 240.**

DES 285 Capstone/Interior Design 2 6 4

This course provides additional studio time to investigate areas of special interest, upgrade weaknesses, and/or capitalize on strengths. Topics include a broad range of options, both residential and nonresidential, combining individual research and instructional guidance. Upon completion, students should be able to complete the graphics, client folder, and all schedules for a professional project. **Prerequisites: DES 210, DES 230, and DES 240.**

■ DFT - Drafting

DFT 115 Architectural Drafting 1 2 2

This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations, and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.

DFT 119 Basic CAD 1 2 2

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

DFT 151 CAD I 2 3 3

This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.

DFT 152 CAD II 2 3 3

This course is a continuation of DFT 151. Topics include advanced two-dimensional, three-dimensional, and solid modeling and extended CAD applications. Upon completion, students should be able to generate and manage CAD drawings and models to produce engineering documents. **Prerequisite: DFT 151.**

DFT 153 CAD III 2 3 3

This course covers basic principles of three-dimensional CAD wireframe and surface models. Topics include user coordinate systems, three-dimensional viewpoints, three-dimensional wireframes, and surface components and viewpoints. Upon completion, students should be able to create and manipulate three-dimensional wireframe and surface models. **Prerequisite: DFT 151.**

■ DRA - Drama

DRA 111 Theatre Appreciation 3 0 3

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirements in humanities/fine arts.*

■ ECO - Economics

ECO 151 Survey of Economics 3 0 3

This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 251 Principles of Microeconomics 3 0 3

This course introduces economic analysis of individuals, businesses, and industries 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

ECO 252 Principles of Macroeconomics 3 0 3

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

■ EDU - Education

EDU 111 Early Childhood Credential I 2 0 0 2

This course introduces early childhood education and the role of the teacher in environments that encourage exploration and learning. Topics include professionalism, child growth and development, individuality, family, and culture. Upon completion, students should be able to identify and demonstrate knowledge of professional roles, major areas of child growth and development, and diverse families.

EDU 112 Early Childhood Credential II 2 0 0 2

This course introduces developmentally appropriate practices, positive guidance, and standards of health, safety, and nutrition. Topics include the learning environment, planning developmentally appropriate activities, positive guidance techniques, and health, safety, and nutrition standards. Upon completion, students should be able to demonstrate developmentally appropriate activities and positive guidance techniques and describe health/sanitation/nutrition practices that promote healthy environments for children. **Prerequisite: EDU 111.**

EDU 131 Child, Family & Community 3 0 0 3

This course covers the relationships between the families, programs for children/schools, and the community. Emphasis is placed on establishing and maintaining positive collaborative relationships with families and community resources. Upon completion, students should be able to demonstrate strategies for effectively working with diverse families and identifying and utilizing community resources.

EDU 144 Child Development I 3 0 0 3

This course covers the theories of child development and the developmental sequences of children from conception through the preschool years for early childhood educators. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and appropriate experiences for the young child. Upon completion, students should be able to identify developmental milestones, plan experiences to enhance development, and describe appropriate interaction techniques and environments for typical/atypical development. *Credit by proficiency exam is available.*

EDU 145 Child Development II 3 0 0 3

This course covers theories of child development and developmental sequences of children from preschool through middle childhood for early childhood educators. Emphasis is placed on characteristics of physical/motor, social, emotional, and cognitive/language development and appropriate experiences for children. Upon completion, students should be able to identify developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. *Credit by proficiency exam is available.*

EDU 146 Child Guidance 3 0 0 3

This course introduces practical principles and techniques for developmentally appropriate guidance. Emphasis is placed on encouraging self-esteem and cultural awareness, effective communication skills, and direct and indirect guidance techniques and strategies. Upon completion, students should be able to demonstrate strategies which encourage positive social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children.

EDU 151 Creative Activities 3 0 0 3

This course covers creative learning environments, planning and implementing developmentally appropriate experiences, and developing appropriate teaching materials for the classroom. Emphasis is placed on creative activities for children in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to select and evaluate developmentally appropriate learning materials and activities.

EDU 153 Health, Safety & Nutrition 3 0 0 3

This course focuses on promoting and maintaining the health and well-being of children. Topics include health and nutritional needs, safe and healthy environments, and recognition and reporting of child abuse and neglect. Upon completion, students should be able to set up and monitor safe indoor and outdoor environments and implement a nutrition education program. *Credit by proficiency exam is available.* **Corequisite: EDU 153A.**

EDU 153A Health, Safety & Nutrition Lab 0 2 0 1

This course provides a laboratory component to complement EDU 153. Emphasis is placed on practical experiences that enhance concepts introduced in the classroom. Upon completion, students should be able to demonstrate a practical understanding of the development and implementation of safe indoor/outdoor environments and nutrition education programs. *Credit by proficiency exam is available.* **Corequisite: EDU 153.**

EDU 221 Children with Special Needs 3 0 0 3

This course introduces working with children with special needs. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the home and classroom environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, and work collaboratively to plan, implement, and evaluate inclusion strategies. **Prerequisites: EDU 144 and EDU 145; or PSY 244 and PSY 245.**

EDU 234 Infants, Toddlers & Twos 3 0 0 3

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year-olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum.

EDU 235 School-Age Development & Program 2 0 0 2

This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to 12 years of age and plan and implement age-appropriate activities.

EDU 251 Exploration Activities 3 0 0 3

This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.

EDU 259 Curriculum Planning 3 0 0 3

This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instructions; and design environments with appropriate equipment and supplies. **Prerequisite: EDU 112 or EDU 113 or EDU 119.**

EDU 261 Early Childhood Administration Credential I 2 0 0 2

This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a N.C. Child Day Care license. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.

EDU 262 Early Childhood Administration Credential II 3 0 0 3

This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans and develop personnel policies, including supervision and staff development plans. **Prerequisite: EDU 261.**

EDU 282 Early Childhood Literature 3 0 0 3

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.

■ ELC - Electricity

ELC 111 Introduction to Electricity 2 2 3

This course introduces the fundamental concepts of electricity and test equipment to nonelectrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance), components (resistors, inductors, and capacitors), power, and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.

ELC 112 DC/AC Electricity 3 6 5

This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits. **Prerequisite: ELC 126.**

ELC 113 Basic Wiring I 2 6 4

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

ELC 114 Basic Wiring II 2 6 4

This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations. **Prerequisite: ELC 113.**

ELC 117 Motors & Controls 2 6 4

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits. **Prerequisite: ELC 111, ELC 112, or ELC 131.**

ELC 117A Motors & Controls 1 3 2

ELC 117B Motors & Controls 1 3 2

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. *Credit by proficiency exam is available.* **Prerequisites: ELC 111, ELC 112, or ELC 131; and ELC 117A is prerequisite for ELC 117B.**

ELC 118 National Electrical Code 1 2 2

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.

ELC 125 Diagrams & Schematics 1 2 2

This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics. *Credit by proficiency exam is available.*

ELC 126 Electrical Computations 2 2 3

This course introduces the fundamental applications of mathematics which are used by an electrical/electronics technician. Topics include whole numbers, fractions, decimals, powers, roots, simple electrical formulas, and usage of a scientific calculator. Upon completion, students should be able to solve simple electrical mathematical problems. DC circuit theorems, DC circuit laws and the use of the ohmmeter, ammeter, and voltmeter will be covered. *Credit by proficiency exam is available.*

ELC 128 Introduction to PLC 2 3 3

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.

ELC 215 Electrical Maintenance 2 3 3

This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities. **Prerequisite: ELC 117.**

■ ELN - Electronics

ELN 131 Electronic Devices 3 3 4

This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thyristors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment. **Corequisite: ELC 112, ELC 131, or ELC 140.**

ELN 132 Linear IC Applications 3 3 4

This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment. **Prerequisite: ELN 131 or BMT 113.**

ELN 133 Digital Electronics 3 3 4

This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC converters, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.

ELN 229 Industrial Electronics 2 4 4

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices (filters, rectifiers, FET, SCR, Diac, Triac, Op-amps, etc). Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit. **Prerequisite: ELC 112, ELC 131, or ELC 140.**

ELN 231 Industrial Controls 2 3 3

This course introduces the fundamental concepts of solid-state control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret ladder diagrams and demonstrate an understanding of electromechanical and electronic control of rotating machinery. **Prerequisite: ELC 112, ELC 131, or ELC 140.**

■ ENG - English

ENG 075 Reading & Language Essentials 5 0 5

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills, and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.

ENG 085 Reading & Writing Foundations 5 0 5

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A. **Prerequisites: ENG 070 and RED 070, or ENG 075 or acceptable placement score.**

ENG 090 Composition Strategies 3 0 3

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirements for ENG 111 and ENG 111A. **Prerequisite: ENG 080 or ENG 085 or acceptable placement score.**

ENG 102 Applied Communications II 3 0 3

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course.

ENG 111 Expository Writing 3 0 3

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. Students will be introduced to research skills using MLA/APA style of documentation and to effective oral presentation strategies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.* **Prerequisites: ENG 090 and RED 090, or ENG 095, or acceptable placement score.**

ENG 112 Argument-Based Research 3 0 3

This course, the second in a series of two, introduces research techniques, documentation, styles, and argumentative strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and styles. Students will be introduced to effective presentation strategies for oral and written argumentation. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.* **Prerequisite: ENG 111.**

ENG 113 Literature-Based Research 3 0 3

This course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama (plot, characterization, theme, cultural context, etc.). Upon completion, students should be able to construct mechanically sound, documented essays and research papers that analyze and respond to literary works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.* **Prerequisite: ENG 111.**

ENG 114 Professional Research & Reporting 3 0 3

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition.* **Prerequisite: ENG 111.**

ENG 131 Introduction to Literature 3 0 3

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 111. Corequisite: ENG 112, ENG 113, or ENG 114.**

ENG 231 American Literature I 3 0 3

This course covers selected works in early American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113, or ENG 114**.

ENG 232 American Literature II 3 0 3

This course covers selected works in early American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113, or ENG 114.**

ENG 233 Major American Writers 3 0 3

This course provides an intensive study of the works of several major American authors. Emphasis is placed on American history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113, or ENG 114.**

ENG 241 British Literature I 3 0 3

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113, or ENG 114.**

ENG 242 British Literature II 3 0 3

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 to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113, or ENG 114.**

ENG 243 Major British Writers 3 0 3

This course provides an intensive study of the works of several major British authors. Emphasis is placed on British history, culture, and the literary merits. Upon completion, students should be able to interpret, analyze, and evaluate the works studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113, or ENG 114.**

ENG 251 Western World Literature I 3 0 3

This course provides a survey of selected European works from the Classical period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113, or ENG 114.**

ENG 252 Western World Literature II 3 0 3

This course provides a survey of selected European works from the Neoclassical 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 selected works. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 112, ENG 113 ,or ENG 114.**

■ FLO - Floriculture

FLO 110 Introduction to Floriculture 2 0 2

This course provides an overview of the floral industry. Topics include tools, supplies/suppliers, flower identification, and care and handling of products used in the floral profession. Upon completion, students should be able to identify the flowers, tools, and supplies used in industry as well as care for fresh floral products.

FLO 112 Floral Design Principles 3 0 3

This course covers design fundamentals as applied to the floral industry, past, and present. Topics include the elements and principles of design, color theory, floral history, and visual merchandising. Upon completion, students should be able to recognize period floral designs and have a working knowledge of the elements and principles of design.

FLO 114 Floral Design I 3 9 6

This course provides the hands-on training foundation for a career in floral design. Topics include basic geometric arrangements, simple corsage work, bows, vase designs, and holiday creations. Upon completion, students should be able to tie a bow and construct basic geometric arrangements, simple corsages, vase designs, and holiday items.

FLO 116 Floral Design II 4 12 10

This course covers sympathy design fundamentals, stressing cooperation with the funeral director; wedding designs; and professional bridal consultation. Topics include sympathy offerings, terminology, wedding trends, ceremony and reception flowers, and industry etiquette. Upon completion, students should be able to construct funeral designs, wedding flowers, and work professionally with the funeral industry and bridal clientele. **Prerequisites: FLO 110, FLO 112, and FLO 114.**

FLO 118 Floral Shop Management 1 2 2

This course provides exposure to all elements related to the management area of a retail florist. Topics include buying and pricing, shop layout, wire services, advertising and promotion, delivery, and customer/employee relations. Upon completion, students should be able to properly send and receive wire orders, design a shop floor plan, purchase and price products effectively, and utilize good customer/employee relations.

FLO 120 Florist Plant Products 2 4 4

This course provides an overview of particular green and blooming plants utilized by the floral industry. Emphasis is placed on identification, care requirements, propagation, presentation, and merchandising of selected green and blooming plants. Upon completion, students should be able to identify, maintain, propagate and merchandise selected plants sold by the retail floral shop. *Credit by proficiency exam is available.*

FLO 210 Advanced Floral Design I 1 2 2

This course introduces advanced floral design techniques and terminology as used by the professional floral designer. Emphasis is placed on floral designs, utilizing contemporary terminology and design techniques, such as hi-style, waterfall, basing, grouping, vegetative pave, etc. Upon completion, students should be able to understand modern floral terminology and construct designs utilizing contemporary techniques. **Prerequisite: FLO 116.**

■ FRE - French

FRE 111 Elementary French I 3 0 3

This course introduces the fundamental elements of the French 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 French and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

FRE 112 Elementary French II 3 0 3

This course is a continuation of FRE 111 focusing on the fundamental elements of the French 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 French and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: FRE 111.**

FRE 211 Intermediate French I 3 0 3

This course provides a review and expansion of the essential skills of the French language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: FRE 112.**

FRE 212 Intermediate French II 3 0 3

This course is a continuation of FRE 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: FRE 211.**

■ GEL - Geology

GEL 111 Introductory Geology 3 2 4

This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

GEL 120 Physical Geology 3 2 4

This course provides a study of the structure and composition of the earth's crust. Emphasis is placed on weathering, erosional and depositional processess, mountain building forces, rocks and minerals, and structural changes. Upon completion, students should be able to explain the structure, composition, and formation of the earth's crust. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

■ GRA - Graphic Arts

GRA 121 Graphic Arts I 2 4 4

This course introduces terminology, tools and materials, procedures, and equipment used in graphic arts production. Topics include copy preparation and pre-press production relative to printing. Upon completion, students should be able to demonstrate an understanding of graphic arts production.

GRA 151 Computer Graphics I 1 3 2

This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration, and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.

GRA 152 Computer Graphics II 1 3 2

This course covers advanced design and layout concepts utilizing illustration, page layout, and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions. **Prerequisite: GRA 151.**

GRA 153 Computer Graphics III 1 3 2

This course is a continuation of GRA 152. Emphasis is placed on advanced computer graphics hardware and software applications. Upon completion, students should be able to demonstrate competence in selection and utilization of appropriate software for specialized applications. **Prerequisite: GRA 152.**

GRA 154 Computer Graphics IV 1 3 2

This course is a continuation of GRA 153. Emphasis is placed on advanced techniques using a variety of hardware and software applications to produce complex projects. Upon completion, students should be able to use electronic document production tools. **Prerequisite: GRA 153.**

GRA 163 Computer Graphics Applications III 0 3 1

This course is designed to provide additional hands-on training using computer software and hardware for production and design in graphic arts. Emphasis is placed on utilizing various computer software and hardware to produce advanced graphic arts projects. Upon completion, students should be able to effectively use the computer as a graphic arts production tool. **Corequisite: GRA 153.**

GRA 221 Graphic Arts II 2 4 4

This course is a continuation of GRA 121. Topics include multicolor image preparation, pre-press production, control of close/hairline register in image assembly and press operation, and post-press procedures. Upon completion, students should be able to demonstrate competence in all phases of graphic arts production. **Prerequisites: GRA 121 and GRA 151.**

GRA 221A Graphic Arts Applications II 0 3 1

This course provides hands-on training in graphic arts. Emphasis is placed on executing more complex and multicolor print production utilizing concepts and technologies. Upon completion, students should be able to apply operational principles to all phases of graphic arts production. **Corequisite: GRA 221.**

■ GRD - Graphic Design

GRD 110 Typography I 2 2 3

This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.

GRD 117 Design Career Exploration 2 0 2

This course covers opportunities in the graphic design field and employment requirements. Topics include evaluation of career choices, operations, structure of advertising and graphic design businesses, and related business issues. Upon completion, students should be able to demonstrate an understanding of the graphic design field and consider an appropriate personal direction of career specialization.

GRD 121 Drawing Fundamentals I 1 3 2

This course increases observation skills using basic drawing techniques and media in graphic design. Emphasis is placed on developing the use of graphic design principles, media applications, spatial considerations, drawing styles, and approaches. Upon completion, students should be able to show competence and proficiency in finished works.

GRD 131 Illustration I 1 3 2

This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork. **Prerequisite: ART 131, DES 125, or GRD 121.**

GRD 142 Graphic Design II 2 4 4

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. **Prerequisite: ART 121, DES 135, or GRD 141.**

GRD 230 Technical Illustration 1 3 2

This course introduces technical and industrial illustration techniques. Topics include orthographic, isometric, linear perspective, and exploded views. Upon completion, students should be able to demonstrate competence in various technical rendering techniques. **Prerequisite: ART 131, DES 125, or GRD 121.**

GRD 241 Graphic Design III 2 4 4

This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving. **Prerequisite: DES 136 or GRD 142.**

GRD 271 Multimedia Design I 1 3 2

This course introduces the fundamentals of multimedia design and production for computer-related presentations. Topics include interface design, typography, storyboarding, scripting, simple animation, graphics, digital audio/video, and copyright issues. Upon completion, students should be able to design and produce multimedia presentations. **Prerequisite: GRD 151 or GRA 151.**

GRD 272 Multimedia Design II 1 3 2

This course is a continuation of GRD 271. Emphasis is placed on advanced animation, specialized software, quality control, and cross-platform delivery, as well as problems associated with delivery media and interactivity. Upon completion, students should be able to produce multimedia presentations and determine and adapt to technical specifications for delivery. **Prerequisite: GRD 271.**

GRD 280 Portfolio Design 2 4 4

This course covers the organization and presentation of a design/advertising or graphic art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a résumé and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials. **Prerequisites: GRD 142 and GRD 152 or GRA 152.**

GRD 281 Design of Advertising 2 0 2

This course explores the origins, roles, scope, forms, and development of advertising. Emphasis is placed on advertising development from idea through production and the interrelationship of marketing to types of advertising, media, and organizational structure. Upon completion, students should be able to demonstrate an understanding of the complexities and relationships involved in advertising design.

■ HIS - History

HIS 121 Western Civilization I 3 0 3

This course introduces western civilization from prehistory to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 122 Western Civilization II 3 0 3

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 131 American History I 3 0 3

This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

HIS 132 American History II 3 0 3

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

■ HOR - Horticulture

HOR 150 Introduction to Horticulture 2 0 2

This course covers the history, development, and basic techniques of horticulture. Topics include propagation techniques, planting procedures, watering and fertility, plant growth, pest and disease control, and garden design and history. Upon completion, students should be able to demonstrate an understanding of the basic principles of horticulture. *Credit by proficiency exam is available.*

HOR 154 Introduction to Horticulture Therapy 2 4 4

This course introduces the concept of horticulture therapy and how it can be applied to improve human well-being. Emphasis is placed on developing a horticulture therapy program, planning activities, and adjusting activities based on the age, disability, or need of the individual. Upon completion, students should be able to develop project ideas, write lesson plans, and lead informal classes using horticulture therapy techniques.

HOR 235 Greenhouse Production 2 2 3

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.

■ HPT - Historical Preservation Technology

HPT 110 Historical & Cultural Landscapes 3 0 3

This course introduces historical trends in the settlement of North America. Topics include geography, immigrant migrations, and changes in social perception from the seventeenth through twentieth centuries in North America. Upon completion, students will be able to demonstrate an understanding of the cultural landscape of North America and its development.

HPT 111 Principles of Historic Preservation 3 0 3

This course provides an introduction to federal, state, and local preservation laws and regulations. Emphasis is placed on understanding the content and applicability of these laws for local preservation programs and public projects. Upon completion, students will be able to demonstrate a working knowledge of preservation law.

HPT 112 Introduction to Photographic Documentation 2 2 3

This course provides an introduction to standardized photographic documentation in both field and laboratory situations. Topics include basic 35mm camera handling, subject composition, and lighting techniques. Upon completion, students will be able to document a wide range of activities and materials in archaeological and architectural projects.

HPT 115 Introduction to Archaeology 3 0 3

This course introduces the methodological and theoretical elements of modern prehistoric archaeology. Topics include theories of cultural change, dating methods, sampling studies, and the reconstruction of economic, social, and religious patterns in prehistoric and historic societies. Upon completion, students will be able to demonstrate the basic methods and theoretical models necessary to comprehend and participate effectively in professional archaeological research.

HPT 233 Historic Construction Methods 3 3 4
This course covers the methods used in the construction of houses prior to the 1900s. Topics include availability of modern materials, tools, regional and socioeconomic variations, practical experience working with these tools, and duplicating style with modern tools. Upon completion, students will be able to demonstrate a working knowledge of construction methods and the tools used prior to the twentieth century.

HPT 240 HABS/HAER Photography & Measured Drawings 2 3 3
This course is designed to train students to record historic architectural and industrial structures that are part of America's historic built environment. Emphasis will be placed on specialized skills including CAD, drafting, photography, and digital recording methods. Upon completion, students will be able to use standardized photographic techniques and measured drawings to record and document existing structures. **Prerequisite: HPT 112.**

HPT 250 Preservation Planning & Historic Settings 3 3 4
This course introduces a framework for the management of historic properties in both urban and rural contexts. Emphasis is placed on property management, zoning, and the development of historic properties as both educational and historic resources for the surrounding community. Upon completion, students will be able to advise and assist in the development of preservation plans for historic sites. **Prerequisite: HPT 111.**

HPT 251 Preservation Management & Community Preservation Organizations 3 0 3
This course will introduce students to the major theoretical and philosophical tenants of historic preservation management in America today. Emphasis will be placed on management issues pertinent to preservation efforts conducted by local groups within their communities. Upon completion, students should be able to demonstrate an in-depth understanding of preservation management organizations and techniques.

HPT 252 Recording Historic Properties 3 0 3
This course introduces detailed research methods for the documentation of historic properties. Emphasis is placed on both archival research and physical recording techniques. Upon completion, students should be able not only to record any existing structures, but also to identify an ownership history and historic context for historic properties.

HPT 254 Real Estate Development & Adaptive/Extended Use of Historic Structures 3 0 3
This course introduces the principles of real estate development ranging from contracts, brokerage, leases, residual land value analysis, discounted cash flow, and net present value techniques. Emphasis is placed on issues and procedures involved in extending the productivity of buildings through a combination of lectures, field trips to sites throughout North Carolina, and in class projects. Upon completion, students should be able to develop and present feasibility studies for the reuse of endangered or underutilized properties.

HPT 260 Historic Preservation Law 3 0 3
This course is designed to prepare students with detailed knowledge of the defining legal cases and judgments in areas of historic preservation on the federal, state, and local levels. Topics include the National Historic Preservation Act, *Maher v. City of New Orleans*, *Penn Central v. The City of New York*, federal funding programs, preservation easements, revolving funds, and tax credits. Upon completion, students should be able to demonstrate a working knowledge of preservation law as applicable to historic restoration and project management.

HPT 270 18th & 19th Century American Architecture: Antebellum North Carolina 3 0 3
This course introduces students to the architecture of 18th and 19th centuries in North Carolina. Emphasis is placed on site investigation and documentation of a group of the region's most important antebellum structures. Upon completion, students should be able to demonstrate a working knowledge of antebellum architecture and its significance.

HPT 272 Readings in American Vernacular Architecture 3 0 3
This course provides a detailed introduction into the most influential interpretive frameworks employed in the study of American buildings and historic landscapes. Emphasis is placed on the methods and theories that have formed and changed in the field of vernacular architecture. Upon completion, students should be able to identify, describe, and interpret the significance of vernacular historic structures.

■ HUM - Humanities

HUM 110 Technology & Society 3 0 3

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 120 Cultural Studies 3 0 3

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 121 The Nature of America 3 0 3

This course provides an interdisciplinary survey of the American cultural, social, and political experience. Emphasis is placed on the multicultural character of American society, distinctive qualities of various regions, and the American political system. Upon completion, students should be able to analyze significant cultural, social and political aspects of American life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 122 Southern Culture 3 0 3

This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 130 Myth in Human Culture 3 0 3

This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 150 American Women's Studies 3 0 3

This course provides an interdisciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 160 Introduction to Film 2 2 3

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

HUM 220 Human Values & Meaning 3 0 3

This course presents some major dimensions of human experience as reflected in art, music, literature, philosophy, and history. Topics include the search for identity, the quest for knowledge, the need for love, the individual and society, and the meaning of life. Upon completion, students should be able to recognize interdisciplinary connections and distinguish between open and closed questions and between narrative and scientific models of understanding. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

■ HYD - Hydraulics

HYD 110 Hydraulics/Pneumatics I 2 3 3

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.

■ INT - International Business

INT 110 International Business 3 0 3

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.

■ ISC - Industrial Science

ISC 110 Workplace Safety 1 0 1

This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lockout/tagout, 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.

■ JOU - Journalism

JOU 110 Introduction to Journalism 3 0 3

This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles.

■ MAC - Machining

MAC 111 Machining Technology I 2 12 6

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.

MAC 111A Machining Technology I 1 6 3

MAC 111B Machining Technology I 1 6 3

These courses introduce 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. **Prerequisite: MAC 111A is prerequisite for MAC 111B.**

MAC 112 Machining Technology II 2 12 6

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. **Prerequisite: MAC 111.**

MAC 112A Machining Technology II 1 6 3

MAC 112B Machining Technology II 1 6 3

These courses provide 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. **Prerequisites: MAC 111 or MAC 111A, MAC 111B; and MAC 112A is prerequisite for MAC 112B.**

MAC 113 Machining Technology III 2 12 6

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. **Prerequisite: MAC 112.**

MAC 122 CNC Turning 1 3 2

This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.

MAC 124 CNC Milling 1 3 2

This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.

MAC 151 Machining Calculations 1 2 2

This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations. *Credit by proficiency exam is available.*

MAC 152 Advanced Machining Calculations 1 2 2

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. *Credit by proficiency exam is available.* **Prerequisite: MAC 151.**

MAC 214 Machining Technology IV 2 12 6

This course provides advanced applications and practical experience in the manufacturing of complex parts. Emphasis is placed on inspection, gaging, and the utilization of machine tools. Upon completion, students should be able to manufacture complex assemblies to specifications. **Prerequisite: MAC 112.**

MAC 222 Advanced CNC Turning 1 3 2

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. **Prerequisite: MAC 122.**

MAC 224 Advanced CNC Milling 1 3 2

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. **Prerequisite: MAC 124.**

MAC 241 Jigs & Fixtures I 2 6 4

This course introduces the application and use of jigs and fixtures. Emphasis is placed on design and manufacture of simple jigs and fixtures. Upon completion, students should be able to design and build simple jigs and fixtures. *Credit by proficiency exam is available.* **Prerequisite: MAC 112.**

MAC 243 Die Making I 2 6 4

This course introduces the principles and applications of die making. Topics include types, construction, and application of dies. Upon completion, students should be able to design and build simple dies. **Prerequisite: MAC 112.**

MAC 245 Mold Construction I 2 6 4

This course introduces the principles of mold making. Topics include types, construction, and application of molds. Upon completion, students should be able to design and build simple molds. *Credit by proficiency exam is available.* **Prerequisite: MAC 112.**

■ MAT - Mathematics

MAT 050 Basic Math Skills 3 2 4

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

MAT 060 Essential Mathematics 3 2 4

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multistep mathematical problems using technology where appropriate. **Prerequisite: MAT 050 or acceptable placement score.**

MAT 070 Introductory Algebra 3 2 4

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. **Prerequisite: MAT 060 or acceptable placement score. Corequisite: RED 080 or ENG 085 or acceptable placement score.**

MAT 080 Intermediate Algebra 3 2 4

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. **Prerequisite: MAT 070 or acceptable placement score. Corequisite: RED 080 or ENG 085 or acceptable placement score.**

MAT 101 Applied Mathematics I 2 2 3

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs. *Credit by proficiency exam is available.* **Prerequisite: MAT 060 or acceptable placement score.**

MAT 115 Mathematical Models 2 2 3

This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, functional notation, linear functions and their groups, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. *Credit by proficiency exam is available.* **Prerequisite: MAT 070 or acceptable placement score.**

MAT 120 Geometry & Trigonometry 2 2 3

This course introduces the concepts of plane trigonometry and geometry with emphasis on applications to problem solving. Topics include the basic definitions and properties of plane and solid geometry, area and volume, right triangle trigonometry, and oblique triangles. Upon completion, students should be able to solve applied problems both independently and collaboratively using technology. **Prerequisite: MAT 070 or acceptable placement score.**

MAT 121 Algebra/Trigonometry I 2 2 3

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results. **Prerequisite: MAT 070 or acceptable placement score.**

MAT 140 Survey of Mathematics 3 0 3

This course provides an introduction in a nontechnical setting to selected topics in mathematics. Topics include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: MAT 070 or acceptable placement score.**

MAT 151 Statistics I 3 0 3

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: MAT 080 or MAT 090 or acceptable placement score.**

MAT 161 College Algebra 3 0 3

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities, polynomials, rational, exponential, and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: MAT 080 or MAT 090 or acceptable placement score.**

MAT 171 Precalculus Algebra 3 0 3

This is the first of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on equations and inequalities, functions (linear, polynomial, rational), systems of equations and inequalities, and parametric equations. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and predictions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. Credit by proficiency exam is available.* **Prerequisite: MAT 080 or MAT 090 or acceptable placement score.**

MAT 172 Precalculus Trigonometry 3 0 3

This is the second of two courses designed to emphasize topics which are fundamental to the study of calculus. Emphasis is placed on properties and applications of transcendental functions and their graphs, right and oblique triangle trigonometry, conic sections, vectors, and polar coordinates. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: MAT 171.**

MAT 263 Brief Calculus 3 0 3

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: MAT 161.**

MAT 271 Calculus I 3 2 4

This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable, with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisite: MAT 172 or MAT 175.**

■ MEC - Mechanical

MEC 110 Introduction to CAD/CAM 1 2 2

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC 111 Machine Processes I 1 4 3

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 231 Computer-Aided Manufacturing I 1 4 3

This course introduces computer-aided manufacturing (CAM) applications and concepts. Emphasis is placed on developing/defining part geometry and the processing of information needed to manufacture parts. Upon completion, students should be able to demonstrate skills in defining part geometry, program development, and code generation using CAM software.

■ MKT - Marketing & Retailing

MKT 120 Principles of Marketing 3 0 3

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 123 Fundamentals of Selling 3 0 3

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.

■ MNT - Maintenance

MNT 110 Introduction to Maintenance Procedures 1 3 2

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 111 Maintenance Practices 2 2 3

This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods. **Prerequisite: MNT 110.**

■ MUS - Music

MUS 110 Music Appreciation 3 0 3

This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

MUS 112 Introduction to Jazz 3 0 3

This course introduces the origins and musical components of jazz and the contributions of its major artists. Emphasis is placed on the development of discriminating listening habits, as well as the investigation of the styles and structural forms of the jazz idiom. Upon completion, students should be able to demonstrate skills in listening and understanding this form of American music. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

MUS 114 Non-Western Music 3 0 3

This course provides a basic survey of the music of the non-Western world. Emphasis is placed on nontraditional instruments, sources, and performing practices. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of non-Western music. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

■ NAS - Nursing Assistant

NAS 101 Nursing Assistant I 3 2 3 5

This course introduces basic nursing skills required to provide personal care for patients, residents, or clients in a health care setting. Topics include communications, safety, patients' rights, personal care, vital signs, elimination, nutrition, emergencies, rehabilitation, and mental health. Upon completion, students should be able to demonstrate skills necessary to qualify as a Nursing Assistant I with the North Carolina Nurse Aide I Registry. *This is a certificate-level course.*

■ NET - Networking Technology

NET 110 Data Communication/Networking 2 2 3

This course introduces data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking. **Prerequisite: CIS 215.**

NET 125 Routing & Switching I 1 4 3

This course introduces the OSI model, network topologies, IP addressing and subnet masks, simple routing techniques, and basic switching terminology. Topics include the basic functions of the seven layers of the OSI model, different classes of IP addressing and subnetting, and router login scripts. Upon completion, students should be able to list the key internetworking functions of the OSI Networking Layer and how they are performed in a variety of router types.

NET 126 Routing & Switching II 1 4 3

This course introduces router configurations, router protocols, switching methods, and hub terminology. Topics include the basic flow control methods, router startup commands, manipulation of router configuration files, and IP and data link addressing. Upon completion, students should be able to prepare the initial router configuration files, as well as enable, verify, and configure IP addresses. **Prerequisite: NET 125.**

NET 225 Advanced Routing & Switching I 1 4 3

This course introduces advanced router configurations, advanced LAN switching theory and design, VLANs, Novell IPX, and threaded case studies. Topics include router elements and operations, adding routing protocols to a configuration, monitoring IPX operations on the router, LAN segmentation, and advanced switching methods. Upon completion, students should be able to describe LAN and network segmentation with bridges, routers, and switches, and describe a virtual LAN. **Prerequisite: NET 126.**

NET 226 Advanced Routing & Switching II 1 4 3

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, and PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems; identify ISDN protocols, channels, and function groups; and describe the Spanning Tree protocol. **Prerequisite: NET 225.**

■ NUR - Nursing

NUR 110 Nursing I 5 3 6 8

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. **Prerequisite: Admission to the Associate Degree Nursing program. Corequisites: BIO 168, PSY 110.**

NUR 120 Nursing II 5 3 6 8

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health. Clinical experiences will include critical care and acute care across the life span. **Prerequisite: NUR 110. Corequisites: BIO 169, ENG 111.**

NUR 130 Nursing III 4 3 6 7

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. Clinical experiences will include care of individuals across the life span in hospital and extended care facilities. **Prerequisite: NUR 120. Corequisites: PSY 150, SOC 210.**

NUR 210 Nursing IV 5 3 12 10

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. Clinical experiences will include the care of the childbearing family and hospitalized clients across the life span. **Prerequisite: NUR 130. Corequisites: ENG 114, Humanities.**

NUR 220 Nursing V 4 3 15 10

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations. Clinical experiences will include psychiatric/mental health, home health and a focus on the application of management skills. **Prerequisite: NUR 210. Corequisite: ECO 151.**

■ OST - Office Systems Technology

OST 122 Office Computations 1 2 2

This course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business.

OST 131 Keyboarding 1 2 2

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

OST 134 Text Entry & Formatting 2 2 3

This course is designed to provide the 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 mailable documents and key timed writings at speeds commensurate with employability. **Prerequisite: OST 131.**

OST 135 Advanced Text Entry & Formatting 3 2 4

This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on the production of letters, manuscripts, business forms, tabulation, legal documents, and newsletters. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation. **Prerequisite: OST 134.**

OST 136 Word Processing 1 2 2

This course introduces 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. *Credit by proficiency exam is available.* **Prerequisite: OST 131.**

OST 164 Text Editing Applications 3 0 3

This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.

OST 184 Records Management 1 2 2

This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.

OST 233 Office Publications Design 2 2 3

This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications. **Prerequisite: OST 136.**

OST 236 Advanced Word/Information Processing 2 2 3

This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents. **Prerequisite: OST 135 or OST 136.**

OST 286 Professional Development 3 0 3

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. **Prerequisite: OST 236.**

OST 289 Office Systems Management 2 2 3

This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment. **Prerequisites: OST 164 and either OST 134 or OST 136, CIS 120, CIS 152.**

■ PED - Physical Education

PED 113 Aerobics I 0 3 1

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.

PED 114 Aerobics II 0 3 1

This course provides a continuation of a program of cardiovascular fitness involving rhythmic exercise. Emphasis is placed on a wide variety of aerobic activities which include cardiovascular efficiency, strength, and flexibility. Upon completion, students should be able to participate in and design a rhythmic aerobic exercise routine. **Prerequisite: PED 113.**

PED 115 Step Aerobics I 0 3 1

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.

PED 116 Step Aerobics II 0 3 1

This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design a step aerobics routine. **Prerequisite: PED 115.**

PED 120 Walking for Fitness 0 3 1

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.

PED 121 Walk, Jog, Run 0 3 1

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.

PED 122 Yoga I 0 2 1

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.

PED 123 Yoga II 0 2 1

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. **Prerequisite: PED 122.**

PED 125 Self-Defense-Beginning 0 2 1

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 nonphysical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and nonphysical nature.

PED 142 Lifetime Sports 0 2 1

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.

PED 171 Nature Hiking 0 2 1

This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes.

PED 183 Folk Dancing 0 2 1

This course teaches the fundamental folk dance movements along with cultural traditions from various countries. Emphasis is placed on the history and traditions of the folk dance as well as the movements and the dances themselves. Upon completion, students should be able to demonstrate folk dances as well as knowledge of their origins and cultural traditions.

PED 184 Square Dancing I 0 2 1

This course introduces the terminology and skills necessary to perform square dancing. Topics include working from squared sets-squared circles, to squared throughs, right and left throughs, and Dixie Chains. Upon completion, students should be able to perform square dance routines and recognize the calls made for all formations.

PED 185 Square Dancing II 0 2 1

This course includes additional variations and forms of square dancing. Topics include such routines as turns, grand swing, triple trades, wheel and deal, T-cup chain, and arky change. Upon completion, students should be able to demonstrate and perform country and western square dance routines. **Prerequisite: PED 184.**

PED 186 Dancing for Fitness 0 2 1

This course is designed to develop movement and recreational dance skills, safety, fitness, coordination, and techniques used to teach various groups. Emphasis is placed on participation and practice with adapting dances for ages and ability levels. Upon completion, students should be able to demonstrate knowledge of fitness through social, folk, and square dance participation and instruction.

PED 187 Social Dance-Beginning 0 2 1

This course introduces the fundamentals of popular social dances. Emphasis is placed on basic social dance techniques, dances, and a brief history of social dance. Upon completion, students should be able to demonstrate specific dance skills and perform some dances.

PED 189 Clogging 0 2 1

This course introduces the fundamentals of clogging. Emphasis is placed on basic dance steps, turns, formations, and figures in American and English country dancing. Upon completion, students should be able to participate in the lifelong recreational activity of clogging.

■ PHI - Philosophy

PHI 210 History of Philosophy 3 0 3

This course introduces fundamental philosophical issues through an historical perspective. Emphasis is on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 111.**

PHI 215 Philosophical Issues 3 0 3

This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 111.**

PHI 240 Introduction to Ethics 3 0 3

This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite: ENG 111.**

■ PHO - Photography

PHO 110 Fundamentals of Photography 3 6 5

This course covers the basic technical aspects of black and white photography, including camera controls, light and optics, flash, film exposure, and processing. Emphasis is placed on mechanical principles of camera design and the relationship between subject and photographic image, with hands-on experience in the darkroom. Upon completion, students should be able to consistently produce technically excellent images. **Corequisite: PHO 111.**

PHO 111 Photographic Correction & Finishing I 0 3 1

This course introduces traditional mounting and corrections techniques used in black and white photography. Topics include various mounting and presentation techniques and chemical and physical methods for correction on both negatives and prints. Upon completion, students should be able to mount and mat photographs and retouch and spot photographic images in black and white. **Corequisite: PHO 110.**

PHO 112 Design Laboratory I 0 3 1

This course covers basic perceptual and design skills required for effective professional photographic communication. Emphasis is placed on fundamental design principles and historic photographic images, execution and critique of photographic assignments, and laboratory projects emphasizing right-brain processing. Upon completion, students should be able to utilize basic design principles and knowledge of photographic history to produce images demonstrating control of the picture space. **Corequisites: PHO 110, PHO 111.**

PHO 121 Photographic Correction & Finishing II 0 3 1

This course introduces corrective techniques in retouching color photography and various mounting and presentation techniques for photographic images. Emphasis is placed on retouching color images using a variety of techniques and color image presentation. Upon completion, students should be able to retouch and spot photographic images in color and use various mounting and presentation techniques for photographic images. **Prerequisites: PHO 110, PHO 111.**

PHO 122 Design Laboratory II 0 3 1

This course continues development of perceptual and design skills required for effective professional communication in both black/white and color photography. Topics include illustration, layout design, color impact, color relationships, and continued study of photographic images. Upon completion, students should be able to utilize design elements and principles to produce black/white and color images demonstrating clear visual communication.
Prerequisites: PHO 110, PHO 111, and PHO 112.

PHO 123 Large-Format Photography I 1 3 2

This course provides a comprehensive hands-on study of the large-format camera, including capabilities, movements, and applications and sheet film handling and processing. Topics include large-format camera types, nomenclature, components, and movements with assignments emphasizing control of plane of sharp focus, depth-of-field, and image shape modification. Upon completion, students should be able to utilize the basic capabilities of large-format cameras and demonstrate knowledge of sheet film handling and processing. **Prerequisite: PHO 110. Corequisite: PHO 125.**

PHO 125 Basic Object Lighting 0 3 1

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. **Prerequisite: PHO 110.**

PHO 126 Basic Portrait Lighting 0 3 1

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. **Prerequisite: PHO 110.**

PHO 127 Photographic Materials/Processes 4 0 4

This course covers the materials and processes of current black/white and color photography and the reproduction of tone and color. Topics include light, color temperature, subjects, emulsion sensitivity, development, printing systems, and their interrelationships in the reproduction process. Upon completion, students should be able to state the effects that each part of the photographic process has upon the resulting black/white or color image. **Prerequisites: PHO 110 and PHO 114.**

PHO 127A Photographic Materials/Processes Lab 0 3 1

This course provides an opportunity for practical application of the materials covered in PHO 127. Topics include control of film exposure and development, color temperature, and printing. Upon completion, students should be able to determine the effects that the photographic process has upon the resulting black/white or color image. **Prerequisites: PHO 110 and PHO 114. Corequisite: PHO 127.**

PHO 132 Small-Format Photography 2 6 4

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. **Prerequisites: PHO 110 and PHO 115; PHO 110, PHO 125, and PHO 126.**

PHO 133 Large-Format Photography II 1 3 2

This course provides an advanced, hands-on study of the large-format camera concentrating on professional applications in studio and architectural photography. Topics include optical principles, control of the image through camera position/focal length, and image size/perspective choices applied in specific photographic assignments. Upon completion, students should be able to utilize advanced large-format camera capabilities in a variety of professional applications. **Prerequisites: PHO 123 and PHO 125.**

PHO 134 Custom Color Printing 1 2 2

This course introduces the materials, processes, and techniques used in custom color printing. Topics include color theory, color balancing, cropping, dodging, burning, and print finishing. Upon completion, students should be able to demonstrate knowledge of color theory and printing techniques. **Prerequisites: PHO 111 and PHO 127.**

PHO 135 Product Lighting 0 3 1

This course covers studio lighting techniques used to illustrate a wide variety of product surfaces and shapes. Topics include lighting and subject styling applied in the illustration of glass, plastic, metals, leathers, fabrics, wood, and other product surfaces. Upon completion, students should be able to produce quality images of a variety of subjects using both tungsten and electronic flash. **Prerequisite: PHO 125.**

PHO 139 Introduction to Digital Imaging 1 3 2

This course introduces the conversion of photographs into 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. **Prerequisite: PHO 110.**

PHO 210 Professional Wedding Photography 1 6 3

This course covers the techniques used in producing wedding photographs and formal bridal portraits, along with applicable business practices. Emphasis is placed on the protocol of various religious services, discussion of sales packages and album sources, and promotional and advertising techniques. Upon completion, students should be able to photograph a wedding and deliver a professional photographic wedding album along with bridal portraits. *This course is a unique concentration requirement in the Portrait Studio Management concentration in the Photographic Technology program.* **Prerequisite: PHO 132.**

PHO 211 Professional Portraiture I 2 12 8

This course covers lighting, cameras, and accessory equipment used in studio/location professional portraiture and the dynamics and psychology of posing individuals and groupings. Topics include lighting, backgrounds, make-up, clothing, presentation techniques, sound business principles, and direct sales methods. Upon completion, students should be able to produce a variety of professional portraits and demonstrate an understanding of the business considerations of professional portrait photography. *This course is a unique concentration requirement in the Portrait Studio Management concentration in the Photographic Technology program.* **Prerequisites: PHO 126 and successful completion of all required first-year PHO courses.**

PHO 212 Biomedical Photojournalism 1 3 2

This course introduces practical techniques used in biomedical news and public relations photography. Topics include a study of general news, sports, and public relations along with advanced photographic techniques. Upon completion, students should be able to demonstrate an understanding of basic aspects of biomedical news, sports, and public relations photography by completion of assignments. *This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program.* **Prerequisite: PHO 132.**

PHO 213 Macro Photography 1 6 4

This course covers the equipment and techniques used by biomedical photographers in the production of magnified images by direct photographic means. Topics include magnification ratios, specialized lighting equipment and techniques, and a variety of medically related subjects. Upon completion, students should be able to produce quality scaled reproductions of properly prepared subjects. *This course is a unique requirement in the Biomedical concentration in the Photographic Technology program.* **Prerequisites: PHO 132 and successful completion of all required first-year courses.**

PHO 215 Photographic Illustration 2 8 6

This course provides a comprehensive study of professional commercial photographic illustration, including tools, techniques, and applications in preparation for internship experiences. Topics include theory and practice of location and studio lighting, camera techniques, and people/product and editorial illustration. Upon completion, students should be able to plan and execute professionally acceptable images in studio and on location illustrating people and products emphasizing commercial applications. *This course is a unique concentration requirement in the Commercial Photography concentration in the Photographic Technology program.* **Prerequisites: PHO 132, PHO 133, and PHO 135, and successful completion of all required first-year PHO courses.**

PHO 217 Photojournalism I 1 6 4

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. **Prerequisites: PHO 132 or PHO 223, and successful completion of all required first-year PHO courses.**

PHO 218 Biomedical Portrait Lighting 0 3 1

This course provides an advanced study of portrait lighting in studio and on location using electronic flash and small-format camera. Emphasis is placed on understanding principles of portrait lighting and small-format cameras in biomedical settings. Upon completion, students should be able to apply techniques to professionally light a variety of subjects in studio and on location. *This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program.* **Prerequisites: PHO 126 and PHO 132.**

PHO 219 Digital Applications 1 3 2

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. **Prerequisite: PHO 139.**

PHO 221 Professional Portraiture II 1 8 5

This course provides an in-depth study of portraiture of family groups, children, and pets; full-length portraits; character studies; and client relations. Topics include a variety of portrait situations along with professional business ethics, etiquette, and protocol. Upon completion, students should be able to produce professional quality portraits and demonstrate knowledge of business ethics and protocol. *This course is a unique concentration requirement in the Portrait Studio Management concentration in the Photographic Technology program.* **Prerequisite: PHO 211.**

PHO 224 Multimedia Production 2 3 3

This course covers slide/tape and computer-based multimedia production. Topics include graphic and photographic techniques, story boarding, control of image continuity and pacing, title production, script writing, audio production, copyright laws, and ethics. Upon completion, students should be able to use multimedia hardware and software for productions. **Prerequisite: PHO 132 or PHO 223.**

PHO 225 Biomedical Object Lighting 0 3 1

This course provides an advanced study of object lighting in studio and on location using electronic flash and small-format cameras. Emphasis is placed on understanding lighting principles and light control, including filtration, light balancing, multiple light setups, and lighting a variety of object types and surfaces. Upon completion, students should be able to professionally light a variety of subjects in studio and location situations. *This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program.* **Prerequisites: PHO 132 and PHO 135.**

PHO 227 Photojournalism II 2 12 8

This course provides additional experience in news photography. Topics include expanded coverage, illustration, layout, picture usage, picture stories, editing, survey of regional newspapers, employment opportunities, portfolio development, and job seeking skills. Upon completion, students should be able to understand the operation of a daily newspaper and professionally photograph news, sports, and feature situations. *This course is a unique concentration requirement in the Photojournalism concentration in the Photographic Technology program.* **Prerequisite: PHO 217.**

PHO 228 Advanced Correction & Finishing 1 3 2

This course covers various corrections for the photographic image, including surface texture and framing presentation. Emphasis is placed on negative and print correction, air brush techniques, and major restoration techniques. Upon completion, students should be able to professionally retouch/restore and frame the photographic image. **Prerequisite: PHO 121.**

PHO 229 Advertising Photography 2 8 6

This course covers advertising photography, including its segments, practices, tools, techniques, and professional applications. Emphasis is placed on layout specification, art direction, and professional business practices. Upon completion, students should be able to demonstrate an understanding of commercial photography and create professional quality images under art direction within layout specifications. *This course is a unique concentration requirement in the Commercial Photography concentration in the Photographic Technology program.* **Prerequisite: PHO 215.**

PHO 230 Biomedical Portfolio Preparation 0 6 2

This course provides an opportunity to plan, execute, and present a professional biomedical photographic portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. *This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program.* **Prerequisite: PHO 213.**

PHO 231 Commercial Portfolio Preparation 0 6 2

This course provides an opportunity to plan, execute, and present a professional commercial photographic portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. *This course is a unique concentration requirement in the Commercial Photography concentration in the Photographic Technology program.* **Prerequisite: PHO 229.**

PHO 232 Photojournalism Portfolio Preparation 0 6 2

This course provides an opportunity to plan, execute, and present a professional photojournalism photographic portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. *This course is a unique concentration requirement in the Photojournalism concentration in the Photographic Technology program.* **Prerequisite: PHO 227.**

PHO 233 Portrait Portfolio Preparation 0 6 2

This course provides an opportunity to plan, execute, and present a professional portrait portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. *This course is a unique concentration requirement of the Portrait Studio Management concentration in the Photographic Technology program.* **Prerequisite: PHO 221.**

PHO 240 Process Monitoring 1 3 2

This course introduces the principles of industry standard continuous processing for film and paper. Emphasis is placed on hands-on laboratory production and quality control of chemicals, equipment, and materials. OSHA and EPA standards are followed. Upon completion, students should be able to analyze process monitoring data using densitometry, sensitometry, and troubleshooting techniques. **Prerequisite: PHO 110.**

PHO 241 Digital Image Technology 2 3 3

This course provides an advanced study of the technologies and processes used in the capture and purposing of digital images. Topics include operation and application of image capture, scanning, and recording devices; and use of image retouching, toning, modifying, and layout software. Upon completion, students should be able to capture, process, and purpose digital images for specific applications used in various segments of the photographic industry. **Prerequisite: Successful completion of all required first-year PHO courses. Corequisites: PHO 211 or PHO 212 or PHO 215 or PHO 217, PHO 218, and PHO 225.**

■ POL - Political Science

POL 110 Introduction to Political Science 3 0 3

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and nondemocratic systems. Upon completion, students should be able to discuss a variety of issues inherit in all political systems and draw logical conclusions in evaluating these systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 120 American Government 3 0 3

This course is a study of the origins, development, structure, and functions of American national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 130 State & Local Government 3 0 3

This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual. *This course has been approved to satisfy the Comprehensive Articulation Agreement premajor elective requirement.*

POL 210 Comparative Government 3 0 3

This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations' governmental structures, processes, ideologies, and capacity to resolve major problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

POL 220 International Relations 3 0 3

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, nongovernmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

■ PSY - Psychology

PSY 110 Life Span Development 3 0 3

This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study.

PSY 115 Stress Management 2 0 2

This course covers stressors and techniques for stress management. Topics include anger, assertiveness, adaptation to change, conflict, coping skills, identification of stressors, time management, and the physiology of stress and burnout. Upon completion, students should be able to demonstrate an understanding of the effective management of stress.

PSY 150 General Psychology 3 0 3

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

PSY 237 Social Psychology 3 0 3

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.* **Prerequisite: PSY 150 or SOC 210.**

PSY 241 Developmental Psychology 3 0 3

This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.* **Prerequisite: PSY 150.**

PSY 281 Abnormal Psychology 3 0 3

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms and therapeutic techniques. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.* **Prerequisite: PSY 150.**

■ RED - Reading

RED 090 Improved College Reading 3 2 4

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. *This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A.* **Prerequisite: ENG 085 and RED 080, or acceptable placement score.**

■ REL - Religion

REL 110 World Religions 3 0 3

This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities fine arts.*

REL 211 Introduction to Old Testament 3 0 3

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, archaeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 212 Introduction to New Testament 3 0 3

This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

REL 221 Religion in America 3 0 3

This course is an examination of religious beliefs and practices in the United States. Emphasis is placed on mainstream religious traditions and nontraditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

■ SOC - Sociology

SOC 210 Introduction to Sociology 3 0 3

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 213 Sociology of the Family 3 0 3

This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

SOC 220 Social Problems 3 0 3

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

■ SPA - Spanish

SPA 111 Elementary Spanish I 3 0 3

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. Credit by proficiency exam is available.*

SPA 112 Elementary Spanish II 3 0 3

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. Credit by proficiency exam is available.* **Prerequisite: SPA 111.**

SPA 113 Heritage Spanish I 2 2 3

This course provides an in-depth study of Spanish for the heritage speaker. Emphasis is placed on the development of reading and writing skills. Upon completion, students should be able to demonstrate greater grammatical accuracy and a more advanced awareness of the native language.

SPA 114 Heritage Spanish II 2 2 3

This course is a continuation of SPA 113 focusing on further advancement of the fundamental elements of written and spoken Spanish. Emphasis is placed on further development of reading and writing skills. Upon completion, students should be able to demonstrate an even greater grammatical accuracy and a more advanced awareness of the native language. **Prerequisite: SPA 113.**

SPA 120 Spanish for the Workplace 3 0 3
This course offers applied Spanish for the workplace to facilitate basic communication with people whose native language is Spanish. Emphasis is placed on oral communication and career-specific vocabulary that targets health, business, and/or public service professions. Upon completion, students should be able to communicate at a functional level with native speakers and demonstrate cultural sensitivity.

SPA 141 Culture & Civilization 3 0 3
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.

SPA 161 Cultural Immersion 2 3 3
This course explores Hispanic culture through intensive study on campus and field experience in a host country or area. Topics include an overview of linguistic, historical, geographical, sociopolitical, economic, and/or artistic concerns of the area visited. Upon completion, students should be able to exhibit first-hand knowledge of issues pertinent to the host area and demonstrate understanding of cultural differences. **Prerequisite: SPA 111.**

SPA 181 Spanish Lab 1 0 2 1
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. *Credit by proficiency exam is available.*

SPA 182 Spanish Lab 2 0 2 1
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate cultural awareness. *Credit by proficiency exam is available.* **Prerequisite: SPA 181.**

SPA 211 Intermediate Spanish I 3 0 3
This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. Credit by proficiency exam is available.* **Prerequisite: SPA 112.**

SPA 212 Intermediate Spanish II 3 0 3
This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. Credit by proficiency exam is available.* **Prerequisite: SPA 211.**

SPA 215 Spanish Phonetics & the Structure of Language 3 0 3
This course is designed to improve the understanding of Spanish phonetics and the structure of the Spanish language. Topics include the structure of the Spanish language, phonology, morphology, and syntax. Upon completion, students should have an understanding of the phonetics and structure of the Spanish language and be able to contrast the structure of the Spanish and English languages.

SPA 221 Spanish Conversation 3 0 3
This course provides an opportunity for intensive communication in spoken Spanish. Emphasis is placed on vocabulary acquisition and interactive communication through the discussion of media materials and authentic texts. Upon completion, students should be able to discuss selected topics, express ideas and opinions clearly, and engage in formal and informal conversations. **Prerequisite: SPA 212.**

SPA 231 Reading & Composition 3 0 3
This course provides an opportunity for intensive reading and composition in Spanish. Emphasis is placed on the use of literary and cultural materials to enhance and expand reading and writing skills. Upon completion, students should be able to demonstrate in writing an in-depth understanding of assigned readings. **Prerequisite: SPA 212.**

SPA 241 Advanced Spanish I 2 2 3
This course provides an in-depth study of Spanish for the non-heritage speaker. Emphasis is placed on the fundamental elements of the Spanish language within a cultural context. Upon completion, students should be able to demonstrate advanced skills in the Spanish language. **Prerequisite: SPA 212.**

SPA 242 Advanced Spanish II 2 2 3
This course is a continuation of SPA 241 focusing on further advancement of the fundamental elements of the Spanish language. Emphasis is placed on further review of elements of the Spanish language within a cultural context. Upon completion, students should be able to demonstrate further advanced skills in the Spanish language. **Prerequisite: SPA 241.**

SPA 281 Spanish Lab 3 0 2 1
This course provides an opportunity to enhance the 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 through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. *Credit by proficiency exam is available.* **Prerequisite: SPA 182.**

SPA 282 Spanish Lab 4 0 2 1
This course provides an opportunity to enhance the 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 through the use of various supplementary learning media and materials. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. *Credit by proficiency exam is available.* **Prerequisite: SPA 281.**

■ SPI - Spanish Interpreter

SPI 111 Cultural & Ethical Issues 3 0 3
This course provides cultural sensitivity instruction, as well as an in-depth focus on professional ethics for the interpreter. Emphasis is placed on researching the fundamentals of professional ethics, creating ethical guidelines for interpreters, and learning about Hispanic cultural issues. Upon completion, students should be able to apply professional ethics and an understanding of Hispanic culture in the interpreting field.

SPI 113 Introduction to Spanish Interpretation 3 0 3
This course introduces the field of interpreting, interpretation models, cognitive processes associated with interpretation, professional ethical standards, employment opportunities, and working conditions. Topics include specialized jargon, code of ethics, interpreter assessments/qualifications, and protocol associated with various settings. Upon completion, students should be able to explain the rationale for placement of interpreters and apply ethical standards to a variety of working situations.

SPI 114 Analytical Skills for Spanish Interpreting 3 0 3
This course is designed to improve cognitive processes associated with interpreting, listening, short-term memory, semantic equivalence, visual/auditory processing, thought organization, and logic. Emphasis is placed on developing skills necessary to generate equivalent messages between Spanish and English. Upon completion, students should be able to consecutively interpret nontechnical, interactive messages between Spanish and English.

SPI 211 Sight Translation 2 3 3
This course provides real-world exposure to on-sight translation for the interpretation student. Emphasis is placed on methods used for interpreting a text and verbally rendering it in the target language. Upon completion, students should be able to understand the theory behind this type of interpretation and to act on that theory in community interpretation situations.

SPI 213 Review of Grammar 3 0 3
This course is designed to review the common elements of Spanish grammar in oral and written form. Emphasis is placed on the fundamental grammatical concepts of the Spanish language. Upon completion, students should be able to demonstrate comprehension and correct usage of specified grammatical concepts in both oral and written form.

SPI 214 Introduction to Translation 3 0 3
This course is designed to improve the quality of Spanish to English and English to Spanish translation. Emphasis is placed on the practice of Spanish to English to Spanish translation in a variety of prose styles. Upon completion, students should be able to demonstrate the usage and understanding of the processes involved in translating.

SPI 221 Consecutive Interpretation I 3 0 3
This course introduces skills of consecutive interpretation used by professional interpreters. Topics include memory development, note taking, sight translation, and nonverbal communication. Upon completion, students should be able to apply consecutive interpretation techniques in a variety of role-playing situations and settings.

SPI 222 Consecutive Interpretation II 3 0 3
This course is a continuation of Consecutive Interpretation I by providing students with additional opportunities to enhance skills in increasingly more complex situations. Emphasis is placed on practical role-play situations which simulate a variety of settings. Upon completion, students should be able to demonstrate a more advanced ability to consecutively interpret messages of a varied nature. **Prerequisite: SPI 221.**

SPI 241 Legal Interpreting I 2 3 3
This course is designed for students planning to specialize in legal interpreting in areas such as the courtroom, attorney offices, and law enforcement. Emphasis is placed upon the development of legal terminology and application of legal standards. Upon completion, students should be able to consecutively interpret and provide on-sight translation renderings of basic messages in a variety of legal settings. **Corequisites: COE 111, SPI 221.**

SPI 242 Legal Interpreting II 2 3 3
This course builds on Legal Interpreting I by providing students further opportunities to enhance their interpreting skills in increasingly complex legal situations. Emphasis is placed on the development of legal vocabulary at an increasing difficulty level with application in role-play situations. Upon completion, students should be able to consecutively interpret and sight translate more complex messages in a variety of legal situations. **Prerequisite: SPI 241.**

SPI 243 Medical Interpreting I 2 3 3
This course is designed for the student planning to specialize in medical interpreting in settings such as hospitals, physician offices, and clinics. Emphasis is placed on the development of medical terminology through active role-play. Upon completion, students should be able to apply the techniques of medical interpretation in a variety of medical situations. **Corequisites: COE 111, SPI 221.**

SPI 244 Medical Interpreting II 2 3 3
This course builds upon concepts from Medical Interpreting I by providing students further opportunities to enhance interpreting skills in increasingly complex medical situations. Emphasis is placed on the development of medical vocabulary at an increasing difficulty level and application of role-play situations. Upon completion, students should be able to consecutively interpret and sight translate more complex messages in a variety of medical situations. **Prerequisite: SPI 243.**

SPI 245 Community Interpreting I 2 3 3
This course is designed to expose students to interpreting in areas such as social services, business, and industry. Emphasis is placed on the development of social services and business terminology through role-play. Upon completion, students should be able to consecutively interpret basic messages in a variety of social services, business, and industry situations.

SPI 246 Community Interpreting II 2 3 3
This course is a continuation of Community Interpreting I and will provide students further opportunities to enhance their interpreting skills in increasingly complex social services and business situations. Emphasis is placed on the development of social services and business terminology through role-play. Upon completion, students should be able to consecutively and simultaneously interpret basic messages in a variety of social services, business, and industry settings. **Prerequisite: SPI 245.**

■ WLD - Welding

WLD 111 Oxy-Fuel Welding 1 3 2
This course introduces the oxy-fuel welding process. Topics include safety, proper equipment setup, and operation of oxy-fuel welding equipment with emphasis on bead application, profile, and discontinuities. Upon completion, students should be able to oxy-fuel weld fillets and grooves on plate and pipe in various positions.

WLD 112 Basic Welding Processes 1 3 2
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.

WLD 115 SMAW (Stick) Plate 2 9 5

This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.

WLD 121 GMAW (MIG) FCAW/Plate 2 6 4

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

WLD 131 GTAW (TIG) Plate 2 6 4

This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.

WLD 141 Symbols & Specifications 2 2 3

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.

College Personnel

College Personnel

Board of Trustees

The Randolph Community College Board of Trustees is made up of 13 members—four appointed by the Governor, four by the Randolph County and Asheboro City Boards of Education, and four by the Randolph County Board of Commissioners. The president of the College's Student Government Association serves as a nonvoting member of the Board. Following is the current Board of Trustees:

Jerry W. Tillman, *Chairman*
Jack C. Lail, *Vice Chairman*
James M. Campbell Jr.
Marvin T. Caviness
J. Keith Crisco
Robert B. Davis
James P. Hill Jr.
Martha L. Johnson
Alan S. Luria, M.D.
Carol F. Matney
F. Mac Sherrill
R. Andrews Sykes, D.D.S.
Student Government Association President

Randolph Community College Staff

President **Richard T. Heckman**
B.S., M.A.E., Ball State University/Ed.D., Spalding University
Executive Assistant to the President & Board of Trustees **Wanda C. Brown**
Director of Development **VACANT**
Development Office Assistant **Angela D. Hanna**
Director of Planning & Research **Karen R. Ritter**
Planning & Research Office Assistant **Lisa Y. Bennett**
Director of Public Affairs **Cathy D. Hefferin**
Assistant Director of Public Affairs **Joyce B. Wolford**

■ Administrative Services

Vice President for Administrative Services **Ronald W. Jones**
B.S.B.A., Western Carolina University/M.B.A., Pfeiffer University
Administrative Assistant to Vice President of Administrative Services **Denise T. Worley**
Administrative Assistant for Personnel **Lequita L. Ingold**

Business Office/Purchasing

Controller **LeAnn S. Richburg**
Accounting Department Manager **N. Betty Carter**
Accountant/Payroll **Karen Y. Goodman**
Payroll Accountant **VACANT**
Accounts Receivable Clerk/Cashier **Darlene J. Marsh**
Accounting Clerk **VACANT**
Purchasing Agent **Sharon P. Reynolds**

Purchasing Clerk **Elaine M. Cox**
Purchasing Clerk **Jane R. Allen**

Security

Security Officer **Terry E. Shankle**
Security Officer **A. Paige Jackson**

Facilities

Facilities Manager **VACANT**
Manager of Maintenance/Safety Officer **Richard T. England**
Maintenance Staff **Robert J. Bailey**
Maintenance Staff/HVAC Technician **Kenneth D. Kinley**
Maintenance Staff/Painter **Kenneth R. Miller**
Maintenance Staff **R. Keith Poe**
Maintenance Staff/Electrician **David H. Shields**
Maintenance Staff/Groundskeeper I **Kathy A. Cross**
Maintenance Staff/Groundskeeper II **Chad A. Phillips**
Maintenance Staff-Archdale Campus **Gary W. Shore**
Housekeeping Staff/Third Shift Coordinator **Max R. Cheek**
Housekeeping Staff **M. Elizabeth Brooks**
Housekeeping Staff **James N. Geter**
Housekeeping Staff **Clarence E. Goodman**
Housekeeping Staff **Sheila L. Henderson**
Housekeeping Staff **Cathy S. Kidd**
Housekeeping Staff **M. Sue Lucas**
Housekeeping Staff **Patricia C. Powers**
Housekeeping Staff **Richard A. Rich**
Housekeeping Staff **Harvey R. Shaw**
Housekeeping Staff **VACANT**
Housekeeping Staff/Floor Maintenance **Jimmy B. Voncannon Sr.**

Auxiliary Services

Director of Auxiliary Services **Jan W. Hancock**
Campus Store Assistant **Tressie M. Britt**
Campus Store Assistant **Mary C. Brookshire**
Campus Store Assistant **Cathy D. Chi**
Campus Store Assistant **Frances A. McGee**
Campus Food Supervisor **Janice S. Craven**
Campus Food Assistant **Wanda C. Grant**
Campus Food Assistant **Robin R. Rogers**
Duplicating/Mail Room Clerk **Betty M. Peoples**

Computer Services

Director of Computer Services **Tara A. Williams**
Network Administrator **Wayne D. Price**
Instructional Network Administrator **John D. Davis**
Computer System Technician **R. Dale Brinkley**
Computer Services Hardware Technician **Malinda A. Jennings**

■ Instructional & Student Services

Vice President for Instructional & Student Services **Laura L. Douglas**
B.A., University of Southern Maine/Master of International Administration, School for International Training
Administrative Assistant to Vice President for Instructional & Student Services **Clarice D. Crotts**
Administrative Assistant for Curriculum Development **Debbie P. Bowman**

Curriculum Programs

Dean of Curriculum Programs **Lynn C. Tesh**
R.N.; B.S.N./M.S.N., University of North Carolina at Greensboro
Curriculum Secretary **Ramona S. Pierce**
Curriculum Reporting Technician **Cathy K. Allen**
Secretary to Health Occupations **Iris T. Simpkins**
Director of Cooperative Education & Adjunct Faculty **Jefferson A. Hurley**

Library Services

Director of Library Services **Deborah S. Luck**
Technical Services Assistant **Arlene H. Phillips**
Reference Librarian **Carol S. Hall**
Information Technology Librarian **Mario S. Ramos**
Circulation Assistant **VACANT**
LRC Computer Lab Assistant **Sylvia W. Stainback**

Teaching Excellence/Distance Education

Director of Teaching Excellence/Distance Education **Celia T. Hurley**
Secretary for Director of Distance Education **Deborah M. Kennedy**
Technology Training Specialist **Bruce L. McNeal**
Video Producer **R. Ike Quigley**
Graphic/Web Designer **Greg C. Van Hoose**

Business & Industry Services

Dean of Business & Industry Services **Donald N. Childers**
Diploma, Mitchell Community College/B.S., North Carolina State University/ M.A., Appalachian State University
Secretary to the Dean of Business & Industry Services **Sharon G. Warren**
Director of Small Business Center **Victor G. Dau**
Director of Human Resources Development Program **N. Robin Coates**

Extension Programs

Dean of Extension Programs **Lewis W. Edwards**
B.A., Western Carolina University/ M.A., University of North Carolina at Greensboro
Secretary to the Dean of Extension Programs **Mary C. Sampson**
Office Assistant, Evening Programs **Pamela H. Freeze**
Director/BLET/Law Enforcement Coordinator **Donald I. Clark Jr.**
Coordinator of Emergency Services Programs & Safety Training **Kenneth F. Fields**
Secretary, Emergency Services **Kathy S. Cox**
Instructor/Coordinator, Nursing Assistant **Lois P. Bagley**
Coordinator/Instructor, Computers **Janet A. Cruthis**
Instructor/Coordinator, Medical Office Assistant Program **Kalora C. Temple**

Archdale Campus

Director of Extension, Archdale Campus **Rhonda S. Winters**
Continuing Education Coordinator **Norman G. Hines Jr.**
Secretary to Director of Extension, Archdale Campus **Carol B. Nunn**
Secretary for Extension, Archdale Campus **Clara A. Barracato**

Special Services/Basic Skills Programs

Dean of Developmental & Basic Skills **Rebekah H. Megerian**
B.A., M.A., North Carolina State University/Ed.D., University of North Carolina at Greensboro
Director of Special Services **Debra F. Weston**
Special Services Secretary **Christine M. Ireland**
Retention Specialist **Joyce M. Branch**
Secretary, Basic Skills **Patsy G. Rife**
Performance Data Specialist **Tammy D. Fletcher**

Coordinator for English as a Second Language **Maureen J. Bahr**
Coordinator for Adult High School & General Educational Development
Patsyanna B. Barker
Coordinator for Adult Basic Education & Compensatory Education **Janett C. Boles**
Basic Skills Instructor **Fred W. Breitenbach**
Basic Skills Instructor **Ann M. Rankin**
Compensatory Education Instructor **Benny W. Jernigan**
Compensatory Education Assistant **Rita A. Boling**
Recruitment/Assessment Specialist **Linda S. King**

Student Services

Dean of Student Services **Robert S. Shackleford Jr.**
A.S., Bluefield College/B.S., School of the Ozarks/M.Div., Southeastern Baptist Theological Seminary/M.S., Ph.D., University of North Carolina at Greensboro
Administrative Assistant to Dean of Student Services **Rose T. Chilson**
Assistant Director for Testing/Enrollment Management **Patricia E. Moran**
Information Center Secretary/Receptionist **Susan S. Muse**
Switchboard-Receptionist/Secretary **Angela D. Lanier**
Director of Admissions/Registrar **Carol M. Elmore**
Secretary to Director of Admissions/Registrar **Artie P. Phillips**
Assistant Director of Admissions/Student Counseling **Grover F. Yancey**
Curriculum Records Technician **Lori W. Columbia**
Financial Aid Officer **Stephen L. Lancaster**
Financial Aid Assistant **James W. Varner**
Evening Financial Aid Assistant **Christopher F. Holt**
Student Services Counselor **Mary S. Morgan**
Student Services Counselor **Ronald W. Bushnell**
Evening & Weekend Switchboard Receptionist/Secretary **Judy C. Pemberton**
Director of Student Activities & Recruiter **Leslie M. Smith-Moore**
Director of Recruitment **Jessica E. McAuley**

Quality Improvement Project

Project Director for Quality Improvement Project **Stephanie G. Rietshel**
Early Childhood Specialist for Quality Improvement Project **Karen R. Lassiter**
Early Childhood Specialist for Quality Improvement Project **Felicia Y. Williams**
Secretary for Quality Improvement Project **Lori L. Alston**

Randolph Community College Faculty

■ Art & Design Department

Janice E. Alexander, Instructor, Interior Design; B.F.A., Ohio State University
Betty Ann Busch, Program Head and Instructor, Floriculture Technology;
A.A.S., State University of New York, Agricultural and Technical College at Cobleskill
Gerald T. Hampton, Instructor, Drafting; B.S., North Carolina State University
Charles L. Johnson, Program Head and Instructor, Interior Design;
B.F.A., Virginia Commonwealth University
Susan L. Shaw, Instructor, Advertising & Graphic Design;
B.F.A., Maryland Institute College of Art

■ Business Technology Department

Phyllis E. Helms, Departmental Chair and Instructor, Business Technology;
B.A., University of North Carolina at Chapel Hill/A.A.S., Alamance Community College/ M.Ed., Ed.D. North Carolina State University
Stephen J. Baltes, Instructor, Network Administration & Support;
A.S., DeKalb Community College

Amy A. Brantley, Program Head and Instructor, Office Systems Technology; A.A.S., Randolph Community College/B.T., Appalachian State University/ M.Ed., University of North Carolina at Greensboro

Ralphael L. Brown, Program Head and Instructor, Business Administration; B.S., North Carolina Agricultural and Technical State University/M.B.A., Alabama Agricultural and Mechanical University/D.B.A., Nova Southeastern University

Deborah A. Christenberry, Instructor, Business Technology; B.S., Western Carolina University/M.S., Virginia Polytechnic Institute and State University

Tracie O. Hayes, Program Head and Instructor, Accounting; B.S., M.S., University of North Carolina at Greensboro

Waymon C. Martin, Instructor, Business Administration; A.A., Olive-Harvey City College/B.S., Roosevelt University/M.A., Governor State University

Curby L. Simerson, Instructor, Network Administration & Support; A.S., Thomas Edison College/A.A.S., Forsyth Technical Community College

■ Developmental Studies Department

M. Matthew Price, Departmental Chair for Developmental Studies and Instructor, Math; B.A., University of North Carolina at Greensboro/M.A., University of North Carolina at Charlotte

C. Leigh Camp, Instructor, Math; B.A., Salem College/M.S., University of South Alabama

David M. Heskett, Instructor, English/Educational Specialist; B.A., Stanford University/ M.A., San Francisco State University

Jane T. Lisk, Instructor, Reading/Educational Specialist; B.A., Limestone College/ M.A., Appalachian State University

Angelia A. Miles, Instructor, Math/Educational Specialist; B.S., North Carolina Agricultural and Technical State University

■ General Education Department

Mary A. Chesson, Departmental Chair for General Education and Instructor, English; B.S., M.A., East Carolina University

Tim Allen, Instructor, History & Religion; B.A., University of South Carolina/ M.Div., Southeastern Baptist Theological Seminary/M.A., University of North Carolina/Ph.D. candidate, Graduate Theological Foundation

Ann Cutter, Instructor, Biology; B.S., Guilford College/M.A., University of North Carolina at Greensboro

W. Randolph Harrison, Instructor, Math; B.S., M.S., North Carolina Agricultural and Technical State University

Melinda H. Lamb, Instructor, English; B.A., M.F.A., Ph.D., University of North Carolina at Greensboro

Maria B. LeBaron, Instructor, Psychology; B.S., M.S., Brigham Young University

Dacia L. Murphy-Price, Instructor, English; B.A., M.A., University of North Carolina at Greensboro

Christine G. Myers, Instructor, Mathematics; B.S., M.A., Appalachian State University

Amanda F. Rivers, Instructor, English; B.S., M.A., Appalachian State University

Carol L. Savchak, Instructor, Sociology/Psychology; B.A., M.A., University of North Carolina at Greensboro

■ Health Occupations Department

Gael W. Clark, Instructor, Associate Degree Nursing; A.A.S., Jamestown Community College/B.S., Daemen College/M.S., D'Youville College

Waqiah M. Ellis, Instructor, Associate Degree Nursing; B.S., North Carolina Agricultural and Technical State University/M.S., University of North Carolina at Greensboro

Wilhelmina M. Morris, Instructor, Associate Degree Nursing; R.N.; A.D.N., Davidson County Community College/B.S.N., Gardner-Webb University

Sharran E. Penny, Instructor, Associate Degree Nursing; R.N.; B.S.N., M.S.N., University of North Carolina at Greensboro

■ Human Services Department

Sarah A. E. Perera, Departmental Chair for Human Services, Program Head and Instructor, Community Spanish Interpreter; B.A., McMurry University/ M.A., Purdue University

Benjamin Briggs II, Program Head and Instructor, Historic Preservation Technology; B.A., North Carolina State University/M.A., Boston University

Teresa L. Crenshaw, Instructor, Early Childhood Associate; B.A., M.Ed., University of North Carolina at Greensboro

Nancy Y. McCurry, Instructor, Early Childhood Associate; B.S., M.Ed., University of North Carolina at Greensboro

Marlana L. Puls, Program Head and Instructor, Criminal Justice Technology; B.A., University of Northern Iowa/M.A., Sam Houston State University

Neilson L. Weatherly, Instructor, Criminal Justice Technology; A.A.S., Richmond Community College/B.A., University of North Carolina at Pembroke/ M.A., Appalachian State University

■ Mechanical & Industrial Department

Mitchell L. Kiser, Departmental Chair for Mechanical & Industrial and Instructor, Machining Technology; Diploma, Randolph Community College/A.A.S., Surry Community College

Keith H. Bunting, Instructor, Electrical/Electronics Technology and Industrial Systems Technology; Diploma, A.A.S., Randolph Community College

D. Randall Gunter, Program Head and Instructor, Electrical/Electronics Technology and Industrial Systems Technology; A.A.S., Randolph Community College/ B.S., North Carolina Agricultural and Technical State University

Danny R. Moore, Program Head and Instructor, Autobody Repair; Diploma, Montgomery Community College/A.A.S., University of Chicago

Garret B. Parker, Instructor, Machining Technology; A.A.S., Randolph Community College

Richard K. Paul Jr., Instructor, Automotive Systems Technology; ASE Master Certified

■ Photographic Technology Department

Gregory T. Stewart, Departmental Chair and Instructor, Photographic Technology; A.A.S., Randolph Community College/B.S., Western Carolina University

Charles A. Egerton Jr., Instructor, Photographic Technology; A.A.S., Randolph Community College/B.F.A., Maryland Institute College of Art

Toby D. Hardister, Instructor, Photographic Technology; A.A.S., Randolph Community College

Glenda C. Martin, Lab Manager and Instructor, Photographic Technology; A.A.S., Davidson County Community College

William E. Thompson Instructor, Photographic Technology; B.S., Arkansas State University

P. Irene Townsend, Lab Manager/Instructor, Photographic Technology; Diploma, Randolph Community College/B.S., University of North Carolina at Greensboro

Index

Index

Academic Policies 53 – 66
Academic Probation 64
Academically Gifted, Mature Students Under the Age of 16 35
Accommodations for Students With Disabilities 25, 32 – 33
Accounting 100 – 102
Accreditation 7
Administrative Affairs 19
Admissions Information 18, 22 – 23, 26 – 33
Admissions Requirements for Continuing Education 33
Admissions Requirements for Curriculum Programs 22 – 23
Adult Basic Education 168
Adult High School Diploma 168
Advanced Placement Program 55
Adverse Weather 83
Advertising & Graphic Design 94 – 95
Affirmative Action 8
Appeal Procedure Relative to Residency for Tuition 43 – 44
Archdale Annex 17 – 18
Archdale Campus 15, 17 – 18, 234
Armadillo Café 16
Art & Design Department 8, 87, 94 – 99, 225
Asheboro Campus 15, 16 – 17, 233
ASSET/COMPASS 24 – 25
Associate Degree Nursing 115 – 116
Associate Degree Nursing Admissions Requirements 26 – 30
Associate in Arts (College Transfer) 90 – 93
Attendance 61
Auditing 56
Autobody Repair 143 – 144
Automotive Systems Technology 145 – 147
Basic Law Enforcement Training 126 – 127
Basic Law Enforcement Training Admissions Requirements 30
Basic Skills Programs 17, 25, 166 – 168
Board of Trustees 222
Books & Supplies 41
Business Administration 103 – 104
Business Administration: Banking & Finance Concentration 105 – 106
Business & Industry Training 169 – 170
Business Matters 19
Business Technology Department 8, 87, 100 – 114, 225 – 226
Calendar 10
Campus Food 16
Campus Maps 15, 233, 234
Campus Security 69 – 71
Campus Store 16
Career Development/Placement 37
Catalog as a Contract, The 7
Catalog of Record 65
Center for Teaching Excellence 17
Challenged Courses Policy 80 – 81
Children & Animals on Campus 74
Classification of Students 59
Clubs & Organizations 13 – 14
College Description 7
College Level Examination Program 55 – 56
College Personnel 221 – 227
College, The 4 – 5
College Transfer 90 – 93
Community Service 166
Community Spanish Interpreter 138 – 140
Compensatory Education 168
Complaints (Written & Verbal) 77
Concurrent Enrollment 34
Continuing Education 9, 25, 33, 41 – 42, 43, 165 – 170
Cooperative Programs 33 – 34
Counseling 18 – 19, 36 – 37
Course Descriptions 171 – 220
Course Repeat Policy 42
Credit by Proficiency 54 – 55
Credit from Nontraditional Sources 54 – 56
Credit Hours 59
Credit Programs of Study 8 – 9, 85 – 164
Criminal Justice Technology 128 – 130
Curricula 87
Debts to the College 44
Defense Activity for Nontraditional Educational Support 56
Degrees, Diplomas, Certificates 86, 87 – 88
Developmental Studies 87, 89
Developmental Studies Department 226
Distance Education 60 – 61
Drugs & Alcohol 76
Early Childhood Associate 131 – 135
Educational Programs 19

Electric Lineman Technology 148 – 149
Electrical/Electronics Technology 150 – 151
Electronic Access Acceptable Use Policy 81 – 83
Emergency Services Training Center 18
English as a Second Language 168
Enrolling 11, 24
Enrollment Information 11, 21 – 38
Expenses 11, 39 – 44
Experiential Learning 56
Facilities 16 – 18, 233, 234
Faculty 225 – 227
Faculty Advisors 36
Federal Pell Grant 47
Federal Supplemental Educational Opportunity Grant 48
Federal Work-Study 48
Financial Aid 18, 45 – 52
Floriculture Technology 96 – 97
Focused Industry Training 169
Food & Drink 74 – 75
General Education Department 8, 87, 90 – 93, 226
General Educational Development 168
General Occupational Technology 117 – 120
Grade Point Average Scale for Satisfactory Progress 64
Grade Reports 63
Grading System 62 – 63
Graduation Requirements 65
Grievance Procedures 77 – 80
Health Occupations Department 8, 88, 115 – 125, 226
Health Services 83
Historic Preservation Technology 136 – 137
Honor Students 63
Hosiery Technology Center 169
Housing 33
Human Resources Development 169
Human Services Department 9, 88, 126 – 142, 227
Huskins 33 – 34
Incomplete 58
Industrial Systems Technology 152 – 153
Information Systems 107 – 109
Information Systems: Network Administration & Support Concentration 110 – 112
Inquiries 18 – 19
Institutional Memberships 5
Interior Design 98 – 99
Interior Design: Computer-Aided Drafting Certificate 99
International (F-1 Visa) Student Admissions 31 – 32
JobLink Career Center 37
Learning Resources Center 16 – 17
Library Services 16 – 17, 19
Loans 49
Locale 15
Machining Technology 154 – 155
Mechanical & Industrial Department 9, 88, 143 – 156, 227
Media on Campus 74
Mission 5 – 7
New & Expanding Industries 170
Noncredit Programs of Study 9, 165 – 170
North Carolina Community College Grant 49
North Carolina Student Incentive Grant 48
Nursing Assistant 121
Occupational Extension 166
Office Systems Technology 113 – 114
On-Line Learning 60 – 61
"Open Door" Policy 7, 22
Orientation 36
Parking 68
Peer Tutorial 63
Performance Measures 66
Persons With Disabilities 8
Photographic Technology: Biomedical Photography Concentration 157 – 158
Photographic Technology: Commercial Photography Concentration 159 – 160
Photographic Technology Department 9, 88, 157 – 164, 227
Photographic Technology: Photojournalism Concentration 161 – 162
Photographic Technology: Portrait Studio Management Concentration 163 – 164
Physical Therapist Assistant 122 – 123
Placement Testing 24 – 25, 34
Prerequisites 58
President, From the 4
Privacy of Student Educational Records 61 – 62
Programs of Study (Continuing Education-Noncredit) 165 – 170
Programs of Study (Curricula-Credit) 85 – 164
Quick Reference 11
Readmission 57
Reentry to a Curriculum 57
Refund Policy 42 – 43
Registration 36
Regulations 44, 67 – 84
Release of Directory Information 62

(Continued on next page)

Repeating a Course 57
Requirements for Degrees, Diplomas & Certificates 86
Residency for Tuition Purposes 43 – 44
Scholarships 48, 50
Sexual Harassment 76 – 77
Small Business Center 169
Social Functions 12
Spanish Interpreter 141 – 142
Spanish Interpreter Admissions Requirements 30
Special Students 32
Speech-Language Pathology Assistant 124 – 125
Speed Limit 68
Staff 222 – 225
Standards of Progress 50 – 51, 64
Student Activities 12 – 15
Student Center 14
Student Clubs & Organizations 13 – 14
Student Code of Conduct 71 – 73
Student Conduct & Regulations 68 – 83
Student Governance 12
Student Government Association 12
Student Publications 14 – 15
Student Right to Know 65
Student Services 19, 35 – 36
Tech Prep 35
Tobacco Usage 75 – 76
Traffic & Parking Regulations 68
Transcripts 19
Transfer Credit 31
Transfer Student Admissions 31
Transferring Between Programs 57 – 58
Tuition & Activity Fees 11, 40
Values 5 – 6
Veterans Affairs Educational Assistance 49
Veterans Enrolling in On-Line Courses 61
Virtual Campus 60 – 61
Vision 6
Visiting Students 32
Visitors 74
Weapons Policy 75
Welding Technology 156
Withdrawal/Drop/Add/Section Transfer 58 – 59
Work Experience 59 – 60
Work Station Occupational Skills Training 169

© All photography copyrighted by Randolph Community College, 2002.

• Page 3: RCC President Dr. Richard Heckman (sitting center) hosted a Lunch with the President for several academic excellence and scholarship winners. They were Elizabeth Boutwell (sitting left), $500 President's Scholar - UNCG; Jane Hodgin (sitting right), Academic Excellence Award; and (standing left to right) Hope Jenks, $500 President's Scholar - UNCG; Tyra Tesseneer, RCC nominee for Phi Theta Kappa's All USA Academic Team; Bonnie Baker, Academic Excellence Award; Steven Kidd, RCC nominee for Phi Theta Kappa's All USA Academic Team; and Lynn Weisner, $1,000 President's Scholar - UNCG; staff photo.

• Page 4: Dr. Heckman's portrait by Photographic Technology instructor Toby Hardister.

• Page 21: Portrait Photography students Jessica Born (left) and Bridgett Dease; photo by Portrait Photography student Susan Gardner.

• Page 39: RCC graduate Jane Allen receives her degree from RCC President Dr. Richard Heckman during a ceremony in August 2001; staff photo.

• Page 45: RCC recruiter Jessica McAuley (left) answers questions during RCC's annual Community Financial Aid Night; staff photo.

• Page 53: RCC's Phi Theta Kappa honor society inducts new members each fall and spring semester; staff photo.

• Page 67: Students enjoyed inflatable games like the Titanic Slide during last year's Spring Fling; staff photo.

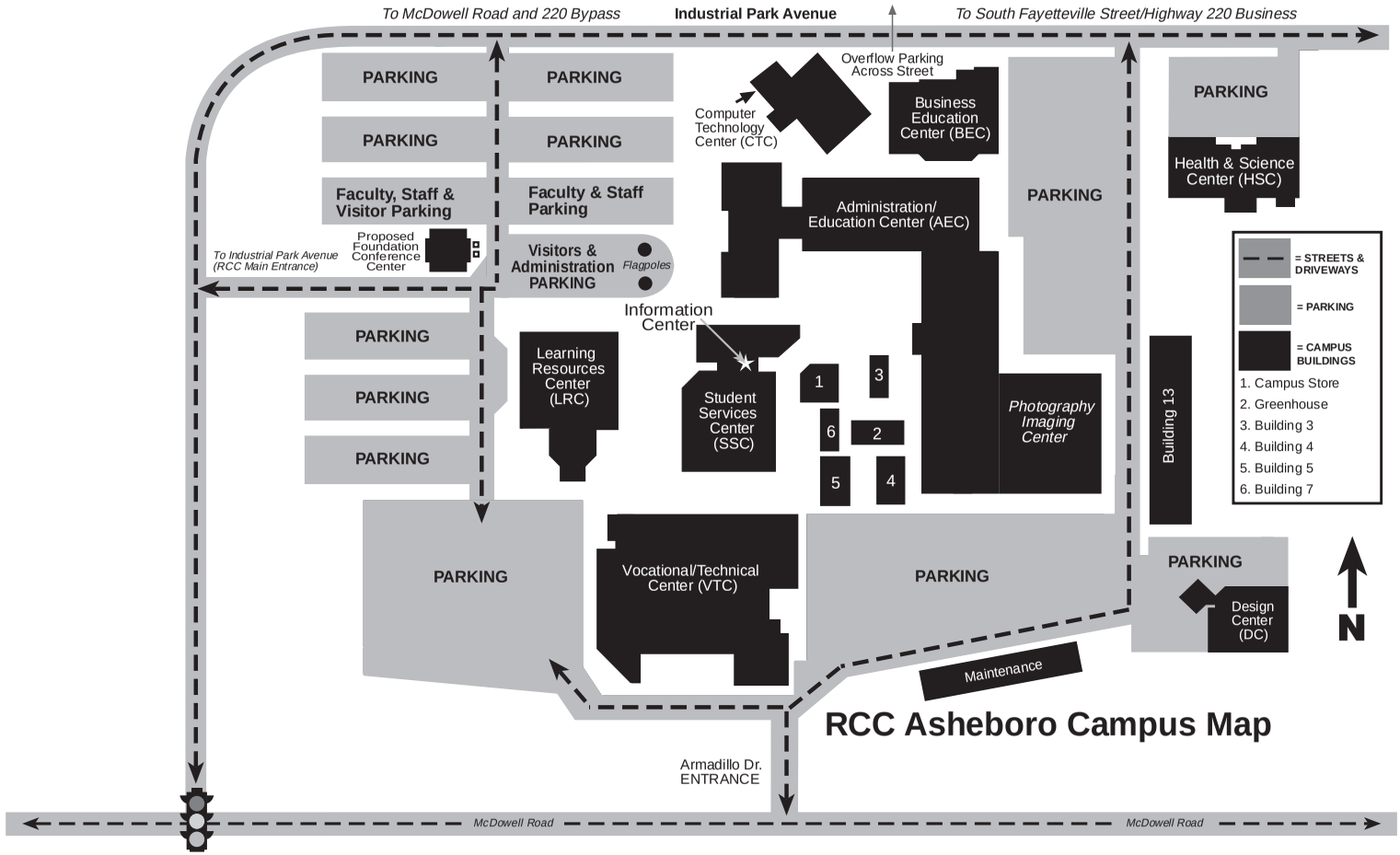
• Page 85: Criminal Justice Technology student Charles Spencer; photo by Commercial Photography student Brandi Morgan.

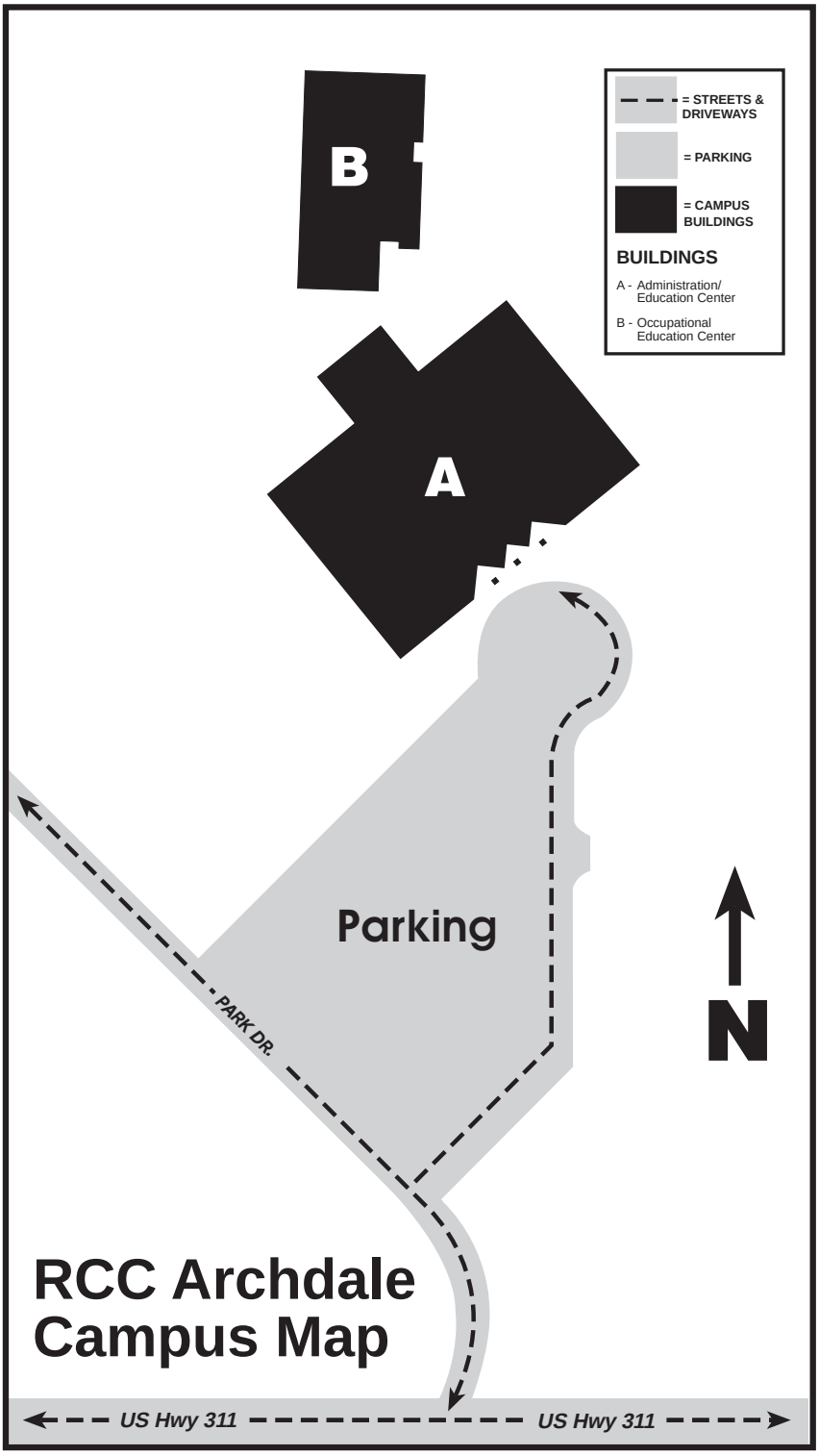
• Page 165: Small Engine Mechanics assistant instructor Bill McAnulty (left), student Curtis Craven (center), and instructor Don Morrison (right); photo by Commercial Photography student Eric Trogdon.

• Page 171: Automotive Systems Technology student Anjou Pajel; photo by Commercial Photography student Eric Trogdon.

• Page 221: Information Systems – Network Administration & Support student Marie Reynolds; photo by Photojournalism student Christy Townsend.

• Page 229: Medical Office Assistant graduate Lara Millner receives her certificate from Dr. Richard Heckman, while instructor/coordinator Kalora Temple looks on; staff photo.


To McDowell Road and 220 Bypass
Industrial Park Avenue
To South Fayetteville Street/Highway 220 Business
PARKING
PARKING
PARKING
PARKING
Faculty, Staff & Visitor Parking
Faculty & Staff Parking
Overflow Parking Across Street
Computer Technology Center (CTC)
Business Education Center (BEC)
Administration/ Education Center (AEC)
PARKING
PARKING
Health & Science Center (HSC)
Proposed Foundation Conference Center
To Industrial Park Avenue (RCC Main Entrance)
Visitors & Administration PARKING
Flagpoles
Information Center
PARKING
PARKING
PARKING
Learning Resources Center (LRC)
Student Services Center (SSC)
1
3
6
2
5
4
Photography Imaging Center
Building 13
= STREETS & DRIVEWAYS
= PARKING
= CAMPUS BUILDINGS
1. Campus Store
2. Greenhouse
3. Building 3
4. Building 4
5. Building 5
6. Building 7
PARKING
Vocational/Technical Center (VTC)
PARKING
PARKING
Design Center (DC)
N
Maintenance
RCC Asheboro Campus Map
Armadillo Dr. ENTRANCE
McDowell Road
McDowell Road


= STREETS & DRIVEWAYS
= PARKING
= CAMPUS BUILDINGS
BUILDINGS
A - Administration/ Education Center
B - Occupational Education Center
B
A
Parking
PARK DR.
N
RCC Archdale Campus Map
US Hwy 311
US Hwy 311

Notes

Notes

Notes

Notes

Notes

Notes