

# Randolph Community College Catalog 08/09



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**ADDENDUM: REPLACES POLICY ON 2008-09 RCC CATALOG PAGES 51-52**

# Student Services

## Student Grievance Procedures (Due Process)

*To provide a system whereby a student may appeal decisions which are felt to be unjustified or in violation of his/her rights*

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### 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 vice president for 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 vice president for 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 the offending person will be held to resolve the matter informally. The exception to this requirement is sexual harassment complaints, which may be taken directly to the vice president for student services, as described on the next page.
2. **The Vice President for Student Services**—If the complaint is not resolved in the informal conference with the offending person, the student may then appeal to the vice president for student services, who will schedule a conference with the student and the other involved parties. If the grievance is academic in nature the student will be directed to follow the “Procedure for Resolving an Academic Grievance” as listed below.
3. **The Appeals Committee**—If the grievance is not resolved by the appropriate vice president, the student may request a hearing before the Appeals Committee.
  - A. The student must present his/her case in writing to the vice president for student services who will appoint a chair of the Appeals Committee within five days after the meeting with the appropriate vice president.
  - B. The Appeals Committee is comprised of two faculty members, a student services director, the vice president for administrative services or his/her designee, an instructional dean, a SGA officer, 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.
4. **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.
  5. **The Personnel Committee of the Board of Trustees**—If the grievance has not been resolved at the final step in the College's organizational structure (i.e., the president), the student may appeal the president's decision to the Personnel Committee of the Board of Trustees only if there has been a violation of policy in the conduct of the College grievance procedure or because of actions that are prohibited by the First Amendment of the U.S. Constitution, 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 and the Americans with Disabilities Act of 1990. 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. The student shall have the burden of showing how a College policy or the student's constitutional rights have been specifically violated in the conduct of the grievance procedure. The Personnel Committee will not render a separate decision on the original grievance itself, but will determine whether the grievant has received a fair hearing from the College in accordance with the Student Grievance Policy and whether there has been a violation of the student's rights under the First Amendment of the U.S. Constitution, 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 and the Americans with Disabilities Act of 1990.
  6. **The Board of Trustees**—If the Personnel Committee rules against the student, the student may appeal the ruling to the full Board of Trustees only if the student can provide evidence of discrimination (based on a violation of College policy or the student's constitutional rights) by the Personnel Committee of the Board of Trustees, but may not appeal to the full Board of Trustees merely because the grievant disagrees with the decision of the Personnel Committee. 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 will not render a separate decision on the original grievance itself, but will determine whether the grievant has received a fair hearing from the College and the Personnel Committee in accordance with the Student Grievance Policy and whether there has been a violation of the student's rights under the First Amendment of the U.S. Constitution, 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 and the Americans with Disabilities Act of 1990.

### ***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 vice president for student services rather than to the offending person. If the matter is not resolved by the vice president for student services, the student has access to the Standard Grievance Procedure described above, beginning with the Appeals Committee.

### ***Procedure for Resolving an Academic Grievance***

An Academic Grievance must be initiated within one semester of the completion of the course in question. 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 Department 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 department chair.
  - B. Most students in **Continuing Education** do not have a department 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.
  - 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 department 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 department 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. **Vice President for Instructional Services**—If the grievance is not resolved in the meeting with the dean of the appropriate educational program, the student may appeal to the vice president for instructional services. If the grievance is not resolved by the vice president for instructional services, the student has access to the Standard Grievance Procedure beginning with the Appeals Committee.
5. **Interim Decision Concerning Student Status**—Before the student goes before the Appeals Committee, the vice president for instructional 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 vice president for instructional services may decide that the student should be removed from class and/or the campus until the appeals process has ended.

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# Introduction

## From the President



Congratulations on your interest in Randolph Community College. I believe passionately in the mission of the community college. Having both attended and taught at a small junior college, a private university, and a state university, I believe that each of those kinds of institutions has something valuable to offer. But I am a part of community college education because I believe that accessible, affordable, quality education in the community college system is the very best opportunity that many thousands of North Carolinians will ever have to enter into the world of higher education.

I can say without any doubt that you will not find a place more dedicated to the personal, academic, and career success of the student than Randolph Community College. The faculty, staff, and administration of this College are here for only one reason – to help you succeed in attaining your personal, academic, and career goals. Our budget, our schedule, our organizational structure, our job descriptions, our policies, our procedures – everything at RCC! – are all aimed at student success. At this College, it is truly all about you!!

Some are here because they have just completed high school and want to go on to college, many with plans to eventually attend four-year universities and even graduate school. Others are here because they have been laid off from their jobs and need to train for new career opportunities. There are some here because they want to earn professional certificates that are needed in their careers of choice. Others are here because there is a class or program that is of personal interest to them.

For whatever reason you are here or are thinking about attending here, I am convinced that Randolph Community College may well be your very best next step, wherever you are headed in life!

Come join the RCC family. Together, we can help you turn your dreams into realities!

Sincerely,

A handwritten signature in dark ink that reads "Robert S. Shackleford Jr." in a cursive style.

Dr. Robert S. Shackleford Jr.



## The College

Randolph Community College, a member institution of the North Carolina Community College System, is a public, two-year, comprehensive, community college established to serve the citizens of Randolph County. The 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.

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 282,000 square feet on two campuses in Asheboro and Archdale, and
- enrollment growth—from 75 students to more than 3,015 credit and 8,880 noncredit students.

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
- 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

## Vision, Mission, and Strategic Priorities

### ■ Vision

To be selected by the people of Randolph County as the best next step in achieving their personal educational goals.

### ■ Mission

To provide quality education, training, and workforce development to meet the needs of our students and community.

### ■ Strategic Priorities

- Provide Educational Programs that Meet Individual and Community Workforce Needs in a Transitioning Economy.
- Secure Adequate Fiscal Resources to Equip the College to Help Students Succeed.
- Utilize the Archdale Center, the Emergency Services Training Center, and Off-Campus Sites to Best Serve Students and the Community.
- Continually Improve Operational Plans, Policies, and Procedures to Promote Student Success.

## 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.

Any changes occurring after the publication date will be reflected in the online version at [www.randolph.edu/catalog](http://www.randolph.edu/catalog).

## Accreditation

Randolph Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Ga. 30033-4097 or call 404-679-4500 for questions about the accreditation of Randolph Community College. 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 institutional effectiveness, (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.

## 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)

Biotechnology (collaborative program\*)

Pre-Major Business Administration, Accounting, Economics, Finance, and Marketing

### ■ Business Technology Department

Accounting

Business Administration

Computer Information Technology

Entrepreneurship

Global Logistics (collaborative program\*)

Healthcare Management Technology

Networking Technology

Office Systems Technology

### ■ Health Occupations Department

Associate Degree Nursing

Associate in General Education

Physical Therapist Assistant 1+1 (collaborative program\*)

Radiography

### ■ Human Services Department

Basic Law Enforcement Training

Criminal Justice Technology

Early Childhood Education

Funeral Service Education (collaborative program\*)

### ■ Mechanical & Industrial Department

Autobody Repair

Automotive Systems Technology

Electrical/Electronics Technology

Industrial Systems Technology

Machining Technology

### ■ Photographic Technology, Art and Design Department

Advertising & Graphic Design

Interior Design

Photographic Technology: Biocommunications 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

Focused Industry Training

New & Expanding Industries

Work Station Occupational Skills Training

## 2008 – 2009 Curriculum Calendar

### ■ Fall Semester 08

**July 15 (T)** – Early registration for fall semester for currently enrolled students — NO CLASSES  
**July 23 (W)** – Last day to apply for fall semester without a \$5 late fee  
**July 24 (Th)** – Tuition due for students who early registered for fall semester  
**August 12 (T)** – Fall semester book charges begin  
**August 13–14 (W-Th)** – Fall semester registration  
**August 14 (Th)** – Tuition due for fall semester  
**August 18 (M)** – Classes begin  
**August 18–20 (M-W)** – Late registration/schedule adjustment\*  
**August 22 (F)** – Last day fall semester book charges  
**August 27 (W)** – Last day for partial refund  
**September 1 (M)** – Labor Day holiday+  
**September 29 (M)** – Last day to withdraw from a 1st 8-week class  
**October 8 (W)** – Registration for 2nd 8-week session  
**October 13–14 (M-T)** – Fall break  
**October 15 (W)** – Classes resume  
**November 11 (T)** – Early registration for spring semester for currently enrolled students—NO CLASSES  
**November 13 (Th)** – Last day to withdraw from a 16-week course without grade penalty  
**November 19 (W)** – Tuition due for students who early registered for spring semester  
**November 26 (W)** – Thanksgiving break  
**November 27–28 (Th-F)** – Thanksgiving holidays+  
**December 1 (M)** – Classes resume  
**December 1–5 (M-F)** – Spring semester registration  
**December 2 (T)** – Last day to withdraw from a 2nd 8-week class  
**December 5 (F)** – Tuition due for spring semester  
**December 16 (T)** – End of fall semester

### ■ Spring Semester 09

**November 11 (T)** – Early registration for spring semester for currently enrolled students—NO CLASSES  
**November 17 (M)** – Last day to apply for spring semester without a \$5 late fee  
**November 19 (W)** – Tuition due for students who early registered for spring semester  
**December 1–5 (M-F)** – Spring semester registration  
**December 5 (F)** – Tuition due for spring semester  
**January 2 (F)** – Spring semester book charges begin  
**January 2, 5–7 (F, M-W)** – Late registration/schedule adjustment\*  
**January 5 (M)** – Classes begin  
**January 9 (F)** – Last day for spring semester book charges

**January 14 (W)** – Last day for partial refund  
**January 19 (M)** – Martin Luther King Jr. holiday+  
**February 16 (M)** – Last day to withdraw from a 1st 8-week class  
**February 25 (W)** – Registration for 2nd 8-week session  
**March 3–5 (T–Th)** – Spring break  
**March 6 (F)** – Classes resume  
**March 24 (T)** – Early registration for summer semester for currently enrolled students — NO CLASSES  
**March 31 (T)** – Last day to withdraw from a 16-week course without grade penalty  
**April 6 (M)** – Last day to apply for summer session without a \$5 late fee  
**April 7 (T)** – Tuition due for students who early registered for summer session  
**April 10 (F)** – Easter holiday+  
**April 13 (M)** – Easter break  
**April 14 (T)** – Classes resume  
**April 20–24 (M-F)** – Summer session registration  
**April 21 (T)** – Last day to withdraw from a 2nd 8-week class  
**April 24 (F)** – Tuition due for summer registration  
**May 5 (T)** – End of spring semester  
**May 8 (F)** – Curriculum Graduation

### ■ Summer Session 09

**March 24 (T)** – Early registration for summer semester for currently enrolled students — NO CLASSES  
**April 6 (M)** – Last day to apply for summer session without a \$5 late fee  
**April 7 (T)** – Tuition due for students who early registered for summer session  
**April 20–24 (M-F)** – Summer session registration  
**April 24 (F)** – Tuition due for summer registration  
**May 15 (F)** – Summer session book charges begin  
**May 18 (M)** – Classes begin  
**May 18–20 (M-W)** – Late registration/schedule adjustment\*  
**May 22 (F)** – Last day summer session book charges  
**May 25 (M)** – Memorial Day holiday (observed)+  
**May 27 (W)** – Last day for partial refund  
**July 1–2 (W-Th)** – Summer break  
**July 3 (F)** – July 4th holiday (observed)+  
**July 6 (M)** – Classes resume  
**July 9 (Th)** – Last day to withdraw from a course without grade penalty  
**July 10 (F)** – Last day to apply for fall semester without a \$5 late fee  
**July 14 (T)** – Early registration for fall semester for currently enrolled students — NO CLASSES  
**July 16 (Th)** – Tuition due for students who early registered for fall semester  
**July 20–24 (M-F)** – Fall semester registration  
**July 24 (F)** – Tuition due for fall semester  
**July 31 (F)** – End of summer session

\*During late registration, students may enroll only in classes that have not held the first class meeting.

+Campus is closed - holiday

# 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 14)
- Call (336) 633-0224 to discuss placement testing. (See pages 14 – 15)
- Meet with someone in RCC's financial aid office if necessary. (See pages 30 – 34)
- Meet with your faculty advisor (during specified registration period). (See page 25)
- Register for classes (during specified registration period). (See curriculum calendar page 6)
- 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 and Radiography students must maintain a 2.0 GPA in all nursing and nursing-related courses with no grade less than "C.") (See pages 56 – 127)
- Apply to graduate. (See page 43)

## ■ 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
- Transportation
- Off-campus room and board
- Personal expenses
- Tuition & Activity Fees as follows
 

<b>In-State</b>	1 through 15	\$42.00/Credit Hour
	16 and up	\$672.00/Semester
<b>Out-of-State</b>	1 through 15	\$233.30/Credit Hour
	16 and up	\$3,732.80/Semester

  - \*Activity Fee – \$1 per credit hour (\$16.00 maximum per semester).
  - Technology Fee – \$1 per credit hour (\$16.00 maximum per semester).
  - \*Activity fees for the summer session will be one half the normal charge, up to a maximum of \$6.

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 fests and various holiday 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, Open Houses, and 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 vice president for student services or designee and may require notification of additional individuals and/or offices as designated by the vice president.

In general, requests should be made in writing at least four weeks in advance. Please check with the vice president for 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 senior leadership team. 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 Constitution. 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 vice president for student services or the vice president'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 vice president for 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 vice president for student services. Requests should support the interests and goals of the institution. Following approval by the vice president, 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.

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 vice president for student services.

Clubs which do not hold formal meetings at least once per semester may be terminated by the vice president for 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 vice president for 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 vice president for student services.

All major activities will require that an outline of events, including a budget if appropriate, be submitted to the vice president for 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 vice president for student services no later than one month prior to the event.

Currently, there are seven student organizations at RCC: Campus Crusaders, Common Threads, Phi Beta Lambda, Phi Theta Kappa, the RCC Student Nurse Association, Uwharrie Dreams and Xenurine Theater Company.

**Campus Crusaders** is a club for students that want to fellowship with Christians through Bible study, sharing their thoughts and ideas about how to live a Christian life. All students are invited to participate. The group meets every Monday night at 8 p.m. in room CTC110 in the Computer Technology Center.

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

**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. Raphael Brown or Tracie Hayes 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. For more information, contact Carol Savchak in the General Education Department or Waymon Martin in the Business Technology Department.

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. For more information, contact Wilhelmina Morris in the Health Occupations Department.

**Uwharrie Dreams** is a club for students interested in creative writing, under the auspices of the SGA. It began in 2003, as part of the fine arts activities for RCC students. This group helps students prepare submissions to the RCC literary magazine, *Uwharrie Dreams*, and to the RCC's Writers Contest, sponsored annually by the SGA. For more information, contact Melinda Lamb in the General Education Department.

#### ■ **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:

- the vice president for instructional services;
- the vice president for student services;
- one member from the English faculty;
- 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 51 – 53).

## **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 rich with 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 23,213, 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 137,283.

#### ■ **Archdale Center**

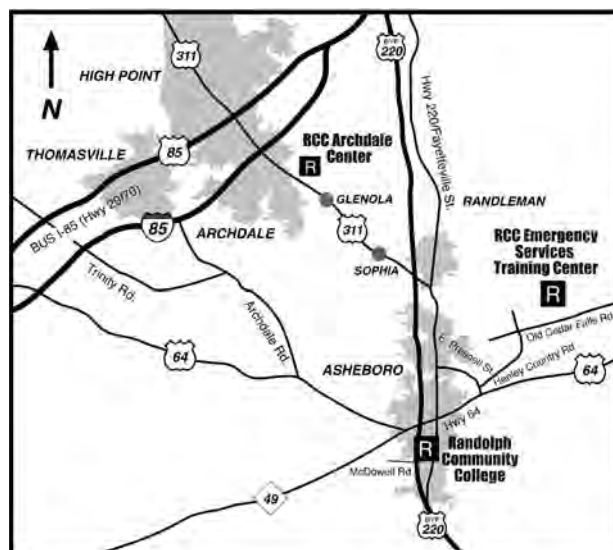
RCC's Archdale Center is located in Creekside Park off Highway 311 south of Archdale. It is easily

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 Center. The City of Archdale has 9,472 people and is larger than seven square miles. Trinity has a population of 6,880.

### ■ Emergency Services Training Center

RCC's Emergency Services Training Center is located at 895 Training Center Drive, just outside of Asheboro. 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.



## College Facilities

### ■ Asheboro Campus

Randolph Community College's 35-acre 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, the business office and the JobLink Career Center. In Room 102 of the AE Center is The Resource Place, an adjunct faculty support center that provides work space and tools for adjunct faculty to enhance their course preparation and interaction with students.

The J. W. "Willie" Plummer Vocational/Technical Center provides an automotive body shop, electrical/electronics labs, and houses the Randolph Early College High School. Student Services Center houses a student lounge, the Armadillo Café, the Small Business Center and office facilities for Student Services. A Campus Store sits adjacent to the Student Services Center connected by a covered walkway. The R. Alton Cox Learning Resources Center includes, among other things, the College library.

The M. H. Branson Business Education Center is a modern facility with classrooms, labs and offices for the College's Business Technology curricula. The Design Center provides space for Advertising & Graphic Design and Interior Design. A Computer Technology Center houses the College's administrative computers and part of the Business Technology curricula. The Health & Science Center houses biology, physics, chemistry, and health occupations classes and includes a multimedia lab and faculty offices.

The Foundation Conference Center houses the Foundation offices and a flexible meeting space for College and community groups. See page 195 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.

### R. Alton Cox Learning Resources Center (LRC)

The LRC includes the library, an open access computer lab, Basic Skills Programs, and the Department of Distance Education. Also, housed in the LRC is an auditorium with a 206-seat capacity.

### Library Services

The library collection includes approximately 40,000 print volumes, subscriptions to over 260 periodicals, over 5,000 audiovisual programs, and a variety of microform materials to support the total instructional program of the College. The library's online catalog provides access to local resources as well as resources in other participating community college libraries. Online services include access to the Internet, NC LIVE, electronic books and locally-licensed databases. The library maintains a Web page (<http://library.randolph.edu>) that provides a gateway to information, services, and resources. The library is open 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, presentation 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 choosing.

### ***Distance Education***

The Distance Education Department offers support services for faculty, staff, and students. The department coordinates RCC's distance education programs, operates the Virtual Campus and provides technical assistance in the implementation and use of distance education technologies to assist faculty and staff with curriculum development and instruction for students. Offices for Distance Education are located on the second floor of the Learning Resource Center.

### **■ Archdale Center**

The Archdale Center is located on 13.9 acres at 110 Park Drive, inside the city of Archdale's Creekside Park. The campus was built in November, 1990, to serve the northwest community of Randolph County. The campus provides a variety of classes in continuing education such as computers, nursing assistant, real estate, human resources development computer classes for the unemployed or underemployed, business and industry training, community enrichment, selected college credit courses, basic skills (GED/Adult High School diploma), and more!

Recently, an additional 12,000 square feet was added to the existing campus for a total of a 25,500 square feet facility with a new welcome center, additional classrooms, and conference & training rooms. The campus is open Monday – Thursday from 8 a.m. to 10 p.m. and 8 a.m. – 5 p.m. on Friday.

### **■ Emergency Services Training Center**

The Emergency Services Training Center is located at 895 Training Center Drive, just outside of Asheboro. The 60-acre facility includes a firing range, driving range, a fire training tower, classrooms, a burn building, and storage areas. This is the training facility for the Basic Law Enforcement Training (BLET) certificate program and the Honor Guards. The Continuing Education Department also uses this area for Fire Safety and Emergency Service Training and Motorcycle Safety classes.



## Inquiries

Inquiries for specific information about the College should be addressed to the following people or departments at RCC. The mailing address is Randolph Community College, P.O. Box 1009, Asheboro N.C. 27204-1009. The street address is 629 Industrial Park Ave., Asheboro, NC 27205. The main phone number is (336) 633-0200. Visit RCC's web site at the following address: [www.randolph.edu](http://www.randolph.edu).

### ■ Admissions

Jerry L. Simpson - Vice President for Student Services; 633-0223; [jlsimpson@randolph.edu](mailto:jlsimpson@randolph.edu)  
 Brandi F. Hagerman - Director of Admissions/Registrar – Requests for Transcripts, Grades, Graduation Information; 633-0213; [bfhagerman@randolph.edu](mailto:bfhagerman@randolph.edu)  
 Rose T. Chilson - Administrative Assistant to Vice President for Student Services; 633-0298; [rtchilson@randolph.edu](mailto:rtchilson@randolph.edu)

### ■ Financial Aid

Chad Williams - Director of Financial Aid – Scholarships, Work-Study Jobs, Grants, Loans, VA Benefits, Child-Care Grant; 633-0222; [gcwilliams@randolph.edu](mailto:gcwilliams@randolph.edu)  
 Joel B. Trogdon - Assistant Director of Financial Aid – 633-0376; [jbtrogdon@randolph.edu](mailto:jbtrogdon@randolph.edu)  
 Cathy D. Chi - Financial Aid Associate/VA Certifying Official – 633-0369; [cdchi@randolph.edu](mailto:cdchi@randolph.edu)  
 S. Brent Kidd - Financial Aid Associate – 633-0205; [sbkidd@randolph.edu](mailto:sbkidd@randolph.edu)

### ■ Counseling Services

Joyce M. Branch - Student Services Counselor, Coordinator of Students with Disabilities – Academic Counseling, Disability Accommodation; 633-0122; [jmbranch@randolph.edu](mailto:jmbranch@randolph.edu)  
 Grover F. Yancey - Assistant Director of Admissions/Student Services Counselor – Academic Counseling, International Student Counseling; 633-0246; [gfyancey@randolph.edu](mailto:gfyancey@randolph.edu)  
 Susan A. Scott - Student Services Counselor – Academic Counseling; 633-0201; [sascott@randolph.edu](mailto:sascott@randolph.edu)

### ■ Educational Programs

Vacant - Vice President for Instructional Services – Information on General Coordination of all educational programs, Collaborative Agreements, Educational Partnerships; 633-0218.  
 Christine G. Myers - Dean of Curriculum Programs – Information on Credit Courses of Study, Correspondence Regarding Curricula, Teaching Positions; 633-0206; [cgmymers@randolph.edu](mailto:cgmymers@randolph.edu)  
 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.edu](mailto:dnychilders@randolph.edu)  
 Lewis W. Edwards - Dean of Extension Programs – Information on Noncredit Extension Courses; Occupational Licensure and Certifications; 633-0217; [lwedwards@randolph.edu](mailto:lwedwards@randolph.edu)

### ■ Transcripts

Brandi F. Hagerman - Director of Admissions/Registrar – Requests for Transcripts, Grades, Graduation Information; 633-0213; [bfhagerman@randolph.edu](mailto:bfhagerman@randolph.edu)

### ■ Library Services

Deborah S. Luck - Dean of Library Services – General Library Services, LRC Student Computer Lab; 633-0272; [dsluck@randolph.edu](mailto:dsluck@randolph.edu)

### ■ Business Matters

Susan I. Rice - Director of Financial Services/Controller – Information on Business Affairs, Fees, Financial Arrangements, Purchasing; 633-0282; [sirice@randolph.edu](mailto:sirice@randolph.edu)

### ■ Administrative Affairs

Daffie H. Matthews - Vice President for Administration – Policies, General Campus Services; 633-0290; [dhmatthews@randolph.edu](mailto:dhmatthews@randolph.edu)

### ■ Student Support Services and Tutoring

Malinda A. Patrice - Director of Student Support Services – Requests for Student Support, 633-0230; [mapatrice@randolph.edu](mailto:mapatrice@randolph.edu)  
 Kathleen A. Logsdon - Educational Specialist/Tutoring – Request for Tutoring, 633-0364; [kalogsdon@randolph.edu](mailto:kalogsdon@randolph.edu)

### ■ Accommodations

Joyce M. Branch - Coordinator of Students with Disabilities – Disability Accommodation; 633-0122; [jmbranch@randolph.edu](mailto:jmbranch@randolph.edu)

### ■ Supporting RCC

Joyce B. Wolford - Executive Director of the RCC Foundation, Inc. – Gifts, Bequest and Endowments; 633-0295; [jbwolford@randolph.edu](mailto:jbwolford@randolph.edu)



# Enrollment Information

## The Open Door Policy

Randolph Community College is an open door admission institution. 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. Counseling and advising services are available to help students decide which programs best serve their needs and objectives in life, as indicated by their background, abilities and expressed interests.

The open door policy does not mean that there are no restrictions on admission to specific programs. It does mean that these restrictions are flexible enough to allow students reasonable opportunities to qualify for these programs. 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 vice president for student services is designated as the admissions officer for the College.

## Undocumented Student Admissions

The North Carolina Attorney General has ruled that, at the present time, it is not legal to admit any undocumented person as a student in a curriculum (college credit) course at a North Carolina Community College. This ruling does not affect the eligibility of an undocumented person to register in Continuing Education, Basic Skills, HRD (Human Resource Development), ESL (English as a Second Language), or any other noncredit class. Neither does it affect the enrollment status of any undocumented student already enrolled in a curriculum program before the Attorney General's ruling.

## 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 enrolling in curriculum courses.

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.

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. Applicants are not admitted into specific curriculum programs, and thus, not eligible for financial aid until admission requirements are met (i.e. transcripts, testing, etc.). Applications can be obtained from high school counselors and from Student Services. This office is open from 8 a.m. – 10 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. 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, ACT or Accuplacer test scores to document their meeting these prerequisites. See the ASSET/COMPASS Placement Testing section on pages 14 – 15 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 **Radiography** program have additional admissions requirements. For more information, see pages 15 – 21. Applicants for the **Physical Therapist Assistant 1+1** program have additional admissions requirements. For more information contact Student Services at (336) 633-0224.

Information regarding transfer student admissions is on page 22.

## In order to enroll, the student should:

- 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 and pay for classes (during specified registration period).

\*Applicants who are high school graduates should request 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 or Accuplacer test scores from another school taken within a three-year period. These scores should be received prior to tests taken on this campus.
3. Students who have taken the SAT within the last three years will be placed into appropriate college-level English and math courses if their scores are
  - 480R (new score) or above on the verbal portion (exempt from Reading Skills),
  - 480W (new score) or above on the writing portion (exempt from Writing 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 59. 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	41	70
MAT 060 Essential Mathematics	41	47
MAT 070 Introductory Algebra	41	46
MAT 080 Intermediate Algebra	41	66
RED 090 Improved College Reading	41	81

\*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 one time. He/she may not retest after enrolling in the Developmental Studies course(s) recommended by 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. Should a student be required to enroll in ENG 085, an additional retest may be given after successful completion of ENG 085.

## ■ Special Needs & Accommodations for Testing

Testing accommodations for students with special needs are available upon advance request and with appropriate documentation. Contact the coordinator of students with disabilities at (336) 633-0122 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

The Associate Degree Nursing Program understands and accepts the concept of the open-door policy for general admission to Randolph Community College. Admission to the college does not, however, guarantee admission to the Associate Degree Nursing Program. Admission to the nursing program is competitive. If you have questions about the admissions process for the Associate Degree Nursing Program, please call the **Admissions Office at (336) 633-0224**.

In addition to the Randolph Community College requirements for admission, the following are minimum requirements for admission to the Associate Degree Nursing Program in fall 2009:

#### PHASE I (Completed by January 15)

1. Complete general admission requirements of Randolph Community College including placement testing.
  - A. Complete an RCC application.
  - B. Complete an Associate Degree Nursing Application of Intent.
  - C. Provide official copies of high school transcript and/or GED test scores and all college transcripts.
  - D. Take placement tests. **Call 336-633-0224 to schedule.** SAT/ACT scores may be used to fulfill general admission requirements. Students who do not meet the cut scores on placement test(s) must complete and pass Developmental Studies courses with a grade of "C" or better.
  - E. Meet with Financial Aid Office if necessary.

2. Evidence of “C” or greater in the following:
  - High School biology, or college-level general biology, or SCI 095.
  - High school chemistry, or college-level chemistry, or SCI 095.
  - High school algebra, college algebra, has met the placement test cut score for MAT 070 or has successfully completed MAT 070.
3. A 2.5 cumulative grade point average (GPA) on the most recent transcript, college or high school. A 2.5 GPA **must** be maintained throughout the admissions process.

#### **PHASE II (Completed by March 15)**

1. Attend mandatory information session (will be notified by mail of date and time). Students will receive an invitation to the information session and **must** attend before taking the HOBET.
2. Take the Health Occupations Basic Entrance Test (HOBET). There will be a \$22.50 charge to students to take the HOBET. Students **must** meet the minimum cut score, however, the higher the score the more points the student will receive in the ranking process for competitive admissions.

**Students will be notified by certified mail of acceptance into the Associate Degree Nursing Program by April 1 for fall enrollment. Students must respond in writing within seven calendar days to accept placement in the program. If a student declines or does not respond by the deadline, another student will be offered placement. Only forty students will be admitted.**

#### **PHASE III (Completed by June 15)**

1. Verification of NAI listing on the North Carolina Department of Health and Human Services, Division of Facility Services, Health Care Personnel, NAI Registry.
2. Current CPR Certification for adult/child/infant/AED as offered by the American Heart Association.
3. 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 within one year of admission date into the program. Associate Degree Nursing program director or designee will verify medical compliance and documentation.

#### **PHASE IV (Completed in August)**

1. Attend New Nursing Student Orientation. Students will be notified of date and time.
2. Attend the College Orientation/Registration session (new students only) during regular registration.
3. Meet with advisor to register for classes.
4. Pay tuition. Purchase liability insurance. Liability insurance is purchased at the time fees are paid each fall while enrolled in the ADN program.
5. Purchase textbooks, uniforms, and other required nursing supplies.

#### **NOTIFICATION OF ADMISSIONS/INFORMATION SESSION**

When Phase I of the admissions process has been successfully completed, applicants will be notified by letter to attend a required 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.

The Admissions Office will begin making early offers of admission to a selected number of highly qualified applicants in March. Applications received after January 15 will be considered on a space available basis.

Applicants who are not admitted may reapply before the January 15 deadline of the next year. Applicants are only admitted in the fall semester.

#### **READMISSIONS**

Readmission to the Associate Degree Nursing program is on a space-available basis. Readmission is limited to one time only and only for the following year. After one year, the student must complete the entire admissions process again. Students must request readmission to the College through the vice president for student services. The written request must be received by March 1 for readmission in the fall, October 1 for readmission in the spring, and February 1 for readmission in the summer. The circumstances for leaving the program must be clearly documented and include a compelling reasons why readmission should be granted. Requests for readmission will be reviewed by the Admissions Committee of the College. If readmission is granted, the Admissions Committee may impose certain requirements and/or restrictions

upon the student.

The Admissions Committee of the College will consist of the vice president for student services, the department chair, and the director of admissions/registrar. The director of the Associate Degree Nursing program will serve as the designee for the Health Occupations Department chair in regards to a nursing student admission.

## **TRANSFER CREDIT FOR NURSING COURSES**

Students requesting transfer credit for a nursing course from another college or university are required to submit a copy of the course outline and syllabus for the course. The student is required to successfully complete a written and practical competency exam for the course prior to transfer credit being granted. Transfer credit for the Associate Degree Nursing program courses shall be approved by the Associate Degree Nursing program director.

## **PHYSICAL & EMOTIONAL EXPECTATIONS OF A STUDENT NURSE**

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. This is documented initially on the medical form completed by a physician.

If a physical or emotional 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 will be utilized to determine whether admission or continued enrollment in the program is appropriate. Applicants or students may be denied admission or continued enrollment until the identified problem is satisfactorily corrected.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. For the purposes of nursing program compliance with the 1990 Americans With Disabilities Act, a “qualified individual with a disability” is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the nursing programs.

Admission to and progression in the ADN program is not based on these standards. Rather, the standards should be used to assist each student in determining whether accommodations or modifications are necessary. Standards provide an objective measure upon which a student and the advisor base informed decisions regarding whether a student is “qualified” to meet requirements.

If a student believes that he/she cannot meet one or more of the standards without accommodations or modifications, the student will be directed to the disability coordinator in Student Services.

## **PERFORMANCE STANDARDS FOR STUDENTS IN THE ASSOCIATE DEGREE NURSING PROGRAM**

In compliance with the 1990 Americans with Disabilities Act, the following standards have been established.

The following are examples of the kind of activities, which a student in the Associate Degree Nursing program would be required to perform in order to successfully, complete the program. If an accepted applicant believes that he/she cannot meet one or more of the standards without accommodations or modifications, the applicant should consult with the Health Occupations department chair.

1. Critical thinking ability sufficient for clinical judgment.  
Example: Identify cause and effect relationship in clinical situations, develop nursing care plans.
2. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.  
Example: Establish a relationship with patients and colleagues.
3. Communicate with others orally and in writing.  
Example: Explain treatments and medications, document nursing actions, record patient responses to treatment.
4. Physical abilities sufficient to move from room to room and maneuver in small spaces.  
Example: Answer calls from patients, retrieve equipment, and move about in patient rooms.
5. The ability to manipulate equipment and to assist patients with physical limitations.  
Example: Use equipment, calibrate equipment, position patients, administer CPR, administer injections, and insert catheters.
6. Hearing ability sufficient to monitor and assess health needs.  
Example: Hear a monitor alarm, listen to heart and breath sounds, hear a cry for help.



7. Vision sufficient for observation and assessment necessary in nursing care.

Example: Observe patient responses to treatment, see a change in skin color, read the scale on a syringe.

8. Sense of touch sufficient to perform a physical examination and to detect movement.

Example: Detect pulsation.

The examples given are representative of those activities required and are not all-inclusive.

### LEGAL LIMITATIONS OF LICENSURE

Students who enroll in the Associate Degree Nursing Program should be aware that the application for licensure at the completion of the program might be denied or restricted by the North Carolina Board of Nursing. Please reference Nursing Practice Act, State of North Carolina 90-171.37.

**Affiliating clinical agencies may require a criminal background check and drug screening as a prerequisite for clinical learning experiences. Positive results can result in the clinical agency denying the student access to clinical practice in the facility. Any student who is denied access to any clinical facility will not be allowed to progress in the program.**



### NUMERICAL RANKING SYSTEM

The numerical ranking system was implemented as an objective means for evaluating nursing applicants. Applicants will be ranked based upon points earned. Students with the highest number of points will be selected for admission into the Associate Degree Nursing program.

When two or more students have the identical point count total, the highest score on the reading comprehension portion of the HOBET will be the deciding factor. If additional distinctions need to be made due to identical scores, the highest score on the math skills portion of the HOBET will be the next deciding factor. Should additional distinctions need to be made due to identical scores, letter grades in science courses will be the final deciding factor.

**HOBET:** Students must achieve the minimum score, or above, when tested in essential math skills and reading comprehension. Students must also meet the minimum composite score. Failure on any one section will result in not meeting this requirement. The test scores are good for three years. Students may test twice in a one-year period, but must wait at least six months to retest.

**GPA:** A minimum 2.5 cumulative grade point average (GPA) on the most recent transcript, college or high school is required.

**GENERAL COLLEGE COURSES:** Points will be awarded in the ranking process for a grade of "C" or better in PSY 110 and PSY 150 or SOC 210 or ECO 151 or Humanities/Fine Arts elective. High school students pursuing admission to the Associate Degree Nursing program are encouraged to take advantage of the Huskins and/or Dual Enrollment programs at Randolph Community College while still in high school to remain competitive in the admissions process.

**SCIENCE:** Letter grades in College BIO 168 and BIO 169 or High School Biology and Chemistry on the most recent transcript will be used in the ranking process. The grade in SCI 095 may take the place of the Biology and/or Chemistry requirement.

## ■ Basic Law Enforcement Training Admissions Requirements

In addition to the admissions requirements on pages 13 – 14, Basic Law Enforcement Training students:

- Must be 20 years old by the first day of class or get waiver from the director of the North Carolina Criminal Justice Standards Division.
- Must have graduated from high school or have an Adult High School diploma or GED.
- Must pass a medical physical exam.
- Must not have committed a felony or serious misdemeanors.
- Must possess a valid North Carolina driver's license.
- Must meet with BLET director or assistant for additional information and forms needed for physical exam and enrollment.
- Must be a U.S. citizen.
- Must obtain sponsorship from a N.C. Law Enforcement Agency.

## ■ Radiography Admissions Requirements

The Radiography Program understands and accepts the concept of the open-door policy for general admission to Randolph Community College. Admission to the college does not, however, guarantee admission to the Radiography Program. Admission to the Radiography Program is competitive. If you have questions about the admissions process for the Radiography Program, please call the **Admissions Office at (336) 633-0224**.

In addition to the Randolph Community College requirements for admission, the following are minimum requirements for admission to the Radiography Program in fall 2009.

### PHASE I (Completed by January 15)

1. Complete general admission requirements of Randolph Community College including placement testing.
  - A. Complete an RCC application.
  - B. Complete an Radiography Program Application of Intent.
  - C. Provide official copies of high school transcript and/or GED test scores and all college transcripts.
  - D. Take placement tests. **Call 336-633-0224** to schedule. SAT/ACT scores may be used to fulfill general admission requirements. Students who do not meet the cut scores on placement test(s) must complete and pass Developmental Studies courses with a grade of "C" or better.
  - E. Meet with Financial Aid Office if necessary.
2. Evidence of "C" or greater in the following:
  - High School biology, or college-level general biology, or SCI 095.
  - High school chemistry, or college-level chemistry, or SCI 095.
  - High school algebra, college algebra, has met the placement test cut score for MAT 070 or has successfully completed MAT 070.
3. A 2.5 cumulative grade point average (GPA) on the most recent transcript, college or high school. A 2.5 GPA **must** be maintained throughout the admissions process.

### PHASE II (Completed by March 15)

1. Attend mandatory information session (will be notified by mail of date and time). Students will receive an invitation to the information session and **must** attend before taking the Psychological Services Bureau test (PSB).
2. Take the Psychological Services Bureau test. Students will be assessed a charge to take the PSB. Students **must** meet the minimum cut score, however, the higher the score the more points the student will receive in the ranking process for competitive admissions.

Students will be notified by certified mail of acceptance into the Radiography Program by April 1 for fall enrollment. Students must respond in writing within seven calendar days to accept placement in the program. If a student declines or does not respond by the deadline, another student will be offered placement. Only twenty students will be admitted.

**PHASE III (Completed by June 15 of each applying year)**

1. Complete an eight-hour observation experience in Radiography. This will be set up through the Health Occupations Department at Randolph Community College. Students will receive instructions about this process by letter.
2. Current CPR certification for adults and children.
3. Complete student medical information form (including current immunizations and negative TB test).

**PHASE IV (Completed in August)**

1. Attend New Radiography Student Orientation. Students will be notified of date and time.
2. Attend the College Orientation/Registration session (new students only) during regular registration.
3. Student will complete registration cards during Radiography Orientation.
4. Pay tuition. Purchase liability insurance. Liability insurance is purchased at the time fees are paid each fall while enrolled in the Radiography program.
5. Purchase textbooks, uniforms and other supplies.

**NOTIFICATION OF ADMISSIONS/INFORMATION SESSION**

When Phase I of the admissions process has been successfully completed, applicants will be notified by letter to attend a required information session. The purpose of the information session is to answer questions about the program and for representatives from the Radiography program to share important information. Students who do not attend will not be admitted into the program.

The Admissions Office will begin making early offers of admission to a selected number of highly qualified applicants in March. Applications for fall admission into the program will not be accepted after January 15.

Applicants who are not admitted may reapply before the January 15 deadline of the next year. Twenty students will be accepted into the program each fall.

**READMISSIONS**

Readmission is limited to one time only and only in the fall semester.

To initiate the readmission process, the student must submit a written request for readmission to the College. This written request must be sent to the vice president for student services by January 15 for readmission the following fall semester. The circumstances for leaving the program must be clearly documented and include a compelling reason why readmission should be granted. Requests for readmission must be reviewed and approved by the Admissions Committee of the College. A plan for success, including certain requirements and/or restrictions, may be imposed on the student as a condition of readmission.

Students requesting readmission will be required to take the PSB test and meet the minimum score for admission into the program. Contingent upon meeting this requirement and approval from the Admissions Committee, the student will be granted admission into the fall class. Any previous Radiography classes completed with a "C" or better must be audited by the student at their expense. The student is expected to fulfill all attendance requirements. Classroom activities and assignments for the class are to be completed as assigned but no grade will be awarded. This will ensure the student benefits from the class audit and successful completion of the program. Students will also complete testing, without a grade, to be used for study purposes. In order to progress to the next course level, the student must complete competency testing with a score of 77% or greater at the end of each semester. All clinical competencies completed during an earlier admission are invalid. The student will receive notification from the College regarding their readmission by April 1. The student will be required to attend the fall Radiography orientation prior to the start of classes.

**PHYSICAL & EMOTIONAL HEALTH**

It is required that there be evidence that the physical and emotional health of the student be such that he/she can be expected to provide safe care to the public.

Evaluation of health will continue throughout the program. 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 Radiography 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. A licensed physician, a registered physician's assistant, or a certified nurse practitioner may perform this examination.

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 physician information provided through the completed health history form, observations by nurse 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.

### NUMERICAL RANKING SYSTEM

The numerical ranking system was implemented as an objective means for evaluating Radiography applicants. Applicants will be ranked based upon points earned. Students with the highest number of points will be selected for admission into the Radiography program.

When two or more students have the identical point count total, the highest score on the natural sciences part IV of the PSB will be the deciding factor. If additional distinctions need to be made due to identical scores, the highest score on the math skills portion of the PSB will be the next deciding factor. Should additional distinctions need to be made due to identical scores, reading comprehension scores will be the third deciding factor. Randolph County residency will be the final deciding factor.

**PSB:** Students must achieve the minimum score, or above, when tested in essential math skills and reading comprehension. Students must also meet the minimum composite score. Failure on any one section will result in not meeting this requirement. The test scores are good for three years. Students may test twice in a one-year period but must wait at least six months to retest. Students must meet a total percentile score of 30 or better.

**GPA:** A minimum 2.5 cumulative grade point average (GPA).

**GENERAL COLLEGE COURSES:** Points will be awarded in the ranking process for a grade of "C" or better in BIO 163 or BIO 168 and BIO 169 as well as ENG 111 and PSY 150.

**ADDITIONAL DEGREES:** Points will be awarded in the ranking process for diplomas or degrees in science, health are or related fields with a 2.5 GPA or higher. Points will also be awarded for active certifications in the healthcare profession. Contact the Admissions Office for additional information at (336) 633-0224.

## ■ Transfer Student Admissions

Transfer students must

1. apply to the institution;
2. submit evidence of placement testing (ASSET/COMPASS, SAT, ACT or Accuplacer), 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. **Transfer 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 department chair, the dean of curriculum programs, and the vice president for 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 director of admissions/registrar. Transfer credit from other colleges may satisfy course requirements, but will not influence a student’s grade point average on the Randolph Community College transcript.

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

## ■ International (F-I 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 Grover Yancey by phone at (336) 633-0246, by fax at (336) 629-9547, or by e-mail at [gfyancey@randolph.edu](mailto:gfyancey@randolph.edu).

## ■ 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. submit an official transcript for courses that require prerequisites. Visiting students should contact Student Services at (336) 633-0224 for more information.

## ■ Accommodations for Students with Disabilities

Randolph Community College is committed to providing reasonable accommodations for all students with documented 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, a copy of the College's policy on accommodations for students with disabilities, or would like more information, e-mail Joyce Branch at [jmbranch@randolph.edu](mailto:jmbranch@randolph.edu) or call (336) 633-0122.

Currently enrolled students with disabilities who wish to request accommodations under ADA must contact Student Services in sufficient time for the College to assist if necessary. Students should contact Joyce Branch, coordinator of students with disabilities, 633-0122 or [jmbranch@randolph.edu](mailto:jmbranch@randolph.edu).

## ■ Housing

Randolph Community College has no residence hall 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. Preregistration and pre-payment are due before the first class in Continuing Education programs. For more information, contact Continuing Education, (336) 633-0268.

# 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 the chief administrative officer of the high school for enrollment.

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 at least 16 years of age,
2. have attained the academic and social maturity to succeed in a college-level course,
3. 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),
4. be able to benefit from the enrichment opportunity, and
5. be recommended by their high school principal and approved by the appropriate community college personnel.

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 coursework 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/COMPASS placement test or present acceptable SAT, ACT, or Accuplacer 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 their eligibility for other classes.

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.

## 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:

- An effort to assist the student in making the adjustment to the more specialized and/or general postsecondary education of Randolph Community College;
- personal guidance of students that will encourage openness and involvement, and will aid in developing self-reliant, responsible behavior;
- a testing and placement program in keeping with the needs of the College to accurately recommend proper classes;
- up-to-date and accurate records on all students of the College with necessary security and confidentiality enforced;

- accurate and informative recruiting/marketing programs;
- seeking avenues of financial aid for eligible students;
- leadership and encouragement for the development of student organizations and activities;
- health promotion activities appropriate to the needs of the student body;
- 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 advised to participate in orientation. The objectives of orientation are:

- to acquaint students with the physical, academic, and social environments of the College;
- to present school policies, regulations, and procedures to the students;
- to provide an opportunity for staff and faculty to welcome and get acquainted with students; and
- 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.

## English Writing Lab

The English Writing Lab is staffed by full-time English instructors and is located in the small computer lab in the RCC library. During each semester, the Writing Lab is open during morning, afternoon, and evening hours to best accommodate the needs of students. The purpose of the Writing Lab is to help students with their writing by providing more individualized assistance. Specifically, the Writing Lab offers guidance in prewriting, drafting, and revising. Additionally, help is provided in the area of research, specifically MLA and APA styles of documentation.

## Career Development/Placement

RCC offers career assessments, vocational guidance, occupational resource information, job listings, and career decision-making instruction through the JobLink Career Center, Student Support Services 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 Administrative/Educational Center, Room 123, 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.

### ■ Student Support Services

The goal of the Student Support Services program is to increase the College's retention and graduation rates and to assist students with the college transfer process. Eligible students can receive a host of services ranging from on-campus tutoring; career, academic and personal counseling; use of the computer lab; and the ability to check out academic support equipment such as laptop computers, calculators, or tape recorders. Student Support Services works closely with Disability Services. Students with disabilities may be eligible for additional services.

# Expenses (Tuition & Fees)

Asheboro and Randolph County area Curriculum students who commute to Randolph Community College may expect to spend an average of \$2,500 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

<b>In-State</b>	1 through 15	\$42.00/Credit Hour
	16 and up	\$672.00/Semester
<b>Out-of-State</b>	1 through 15	\$233.30/Credit Hour
	16 and up	\$3,732.80/Semester

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

\*Technology 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 12 credit hours (\$6 maximum). Activity fees are used for items and activities that directly benefits students. Examples include accident insurance, parking stickers, spring and fall fests, and student identification cards.

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

## Books & Supplies for Curriculum Programs

The cost for books and supplies will vary according to programs. Equipment costs will be presented at the time of the admissions interview.

## 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 and \$7.50 for GED test.

Human Resources Development – Free to those who are unemployed, have been notified of impending layoff, or meet eligibility requirements.

Small Business Center Seminars – Small fee to cover course costs.

Occupational Extension – (including 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. A student may receive a full refund if he/she officially withdraws from a class before the first day of classes for the semester or if a class is canceled by the College.

No refunds will be made after the 10 percent point, even though the student may not have attended 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.

### ■ Continuing Education - Online Courses

Refunds do not apply to publisher access codes or course material fees.

## Residency for Tuition Purposes

Every applicant to the College is asked to declare whether he/she is a legal resident of North Carolina. From the answer to this question on the application, the College classifies a student as a resident or as a nonresident for tuition purposes. The College may require additional information to establish residency for tuition purposes. Once classified as a nonresident, the student is responsible for changing his/her classification. Students who need to change residency status must contact Joyce Branch in Student Services at 633-0122.

The definition of a resident for tuition purposes is set by North Carolina law (G.S. 116-143.1). To qualify as an in-state student for tuition purposes, a student must be a legal resident of North Carolina and must have been a resident for 12 full months prior to enrolling at the College. The student must also prove that he/she did not establish North Carolina residency with the major purpose of enrolling in an institution of higher education.

The burden remains on the student to prove residency status and to initiate and complete the process of changing residency status. In-state tuition cannot be granted prior to the date that the application to change residency status was approved.

### ■ 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 vice president for student services, and received by the institution no later than 10 working days after the initial residency determination of status.

The vice president for 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 vice president for 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 residency 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 vice president for 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 \$25 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

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:

- a student must be a U.S. citizen or an eligible noncitizen;
- a student must submit the Free Application for Federal Student Aid (FAFSA);
- a student must be enrolled in an approved program of study at RCC;
- a student must maintain satisfactory academic progress while enrolled at RCC to continue to receive financial aid;
- a student receiving federal financial aid must not be in default on any student federal loan or owe a refund on any Title IV grant at any educational institution (individual situations may require additional documentation);
- a student must never have been convicted of any illegal drug offense while receiving federal student aid. 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 no later than 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:

- the student has the right to accept or decline any aid package presented;
- the student has the responsibility of notifying the financial aid office of any other scholarships, grants, or loans extended to him/her from sources outside the College;
- all awards are based on full-time enrollment for the academic year. Adjustments will be made accordingly if a student is enrolled for less than full time or does not attend the entire year;
- students must maintain satisfactory academic progress as outlined by the College Catalog in order to receive any type of financial assistance;
- the student who withdraws from school and creates an overpayment will not be allowed to receive financial assistance until the overpayment has been repaid in full;
- financial need will be reevaluated each year and appropriate increases or decreases in the amount of the assistance offered will be made. For the purpose of this reevaluation, a new FAFSA must be submitted.

Financial aid will be considered and awarded according to the student's appropriate classification:

- **Full-Time Student** – 12 or more credit hours;
- **Three Quarters-Time Student** – 9 through 11 credit hours;
- **Half-Time Student** – 6 through 8 credit hours;
- **Less than Half-Time Student** – 5 or less 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 to those institutions approved to administer the Federal Pell Grant.

Federal Pell Grants are disbursed each semester. 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. This grant varies in amount and is awarded based upon student need each semester. As monies are limited in this fund, students are encouraged to apply early.

## **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 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 the FAFSA along with completing a work-study employment application. Payment is made by check each month for hours worked in the preceding month.

## **Academic Competitiveness Grant**

The financial aid office will award the Academic Competitiveness Grant (ACG) to eligible students on an individual basis. Student eligibility is determined by a student submitting a FAFSA, with one major criteria of this program being that they have successfully completed a rigorous high school curriculum. The grant amount for this program is dependent upon academic year of study for each student and will be disbursed each semester.

## **North Carolina Student Incentive Grant**

Application for this state 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 a FAFSA application prior to the March 15 deadline of the academic year preceding enrollment. Grant monies are disbursed each semester.

## **North Carolina Community College Grant**

Application for this state 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 (6 or more credit hours), and (3) demonstrate moderate financial need based on the FAFSA information. Grant monies are disbursed each semester.

## **North Carolina Education Lottery Scholarship**

Application for this state 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 postsecondary institution in North Carolina on at least a half-time basis (6 or more credit hours), and (3) demonstrate moderate financial need based on the FAFSA information. Grant monies are disbursed each semester.

## Education Access Rewards North Carolina Scholars Fund (EARN)

Application for this state 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) be classified as a dependent student under the Higher Education Act or certified by the North Carolina Department of Health and Human Services as a ward of the court, (4) have within seven months of the fiscal year in which the grant is first disbursed: graduated from a North Carolina high school, received a GED certificate from a North Carolina institution, or completed a high school education in a home school setting in compliance with G.S. § 115C-564, (5) demonstrate that total family income does not exceed two hundred percent (200%) of the applicable federal poverty guideline for the student's family size, (6) meet all eligibility requirements, except expected family contribution (EFC), for the Federal Pell Grant, (7) have not received these funds for more than the equivalent of two academic years, and (8) not be in default, or not owe a refund, under any federal or state loan or grant program.

## 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 online at [www.randolph.edu/scholars](http://www.randolph.edu/scholars). Scholarship monies are disbursed each semester by check following 30 days of attendance in every class.

## Private Student Loan Programs

RCC does not participate in the Federal Family Education Loan program. However, privately funded student loan information is available from the Financial Aid Office upon request. Contact the financial aid office for more information, (336) 633-0205.

## 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 dependents, 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) 633-0369, the VA Regional Office at 1-800-827-1000, the DVA at 1-888-442-4551, or be visiting [www.gibill.va.gov](http://www.gibill.va.gov).

## 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, RCC's financial aid office, 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.

## Satisfactory Academic Progress Policy

### Purpose

All financial aid recipients are required to meet satisfactory academic progress (SAP) according to federal regulations and policies set by Randolph Community College. The intent of these policies is to insure that students who are receiving financial aid are making measurable progress toward completion of an approved degree, diploma, or certificate program in a reasonable period of time and within a reasonable number of credit hours attempted in their program of study.

### Scope

Regulations require a student's progress for financial aid purposes to be measured both quantitatively and qualitatively. In addition to a student's cumulative grade point average, students are also required to pass a



percentage of all attempted coursework and to complete their program of study within the maximum time frame established by the institution. To reasonably measure a student's satisfactory academic progress for financial aid, the student's academic record will be evaluated including credit hours earned at other post-secondary institutions and transferred into the student's program of study at RCC. This requirement applies to all students who apply for financial assistance from federal, state and institutional aid.

### Standards of Progress

To receive financial aid, the student must maintain satisfactory academic progress toward an eligible program of study. There are two standards in the Financial Aid Office's standards of progress that students receiving financial aid must meet in order to maintain satisfactory academic progress:

#### Qualitative Standard

The minimum **cumulative** grade point average (GPA) requirement the student must maintain to receive and/or continue receiving financial aid assistance is **2.0**. This includes all degree, diploma, and certificate programs.

#### Quantitative Standard - 67 % Completion Rate and 150% Maximum Time Frame

The student must maintain the minimums as listed below:

##### Completion Rate Requirement:

The student must successfully complete 67% of the cumulative credit hours attempted to meet the minimum requirement. Example: if the student attempts 60 credit hours during enrollment, the student must successfully complete 40 credit hours ( $60 \text{ hours attempted} \times 67\% = 40 \text{ hours}$ ).

Successful completion is defined as receiving a grade of A, B, C, D.

##### Maximum Time Frame:

The maximum timeframe for a student to complete a program is 150% of the published length of the program. Example: if 75 credit hours are required to complete a degree, the student may attempt a maximum of 113 credit hours before the student exceeds his eligibility for financial aid ( $75 \text{ credit hour program} \times 150\% = 113$ ). One academic year of credit (30 credit hours) may be added for required remedial coursework.

If a student is pursuing more than one program of study, maximum timeframe standards of 150% will be applied, toward each program, for all attempted hours. Students may only receive financial assistance for two programs of study while attending RCC. If the student should need additional periods of enrollment to complete the additional program(s) or if the student has a valid reason for pursuing an additional program of study, appeal procedures noted within this Satisfactory Academic Progress policy may be applied.

#### Treatment of Selected Grades:

**Withdrawals:** Credit hours in which a student receives a grade of "W," "WF," "FW," or "AW" are included in the number of attempted hours, but do not count toward successfully completed hours. Students who withdraw may have difficulty meeting the satisfactory academic progress requirements.

**Incompletes:** Credit hours in which a student receives a grade of "I" are included in the number of attempted hours, but do not count toward successfully completed hours. Students with "incompletes" may have difficulty meeting the satisfactory academic progress requirements at the time of evaluation, but may request reevaluation upon completion.

**Transfer Credit:** Students transferring from another college will be considered making satisfactory progress at the time of enrollment at Randolph Community College. A student's maximum time to receive financial aid will be reduced by the equivalent transfer of credit hours towards his/her degree.

**Audit and No Show:** An audit (Y) or no show (NS) grade is not considered attempted coursework. It is not included in the grade point average or completion rate determinations. A student cannot receive financial aid for courses that he or she audits or is considered a no show (Y or NS).

**Proficiency (Credit by Exam):** While credit by exam (X) is not included in enrollment status for purposes of awarding financial aid, the attempted and completed credits are counted in each component of the quantitative standard.

**Repeat Courses:** For financial aid purposes, all hours attempted will continue to be counted in the student's cumulative total of hours.

**Summer Session:**

Credit hours attempted and earned during summer session will be included in the calculation of satisfactory academic progress, just as any other enrollment period.

**Complete academic record:**

In order to measure a student's satisfactory progress toward degree, diploma, or certificate requirements, the student's total academic record at Randolph Community College must be evaluated whether or not the student received financial aid for the entire time of enrollment. When students complete coursework for more than one major, college and financial aid academic progress standards must be met to receive student financial aid.

**Eligibility Status:**

**Satisfactory:** Satisfactory status is achieved when all criteria explained above is met.

**Probation Status:** Students (who are not currently on probation) who do not have the required grade point average and/or have not successfully completed 67% of their attempted credit hours, will be **placed on probation for the following semester**. Satisfactory progress will be monitored at the end of the semester to determine if the student met the standards of progress and is eligible to continue to receive financial aid.

**Suspension:** Students on financial aid probation status who have not attained at least a cumulative 67% completion rate and/or earned the minimum required grade point average listed above will have their financial aid suspended at the conclusion of the probation period. Students who have attempted the maximum allowable credit hours for their program of study will have their financial aid suspended.

**Notification of Financial Aid Probation or Suspension:** The Financial Aid Office will send a warning letter to any student who is placed on financial aid probation/conditional status or a suspension letter to any student who is no longer eligible to receive financial aid.

**Regaining Eligibility:** Students who attend college (without federal financial aid) may regain financial aid eligibility by achieving a 67% completion rate and earning the required GPA based on hours attempted. A student may request reconsideration of eligibility for financial aid by submitting a written request to the Financial Aid Office once all requirements are met.

Students who exceed the maximum allowable timeframe to complete a program of study **must appeal and provide a graduation plan signed by their academic advisor**. If the plan is considered reasonable, the student may receive financial aid on probation for one or more semesters until the degree is completed.

**Appeal of Satisfactory Academic Progress Standards:** Students who have been disqualified from receiving financial aid may appeal the Financial Aid Office to waive the satisfactory progress requirements only where there are special circumstances. A student may submit written documentation to the Financial Aid Office that explains unavoidable circumstances that have affected academic performance. Supporting documentation must be presented. Circumstances may include, but are not limited to illness of student, immediate family member or the death of a family member. If a student is allowed to continue based on mitigating circumstances, the student will be given an additional increment of time to meet the standard requirements.

Returning students are evaluated on a continuing basis from the first enrollment at Randolph Community College unless a mitigating circumstance is considered. Returning students who are previously enrolled under an academic progress policy other than the current academic progress policy will be required to meet the standards of the current policy upon returning.

**Appeals:**

A student not eligible for financial aid may appeal financial aid eligibility. The process for appeal is as follows:

1. A student may appeal in writing to the director of financial aid explaining why satisfactory academic progress requirements were not met. Documentation of extenuating circumstances is required.
2. A student may appeal in writing to the vice president of student services if they do not agree with the resolution from the director of financial aid. If a student disagrees with the determination by the vice president for student services, the standard grievance procedure in the College Catalog must be followed.

# 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. RCC courses for which proficiency exams are available are denoted as such in the course description and are listed below. (Some departments may impose additional requirements upon successful completion of the proficiency examination.)

CIS 110 Introduction to Computers	MAC 152 Advanced Machining Calculations
CIS 113 Computer Basics	MAC 241 Jigs & Fixtures I
CJC 121 Law Enforcement Operations	MAC 245 Mold Construction I
CTS 120 Hardware/Software Support	MAT 101 Applied Mathematics I
CTS 130 Spreadsheet	MAT 115 Mathematical Models
ELC 125 Diagrams & Schematics	MAT 171 Precalculus Algebra
ELC 126 Electrical Computations	MAT 175 Precalculus
FRE 111 Elementary French I	OST 131 Keyboarding
FRE 112 Elementary French II	OST 136 Word Processing
FRE 211 Intermediate French I	SPA 111 Elementary Spanish I
FRE 212 Intermediate French II	SPA 112 Elementary Spanish II
MAC 151 Machining Calculations	SPA 211 Intermediate Spanish I
	SPA 212 Intermediate Spanish II

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

- make an appointment with faculty advisor to discuss credit by proficiency;
- make an appointment with the instructor responsible for administering the proficiency examination to determine eligibility for the examination based on experience and educational background;
- obtain form from the instructor responsible for administering proficiency exam;
- return the completed form to the instructor with any required paperwork which the student provides to demonstrate possible proficiency in the course;
- schedule the proficiency exam;
- 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 department 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 by proficiency 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 43).

### ■ **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 43).

### ■ **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 43).

### ■ **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 to the Registrar's Office. A maximum of 25 percent of credit toward graduation will be allowed for experiential learning (see Enrollment Requirements for Graduation on page 43). 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 and no examinations are required. Attendance, participation in class, etc., are at the discretion of the instructor. A student must register officially for the course and pay regular tuition during the specified registration and schedule adjustment period.

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 department chair with approval by the dean of curriculum programs and the vice president for student services. Audits are reported on grade cards and transcripts as “AU” and do not affect earned credits or GPA.

Students who receive a Pell Grant should consult with someone in the Financial Aid Office before auditing a course.

## Readmission

Students who have been suspended for academic or disciplinary reasons may request readmission to the College through the office of the vice president for 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 vice president for student services, the department chair or designee, 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 vice president for student services one month prior to the semester they wish to enroll.

The request is reviewed by the Admissions Committee, consisting of the vice president for student services, the department 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 Office.

## 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 department chairs to insure proper prerequisites. Course prerequisites must be met as indicated in the College Catalog.



## Incomplete

An incomplete (I) is assigned at the discretion of the instructor for incomplete course work. In order for an incomplete to be assigned, the incomplete contract needs to be completed between the student and the instructor. The incomplete 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 to the Registrar’s Office will result in the student receiving an “F” on their 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 vice president for 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 vice president for 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 vice president for 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.

### ■ Pell Grant Students

Students receiving a Pell Grant must be enrolled 12 or more hours regardless of the semester to be considered full-time for financial aid purposes.

## 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.

## Distance Education/Virtual Campus

All distance education courses (credit and noncredit) are coordinated through the deans of each respective area and the director of distance education. Randolph Community College offers distance education courses as an option and convenience to students. Students who require flexible scheduling, who are unable to travel to and from campus, who cannot fit a course into their schedule, or who learn better in an online environment, often discover that distance education courses are a good choice. Distance education courses may be offered in hybrid, online, video-conferencing, and NCIH formats.

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 distance education 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. Online courses carry the same number of credit hours as the equivalent courses offered through traditional methods. The main difference between a distance education course and an on-campus course is the mode of delivery.

Courses offered through distance education represent many areas in both curriculum and continuing education. Course schedules, on-campus meeting dates, special course requirements, technical support and other necessary information are posted on the Virtual Campus Web site located at [www.virtualrandolph.org](http://www.virtualrandolph.org).

Students considering distance education courses should have adequate computer skills prior to enrolling in a distance education course. A basic understanding of the computer should be coupled with keyboarding skills and skills in using the Internet, sending and receiving e-mail, locating and attaching files. Equally important is student access to a computer with necessary hardware, software, and reliable Internet connection. Some courses contain audio and video files that require access to high-speed Internet in order to listen or view the files. All distance education students must have ongoing access to the needed tools whether at home, at the library, at work, or on-campus.

Students must create a mandatory online learning account at [www.virtualrandolph.org](http://www.virtualrandolph.org). The account creation process provides a brief tutorial that introduces students to distance education, assesses the student's readiness for distance education courses, and provides access to a free "Online Demo" course. Students are provided with a username and password via e-mail upon completion of the account creation process. A valid e-mail address is required to create an online learning account.

Technical assistance is available online, via e-mail, via phone, and in person. Additional drop-in assistance is available at an on-campus Help Center at the beginning of each semester. The Help Center schedule and other online resources are available at the Virtual Campus Web site, [www.virtualrandolph.org](http://www.virtualrandolph.org), and in the Online Demo course available to students with newly created accounts.

Registration for distance education courses is the same as for all other College courses. Once enrolled at RCC, students pay regular tuition and fees, have access to all students services, study under the College's rules and regulations, and receive academic credit.

## ■ Student Wireless Internet Access

To sign up for wireless access, simply go by the Student Information Center and ask for a Student Wireless Agreement. Complete the Student Wireless Agreement and bring it, along with your student photo I.D. and your laptop with current Anti-Virus software, to Computer Services, located in the CTC building.

Wireless access is available for student use in the Student Lounge, Armadillo Café, and the Library.

## 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 which will be stated in the course syllabus. For online courses, participation in online 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, vice president for 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 will 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, academic honors, 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 Registrar's Office 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.

The following grading system is used at Randolph Community College.

<u>Grade</u>	<u>Description</u>	<u>Grade Point Value</u>
<b>A</b>	93 – 100	4.0
<b>B</b>	85 – 92	3.0
<b>C</b>	77 – 84	2.0
<b>D</b>	70 – 76	1.0
<b>F</b>	Below 70	0.0
<b>WF</b>	Stopped Attending (did not withdraw)	0.0

Additional Letter Symbols (Not computed in GPA)

<b>I</b>	Incomplete	0.0
<b>AU</b>	Audit	0.0
<b>X</b>	Credit by Proficiency	0.0
<b>TR</b>	Transfer Credit	0.0
<b>W</b>	Withdrawal Without Penalty	0.0
<b>NS</b>	No Show	0.0
<b>AW</b>	Administrative Withdrawal	0.0
<b>FW</b>	Faculty Withdrawal from Developmental Studies Courses	0.0

Letter grades with an (\*) are not counted in computing GPA or in the hours earned for completion of a program.

### ■ Developmental Studies Department

The Developmental Studies Department uses a different grading scale than the other departments. That scale is as follows:

A*	93-100
B*	85-92
C*	77-87
F*	below 77
FW	

All courses with the Developmental Studies Department have a two-fold pass requirement. A student 1) must have a passing grade at the end of the course—meaning a grade of A, B, or C from the scale above AND 2) must pass the exit exam given at the end of the course. Students who meet both requirements complete the course with a passing grade and receive course credit. Students who do not complete both requirements must retake the course.

## ■ Grade Point Average

The college computes grade point average (GPA) by adding the quality points earned for each course in which an A, B, C, D, F or WF are received, excluding developmental courses (courses numbered less than 100), and dividing by the total number of credit hours for those courses.

## ■ 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 or fax.**

## ■ 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 at the Student Support Services Office located in the Student Services Center.

## Academic Probation (Standards of Progress)

Each student at Randolph Community College is expected to maintain satisfactory progress toward a certificate, diploma, or degree. At the end of each semester a student's cumulative grade point average is examined. For the purpose of identifying students on academic probation, grade point averages will be computed upon the basis of all credit hours attempted (for which grades of A, B, C, D, F and WF are received).

Curriculum students who have attempted at least 12 credit hours and have a cumulative grade point average below a 2.0, will be placed on academic probation at the end of the semester.

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 of his/her probationary status and before registration.

Students on probation will have the next two semesters in which to get his/her cumulative GPA up to a 2.0. A student who fails to bring his/her GPA up to a 2.0 within the next two semesters will be placed on academic suspension, which means the student is not eligible to register for curriculum courses the following semester. In order to be readmitted, a student must send a written request to the vice president for student services. The request should be made at least one month prior to the beginning of the semester in which the student wishes to return.

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.

Radiography students must maintain a grade of "C" or better in all radiography courses and BIO 163 and PSY 150 in order to continue in the program. Students who choose to take BIO 168 and BIO 169 will receive credit for BIO 163 if they earn a grade of 'C' or better in both courses.

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. Radiography students must maintain a 2.0 GPA in all radiography and radiography-related courses with no grade less than a "C."
6. 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. A \$20 fee is assessed for each degree.

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. Credits transferred in for graduation must be received before the end of the Summer session of the year in which the student would normally have graduated.

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 at RCC (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.

# Data Collected for 2005 – 2006

## Summary Report on Performance Measures

### Randolph Community College

#### Published in 2007

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 2005–2006 (latest reporting period) follows.

<b>Performance Measure</b>	<b>State Benchmark</b>	<b>RCC 2005-2006</b>
Progress of Basic Skills Students	75%	75%
License/Certification Pass Rates	80% avg no exam <70%	77% avg 1 <70%
Goal Completion	95%	99%
Graduate Employment	95%	100%
College Transfer Performance	86.2%	84%
Developmental Studies Passing Rates	70%	91%
Developmental Studies Success Rates	No Stat Diff Between Dev and Non-Dev Students	N/A
Student Satisfaction	90%	98%
Curriculum Student Retention	60%	65%
Employer Satisfaction with Graduates	85%	89%
Client Satisfaction with Customized Training	90%	100%
Program Enrollment 3yr avg headcount <10 students	0	0
Performance Indicators Met		9 out of 12

# 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. 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 for administrative services.

### Emergency Phone System

Emergency phones are located in every building throughout the Asheboro campus. The red phones are identified by signs and have a location map beside them. In an emergency situation, a person can use a phone to dial 911 or 200, the Student Services Center.

### Reporting Criminal Actions

All known or suspected violations of federal and North Carolina criminal laws which occur on the Asheboro Campus, Archdale Center, 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. - 10 p.m. Monday through Thursday and 8 a.m. - 5 p.m. on Friday). Some instructional areas also are open 8 a.m. - 4 p.m. on Saturday. Anyone desiring access during nonoperational periods must secure permission and usage guidelines from the office of the vice president for 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 Center 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.

## Campus Security Act

In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, RCC distributes an annual report which sets forth our policies on crime prevention issues and provides statistics on specific crimes which have occurred on campus, as well as the number of arrests on campus for liquor law and drug use violations, and weapons possession. The report is available at [www.randolph.edu/administration/campsafe.php](http://www.randolph.edu/administration/campsafe.php). Printed copies are available from the RCC Administrative Services Office.

## History of Reported Crimes

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

Offense	Calendar Year 2006	Calendar Year 2005	Calendar Year 2004	Calendar Year 2003	Calendar Year 2002
Murder	0	0	0	0	0
Sex Offenses, Forcible & Nonforcible	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated Assault	0	0	1	0	0
Burglary	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0
Liquor Law Violations	0	0	0	1	0
Drug Abuse Violations	0	0	0	2	0
Weapons Violations	0	0	1	1	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 vice president for 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 vice president for 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 50.
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 51.
7. **Possession or Use of a Firearm, Incendiary Device, Explosive, or Other Weapons**—See RCC's full policy on page 50– 51.
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 vice president for student services as soon as possible concerning the matter, but no more than one day following the incident.

The president and the vice president for 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 vice president for student services within five days of suspension. Following the hearing, the vice president for student services may act as follows:

- drop the charges and reinstate the student;
- impose a sanction that is appropriate for the infraction;
- 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 vice president for student services, or where the student refuses to cooperate, the vice president for 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 vice president for student services, and instructions governing the appeal process.

The president and vice president for 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 vice president for student services within five days of expulsion. The vice president for 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 instructor, as a result of student misconduct, may impose the following sanctions:

- Loss of academic credit or grade—imposed as a result of academic dishonesty.

The vice president for 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 vice president for 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

**Appeal to president**—A student who disagrees with the decision of the vice president for 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 student services. The president has the authority to

- A. hear from the student and the vice president for student services before ruling on the appeal;
- B. approve, modify, or overturn the decision of the vice president for 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 vice president for 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 services is charged with the determination of approval.

### ■ News Media on Campus

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

### ■ Children

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

### ■ Animals

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, 116, 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
- Archdale Center 107 and 108

### ■ Weapons Policy

Following is North Carolina General Statute, GS-14-269.2 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. Smoking is prohibited at the entrances to the buildings. Two covered pagodas for smoking are provided, one near the Learning Resources Center and one between the Computer Technology Center and the Business Education Center.

### 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.

See the College's Student Handbook for details about the College's Drug-Free Workplace Policy and Procedures or view the policy in the RCC Personnel & Policy Handbook found on the RCC Web site at [www.randolph.edu/administration/publications/](http://www.randolph.edu/administration/publications/).

## ■ 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 vice president for 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 vice president for 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 vice president for 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 the offending person will be held to resolve the matter informally. The exception to this requirement is sexual harassment complaints, which may be taken directly to the vice president for student services, as described on the next page.
2. **The Vice President for Student Services**—If the complaint is not resolved in the informal conference with the offending person, the student may then appeal to the vice president for student services, who will schedule a conference with the student and the other involved parties. If the grievance is academic in nature the student will be directed to follow the "Procedure for Resolving an Academic Grievance" as listed below.
3. **The Appeals Committee**—If the grievance is not resolved by the appropriate vice president, the student may request a hearing before the Appeals Committee.
  - A. The student must present his/her case in writing to the vice president for student services who will appoint a chair of the Appeals Committee within five days after the meeting with the appropriate vice president.
  - B. The Appeals Committee is comprised of two faculty members, a student services director, the vice president for administrative services or his/her designee, an instructional dean, a SGA officer, 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.
4. **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.

5. **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.
6. **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 vice president for student services rather than to the offending person. If the matter is not resolved by the vice president for student services, the student has access to the Standard Grievance Procedure described above, beginning with the Appeals Committee.

#### **Procedure for Resolving an Academic Grievance**

An Academic Grievance must be initiated within one semester of the completion of the course in question. 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 Department 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 department chair.
  - B. Most students in **Continuing Education** do not have a department 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.
  - 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 department 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 department 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. **Vice President for Instructional Services**—If the grievance is not resolved in the meeting with the dean of the appropriate educational program, the student may appeal to the vice president for instructional services. If the grievance is not resolved by the vice president for instructional services, the student has access to the Standard Grievance Procedure beginning with the Appeals Committee.
5. **Interim Decision Concerning Student Status**—Before the student goes before the Appeals Committee, the vice president for instructional 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 vice president for instructional 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, department chair, dean of curriculum programs, vice president for instructional 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 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 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 online 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.

Randolph Community College strives to maintain academic honor and integrity by discouraging plagiarism. Failure to properly document quotations, paraphrases or the ideas of others is considered plagiarism. Plagiarism is unacceptable and may result in expulsion from the school. Randolph Community College uses **www.turnitin.com** an electronic database, to assist faculty and students in maintaining academic integrity.

### **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.

## **Unscheduled Closings/Delays**

In the event of unscheduled closings or delays, the College will adhere to the following policies.

### **■ Day & Evening Classes**

Classes will be canceled by the president in collaboration with the vice presidents. Students are asked to check the following avenues to find out about closing or changes in schedules:

1. Call 336-633-0200 (RCC's Main Campus), 336-862-7980 (Archdale), or 336-633-4165 (ESTC) for voice mail message.
2. Visit the RCC web site for message (**www.randolph.edu**).
3. View one of the following TV stations:  
WFMY-TV (CBS), Greensboro, N.C., or visit web site (**www.digtriad.com**).  
WXII-TV (NBC), Winston-Salem, N.C., or visit web site (**www.wxii12.com**).  
WGHP-TV (FOX 8), High Point, N.C., or visit web site (**www.myfoxwgph.com**).

Announcements will be made by 6 a.m. and 4 p.m. for the day and evening classes respectively. If

possible, the information will be available for day closings at 5:30 a.m. on voice mail at (336) 633-0200 and the RCC web site ([www.randolph.edu](http://www.randolph.edu)).

Announcements may be made in one of the following ways:

1. **Randolph Community College is closed.**
2. **Randolph Community College is closed for day and/or evening classes.**
3. **Randolph Community College: will open at \_\_\_\_\_ OR is operating on a \_\_\_\_\_ hour delay.**

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

Individuals, especially those commuting from other counties or remote locations, should exercise personal judgement concerning road conditions regardless of College announcement.

#### ■ **Extracurricular Activities/Events**

All extracurricular activities or other scheduled events normally will be canceled when it is necessary to cancel classes due to unscheduled College closings. The person who is in charge of the activity/event will be responsible for rescheduling the activity/event, if necessary.

#### ■ **Missed or Canceled Classes**

Scheduled classes which are missed or not held for any reason, including inclement weather, will be rescheduled or the instruction will be made up by some other alternative. Alternatives may include extra class sessions, extended class sessions, individual conferences, or other options approved by the appropriate dean.

## **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.

# 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. The Basic Law Enforcement Training (BLET) certificate program requires 19 credit hours.

## 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 vice president for 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 58 – 127 in the order listed below and on the next page. Required courses for each program are listed by semester. Individuals interested in any of the following curriculum programs should contact the Admissions Office in Student Services at (336) 633-0224 for an application and more information.

The Associate in Arts (College Transfer) program provides opportunities for students to complete coursework 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 at a four-year University.

## Developmental Studies

English  
Math  
Reading  
Science

# Associate Degrees, Diplomas & Certificates

## ■ General Education Department

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

Pre-Major Business Administration, Accounting, Economics, Finance, and Marketing – Associate Degree (day, evening & online)

Biotechnology (collaborative program\*) – Associate Degree (day)

## ■ Business Technology Department

Accounting – Associate Degree (day, evening/online)

Business Administration – Associate Degree (day, evening/online)

Computer Information Technology – Associate Degree (day, evening/online)

Entrepreneurship – Associate Degree (day, evening/online); Certificate (hybrid)

Global Logistics (collaborative program\*) – Associate Degree & Diploma (day, evening/online)

Healthcare Management Technology – Associate Degree & Certificate (day, evening/online)

Networking Technology – Associate Degree (day, evening/online)

Office Systems Technology – Associate Degree, Diploma & Certificate (day, evening/online)

## ■ Health Occupations Department

Associate Degree Nursing – Associate Degree (day)

Associate in General Education – Associate Degree (day, evening & online)

Physical Therapist Assistant 1+1 (collaborative program\*) – Associate Degree (day & evening)

Radiography – Associate Degree (day)

## ■ Human Services Department

Basic Law Enforcement Training – Certificate (day & evening)

Criminal Justice Technology – Associate Degree & Diploma (day, evening & online)

Early Childhood Education – Associate Degree & Diploma; Early Childhood Certificate; Administrative Certificate (day & evening); Infant/Toddler Care Certificate (day, evening & online)

Funeral Service Education (collaborative program\*) – Associate Degree & Diploma (day)

## ■ Mechanical & Industrial Department

Autobody Repair – Diploma (day); Certificate (evening)

Automotive Systems Technology – Associate Degree, Diploma & Certificate (day)

Electrical/Electronics Technology – Associate Degree, Diploma & Certificate (day & evening)

Industrial Systems Technology – Associate Degree, Diploma & Certificate (day & evening)

Machining Technology – Associate Degree & Diploma (day); Certificate (day & evening)

## ■ Photographic Technology, Art, and Design Department

Advertising & Graphic Design – Associate Degree (day); Certificate (evening)

Interior Design – Associate Degree (day); Computer-Aided Drafting Certificate (evening)

Photographic Technology: Biocommunications 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.*



## Essential Curriculum Competencies

Randolph Community College values and integrates the following skills in all curriculum degree programs. The essential competencies listed are emphasized through general education core courses and reinforced in program specific courses.

AA/AAS degree graduates will be able to use **communication** skills to:

- C1. Express ideas clearly and logically through oral presentation
- C2. Compose documents in standard written English
- C3. Comprehend college-level readings
- C4. Work with individuals and teams

AA/AAS degree graduates will be able to use **mathematics** to:

- M1. Simplify expressions using order of operations
- M2. Solve word problems
- M3. Manipulate an equation to find all solutions

AA/AAS degree graduates will be able to use **technology** to:

- T1. Access information using the Internet
- T2. Communicate with others electronically
- T3. Utilize general purpose software

AA/AAS degree graduates will be able to use **critical thinking** to:

- CT1. Solve problems
- CT2. Make decisions

## Developmental Studies

The mission of the Developmental Studies Department is to provide a program to improve students' academic skills and preparation for future coursework.

Developmental Studies courses exist as prerequisites to General Education courses. Please see the section "General Admissions Requirements for Curriculum Programs" 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.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Students who complete MAT 070 will be prepared to perform successfully in an entry-level college mathematics course (MAT 115, 120, 121, and 140).
2. Students who completed RED 090 will be able to read at a level that is appropriate to entry-level college classes.
3. Students who complete ENG 090 will be prepared to perform successfully in an entry-level college English course (ENG 111).
4. Students who complete SCI 095 will be prepared to perform successfully in an entry-level college science course (BIO 163 and 168).
5. Students who complete MAT 080 will be prepared to perform successfully in an entry-level college mathematics course (MAT 171 or 175).

The Developmental Studies Department uses a different grading scale than the other departments. That scale is as follows:

A	93-100
B	85-92
C	77-87
F	76 and below

All courses with the Developmental Studies Department have a two-fold pass requirement. A student 1) must have a passing grade at the end of the course—meaning a grade of A, B, or C from the scale above AND 2) must pass the exit exam given at the end of the course. Students who meet both requirements complete the course with a passing grade and receive course credit. Students who do not complete both requirements must retake the course.

Academic and other support for Developmental Studies students is available in Student Support Services, which is located in the Student Services Center.

### DEVELOPMENTAL STUDIES

#### Courses Offered

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
ENG 085	Reading & Writing Foundations	5	0	5
ENG 090	Composition Strategies	3	0	3
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
SCI 095	Developmental Science	3	4	5

## General Education Department

### ■ Associate in Arts (College Transfer)

#### [AI0100] Degree (Day, Evening & Online) [DI0100] Diploma (Day, Evening & Online)

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

The Associate in Arts degree 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 to UNC institutions, regardless of whether 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.) Upon satisfactory completion of the 44-hour core, student can receive an Associate in Arts diploma. 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 private colleges or universities outside the UNC system should consult the personnel at that institution for information concerning transferability of courses.

In order to complete the degree, students must complete 64-65 total semester hours of credit from approved Associate in Arts (College Transfer) courses. Students should consult their academic advisor for help with course selection. Students must pass placement tests and/or meet the prerequisites to take certain courses. Developmental Studies courses are available for those who need them.

#### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Compose well-written documents using standard written English.
2. Communicate clearly through oral presentations.
3. Utilize appropriate research materials.
4. Use critical thinking skills to analyze and solve problems.
5. Comprehend college-level readings.
6. Perform college-level mathematical computations.
7. Access relevant information using the Internet.
8. Utilize word processing software.

# ASSOCIATE IN ARTS (COLLEGE TRANSFER) DAY, EVENING & ONLINE

Courses Offered - Degree & Diploma

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
<b>General Education Core (44 Semester Hours Credit)*</b>				
<b>English Composition (6 Semester Hours Credit)</b>				
<i>The following course is required:</i>				
ENG 111	Expository Writing	3	0	3
<i>The second composition course must be selected from the following:</i>				
ENG 112	Argument-Based Research	3	0	3
ENG 113	Literature-Based Research	3	0	3
ENG 114	+Prof. Research & Reporting	3	0	3
<b>Humanities/Fine Arts (12 Semester Hours Credit)**</b>				
<i>Select four courses with at least three different prefixes from those listed below.</i>				
<i>At least one course must be a literature course (ENG prefix).</i>				
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
ASL 111	Elementary Am Sign Lang I	3	0	3
ASL 112	Elementary Am Sign Lang II	3	0	3
ASL 211	Intermediate Am Sign Lang I	3	0	3
ASL 212	Intermediate Am Sign Lang II	3	0	3
CHI 111	Elementary Chinese I	3	0	3
CHI 112	Elementary Chinese II	3	0	3
CHI 211	Intermediate Chinese I	3	0	3
CHI 212	Intermediate Chinese II	3	0	3
DAN 110	Dance Appreciation	3	0	3
DRA 111	Theatre Appreciation	3	0	3
DRA 112	Literature of the Theatre	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 and 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 and Meaning	3	0	3
JPN 111	Elementary Japanese I	3	0	3
JPN 112	Elementary Japanese II	3	0	3
JPN 211	Intermediate Japanese I	3	0	3
JPN 212	Intermediate Japanese II	3	0	3

(Continued on next page)

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
MUS 110	Music Appreciation	3	0	3
MUS 112	Introduction to Jazz	3	0	3
MUS 113	American Music	3	0	3
MUS 114	Non-Western Music	3	0	3
MUS 210	History of Rock Music	3	0	3
MUS 212	American Musical Theatre	3	0	3
PHI 210	History of Philosophy	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 221	Western Philosophy II	3	0	3
PHI 230	Intro. to Logic	3	0	3
PHI 240	Introduction to Ethics	3	0	3
REL 110	World Religions	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Intro. to Old Testament	3	0	3
REL 212	Intro. 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
<b>Social/Behavioral Sciences (12 Semester Hours Credit)</b>				
<i>Select four courses with at least three different prefixes from those listed below.</i>				
<i>At least one course must be a history course (HIS prefix).</i>				
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	Prin of Microeconomics	3	0	3
ECO 252	Prin of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	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	Intro. 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 239	Psychology of Personality	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

		Hours/Week	Sem. Hrs.	
		Class	Lab	Credit
<b>Natural Sciences/Mathematics (14-16 Semester Hours Credit)</b>				
<b>Natural Sciences (8 Semester Hours Credit)</b>				
BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Botany	3	3	4
BIO 140	Environmental Biology and	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry and	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	2	1
CHM 132	Organic & Biochemistry	3	3	4
GEL 111	Introductory Geology	3	2	4
GEL 120	Physical Geology	3	2	4
GEL 230	Environmental Geology	3	2	4

**Mathematics (6-8 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
MAT 175	Precalculus	4	0	4

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

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

**The 44 hours above complete the General Education Core and the requirements for an Associate in Arts diploma.****Other Required Courses to earn Associate in Arts Degree (20 - 21 Semester Hours Credit)\***

Select additional courses from those listed above or below.

ACA 115	***Success & Study Skills	0	2	1
ACC 120	Prin of Financial Acct	3	2	4
ACC 121	Prin of Managerial Acct	3	2	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
CHI 181	Chinese Lab I	0	2	1
CHI 182	Chinese Lab II	0	2	1
CIS 110	Introduction to Computers	2	2	3
CIS 115	Intro. to Programming & Logic	2	2	3
COM 110	**Intro. to Communication	3	0	3
COM 231	**Public Speaking	3	0	3
ENG 125	Creative Writing I	3	0	3
ENG 126	Creative Writing II	3	0	3
ENG 273	African-American Literature	3	0	3
HEA 110	Personal Health/Wellness	3	0	3
HIS 221	African-American History	3	0	3
HIS 231	Recent American History	3	0	3

**TOTAL SEMESTER HOURS CREDIT: 64 - 65**

\*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.

\*\*Three-semester hours credit in speech/communication may be substituted for three-semester hours credit in Humanities/Fine Arts. However, it may not substitute for the literature requirement.

\*\*\*This course has not been approved to satisfy the Comprehensive Articulation Agreement.

+Students should consult receiving university's English composition requirements before selecting this course.

		Hours/Week	Sem. Hrs.	
		Class	Lab	Credit
HIS 236	North Carolina History	3	0	3
HIS 251	English History I	3	0	3
HIS 252	English History II	3	0	3
HIS 261	East Asian History	3	0	3
JPN 181	Japanese Lab I	0	2	1
JPN 182	Japanese Lab II	0	2	1
MAT 171A	Precalculus Algebra Lab	0	2	1
MAT 172A	Precalculus Trig Lab	0	2	1
MAT 175A	Precalculus Lab	0	2	1
PED 110	Fit and Well for Life	1	2	2
PED 111	Physical Fitness I	0	3	1
PED 112	Physical Fitness II	0	3	1
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 117	Weight Training I	0	3	1
PED 118	Weight Training 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 124	Run, Swim, Cycle	0	3	1
PED 125	Self-Defense – Beginning	0	2	1
PED 137	Badminton	0	2	1
PED 139	Bowling-Beginning	0	2	1
PED 142	Lifetime Sports	0	2	1
PED 143	Volleyball-Beginning	0	2	1
PED 144	Volleyball-Intermediate	0	2	1
PED 152	Swimming-Beginning	0	2	1
PED 154	Swimming for Fitness	0	3	1
PED 155	Water Aerobics	0	3	1
PED 171	Nature Hiking	0	2	1
PED 172	Outdoor Living	1	2	2
PED 174	Wilderness Pursuits	2	0	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 Dance – Beginning	0	2	1
PED 189	Clogging	0	2	1
PED 216	Indoor Cycling	0	3	1
PED 217	Pilates I	0	2	1
PED 218	Pilates II	0	2	1
POL 130	State & Local Government	3	0	3
PSY 263	Educational Psychology	3	0	3
SPA 161	Cultural Immersion	2	3	3
SPA 221	Spanish Conversation	3	0	3
SPA 231	Reading and Composition	3	0	3



## ■ Associate in Arts Pre-Major Business Administration, Accounting, Economics, Finance, and Marketing

### [A1010B] Degree (Day, Evening & Online)

This program is designed for students who intend to pursue a Bachelor of Arts or Bachelor of Science degree in Accounting, Business Administration, Economics, Finance, or Marketing. Students who complete this program and who meet the requirements for admission to the university may be eligible to apply for admission to the major with junior standing. Individual institutions may have additional requirements for admission into the major department. Grade point average requirements vary and admission is competitive across the several programs in Business Administration. Graduates should expect to have a grade point average of 2.5 or higher to meet admission requirements. Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer.

Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at [www.northcarolina.edu/content.php/aa/planning/traditional.htm](http://www.northcarolina.edu/content.php/aa/planning/traditional.htm). Students are encouraged to contact the senior institution to confirm degree offerings.

This program is not designed to provide entry-level job skills in business occupations. Students interested in obtaining immediate employment upon graduation should pursue one of the A.A.S. degree programs in the Business Technology Department of Randolph Community College. Several colleges and universities provide limited transferability of A.A.S. degrees in Accounting and Business Administration.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Compose well-written documents using standard written English.
2. Communicate clearly through oral presentations.
3. Utilize appropriate research materials
4. Use critical thinking skills to analyze and solve problems.
5. Comprehend college-level readings.
6. Perform college-level mathematical computations.
7. Access relevant information using the Internet.
8. Utilize word processing software.

# Pre-Major Business Administration, Accounting, Economics, Finance, and Marketing DAY, EVENING & ONLINE - Degree

		Hours/Week	Sem. Hrs.
	Class	Lab	Credit

## General Education Core (44 Semester Hours Credit)\*

### English Composition (6 Semester Hours Credit)

The following course is required:

ENG 111 Expository Writing 3 0 3

The second composition course must be selected from the following:

ENG 112 Argument-Based Research 3 0 3

ENG 113 Literature-Based Research 3 0 3

ENG 114 +Prof. Research & Reporting 3 0 3

### 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

ASL 111 Elementary Am Sign Lang I 3 0 3

ASL 112 Elementary Am Sign Lang II 3 0 3

ASL 211 Intermediate Am Sign Lang I 3 0 3

ASL 212 Intermediate Am Sign Lang II 3 0 3

CHI 111 Elementary Chinese I 3 0 3

CHI 112 Elementary Chinese II 3 0 3

CHI 211 Intermediate Chinese I 3 0 3

CHI 212 Intermediate Chinese II 3 0 3

DAN 110 Dance Appreciation 3 0 3

DRA 111 Theatre Appreciation 3 0 3

DRA 112 Literature of the Theatre 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 and 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 and Meaning 3 0 3

JPN 111 Elementary Japanese I 3 0 3

JPN 112 Elementary Japanese II 3 0 3

JPN 211 Intermediate Japanese I 3 0 3

JPN 212 Intermediate Japanese II 3 0 3

MUS 110 Music Appreciation 3 0 3

(Continued on next page)

		Hours/Week	Sem. Hrs.
	Class	Lab	Credit

MUS 112 Introduction to Jazz 3 0 3

MUS 113 American Music 3 0 3

MUS 114 Non-Western Music 3 0 3

MUS 210 History of Rock Music 3 0 3

MUS 212 American Musical Theatre 3 0 3

PHI 210 History of Philosophy 3 0 3

PHI 215 Philosophical Issues 3 0 3

PHI 220 Western Philosophy I 3 0 3

PHI 221 Western Philosophy II 3 0 3

PHI 230 Intro. to Logic 3 0 3

PHI 240 Introduction to Ethics 3 0 3

REL 110 World Religions 3 0 3

REL 111 Eastern Religions 3 0 3

REL 112 Western Religions 3 0 3

REL 211 Intro. to Old Testament 3 0 3

REL 212 Intro. 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

### 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 Prin of Microeconomics 3 0 3

ECO 252 Prin of Macroeconomics 3 0 3

HIS 111 World Civilizations I 3 0 3

HIS 112 World Civilizations II 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 Intro. 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 239 Psychology of Personality 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 (14-16 Semester Hours Credit)

#### Natural Sciences (8 Semester Hours Credit)

BIO 110 Principles of Biology 3 3 4

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Botany	3	3	4
BIO 140	Environmental Biology <i>and</i>	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry <i>and</i>	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	2	1
CHM 132	Organic & Biochemistry	3	3	4
GEL 111	Introductory Geology	3	2	4
GEL 120	Physical Geology	3	2	4
GEL 230	Environmental Geology	3	2	4

**Mathematics** (6-8 Semester Hours Credit)

Select one course from the following:

MAT 161	College Algebra	3	0	3
MAT 171	Precalculus Algebra	3	0	3
MAT 175	Precalculus	4	0	4

Select one additional course from the following:

MAT 263	Brief Calculus	3	0	3
MAT 271	Calculus I	3	2	4

The 44 hours above complete the General Education Core and the requirements for an Associate in Arts diploma.

**Required Courses to earn Associate in Arts Degree**

(17 Semester Hours Credit)\*

ACC 120	Prin of Financial Acct	3	2	4
ACC 121	Prin of Managerial Acct	3	2	4
CIS 110	Introduction to Computers	2	2	3
ECO 252	Prin of Macroeconomics	3	0	3
MAT 151	Statistics I	3	0	3

**Other Required Courses to earn Associate in Arts Degree**

(3 Semester Hours Credit)\*

Select additional courses from those listed above or below.

ACA 115	***Success & Study Skills	0	2	1
ACC 120	Prin of Financial Acct	3	2	4
ACC 121	Prin of Managerial Acct	3	2	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
CHI 181	Chinese Lab I	0	2	1
CHI 182	Chinese Lab II	0	2	1
COM 110	**Intro. to Communication	3	0	3
COM 231	**Public Speaking	3	0	3
ENG 125	Creative Writing I	3	0	3
ENG 126	Creative Writing II	3	0	3
ENG 273	African-American Literature	3	0	3
HEA 110	Personal Health/Wellness	3	0	3
HIS 221	African-American History	3	0	3
HIS 231	Recent American History	3	0	3
HIS 236	North Carolina History	3	0	3

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
HIS 251	English History I	3	0	3
HIS 252	English History II	3	0	3
HIS 261	East Asian History	3	0	3
JPN 181	Japanese Lab I	0	2	1
JPN 182	Japanese Lab II	0	2	1
MAT 171A	Precalculus Algebra Lab	0	2	1
MAT 172A	Precalculus Trig Lab	0	2	1
MAT 175A	Precalculus Lab	0	2	1
PED 110	Fit and Well for Life	1	2	2
PED 111	Physical Fitness I	0	3	1
PED 112	Physical Fitness II	0	3	1
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 117	Weight Training I	0	3	1
PED 118	Weight Training 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 124	Run, Swim, Cycle	0	3	1
PED 125	Self-Defense – Beginning	0	2	1
PED 137	Badminton	0	2	1
PED 139	Bowling-Beginning	0	2	1
PED 142	Lifetime Sports	0	2	1
PED 143	Volleyball-Beginning	0	2	1
PED 144	Volleyball-Intermediate	0	2	1
PED 152	Swimming-Beginning	0	2	1
PED 154	Swimming for Fitness	0	3	1
PED 155	Water Aerobics	0	3	1
PED 171	Nature Hiking	0	2	1
PED 172	Outdoor Living	1	2	2
PED 174	Wilderness Pursuits	2	0	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 Dance – Beginning	0	2	1
PED 189	Clogging	0	2	1
PED 216	Indoor Cycling	0	3	1
PED 217	Pilates I	0	2	1
PED 218	Pilates II	0	2	1
POL 130	State & Local Government	3	0	3
PSY 263	Educational Psychology	3	0	3
SPA 161	Cultural Immersion	2	3	3
SPA 221	Spanish Conversation	3	0	3
SPA 231	Reading and Composition	3	0	3

**TOTAL SEMESTER HOURS CREDIT: 64 - 65**

\*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.

\*\*Three-semester hours credit in speech/communication may be substituted for three-semester hours credit in Humanities/Fine Arts. However, it may not substitute for the literature requirement.

\*\*\*This course has not been approved to satisfy the Comprehensive Articulation Agreement.

+Students should consult receiving university's English composition requirements before selecting this course.

## ■ Biotechnology (Collaborative Program)

### [A20100] Associate in Applied Science Degree (Day)

The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

Course work emphasizes biology, chemistry, mathematics, and technical communications. The curriculum objectives are designed to prepare graduates to serve in three distinct capacities: research assistant to a biologist or chemist; laboratory technician/instrumentation technician, and quality control/quality assurance technician.

Graduates may find employment in various areas of industry and government, including research and development, manufacturing, sales, and customer service.

This program is a collaborative effort between Randolph Community College (RCC) and Alamance Community College (ACC). Alamance Community College is the “host” college. This agreement allows for students to fulfill the requirements of the first year at Randolph Community College. Students will then transfer to ACC for all second year courses and completion of the program.

### **COMPETENCIES (per Alamance Community College)**

These are the skills students will develop as they progress through this program.

#### **GENERAL LABORATORY**

1. Prepare reagents using correct calculations, measurements and mixing techniques.
2. Analyze and follow a laboratory procedure.
3. Maintain accurate laboratory records.
4. Perform common laboratory mathematical calculations.
5. Work within the framework of the concepts of quality assurance and quality control.
6. Demonstrate knowledge of the concept of and the need for cGMP and GLP.
7. Demonstrate the ability to accurately follow a SOP.
8. Communicate subject matter orally and in written form in a professional manner.

#### **MICROBIOLOGY/IMMUNOLOGY/CELL CULTURE**

1. Perform sterile and aseptic techniques.
2. Cultivation and Storage of microorganisms.
3. Identify unknown bacteria from a mixture of bacteria.
4. Demonstrate an understanding of the interaction of the various immune system components involved in the response to an antigen.
5. Perform and evaluate immunoassays.
6. Aseptically perform the procedures necessary for the successful development of an antibody producing hybridoma.
7. Maintain anchorage dependent and independent continuous cell lines through subcultivation and the techniques of cryopreservation.

#### **BIOLOGY/MOLECULAR BIOLOGY/BIOCHEMISTRY**

1. Describe cellular organelles and their function.
2. Describe how biochemical reactions are catalyzed by enzymes.
3. Demonstrate an understanding of the concept and mechanism of plant and animal evolution.
4. Identify the major organ systems and discuss their function and physiology.
5. Perform enzyme assays.
6. Perform quantitative and qualitative analysis of biomolecules.
7. Purify and manipulate plasmid DNA.
8. Purify and characterize proteins.
9. Describe molecular mechanisms of inheritance and gene regulation.

#### **CHEMISTRY**

1. Describe the molecular basis for chemical reactivity.
2. Demonstrate an understanding of pH.
3. Perform quantitative and qualitative analysis of acids, bases and redox reagents.

#### **INSTRUMENTATION**

1. Describe the underlying physical principles for measurements using common laboratory instruments.
2. Standardize, operate and interpret the results obtained from basic laboratory equipment.

3. Operate a spectrophotometer.
4. Maintain and operate various types of laboratory centrifuges.
5. Separate components of a mixture by various chromatographic methods.
6. Analyze DNA and proteins by gel electrophoresis.
7. Demonstrate computer literacy.

#### **SAFETY**

1. Demonstrate the knowledge and practice of general laboratory safety procedures.
2. Demonstrate an awareness of safe laboratory practices in the performance of laboratory procedures complying with universal precautions and OSHA regulations.
3. Differentiate between biological and chemical hazards.
4. Demonstrate an understanding of the different consequences associated with biological and chemical contamination.

#### **GENETICS**

1. Understand Mendelian patterns of inheritance.
2. Be familiar with nucleic acid and protein structure.
3. Understand the processes of DNA replication, transcription and translation.
4. Understand the basic mechanisms for regulation of gene expression in prokaryotic and eukaryotic cells.
5. Be familiar with the different types of mutations and mutagens.
6. Discuss chromosome structure.
7. Understand the mechanisms responsible for and the consequences of genetic recombination.
8. Demonstrate a knowledge of the genetics of bacteria and viruses.
9. Be familiar with the applications of molecular genetics in modern biotechnology.
10. Demonstrate an ability to isolate chromosomal and plasmid DNA from various sources.
11. Perform agarose gel electrophoresis.
12. Plan and perform PCR reactions.
13. Perform restriction endonuclease digestions.
14. Isolate and clone genes in plasmid vectors.
15. Determine expression of foreign genes in cells.
16. Transformation of prokaryotic and transfection of eukaryotic cells.
17. Perform southern blot analysis to identify DNA segments.
18. Be able to interpret sequencing gel data. Know how to access sequence databases and be familiar with the tools for their use in sequence analysis.
19. Discuss the methods used for genomic sequencing and genomic analysis.
20. Work effectively with others in performing complex laboratory procedures.

#### **BIOPROCESSING**

1. Understand the principles of electrophoresis.
2. Perform protein analysis by SDS-PAGE.
3. Perform western blots and immunoassays for protein identification.
4. Be able to operate benchtop fermentation units.
5. Understand the techniques and problems associated with scaling up growth to commercial production levels.
6. Optimize growth conditions.
7. Know the various methods for harvesting cells and separating them from the culture media.
8. Be familiar with the various techniques for isolation of products from cell extracts and culture media.
9. Understand the principles of and be able to perform the following chromatography procedures;
  - a) thin layer chromatography
  - b) low pressure liquid chromatography
    - size exclusion
    - ion exchange
  - c) high performance liquid chromatography
    - sample preparation techniques
    - isocratic and gradient analysis using reverse phase
    - basic method development and data analysis
    - basic maintenance and troubleshooting
10. Be able to set up, use and analyze a purification table

*(Continued on next page)*



**Biotechnology****DAY** - These courses are to be taken at Randolph Community College

		Class	Hours/Week		Sem. Hrs
			Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
BIO 111	General Biology I	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
CHM 131	Intro. to Chemistry	3	0	0	3
CHM 131A	Intro. to Chemistry Lab	0	3	0	1
CIS 110	Intro. to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>8</b>	<b>0</b>	<b>14</b>
<b>First Year: Spring Semester</b>					
BIO 112	General Biology II	3	3	0	4
BTC 181	Basic Lab Techniques	3	3	0	4
CHM 132	Organic/Biochem	3	3	0	4
MAT 151	Statistics I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>9</b>	<b>0</b>	<b>15</b>

**TOTAL SEMESTER HOURS CREDIT TO BE TAKEN AT RCC: 29**

These courses are to be taken at Alamance Community College  
to fulfill the requirements of the collaborative program:

		Class	Hours/Week		Sem. Hrs
			Lab	Wk. Exp.	Credit
<b>First Year: Summer Session</b>					
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Second Year: Fall Semester</b>					
BIO 250	Genetics	3	3	0	4
BIO 275	Microbiology	3	3	0	4
BTC 285	Cell Culture	2	3	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>9</b>	<b>0</b>	<b>14</b>
<b>Second Year: Spring Semester</b>					
BTC 281	Bioprocess Technique	2	6	0	4
BTC 286	Immunological Techniques	3	3	0	4
HFA/SBA	Major Elective	3	0	0	3
PHY 121	Applied Physics	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		<b>11</b>	<b>11</b>	<b>0</b>	<b>15</b>
<b>Second Year: Summer Session</b>					
COE 112	Co-Op Work Experience I	0	0	20	2
*COE 112 may be substituted by BTC 288					

**TOTAL SEMESTER HOURS CREDIT TO BE TAKEN AT ACC: 37****TOTAL SEMESTER HOURS CREDIT: 66**

At least 33 semester hours credit must be completed at Alamance Community College.



“This project received support from The Golden LEAF Foundation.”

# Humanities/Fine Arts and Social/Behavioral Sciences

The following are approved Humanities/Fine Arts and Social/Behavioral Sciences courses for the Associate in Applied Science Degree.

## ■ Humanities/Fine Arts

		Hours/Week		Wk. Exp.	Sem. Hrs
		Class	Lab		Credit
ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
DAN 110	Dance Appreciation	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
DRA 112	Literature of the Theatre	3	0	0	3
ENG 131	Introduction to Literature	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 233	Major American Writers	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
ENG 243	Major British Writers	3	0	0	3
ENG 251	Western World Literature I	3	0	0	3
ENG 252	Western World Literature II	3	0	0	3
ENG 273	African-American Literature	3	0	0	3
HUM 110	Technology and Society	3	0	0	3
HUM 120	Cultural Studies	3	0	0	3
HUM 121	The Nature of America	3	0	0	3
HUM 122	Southern Culture	3	0	0	3
HUM 130	Myth in Human Culture	3	0	0	3
HUM 150	American Womens Studies	3	0	0	3
HUM 160	Introduction to Film	2	2	0	3
HUM 220	Human Values and Meaning	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
MUS 112	Introduction to Jazz	3	0	0	3
MUS 113	American Music	3	0	0	3
MUS 114	Non-Western Music	3	0	0	3
PHI 210	History of Philosophy	3	0	0	3
PHI 215	Philosophical Issues	3	0	0	3
PHI 220	Western Philosophy I	3	0	0	3
PHI 221	Western Philosophy II	3	0	0	3
PHI 230	Introduction to Logic	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3
REL 110	World Religions	3	0	0	3
REL 111	Eastern Religions	3	0	0	3
REL 112	Western Religions	3	0	0	3
REL 211	Introduction to Old Testament	3	0	0	3
REL 212	Introduction to New Testament	3	0	0	3
REL 221	Religion in America	3	0	0	3

(Continued on next page)

## ■ Social/Behavioral Sciences

		Hours/Week		Wk. Exp.	Sem. Hrs
		Class	Lab		Credit
ANT 210	General Anthropology	3	0	0	3
ANT 220	Cultural Anthropology	3	0	0	3
ANT 221	Comparative Cultures	3	0	0	3
ANT 240	Archaeology	3	0	0	3
ECO 151	Survey of Economics	3	0	0	3
ECO 251	Prin of Microeconomics	3	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3
HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 121	Western Civilization I	3	0	0	3
HIS 122	Western Civilization II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
POL 110	Intro Political Science	3	0	0	3
POL 120	American Government	3	0	0	3
POL 210	Comparative Government	3	0	0	3
POL 220	International Relations	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 237	Social Psychology	3	0	0	3
PSY 239	Psychology of Personality	3	0	0	3
PSY 241	Developmental Psych	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Introduction to Sociology	3	0	0	3
SOC 213	Sociology of the Family	3	0	0	3
SOC 220	Social Problems	3	0	0	3

# Business Technology Department

## ■ Accounting

### [A25100] Associate in Applied Science Degree (Day, Evening/Online)

The Accounting curriculum is designed to provide students with the 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.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Apply financial accounting principles to communicate information about financial operations.
2. Use computer applications to create financial information.
3. Use computer applications to analyze financial information.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

**Accounting  
DAY**

		Hours/Week			Sem. Hrs
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>9</b>	<b>6</b>	<b>0</b>	<b>12</b>

**First Year: Spring Semester**

ACC 121	Prin of Managerial Accounting	3	2	0	4
BUS 137	Principles of Management	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>

**First Year: Summer Session**

ACC 140	Payroll Accounting	1	2	0	2
ACC 150	Acct Software Appl	1	2	0	2
BUS 255	Org Behavior in Business	3	0	0	3
DBA 110	Database Concepts	2	3	0	3
ENG 114	Prof Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>7</b>	<b>0</b>	<b>13</b>

**Second Year: Fall Semester**

ACC 152	Advance Software App	1	2	0	2
ACC 220	Intermediate Accounting I	3	2	0	4
ECO 252	Prin of Macroeconomics	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
---	Humanities & Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>4</b>	<b>0</b>	<b>15</b>

**Second Year: Spring Semester**

ACC 131	Federal Income Taxes	2	2	0	3
ACC 221	Intermediate Acct II	3	2	0	4
BUS 225	Business Finance	2	2	0	3
INT 110	International Business	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>6</b>	<b>0</b>	<b>16</b>

**TOTAL SEMESTER HOURS CREDIT: 71****EVENING/ONLINE**

		Hours/Week			Sem. Hrs
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACC 120	Prin. of Financial Accounting	3	2	0	4
CIS 110	Introduction to Computers	2	2	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>6</b>	<b>6</b>	<b>0</b>	<b>9</b>

**First Year: Spring Semester**

ACC 121	Prin of Managerial Accounting	3	2	0	4
CTS 130	Spreadsheet	2	2	0	3
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>6</b>	<b>6</b>	<b>0</b>	<b>9</b>

**First Year: Summer Session**

ACC 140	Payroll Accounting	1	2	0	2
DBA 110	Database Concepts	2	3	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>5</b>	<b>0</b>	<b>8</b>

**Second Year: Fall Semester**

BUS 115	Business Law I	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
---	Humanities & Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

**Second Year: Spring Semester**

ACC 131	Federal Income Taxes	2	2	0	3
BUS 137	Principles of Management	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>2</b>	<b>0</b>	<b>9</b>

**Second Year: Summer Session**

ACC 150	Acct Software Appl	1	2	0	2
BUS 255	Org Behavior in Business	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>2</b>	<b>0</b>	<b>8</b>

**Third Year: Fall Semester**

ACC 152	Advance Software App	1	2	0	2
ACC 220	Intermediate Accounting I	3	2	0	4
ECO 252	Prin of Macroeconomics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>4</b>	<b>0</b>	<b>9</b>

**Third Year: Spring Semester**

ACC 221	Intermediate Acct II	3	2	0	4
BUS 225	Business Finance	2	2	0	3
INT 110	International Business	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>4</b>	<b>0</b>	<b>10</b>

**TOTAL SEMESTER HOURS CREDIT: 71**



## ■ Business Administration

### [A25 | 20] Associate in Applied Science Degree (Day, Evening/Online)

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.

#### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Explain basic knowledge of disciplines of marketing, management, human resource management, finance, and law.
2. Apply accepted business theories of the above-mentioned disciplines to solve problems.
3. Use the frameworks from relevant business functional areas to solve problems.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

**Business Administration  
DAY**

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>

**First Year: Spring Semester**

ACC 121	Prin of Managerial Acct	3	2	0	4
BUS 116	Business Law II	3	0	0	3
BUS 137	Prin of Management	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>

**First Year: Summer Session**

BUS 255	Org Behavior in Business	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
MKT 120	Prin of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>

**Second Year: Fall Semester**

ECO 252	Prin of Macroeconomics	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
MKT 123	Fundamentals of Selling	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>

**Second Year: Spring Semester**

ACC 131	Federal Income Taxes	2	2	0	3
BUS 225	Business Finance	2	2	0	3
BUS 153	Human Resource Management	3	0	0	3
INT 110	International Business	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>4</b>	<b>0</b>	<b>15</b>

**TOTAL SEMESTER HOURS CREDIT: 69****EVENING/ONLINE**

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
BUS 110	Introduction to Business	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>6</b>	<b>4</b>	<b>0</b>	<b>8</b>

**First Year: Spring Semester**

BUS 137	Principles of Management	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>6</b>	<b>4</b>	<b>0</b>	<b>8</b>

**First Year: Summer Session**

ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Second Year: Fall Semester**

ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	3	0	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>2</b>	<b>0</b>	<b>10</b>

**Second Year: Spring Semester**

ACC 121	Prin of Managerial Acct	3	2	0	4
BUS 116	Business Law II	3	0	0	3
INT 110	International Business	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>2</b>	<b>0</b>	<b>13</b>

**Second Year: Summer Session**

BUS 255	Org Behavior in Business	3	0	0	3
MKT 120	Principles of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Third Year: Fall Semester**

ECO 252	Prin of Macroeconomics	3	0	0	3
MKT 123	Fundamentals of Selling	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

**Third Year: Spring Semester**

ACC 131	Federal Income Taxes	2	2	0	3
BUS 225	Business Finance	2	2	0	3
BUS 153	Human Resource Mngmt	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>4</b>	<b>0</b>	<b>9</b>

**TOTAL SEMESTER HOURS CREDIT: 69**

## ■ Computer Information Technology

### [A25260] Associate in Applied Science Degree (Day, Evening/Online)

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

Course work will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

#### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Explain terminology and concepts used by computer technicians.
2. Use interpersonal skills to interact with business users on computer issues.
3. Solve problems using various computer technologies.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

**Computer Information Technology  
DAY**

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Introduction to Computers	2	2	0	3
CTS 115	Info Sys Business Concepts	3	0	0	3
NOS 110	Operating System Concepts	2	3	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	5	0	12
<b>First Year: Spring Semester</b>					
CIS 115	Intro to Programming & Logic	2	3	0	3
CTS 120	Hardware/Software Support	2	3	0	3
CTS 130	Spreadsheet	2	2	0	3
DBA 110	Database Concepts	2	3	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	11	0	15
<b>First Year: Summer Session</b>					
CSC 139	Visual BASIC Prog	2	3	0	3
NOS 130	Windows Single User	2	2	0	3
SEC 110	Security Concepts	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	5	0	12
<b>Second Year: Fall Semester</b>					
CTS 285	System Analysis & Design	3	0	0	3
DBA 115	Database Applications	2	2	0	3
ENG 111	Expository Writing	3	0	0	3
NET 125	Networking Basics	1	4	0	3
	(first 8 weeks of 16-week semester)				
NOS 230	Windows Admin I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		11	8	0	15
<b>Second Year: Spring Semester</b>					
CTS 217	Computer Train/Support	2	2	0	3
CTS 289	System Support Project	1	4	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
WEB 110	Internet/Web Fundamentals	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		8	8	0	12

**TOTAL SEMESTER HOURS CREDIT: 66****EVENING/ONLINE**

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Introduction to Computers	2	2	0	3
CTS 115	Info Sys Business Concepts	3	0	0	3
NOS 110	Operating System Concepts	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		7	5	0	9
<b>First Year: Spring Semester</b>					
CTS 120	Hardware/Software Support	2	3	0	3
CTS 130	Spreadsheet	2	2	0	3
DBA 110	Database Concepts	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		6	8	0	9
<b>First Year: Summer Session</b>					
CIS 115	Intro to Programming & Logic	2	3	0	3
SEC 110	Security Concepts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		5	3	0	6
<b>Second Year: Fall Semester</b>					
CTS 285	System Analysis & Design	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
NET 125	Networking Basics				
	(first 8 weeks of 16-week semester)	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		7	4	0	9
<b>Second Year: Spring Semester</b>					
CTS 217	Computer Train/Support	2	2	0	3
CTS 289	System Support Project	1	4	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	6	0	9
<b>Second Year: Summer Session</b>					
CSC 139	Visual BASIC Prog	2	3	0	3
NOS 130	Windows Single User	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		4	5	0	6
<b>Third Year: Fall Semester</b>					
DBA 115	Database Applications	2	2	0	3
MAT 140	Survey of Mathematics	3	0	0	3
NOS 230	Windows Admin I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	4	0	9
<b>Third Year: Spring Semester</b>					
WEB 110	Internet/Web Fundamentals	2	2	0	3
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	2	0	9

**TOTAL SEMESTER HOURS CREDIT: 66**

## ■ Entrepreneurship

**[A25490] Associate in Applied Science Degree (Day, Evening/Online);**

**[C25490] Certificate (Hybrid)**

The Entrepreneurship curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth as self-employed business owners.

Course work includes developing a student's ability to make informed decisions as future business owners. Courses include entrepreneurial concepts learned in innovation and creativity, business funding, and marketing. Additional course work includes computers and economics.

Through these skills, students will have a sound education base in entrepreneurship for lifelong learning. Graduates are prepared to be self-employed and open their own businesses.

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Explain basic knowledge of disciplines of marketing, management, human resource management, finance, and law.
2. Apply accepted business theories of the above-mentioned disciplines to solve problems.
3. Use the frameworks from relevant business functional areas to solve problems.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*



**Entrepreneurship  
DAY**

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 110	Introduction to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
<b>ETR 210</b>	<b>Intro to Entrepreneurship</b>	3	0	0	3
CIS 110	Intro to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>
<b>First Year: Spring Semester</b>					
ACC 121	Prin of Managerial Acct	3	2	0	4
BUS 116	Business Law II	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
<b>BUS 280</b>	<b>REAL Small Business</b>	4	0	0	4
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>13</b>	<b>6</b>	<b>0</b>	<b>16</b>
<b>First Year: Summer Session</b>					
ENG 111	Expository Writing	3	0	0	3
----	Humanities/Fine Arts	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>Second Year: Fall Semester</b>					
ECO 252	Prin of Macroeconomics	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
<b>ETR 220</b>	<b>Innovation &amp; Creativity</b>	3	0	0	3
<b>ETR 230</b>	<b>Entrepreneur Marketing</b>	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>Second Year: Spring Semester</b>					
BUS 137	Prin of Management	3	0	0	3
<b>ETR 240</b>	<b>Funding for Entrepreneurs</b>	3	0	0	3
<b>ETR 270</b>	<b>Entrepreneur Issues</b>	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
WEB 110	Internet/Web Fundamentals	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>

**TOTAL SEMESTER HOURS CREDIT FOR  
DEGREE: 71**

All Hybrid class listed above and to the right are indicated in bold type.

**Certificate (Hybrid)**

	Hours/Week		Sem. Hrs.	
	Class	LabWk.	Exp.	Credit
<b>Fall</b>				
ETR 210 Intro to Entrepreneurship	3	0	0	3
ETR 220 Innovation & Creativity	3	0	0	3
<b>Spring</b>				
ETR 230 Entrepreneur Marketing	3	0	0	3
ETR 270 Entrepreneur Issues	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>3</b>	<b>0</b>	<b>0</b>	<b>12</b>

**TOTAL SEMESTER HOURS CREDIT FOR  
CERTIFICATE: 12****EVENING/ONLINE**

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
BUS 110	Introduction to Business	3	0	0	3
ETR 210	Intro to Entrepreneurship	3	0	0	3
CIS 110	Intro to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		8	2	0	9
First Year: Spring Semester					
CTS 130	Spreadsheet	2	2	0	3
BUS 280	REAL Small Business	4	0	0	4
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		7	4	0	9
First Year: Summer Session					
ENG 111	Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6
Second Year: Fall Semester					
ACC 120	Prin of Financial Accounting	3	2	0	4
ENG 114	Prof. Research & Reporting	3	0	0	3
BUS 115	Business Law I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	2	0	10
Second Year: Spring Semester					
ACC 121	Prin of Managerial Acct	3	2	0	4
BUS 116	Business Law II	3	0	0	3
BUS 137	Prin of Management	3	0	0	3
ETR 240	Funding for Entrepreneurs	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	2	0	13
Second Year: Summer Session					
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6
Third Year: Fall Semester					
ECO 252	Prin of Macroeconomics	3	0	0	3
ETR 220	Innovation & Creativity	3	0	0	3
ETR 230	Entrepreneur Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	0	0	9
Third Year: Spring Semester					
BUS 153	Human Resource Management	3	0	0	3
ETR 270	Entrepreneur Issues	3	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	<u>0</u>	<u>3</u>
		8	2	0	9
TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 71					

## ■ Global Logistics (Collaborative Program)

**[A25170] Associate in Applied Science Degree (Day, Evening/Online);**

**[D25170] Diploma (Day, Evening/Online)**

The Global Logistics Technology curriculum prepares individuals for a multitude of career opportunities in distribution, transportation, and manufacturing organizations. Classroom instruction, field of study experiences, and practical laboratory applications of logistics management and global technology capabilities are included in the program of study.

Course work includes computer applications, accounting, business law, economics, management, industrial sciences, and international studies. Students will solve different levels of logistics-related problems through case study evaluations and supply chain projects utilizing logistical hardware and intelligent software tools.

Graduates should qualify for positions in a wide range of government agencies, manufacturing, and service organizations. Employment opportunities include entry-level purchasing, material management, warehousing, inventory, transportation coordinators, and logistics analysts.

Upon completion, graduates may be eligible for certification credentials through the Educational Society for Resource Management (APICS) and the American Society of Transportation and Logistics (AST&L).

This program is a collaborative effort between Randolph Community College (RCC) and Lenoir Community College (LCC). Lenoir College is the “host” college. All courses will be taken at RCC with the exception of LOG, INT 230, ECM 168, and ACA 111. These courses will be taken through LCC either on the LCC Campus or via distance education.

### **COMPETENCIES (Per Lenoir Community College)**

These are the skills students will develop as they progress through this program.

1. The student will be eligible for APICS CPIM certification examination for supply chain and material management.
2. The student will be able to demonstrate an overall understanding of arranging transportation.
3. The student will demonstrate an overall understanding and apply warehouse and inventory control fundamentals in accordance with company policy.
4. The student will understand and apply knowledge of appropriate transportation modes for loading and unloading processes.
5. The student will demonstrate their ability to operate computer and keyboard equipment effectively.
6. The student will be able to recognize unsafe material equipment and operations and offer corrective actions.
7. The student will be able to update logistics records quickly while maintaining data integrity.
8. The student will demonstrate an understanding of the proper procedures for loading cargo and that all safety; security, regulatory, packaging, customs, and customer requirements are met in accordance with company policies.
9. The student will be able to maintain accurate inventory by using appropriate measuring devices to avoid shipping and billing errors.
10. The student will be able to access inventory and record control principles to assure timely delivery of materials according to company policy.
11. The student will demonstrate the ability to access data and communicate electronically, including networks, databases, and other logistics applications.
12. The student will be able to access the company's proper computer resources to address customer complaints, issues, and questions.
13. The student will be able to manage, in a team environment, the logisticians under their leadership.
14. The student will demonstrate documentation, record keeping, and public speaking abilities.
15. The student will have an understanding of business law, which will aide them with contract negotiations for purchasing equipment, supplies, or transportation sources.
16. The student will be able to classify freight according to freight standards for bill of lading.
17. The student will be able to access the necessary markings required for correct parts identification.
18. The student will be able to identify the different segments of logistics within an organization.
19. The student will obtain “on-the-job” training in warehousing, material management, and shipping through the Cooperative Education requirement.
20. The student will have an understanding of computers and how to utilize them to process e-business transactions.
21. The student will be able to apply knowledge of relevant software to the solution of logistics problems in the business and in the supply chain.

**Global Logistics****DAY**

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	*College Student Success	1	0	0	1
or					
ACA 115	Success Study Skills	2	0	0	1
ACC 120	*Prin of Financial Acct.	3	2	0	4
BUS 115	Business Law I	3	0	0	3
CIS 110	*Introduction to Computers	2	2	0	3
ECO 251	Prin. Of Microeconomics	3	0	0	3
LOG 110	*Intro to Logistics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	4	0	17

**First Year: Spring Semester**

BUS 137	*Prin of Management	3	0	0	3
DBA 110	*Database Concepts	2	3	0	3
ENG 111	*Expository Writing	3	0	0	3
INT 110	International Business	3	0	0	3
INT 230	*International Law	3	0	0	3
LOG 125	*Transportation Logistics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		17	3	0	18

**Second Year: Fall Semester**

ECM 168	Electronic Business	3	2	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
MAT 121	*Algebra & Trigonometry	3	0	0	3
---	Humanities/Fine Arts	3	0	0	3
LOG 215	*Supply Chain Management	3	0	0	3
LOG 235	*Traffic Management	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		18	2	0	18

**Second Year: Spring Semester**

BUS 225	*Business Finance	2	2	0	3
ECM 210	Intro to Electronic Comm.	3	0	0	3
LOG 240	*Purchasing Logistics	3	0	0	3
LOG 250	*Advanced Global Logistics	3	2	0	4
MKT 120	*Principles of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	4	0	16

**TOTAL SEMESTER HOURS CREDIT****FOR DEGREE: 69****TOTAL SEMESTER HOURS CREDIT****FOR DIPLOMA: 48**

Select from the following Humanities/Fine Arts Courses: ART 111, ENG 241, ENG 242, ENG 231, ENG 232, HUM 110, MUS 110, PHI 215, REL 110, REL 211, or REL 212

Courses in bold are to be taken at LCC

Courses with an \* are courses needed for a diploma

**EVENING/ONLINE**

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	*College Student Success	1	0	0	1
or					
ACA 115	Success Study Skills	2	0	0	1
BUS 115	Business Law I	3	0	0	3
CIS 110	*Introduction to Computers	2	2	0	3
LOG 110	*Intro to Logistics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	2	0	10

**First Year: Spring Semester**

DBA 110	*Database Concepts	2	3	0	3
ENG 111	*Expository Writing	3	0	0	3
LOG 125	*Transportation Logistics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	3	0	9

**First Year: Summer Session**

ENG 114	Prof. Research & Reporting	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6

**Second Year: Fall Semester**

ACC 120	*Prin of Financial Acct.	3	2	0	4
LOG 215	*Supply Chain Management	3	0	0	3
LOG 235	*Traffic Management	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	2	0	10

**Second Year: Spring Semester**

BUS 225	*Business Finance	2	2	0	3
INT 110	International Business	3	0	0	3
LOG 240	*Purchasing Logistics	3	0	0	3
LOG 250	*Advanced Global Logistics	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		11	4	0	13

**Second Year: Summer Session**

MKT 120	*Principles of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		3	0	0	3

**Third Year: Fall Semester**

ECO 251	Prin of Microeconomics	3	0	0	3
ECM 210	Intro to Electronic Comm.	3	0	0	3
INT 230	*International Law	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	0	0	9

**Third Year: Spring Semester**

BUS 137	*Principles of Management	3	0	0	3
ECM 168	Electronic Business	3	2	0	3
MAT 121	*Algebra & Trigonometry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	2	0	9

**TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 69**

**TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 48**

## ■ Healthcare Management Technology

**[A25200] Associate in Applied Science Degree (Day, Evening/Online);**

**[C25200] Certificate (Day, Evening/Online)**

The Healthcare Management Technology curriculum is designed to prepare students for employment in healthcare business and financial operations. Students will gain a comprehensive understanding of the application of management principles to the healthcare environment.

The curriculum places emphasis on planning, organizing, directing, and controlling tasks related to healthcare organizational objectives including the legal and ethical environment. Emphasis is placed on the development of effective communication, managerial, and supervisory skills.

Graduates may find employment in healthcare settings including hospitals, medical offices, clinics, long-term care facilities, and insurance companies. Graduates are eligible to sit for various certification exams upon completion of the degree with a combination of a minimum of two years administrative experience. Eligible certifications include, but are not limited to, the Professional Association of Healthcare Office Managers (PAHCOM), the Healthcare Financial Management Association (HFMA), the Certified Patient Account Manager (CPAM) and the Certified Manager of Patient Accounts (CMPA) examinations.

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Demonstrate ability to use clinical information to understand and solve operational and financial problems (content, organization and purpose of the medical record, and flow of other clinical/medical information).
2. Demonstrate proficiency in using the following PC software (Word Processing, Graphics, Spreadsheet, and Database).
3. Demonstrate an understanding of HIPPA.
4. Demonstrate management actions or recommendations that show understanding of the cultural complexity of diversity in the workforce and patient population.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

**Healthcare Management Technology  
DAY**

		Hours/Week		Sem. Hrs
		Class	Lab	Wk. Exp. Credit
<b>First Year: Fall Semester</b>				
ACC 120	*Prin. of Financial Acct	3	2	0 4
BUS 110	Introduction to Business	3	0	0 3
CIS 110	Introduction to Computers	2	2	0 3
HMT 110	*Intro. to Healthcare Mgt	3	0	0 3
OST 141	Medical Terms I - Med Office	<u>3</u>	<u>0</u>	<u>0</u> <u>3</u>
		<b>14</b>	<b>4</b>	<b>0 16</b>

**First Year: Spring Semester**

ACC 121 Prin of Managerial Acct	3	2	0	4
BUS 153 *Human Resource Mgmt.	3	0	0	3
CTS 130 Spreadsheet	2	2	0	3
OST 142 Medical Terms II - Med. Office	3	0	0	3
OST 149 Medical Legal Issues	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>

**First Year: Summer Session**

ACC 140 *Payroll Accounting	1	2	0	2
BUS 255 *Org Behavior in Business	3	0	0	3
MKT 120 Principles of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>7</b>	<b>2</b>	<b>0</b>	<b>8</b>

**Second Year: Fall Semester**

ENG 111 Expository Writing	3	0	0	3
HMT 211 Long-Term Care Admin	3	0	0	3
MAT 140 Survey of Mathematics	3	0	0	3
HMT 210 Medical Insurance	3	0	0	3
--- Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

**Second Year: Spring Semester**

ENG 114 Prof. Research & Reporting	3	0	0	3
HMT 220 Healthcare Financial Mgmt	4	0	0	4
MED 232 Medical Insurance Coding	1	3	0	2
--- *Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>11</b>	<b>3</b>	<b>0</b>	<b>12</b>

**TOTAL SEMESTER HOURS CREDIT  
FOR DEGREE: 67**

Courses with \* are required for a certificate.  
PSY 150 is required for a certificate.

**TOTAL SEMESTER HOURS CREDIT  
FOR CERTIFICATE: 18**

**EVENING/ONLINE**

		Hours/Week		Sem. Hrs
		Class	Lab Wk.	Exp. Credit
<b>First Year: Fall Semester</b>				
BUS 110	Introduction to Business	3	0	0 3
CIS 110	Introduction to Computers	2	2	0 3
OST 141	Medical Terms I - Med Office	<u>3</u>	<u>0</u>	<u>0</u> <u>3</u>
		8	2	0 9

**First Year: Spring Semester**

BUS 153 *Human Resource Mgmt.	3	0	0	3
HMT 110 *Intro to Healthcare Mgmt.	3	0	0	3
OST 142 Medical Terms II - Med Office	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

**First Year: Summer Session**

BUS 255 *Org. Behavior in Business	3	0	0	3
ENG 111 Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Second Year: Fall Semester**

ACC 120 *Prin. of Financial Acct	3	2	0	4
HMT 210 Medical Insurance	3	0	0	3
MED 232 Medical Insurance Coding	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
	<b>7</b>	<b>5</b>	<b>0</b>	<b>9</b>

**Second Year: Spring Semester**

ACC 121 Prin. of Managerial Acct	3	2	0	4
ENG 114 Prof. Research & Reporting	3	0	0	3
CTS 130 Spreadsheet	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
	<b>8</b>	<b>4</b>	<b>0</b>	<b>10</b>

**Second Year: Summer Session**

ACC 140 *Payroll Accounting	1	2	0	2
MKT 120 Principles of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>4</b>	<b>2</b>	<b>0</b>	<b>5</b>

**Third Year: Fall Semester**

HMT 211 Long-Term Care Admin	3	0	0	3
MAT 140 Survey of Mathematics	3	0	0	3
--- Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

**Third Year: Spring Semester**

HMT 220 Healthcare Financial Mgmt	4	0	0	4
OST 149 Medical Legal Issues	3	0	0	3
--- *Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>10</b>	<b>0</b>	<b>0</b>	<b>10</b>

**TOTAL SEMESTER HOURS CREDIT  
FOR DEGREE: 67**

Courses with \* are required for a certificate.  
PSY 150 is required for a certificate.

**TOTAL SEMESTER HOURS CREDIT  
FOR CERTIFICATE: 18**



## ■ Networking Technology

### [A25340] Associate in Applied Science Degree (Day, Evening/Online);

The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

Course work includes design, installation, configuration and management of network infrastructure technologies, and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers.

Graduates may find employment in entry-level jobs as local area network managers, network operators, network analyst, network and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

#### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Explain terminology and concepts used by computer technicians.
2. Use interpersonal skills to interact with business users on computer issues.
3. Solve problems using various computer technologies.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

## Networking Technology DAY

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Intro. to Computers	2	2	0	3
CTS 115	Info Sys Business Concepts	3	0	0	3
NOS 110	Operating System Concepts	2	3	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	5	0	12
<b>First Year: Spring Semester</b>					
CIS 115	Intro to Programming & Logic	2	3	0	3
CTS 120	Hardware/Software Support	2	3	0	3
DBA 110	Database Concepts	2	3	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	9	0	12
<b>First Year: Summer Session</b>					
CSC 139	Visual BASIC Prog	2	3	0	3
NOS 120	Linux/UNIX Single User	2	2	0	3
NOS 130	Windows Single User	2	2	0	3
SEC 110	Security Concepts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	7	0	12
<b>Second Year: Fall Semester</b>					
ENG 111	Expository Writing	3	0	0	3
NET 125	Networking Basics	1	4	0	3
	(first 8 weeks of 16-week semester)				
NET 126	Routing Basics	1	4	0	3
	(second 8 weeks of 16-week semester)				
NOS 230	Windows Admin I	2	2	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	10	0	15
<b>Second Year: Spring Semester</b>					
ENG 114	Prof. Research & Reporting	3	0	0	3
NET 225	Routing & Switching I	1	4	0	3
	(first 8 weeks of 16-week semester)				
NET 226	Routing & Switching II	1	4	0	3
	(second 8 weeks of 16-week semester)				
NET 240	Network Design	3	0	0	3
WEB 110	Internet/Web Fundamentals	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		10	10	0	15

**TOTAL SEMESTER HOURS CREDIT: 66**

## EVENING/ONLINE

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Intro. to Computers	2	2	0	3
CTS 115	Info Sys Business Concepts	3	0	0	3
NOS 110	Operating System Concepts	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		7	5	0	9
<b>First Year: Spring Semester</b>					
CTS 120	Hardware/Software Support	2	3	0	3
DBA 110	Database Concepts	2	3	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	6	0	9
<b>First Year: Summer Session</b>					
CIS 115	Intro to Prog & Logic	2	3	0	3
SEC 110	Security Concepts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		5	3	0	6
<b>Second Year: Fall Semester</b>					
ENG 111	Expository Writing	3	0	0	3
NET 125	Networking Basics	1	4	0	3
	(first 8 weeks of 16-week semester)				
NET 126	Routing Basics	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
	(second 8 weeks of 16-week semester)	5	8	0	9
<b>Second Year: Spring Semester</b>					
ENG 114	Prof. Research & Reporting	3	0	0	3
NET 225	Routing & Switching I	1	4	0	3
	(first 8 weeks of 16-week semester)				
NET 226	Routing & Switching II	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
	(second 8 weeks of 16-week semester)	5	8	0	9
<b>Second Year: Summer Session</b>					
CSC 139	Visual BASIC Prog	2	3	0	3
NOS 130	Windows Single User	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		4	5	0	6
<b>Third Year: Fall Semester</b>					
MAT 140	Survey of Mathematics	3	0	0	3
NOS 120	Linux/UNIX Single User	2	2	0	3
NOS 230	Windows Admin I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	4	0	9
<b>Third Year: Spring Semester</b>					
NET 240	Network Design	3	0	0	3
WEB 110	Internet/Web Fundamentals	2	2	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	2	0	9

**TOTAL SEMESTER HOURS CREDIT: 66**

## ■ Office Systems Technology

**[A25360] Associate in Applied Science Degree (Day, Evening/Online); [D25360] Diploma (Day, Evening/Online); [C25360] Certificates (Day, Evening/Online)**

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 non-technical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry-level to supervisor to middle management.

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Use software packages and associated hardware used in today's businesses.
2. Set up and maintain a records management system.
3. Format professional business documents.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

**Office Systems Technology****DAY** (Degree & Diploma)

	Hours/Week		Sem. Hrs.	
	Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>				
CIS 110 *Intro. to Computers	2	2	0	3
OST 122 *Office Computations	1	2	0	2
OST 131 *Keyboarding	1	2	0	2
OST 164 *Text Editing Applications	3	0	0	3
OST 181 *Intro to Office Systems	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
	<b>9</b>	<b>8</b>	<b>0</b>	<b>13</b>
<b>First Year: Spring Semester</b>				
CTS 130 *Spreadsheet	2	2	0	3
ENG 111 *Expository Writing	3	0	0	3
OST 134 *Text Entry & Formatting	2	2	0	3
OST 136 *Word Processing	1	2	0	2
OST 184 *Records Management	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
	<b>9</b>	<b>8</b>	<b>0</b>	<b>13</b>
<b>First Year: Summer Session</b>				
CIS 126 *Graphic Software Intro	2	2	0	3
DBA 110 *Database Concepts	2	3	0	3
ENG 114 *Prof Research & Reporting	3	0	0	3
OST 286 *Professional Development	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>10</b>	<b>5</b>	<b>0</b>	<b>12</b>
<b>Second Year: Fall Semester</b>				
ACC 120 Prin of Financial Accounting	3	2	0	4
OST 135 Adv. Text Entry & Formatting	3	2	0	4
OST 236 Adv. Word/Info Processing	2	2	0	3
SPA 120 Spanish in the Workplace	3	0	0	3
--- Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>14</b>	<b>6</b>	<b>0</b>	<b>17</b>
<b>Second Year: Spring Semester</b>				
MAT 140 Survey of Mathematics	3	0	0	3
MKT 223 Customer Service	3	0	0	3
OST 233 Office Publications Design	2	2	0	3
COE 111 Cooperative Work Exp I	0	0	10	1
or				
OST 289 Office Systems Management	2	2	0	3
--- Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>13</b>	<b>4</b>	<b>0</b>	<b>15</b>
		or		
	<b>11</b>	<b>2</b>	<b>10</b>	<b>13</b>

\* Courses required for diploma

**TOTAL SEMESTER HOURS CREDIT****FOR DEGREE: 68 or 70****TOTAL SEMESTER HOURS CREDIT FOR  
DIPLOMA: 38****EVENING/ONLINE** (Degree & Diploma)

	Hours/Week		Sem. Hrs.	
	Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>				
CIS 110 *Intro. to Computers	2	2	0	3
OST 131 *Keyboarding	1	2	0	2
OST 164 *Text Editing Applications	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>6</b>	<b>4</b>	<b>0</b>	<b>8</b>
<b>First Year: Spring Semester</b>				
ENG 111 *Expository Writing	3	0	0	3
OST 134 *Text Entry & Formatting	2	2	0	3
OST 136 *Word Processing	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
	<b>6</b>	<b>4</b>	<b>0</b>	<b>8</b>
<b>First Year: Summer Session</b>				
CIS 126 *Graphic Software Intro.	2	2	0	3
ENG 114 *Prof Research & Reporting	3	0	0	3
OST 286 *Professional Development	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>8</b>	<b>2</b>	<b>0</b>	<b>9</b>
<b>Second Year: Fall Semester</b>				
OST 122 *Office Computations	1	2	0	2
OST 135 Adv. Text Entry & Formatting	3	2	0	4
OST 181 *Intro to Office Systems	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
	<b>6</b>	<b>6</b>	<b>0</b>	<b>9</b>
<b>Second Year: Spring Semester</b>				
CTS 130 *Spreadsheet	2	2	0	3
DBA 110 *Database Concepts	2	3	0	3
OST 184 *Records Management	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
	<b>5</b>	<b>7</b>	<b>0</b>	<b>8</b>
<b>Second Year: Summer Session</b>				
OST 233 Office Publications Design	2	2	0	3
--- Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>5</b>	<b>2</b>	<b>0</b>	<b>6</b>
<b>Third Year: Fall Semester</b>				
ACC 120 Prin of Financial Accounting	3	2	0	4
OST 236 Adv. Word/Info Processing	2	2	0	3
SPA 120 Spanish in the Workplace	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>8</b>	<b>4</b>	<b>0</b>	<b>10</b>
<b>Third Year: Spring Semester</b>				
MAT 140 Survey of Mathematics	3	0	0	3
MKT 223 Customer Service	3	0	0	3
COE 111 Cooperative Work Exp I	0	0	10	1
or				
OST 289 Office Systems Management	2	2	0	3
--- Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
	<b>11</b>	<b>2</b>	<b>0</b>	<b>12</b>
		or		
	<b>9</b>	<b>0</b>	<b>10</b>	<b>10</b>

\* Courses required for diploma

**TOTAL SEMESTER HOURS CREDIT FOR****DEGREE: 68 or 70****TOTAL SEMESTER HOURS CREDIT FOR  
DIPLOMA: 38**

**Basic Office Skills Certificate**  
**DAY, EVENING/ONLINE**

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Intro. to Computers	2	2	0	3
OST 122	Office Computations	1	2	0	2
OST 131	Keyboarding	1	2	0	2
OST 181	Intro to Office Systems	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>8</b>	<b>0</b>	<b>10</b>
<b>First Year: Spring Semester</b>					
OST 134	Text Entry & Formatting	2	2	0	3
OST 136	Word Processing	1	2	0	2
OST 184	Records Management	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>4</b>	<b>6</b>	<b>0</b>	<b>7</b>

**TOTAL SEMESTER HOURS CREDIT FOR  
CERTIFICATE: 17**

**Computer Software Applications Certificate**  
**DAY, EVENING/ONLINE**

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Intro. to Computers	2	2	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
<b>First Year: Spring Semester</b>					
CTS 130	Spreadsheet	2	2	0	3
OST 134	Text Entry & Formatting	2	2	0	3
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>6</b>	<b>0</b>	<b>8</b>
<b>First Year: Summer Session</b>					
DBA 110	Database Concepts	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

**TOTAL SEMESTER HOURS CREDIT FOR  
CERTIFICATE 16**



# Health Occupations Department

## ■ Associate Degree Nursing

### [A45100] Associate in Applied Science 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 may include hospitals, long term care facilities, clinics, physician's offices, industry, and community agencies.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Demonstrate critical thinking skills.
2. Demonstrate problem-solving skills.
3. Demonstrate effective communication.
4. Attain proficient performance through professional development.

### ASSOCIATE DEGREE NURSING COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. Upon completion of the Associate Degree Nursing program, the graduate will upon licensure:

1. Practice professional nursing behaviors incorporating personal responsibility and accountability for continued competence.
2. Communicate effectively with individuals, significant support person(s), and members of the interdisciplinary health care team.
3. Integrate knowledge of the holistic needs of the individual to provide an individual centered assessment.
4. Incorporate informatics to formulate evidence-based clinical judgments and management decisions.
5. Implement caring interventions incorporating documented best practices for individuals in diverse settings.
6. Develop a teaching plan for individuals, incorporating teaching and learning principles.
7. Collaborate with the interdisciplinary health care team, as an advocate for the individual, to achieve positive individual and organization outcomes.
8. Manage health care for the individual using cost effective nursing strategies, quality improvement processes, and current technologies.

*For admissions requirements specific to the Associate Degree Nursing program, see pages 15 – 18.*

Randolph Community College's Associate Degree Nursing (ADN) program is on warning by the North Carolina Board of Nursing. Address: P.O. Box 2129, Raleigh, N.C. 27602; phone: (919) 782-3211; web site: [www.bon.com](http://www.bon.com).

The ADN program also is accredited by the National League for Nursing Accrediting Commission (NLNAC). Address: 61 Broadway-33rd floor, New York, N.Y. 10006; phone: (800) 669-1656; web site: [www.nlnac.org](http://www.nlnac.org).

Further information regarding approval and accreditation status of the RCC ADN program can be obtained by contacting the departmental chair for health occupations at (336) 633-0315.



**Associate Degree Nursing**  
**DAY** - Degree\*

		Hours/Week		Sem. Hrs.	
	Class	Lab	Wk. Exp.	Credit	
<b>First Year: Fall Semester</b>					
BIO 168	Anatomy & Physiology I	3	3	0	4
NUR 110	Nursing I	5	3	6	8
PSY 110	Life Span Development	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>6</b>	<b>6</b>	<b>15</b>
<b>First Year: Spring Semester</b>					
BIO 169	Anatomy & Physiology II	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
NUR 120	Nursing II	<u>5</u>	<u>3</u>	<u>6</u>	<u>8</u>
		<b>11</b>	<b>6</b>	<b>6</b>	<b>15</b>
<b>First Year: Summer Session**</b>					
NUR 130	Nursing III	4	3	6	7
PSY 150	General Psychology	3	0	0	3
SOC 210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>3</b>	<b>6</b>	<b>13</b>
<b>Second Year: Fall Semester</b>					
ENG 114	Prof Research & Reporting	3	0	0	3
NUR 210	Nursing IV	5	3	12	10
- - -	+ Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>3</b>	<b>12</b>	<b>16</b>
<b>Second Year: Spring Semester</b>					
ECO 151	Survey of Economics	3	0	0	3
NUR 220	Nursing V	4	<u>3</u>	<u>15</u>	<u>10</u>
		<b>7</b>	<b>3</b>	<b>15</b>	<b>13</b>

\* Students must maintain a grade of "C" or better in all NUR Courses and BIO 168, BIO 169, PSY 110, ENG 111, PSY 150, SOC 210, ENG 114, ECO 151, and in the Humanities elective.

NOTE: Clinical rotations in NUR courses may be scheduled during weekdays, evenings or weekends.

+ The following courses are strongly recommended for the Humanities/Fine Arts requirement: HUM 110 (Technology & Society); HUM 120 (Cultural Studies); PHI 215 (Philosophical Issues); PHI 240 (Introduction to Ethics)

**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 1 90-171.37)*

## ■ Associate in General Education

### [A10300] Degree (Day, Evening & Online)

The Associate in General Education curriculum is designed for the academic enrichment of students who wish to broaden their education, with emphasis on personal interest, growth and development.

Course work includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. Opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers will be provided.

Through these skills, students will have a sound base for lifelong learning. Graduates are prepared for advancements within their field of interest and become better qualified for a wide range of employment opportunities.

All courses in the program are college-level courses. Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Compose well-written documents using standard written English.
2. Communicate clearly through oral presentations.
3. Utilize appropriate research materials.
4. Use critical thinking skills to analyze and solve problems.
5. Comprehend college-level readings.
6. Perform college-level mathematical computations.
7. Access relevant information using the Internet.
8. Utilize word processing software.

### Associate In General Education

#### DAY & EVENING - Degree & Diploma

		Hours/Week		Sem. Hrs.			Hours/Week		Sem. Hrs.
		Class	Lab	Credit			Class	Lab	Credit
<b>General Education Core (44 Semester Hours Credit)*</b>					ENG 231	American Literature I	3	0	3
<b>English Composition (6 Semester Hours Credit)</b>					ENG 232	American Literature II	3	0	3
<i>The following course is required:</i>					ENG 233	Major American Writers	3	0	3
ENG 111	Expository Writing	3	0	3	ENG 241	British Literature I	3	0	3
<i>The second composition course must be selected from the following:</i>					ENG 242	British Literature II	3	0	3
ENG 112	Argument-Based Research	3	0	3	ENG 243	Major British Writers	3	0	3
ENG 113	Literature-Based Research	3	0	3	ENG 251	Western World Literature I	3	0	3
ENG 114	+Prof. Research & Reporting	3	0	3	ENG 252	Western World Literature II	3	0	3
<b>Humanities/Fine Arts (3 Semester Hours Credit)**</b>					ENG 273	African-American Literature	3	0	3
<i>Select one course from those listed below.</i>					FRE 111	Elementary French I	3	0	3
ART 111	Art Appreciation	3	0	3	FRE 112	Elementary French II	3	0	3
ART 114	Art History Survey I	3	0	3	FRE 211	Intermediate French I	3	0	3
ART 115	Art History Survey II	3	0	3	FRE 212	Intermediate French II	3	0	3
ASL 111	Elementary Am Sign Lang I	3	0	3	HUM 110	Technology and Society	3	0	3
ASL 112	Elementary Am Sign Lang II	3	0	3	HUM 120	Cultural Studies	3	0	3
ASL 211	Intermediate Am Sign Lang I	3	0	3	HUM 121	The Nature of America	3	0	3
ASL 212	Intermediate Am Sign Lang II	3	0	3	HUM 122	Southern Culture	3	0	3
DAN 110	Dance Appreciation	3	0	3	HUM 130	Myth in Human Culture	3	0	3
DRA 111	Theatre Appreciation	3	0	3	HUM 150	American Women's Studies	3	0	3
DRA 112	Literature of the Theatre	3	0	3	HUM 160	Introduction to Film	2	2	3
ENG 131	Introduction to Literature	3	0	3	HUM 220	Human Values and Meaning	3	0	3
					MUS 110	Music Appreciation	3	0	3

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
MUS 111	American Music	3	0	3
MUS 112	Introduction to Jazz	3	0	3
MUS 113	American Music	3	0	3
MUS 114	Non-Western Music	3	0	3
MUS 212	American Musical Theatre	3	0	3
PHI 210	History of Philosophy	3	0	3
PHI 215	Philosophical Issues	3	0	3
PHI 220	Western Philosophy I	3	0	3
PHI 221	Western Philosophy II	3	0	3
PHI 230	Intro. to Logic	3	0	3
PHI 240	Introduction to Ethics	3	0	3
REL 110	World Religions	3	0	3
REL 111	Eastern Religions	3	0	3
REL 112	Western Religions	3	0	3
REL 211	Intro. to Old Testament	3	0	3
REL 212	Intro. 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

#### Social/Behavioral Sciences (3 Semester Hours Credit)

Select one course from those listed below.

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	Prin of Microeconomics	3	0	3
ECO 252	Prin of Macroeconomics	3	0	3
HIS 111	World Civilizations I	3	0	3
HIS 112	World Civilizations II	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	Intro. to Political Science	3	0	3

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
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 239	Psychology of Personality	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 (3 Semester Hours Credit)

##### Natural Sciences

BIO 110	Principles of Biology	3	3	4
BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4
BIO 120	Botany	3	3	4
BIO 140	Environmental Biology and	3	0	3
BIO 140A	Environmental Biology Lab	0	3	1
CHM 131	Introduction to Chemistry and	3	0	3
CHM 131A	Introduction to Chemistry Lab	0	2	1
CHM 132	Organic & Biochemistry	3	3	4
GEL 111	Introductory Geology	3	2	4
GEL 120	Physical Geology	3	2	4
GEL 230	Environmental Geology	3	2	4

OR

##### Mathematics

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
MAT 175	Precalculus	4	0	4
CIS 110	Introduction to Computers	2	2	3
CIS 115	Intro. 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 (49 - 50 Semester Hours Credit)\*

49-50 SHC must be selected from any college level course, that is, all courses in Randolph Community College catalog number 100 or above, except those with a COE prefix. Students must meet all prerequisite requirements as specified.

ACA	ACC	AHR	ANT	ART	ASL
AUB	AUT	BIO	BPR	BTC	BUS
CHM	CIS	CJC	COM	CSC	CTS
DAN	DBA	DES	DFT	DRA	ECO
EDU	ELC	ELN	ENG	ETR	FRE
GEL	GRA	GRD	HEA	HIS	HUM
HYD	INT	ISC	JOU	MAC	MAT
MEC	MKT	MNT	MUS	NET	NOS
NUR	OST	PED	PFN	PHI	PHO
PHY	POL	PSY	RAD	RED	REL
SCI	SEC	SOC	SPA	WEB	WLD

**TOTAL SEMESTER HOURS CREDIT: 64 - 65**

(Continued on next page)

**Students who are awaiting admission into programs in the Health Occupations Department may enroll in the Associate in General Education (AGE) curriculum.**

### **Associate In General Education Courses For Associate Degree Nursing (ADN)**

		Hours/Week	Sem. Hrs.	
		Class	Lab	Credit
<b>Courses required in the ADN program:</b>				
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	+Prof. 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	3	0	3

\*Students planning to enroll in Associate Degree Nursing must obtain a grade of "C" or better in BIO 168, BIO 169 and PSY 110 if the student elects to take these courses prior to enrolling in Nursing courses. 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 of the following preferred humanities/fine arts courses: **HUM 110 Technology & Society**, **HUM 120 Cultural Studies**, **PHI 215 Philosophical Issues**, or **PHI 240 Introduction to Ethics**.

SEMESTER HOURS CREDIT (above list):	29
SEMESTER HOURS CREDIT (reverse side):	35 or 36
TOTAL SEMESTER HOURS CREDIT FOR DEGREE:	64 or 65

### **Associate In General Education Courses For Physical Therapist Assistant (PTA) DAY & EVENING**

Courses Offered - Degree & Diploma		Hours/Week	Sem. Hrs.
		Class	Lab Credit
<b>Courses required in the PTA program</b>			
BIO 168	Anatomy & Physiology I	3	3 4
BIO 169	Anatomy & Physiology II	3	3 4
ENG 111	Expository Writing	3	0 3
ENG 114	Prof. Research & Reporting	3	0 3
PSY 150	General Psychology	3	0 3
SOC 210	Intro to Sociology	3	0 3
- - -	Humanities/Fine Arts	3	0 3

\*The humanities/fine arts requirement may be met by selecting one of the following preferred humanities/fine arts courses: **HUM 110 Technology & Society**, **HUM 120 Cultural Studies**, **PHI 215 Philosophical Issues**, or **PHI 240 Introduction to Ethics**.

SEMESTER HOURS CREDIT (above list):	23
SEMESTER HOURS CREDIT (reverse side):	41 or 42
TOTAL SEMESTER HOURS CREDIT FOR DEGREE:	64 or 65



**Associate In General Education Courses For Radiography – DAY**

Courses Offered - Degree & Diploma		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
<b>Courses required in the Radiography program</b>				
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
ENG 111	Expository Writing	3	0	3
ENG 114	Prof. Research & Report	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3
---	Humanities/Fine Arts	3	0	3

\*Students planning to enroll in Radiography must obtain a grade of “C” or better in BIO 163 (or BIO 168 & BIO 169), PSY 150 and SOC 210. 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 Radiography program.

\*\*The humanities/fine arts requirement may be met by selecting one of the following preferred humanities/ fine arts courses: **HUM 110 Technology & Society, HUM 120 Cultural Studies, PHI 215 Philosophical Issues, or PHI 240 Introduction to Ethics.**

<b>SEMESTER HOURS CREDIT (above list):</b>	<b>20 or 23</b>
<b>SEMESTER HOURS CREDIT (reverse side):</b>	<b>44/45 or 41/42</b>
<b>TOTAL SEMESTER HOURS CREDIT FOR DEGREE:</b>	<b>64 or 65</b>

**Federal Financial Aid Guidelines for AGE Students**

Students who are in the AGE program and awaiting admission into the Nursing or Radiography program should note the following information regarding federal financial aid:

**150% RULE**

You must complete the program of study within 150% of the required credits.

Example: If a program is 64 credit hours, you must complete the program within 96 credit hours. To avoid jeopardizing your financial aid, you can:

1. Limit taking courses to those that only transfer into to the Nursing or Radiography program.
2. Graduate from the AGE program before starting the Nursing or Radiography program.

**For more information or clarification, contact the Financial Aid Office.**

**Additional Information**

Enrolling in the courses listed is **NOT** an admission requirement for the Associate Degree Nursing Program nor a requirement for the Radiography Program. It is **NOT** a requirement to graduate from the AGE Program in order to be admitted into any of the Degree Programs listed.

Affiliating clinical agencies may require a criminal background check and drug screening as a prerequisite for clinical learning experiences. Positive results can result in the clinical agency denying the student access to clinical practice in the facility. Any student who is denied access to any clinical facility will not be allowed to progress in the Associate Degree Nursing program or Radiography program.

## ■ Physical Therapist Assistant 1+1 (collaborative program)

### [A45640] Associate in Applied Science Degree (Day & Evening)

The Physical Therapist Assistant 1 + 1 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.

### COMPETENCIES (per Guilford Technical Community College)

These are the skills students will develop as they progress through this program.

1. Perform/assist with patient treatment and education.
2. Assess patient's status per established plan of care.
3. Solve problems.
4. Communicate effectively.
5. Demonstrate professional skills.
6. Perform administrative duties.
7. Manage emergency situations.

*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 - Degree

Courses that may be completed at Randolph Community College.

		Hours/Week		Sem. Hrs.
		Lab	Clinical	Cred
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	PTA 222	Professional Interactions	2	0	2
PHY 110A	Conceptual Physics Lab	0	2	1	PTA 225	Introduction to Rehabilitation	3	3	4
PSY 241	Developmental Psychology	3	0	3	PTA 235	Neurological Rehabilitation	3	6	5
PTA 110	Introduction to Physical Therapy	2	3	3	PTA 245	Physical Therapist Asst Clinical III	0	12	4
PTA 125	Gross & Functional Anatomy	3	6	5	PTA 255	Physical Therapist Asst Clinical IV	0	12	4
PTA 135	Pathology	4	0	4	Students must demonstrate math and computer proficiency at the following course level prior to graduation: MAT 110 or MAT 115 and CIS 110.				
PTA 145	Therapeutic Procedures	2	6	4					
PTA 155	Physical Therapist Asst Clinical I	0	6	2					
PTA 185	Physical Therapist Asst Clinical II	0	9	3					
PTA 212	Health Care/Resources	2	0	2					
PTA 215	Therapeutic Exercise	2	3	3	<b>TOTAL SEMESTER HOURS CREDIT: 75</b>				

## ■ Radiography

### [A45700] Associate in Applied Science Degree (Day)

The Radiography curriculum prepares the graduate to be a radiographer, a skilled health care professional who uses radiation to produce images of the human body.

Course work includes clinical rotations to area health care facilities, radiographic exposure, image processing, radiographic procedures, physics, pathology, patient care and management, radiation protection, quality assurance, anatomy and physiology, and radiobiology.

Graduates of accredited programs are eligible to apply to take the American Registry of Radiologic Technologists' national examination for certification and registration as medical radiographers. Graduates may be employed in hospitals, clinics, physicians' offices, medical laboratories, government agencies, and industry.

#### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Demonstrate Clinical Competency Skills at the Entry Level of a Staff Radiographer.
2. Demonstrate problem solving skills.
3. Demonstrate effective communication.
4. Attain proficient performance through professional development.

*For admissions requirements specific to the Radiography program, see pages 19–21.*

*Randolph Community College is accredited by the Southern Association of Colleges and Schools. SACS accreditation is recognized by the American Registry of Radiologic Technologists and allows the student who successfully completes the program to sit for the national radiologic technologist registry examination. The American Registry of Radiologic Technologists is responsible for determining eligibility of each candidate to take the national certification examination.*

*In addition, Randolph Community College is pursuing accreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT). JRCERT accreditation is considered a gold standard in school accomplishments and the process to acquire accreditation is quite lengthy. It is our goal to apply for accreditation and achieve it as soon as possible. However, because the school has not yet received the JRCERT accreditation, any student anticipating relocation to another state that requires a JRCERT program should discuss this with the program director.*

#### RADIOGRAPHY PROGRAM MISSION STATEMENT

To provide quality education and training in Radiologic sciences to the students of Randolph Community College's Radiography program.

#### RADIOGRAPHY PROGRAM GOALS

- Prepare students for entry-level positions in Radiologic Technology according to the Joint Review Committee on Education in Radiologic Technology Standards (JRCERT).
- Prepare students for certification by the American Registry of Radiologic Technologists (ARRT).
- Prepare students to function in the multidisciplinary health care environment.

#### RADIOGRAPHY PROGRAM MEASURES

- American Registry of Radiologic Technologists (ARRT) certification pass rate of >75% on first testing.
- Job placement rate of >80% or greater within six months of graduation or current enrollment in advanced education or imaging.
- Retention rate of >60% for each cohort of students.
- Employer satisfaction rate of 80% or greater 12 months after graduation.
- Student satisfaction rating of 80% or greater 12 months after graduation.

#### RADIOGRAPHY PROGRAM ASSESSMENT GOALS

Goal 1: Graduates will demonstrate clinical competency at the entry level of staff radiographer.

Goal 2: Students will demonstrate ability to problem solve and think critically.

Goal 3: Students and graduates will demonstrate effective skills in communication with patients and members of the health care team.

Goal 4: Program will promote graduate participation and professional development and growth.

Goal 5: Program will prepare graduates for successful employment in Radiography as evidenced through graduate and employer satisfaction.

Goal 6: Program promotes high level of student retention and completion rate of its enrolled students.

*(Continued on next page)*

**Radiography**  
**DAY** - Degree\*

		Hours/Week			Sem. Hrs.
		Class	Lab	Clinical	Credit
<b>First Year: Fall Semester</b>					
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
ENG 111	Expository Writing	3	0	0	3
RAD 110	Radiography Introduction & Patient Care	2	3	0	3
RAD 111	RAD Procedures I	3	3	0	3
RAD 151	RAD Clinical Education I	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		<b>12/14</b>	<b>8/12</b>	<b>6</b>	<b>16/19</b>
<b>First Year: Spring Semester</b>					
PSY 150	General Psychology	3	0	0	3
RAD 112	RAD Procedures II	3	3	0	4
RAD 121	Radiographic Imaging I	2	3	0	3
RAD 161	RAD Clinical Education II	0	0	15	5
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>6</b>	<b>15</b>	<b>18</b>
<b>First Year: Summer Session</b>					
ENG 114	Professional Research & Reporting	3	0	0	3
RAD 122	Radiographic Imaging II	1	3	0	2
RAD 131	Radiographic Physics I	1	3	0	2
RAD 171	RAD Clinical Education III	<u>0</u>	<u>0</u>	<u>12</u>	<u>4</u>
		<b>5</b>	<b>6</b>	<b>12</b>	<b>11</b>
<b>Second Year: Fall Semester</b>					
RAD 211	RAD Procedures III	2	3	0	3
RAD 231	Radiographic Physics II	1	3	0	2
RAD 241	Radiobiology Protection	2	0	0	2
RAD 251	RAD Clinical Education IV	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		<b>5</b>	<b>6</b>	<b>21</b>	<b>14</b>
<b>Second Year: Spring Semester</b>					
RAD 245	RAD Quality Management	1	3	0	2
RAD 261	RAD Clinical Education V	0	0	21	7
RAD 271	RAD Capstone	0	3	0	1
SOC 210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>6</b>	<b>21</b>	<b>13</b>

**TOTAL SEMESTER HOURS CREDIT: 72 or 75**

\* Students must obtain a grade of "C" or better in all RAD courses, BIO 163, and PSY 150.

\*\* Students who choose to take BIO 168 and BIO 169 instead of BIO 163 will receive credit for BIO 163 if they earn a grade of "C" or better.

The following courses are strongly recommended for the Humanities/Fine Arts requirement: HUM 110 (Technology and Society); HUM 120 (Cultural Studies); PHI 215 (Philosophical Issues); PHI 240 (Introduction to Ethics).

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

Students must successfully complete and pass all units of study which include the certification examination mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

- Basic Law Enforcement Training certificate graduates being able to use essential skills required for entry-level employment as sworn law enforcement officers.

*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 BLET/law enforcement coordinator, (336) 633-4165.*

*For admissions requirements specific to the Basic Law Enforcement Training program, see page 19.*

### DAY (Certificate)

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
<b>First Year: Spring Semester</b>				
CJC 100	Basic Law Enforcement Trn	9	30	19

**TOTAL SEMESTER HOURS CREDIT: 19**

### EVENING (Certificate)

		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
<b>First Year: Fall Semester</b>				
CJC 100AB	Basic Law Enforcement Trn	3	21	10

**First Year: Spring Semester**

CJC 100BB	Basic Law Enforcement Trn	6	9	9
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**TOTAL SEMESTER HOURS CREDIT: 19**

### 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

**TOTAL SEMESTER HOURS CREDIT: 16**



## ■ Criminal Justice Technology

**[A55 I 80] Associate in Applied Science Degree; [D55 I 80] Diploma (Day, Evening & Online)**

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, probation/parole surveillance officer, correctional officer, and loss prevention specialist.

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on these:

1. Discuss the relationship among the various components of the Criminal Justice System.
2. Discuss the processes, techniques and law involved in investigating, prosecuting, and housing offenders.
3. Determine how theories of criminal behavior affect treatment options.
4. Justify the importance of ethics within the framework of the Criminal Justice System.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

## Criminal Justice Technology DAY

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	+Intro. to Computers	2	2	0	3
CJC 111	+Intro. to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 141	Corrections	3	0	0	3
ENG 111	+Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>
<b>First Year: Spring Semester</b>					
CJC 113	+Juvenile Justice	3	0	0	3
CJC 131	+*Criminal Law	3	0	0	3
CJC 132	+*Court Proc. & Evidence	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>First Year: Summer Session</b>					
CJC 121	+Law Enforce. Operations	3	0	0	3
POL 120	+American Government	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>Second Year: Fall Semester</b>					
CJC 212	+Ethics & Comm. Rel.	3	0	0	3
CJC 215	Org. & Administration	3	0	0	3
CJC 231	+*Constitutional Law	3	0	0	3
SPA 120	Spanish for the Workplace	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>Second Year: Spring Semester</b>					
CJC 221	+*Investigative Principles	3	2	0	4
CJC 222	Criminalistics	3	0	0	3
CJC 225	+*Crisis Intervention	3	0	0	3
SOC 210	+Introduction to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>2</b>	<b>0</b>	<b>13</b>
<b>TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 67</b>					
<b>TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 40</b>					

+ Courses required for Diploma.

\* Credit granted toward degree for successful completion of BLET.

## EVENING

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CJC 111	+Intro. To Criminal Justice	3	0	0	3
CJC 113	+Juvenile Justice	3	0	0	3
ENG 111	+Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>First Year: Spring Semester</b>					
CIS 110	+Introduction to Computers	2	2	0	3
CJC 112	Criminology	3	0	0	3
CJC 131	+*Criminal Law	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>2</b>	<b>0</b>	<b>9</b>
<b>First Year: Summer Session</b>					
CJC 132	+*Court Proc. & Evidence	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
POL 120	+American Government	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>Second Year: Fall Semester</b>					
CJC 141	Corrections	3	0	0	3
SPA 120	Spanish for the Workplace	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Second Year: Spring Semester</b>					
CJC 212	+Ethics & Com. Rel.	3	0	0	3
CJC 222	Criminalistics	3	0	0	3
SOC 210	+Introduction to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>Second Year: Summer Session</b>					
CJC 121	+Law Enforcement Operations	3	0	0	3
CJC 231	+*Constitutional Law	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>Third Year: Fall Semester</b>					
CJC 221	+*Investigative Principles	3	2	0	4
CJC 225	+*Crisis Intervention	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>2</b>	<b>0</b>	<b>10</b>
<b>Third Year: Spring Semester</b>					
CJC 215	Org. & Administration	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 67</b>					
<b>TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 40</b>					

**Online/Hybrid**

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	+Intro. to Computers	2	2	0	3
CJC 112	Criminology	3	0	0	3
CJC 121	+Law Enforce. Operations	3	0	0	3
CJC 131	+*Criminal Law	3	0	0	3
CJC 132	+*Court Proc. & Evidence	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>
<b>First Year: Spring Semester</b>					
CJC 111	+Intro. to Criminal Justice	3	0	0	3
CJC 113	+Juvenile Justice	3	0	0	3
CJC 141	Corrections	3	0	0	3
ENG 111	+Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>First Year: Summer Session</b>					
SOC 210	+Introduction to Sociology	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
POL 120	+American Government	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>
<b>Second Year: Fall Semester</b>					
CJC 212	+Ethics & Comm. Rel.	3	0	0	3
CJC 215	Org. & Administration	3	0	0	3
CJC 222	Criminalistics	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>Second Year: Spring Semester</b>					
CJC 221	+*Investigative Principles	3	2	0	4
CJC 225	+*Crisis Intervention	3	0	0	3
CJC 231	+*Constitutional Law	3	0	0	3
SPA 120	Spanish for the Workplace	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

**TOTAL SEMESTER HOURS CREDIT FOR  
DEGREE: 67**

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

+ Courses required for Diploma.

\* Credit granted toward degree for successful completion of BLET.

## ■ Early Childhood Education

**[A55220] Associate in Applied Science Degree (Day & Evening);**

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

**[C55290] Infant/Toddler Care (Day, Evening & Online)**

The Early Childhood Education 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 communication 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 TRACK FOR STATE CERTIFICATES**

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

1. In order to meet the minimum North Carolina credential requirements to teach in a childcare center, students must take EDU 119 (Early Childhood Education).
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 childcare center.

### **CERTIFICATE, DIPLOMA AND DEGREE TRACKS**

Early Childhood certificates may be obtained in three areas - Early Childhood Education Certificate (18 semester hours of academic credit), Early Childhood Administrative Certificate (20 semester hours of academic credit) and Infant/Toddler Care Certificate (16 semester hours of academic credit).

The Early Childhood Education diploma may be obtained by taking 16 courses, earning a total of 39 semester hours of academic credit.

The Early Childhood Education degree may be earned in two years as a full-time day student or in three years as a part-time evening student. Degree students earn 64 hours of academic credit.

### **SCHOOL-AGE PROGRAM TRACK**

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. These courses teach the basic principles of typical and atypical development in school-age children, and equip the student to design and implement a developmentally appropriate curriculum for school-age children. For students in the school-age program track of study, EDU 144 is not a prerequisite for EDU 145. Completion of these two courses will meet the state's educational requirements for school-age program providers.

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. Plan developmentally appropriate activities for children 0-8.
2. Use appropriate guidance techniques for children.
3. Demonstrate leadership skills in teaching.

*Please see pages 69-70 for a list of Humanities/Fine Arts courses approved for this program.*

**Early Childhood Education****DAY** - Degree and Diploma

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit

**First Year: Fall Semester**

EDU 119	*Early Childhood Education	4	0	0	4
EDU 131	*Child, Family & Community	3	0	0	3
EDU 144	*Child Development I	3	0	0	3
EDU 146	*Child Guidance	3	0	0	3
EDU 235	School-Age Dev & Program	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

**First Year: Spring Semester**

COE 111	*Cooperative Work Exp I	0	0	10	1
COE 115	*Work Experience Seminar	1	0	0	1
EDU 145	*Child Development II	3	0	0	3
EDU 151	Creative Activities	3	0	0	3
EDU 153	*Health, Safety & Nutrition	3	0	0	3
EDU 271	*Educational Technology	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>2</b>	<b>10</b>	<b>14</b>

**First Year: Summer Session**

ENG 111	*Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Second Year: Fall Semester**

COE 121	Cooperative Work Exp II	0	0	10	1
COE 125	Cooperative Work Seminar II	1	0	0	1
EDU 251	Exploration Activities	3	0	0	3
EDU 259	Curriculum Planning	3	0	0	3
EDU 280	Language and Literature	3	0	0	3
ENG 114	*Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>0</b>	<b>10</b>	<b>14</b>

**Second Year: Spring Semester**

EDU 221	*Children with Exceptionalities	3	0	0	3
EDU 234	*Infants, Toddlers & Twos	3	0	0	3
PSY 150	General Psychology	3	0	0	3
SOC 213	*Sociology of the Family	3	0	0	3
- - -	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

\* Courses required for diploma

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

**TOTAL SEMESTER HOURS CREDIT  
FOR DIPLOMA: 39**

**Early Childhood Education****EVENING** - Degree and Diploma

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit

**First Year: Fall Semester**

EDU 119	*Early Childhood Education	4	0	0	4
EDU 144	*Child Development I	3	0	0	3
EDU 235	School-Age Dev & Program	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

**First Year: Spring Semester**

EDU 145	*Child Development II	3	0	0	3
EDU 271	*Educational Technology	2	2	0	3
EDU 153	*Health, Safety & Nutrition	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>2</b>	<b>0</b>	<b>9</b>

**First Year: Summer Session**

ENG 111	*Expository Writing	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Second Year: Fall Semester**

EDU 131	*Child, Family & Community	3	0	0	3
EDU 146	*Child Guidance	3	0	0	3
EDU 251	Exploration Activities	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

**Second Year: Spring Semester**

COE 111	*Cooperative Work Exp I	0	0	10	1
COE 115	*Work Experience Seminar	1	0	0	1
EDU 151	Creative Activities	3	0	0	3
EDU 221	*Children with Exceptionalities	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>0</b>	<b>10</b>	<b>8</b>

**Second Year: Summer Session**

ENG 114	*Prof. Research & Reporting	3	0	0	3
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Third Year: Fall Semester**

COE 121	Cooperative Work Exp II	0	0	10	1
COE 125	Cooperative Work Seminar II	1	0	0	1
EDU 259	Curriculum Planning	3	0	0	3
EDU 280	Language and Literature	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>0</b>	<b>10</b>	<b>8</b>

**Third Year: Spring Semester**

EDU 234	*Infants, Toddlers & Twos	3	0	0	3
SOC 213	*Sociology of the Family	3	0	0	3
- - -	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

\* Courses required for diploma

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

**TOTAL SEMESTER HOURS CREDIT FOR  
DIPLOMA: 39**

## Early Childhood Education DAY & EVENING - Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 144	Child Development I	3	0	0	3
EDU 146	Child Guidance	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	0	0	10

### First Year: Spring Semester

COE 111	Cooperative Work Exp I	0	0	10	1
COE 115	Cooperative Work Seminar I	1	0	0	1
EDU 151	Creative Activities	3	0	0	3
EDU 153	Health, Safety & Nutrition	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	0	10	8

**TOTAL SEMESTER HOURS CREDIT FOR  
CERTIFICATE: 18**

## Early Childhood Administrative DAY & EVENING - Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Child Development I	3	0	0	3
EDU 235	School-Age Development	2	0	0	2
EDU 261	Early Child Adm. Cred. I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	0	0	11

### First Year: Spring Semester

EDU 145	Child Development II	3	0	0	3
EDU 153	Health, Safety & Nutrition	3	0	0	3
EDU 262	Early Child Adm. Cred. II	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	0	0	9

**TOTAL SEMESTER HOURS CREDIT FOR  
CERTIFICATE: 20**

## Infant/Toddler Care Certificate [C55290] Day, Evening & Online

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competency-based knowledge, and practice in actual settings with young children under the supervision of qualified teachers.

Course work includes infant/toddler growth and development: physical/nutritional needs of infants and toddlers; safety issues in the care of infants and toddlers; care and guidance; communication skills with parents and children; design an implementation of appropriate curriculum; and other related topics.

Graduates should be prepared to plan and implement developmentally appropriate infant/toddler programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start Programs, and other infant/toddler programs.

## Early Childhood Infant/Toddler DAY, EVENING & ONLINE - Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
EDU 119	Intro To Early Child Educ	4	0	0	4
EDU 144	Child Development I	3	0	0	3
EDU 131	Child, Family & Commun	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	0	0	10

### First Year: Spring Semester

EDU 153	Health, Safety & Nutrit	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6

**TOTAL SEMESTER HOURS CREDIT FOR  
CERTIFICATE: 16**



## ■ Funeral Service Education (Collaborative Program)

### [A55260] Degree; [D55260] Diploma (Day)

The Funeral Service Education curriculum provides students with the opportunity to become proficient in basic funeral service skills.

In addition to the general education courses offered in the curriculum, technical courses such as human anatomy, embalming theory and practice, embalming chemistry, restorative arts, funeral law, and funeral home operations are taught.

Graduates of the curriculum, upon passing the state or national exam and completing an internship in a funeral home, will be qualified for employment as embalmers and/or funeral directors.

Funeral Service Education (FSE) is a collaborative program between Randolph Community College (RCC) and Fayetteville Technical Community College (FTCC). FTCC is the “host” college and will be awarding the Associate Degree or Diploma.

Most FSE courses will be delivered via the Internet from FTCC as online courses. All general education and related courses will be offered by RCC either on campus or online.

Degree-seeking students who are employed with a funeral home may be eligible to complete the embalming clinical assignments at a funeral home approved by FTCC. Students who are not employed at a funeral home will be required to travel to FTCC to complete their embalming lab requirements on the FTCC campus. Students will be required to take the National Board Exam for Funeral Services as a condition for graduation.

Graduates of the diploma program are eligible to take the N.C. Board of Mortuary Science Funeral Director state exam.

### **COMPETENCIES (per Fayetteville Technical Community College)**

These are the skills students will develop as they progress through this program.

#### **GENERAL COMPETENCY**

1. Communicate effectively in writing, reading and listening.
2. Perform technical skills in Funeral Service.
3. Use information to analyze problems and make logical decisions.
4. Demonstrate positive interpersonal skills in various aspects of life.
5. Demonstrate quantitative competencies.
6. Demonstrate basic skills in using a personal computer.

#### **TECHNICAL COMPETENCY**

7. Demonstrate funeral service leadership skills.
8. Use of basic funeral services management skills.
9. Develop an appreciation of human diversity and its application in Funeral Service.
10. Comply w/OSHA and Universal Precautions when handling deceased.
11. Evaluate and apply proper embalming and restorative arts techniques.
12. Be knowledgeable and willing to provide meaningful funeral services to families of all religions and nationalities.
13. Process all applicable documentation required when a death occurs.
14. Demonstrate knowledge in the allied health sciences.
15. Be knowledgeable of all Federal Trade Com. requirements.
16. Comply with jurisdictional rules, before, during and after embalming human remains.

*Please see pages 69-70 for a list of Humanities/Fine Arts courses approved for this program.*

## Funeral Service Education

**DAY** - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	*College Student Success (online)	1	0	0	1
BUS 110	*Introduction to Business	3	0	0	3
CIS 113	*Computer Basics	0	2	0	1
ENG 111	*Expository Writing	3	0	0	3
FSE 112	*Principles of Funeral Services (online)	3	0	0	3
FSE 114	Embalming Chemistry (at RCC)	4	0	0	4
MAT 115	Mathematical Models	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		16	4	0	18
<b>First Year: Spring Semester</b>					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
BUS 115	*Business Law I	3	0	0	3
COM 231	Public Speaking	3	0	0	3
FSE 116	*Funeral Law and Ethics (online)	3	0	0	3
FSE 120	Embalming Microbiology (at RCC)	3	0	0	3
PSY 150	*General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		19	2	0	20
<b>First Year: Summer Session</b>					
- - -	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		3	0	0	3
<b>Second Year: Fall Semester</b>					
FSE 210	Embalming Theory I (online)	3	0	0	3
FSE 211	Embalming Lab I	0	4	0	2
or					
COE 112-F	Cooperative Work Experience I	0	0	20	2
FSE 214	*Pathology	3	0	0	3
FSE 216	Restorative Arts	2	4	0	4
PSY 141	*Psych of Death & Dying (online)	3	0	0	3
SOC 210	*Introduction to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		14	4/8	0/20	18
<b>Second Year: Spring Semester</b>					
ACC 120	*Principles of Financial Accounting	3	2	0	4
BUS 230	*Small Business Management	3	0	0	3
FSE 212	Embalming Theory II (online)	3	0	0	3
FSE 213	Embalming Lab II	0	4	0	2
or					
COE 122-F	Cooperative Work Experience II	0	0	20	2
FSE 215	*Funeral Home Operations (online)	4	0	0	4
FSE 217	Funeral Service Projects (online)	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		14	4/8	0/20	18

\* Courses required for diploma

Courses in bold are offered through Fayetteville Technical Community College (FTCC)

TOTAL SEMESTER CREDIT HOURS FOR DEGREE: 77

TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA: 40

# 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 non-structural 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.

RCC's Autobody Repair diploma students use the I-CAR LIVE curriculum including the CD-ROM program. I-CAR LIVE is a state-of-the-art, industry endorsed and developed collision repair curriculum that prepares students for the high-tech and rewarding careers in the collision repair industry. I-CAR LIVE is mandated or endorsed by several state departments of education and meets National Automotive Technicians Education Foundation requirements for ASE certification. Successful completion of the I-CAR LIVE will award gold or platinum points toward I-CAR certification.

To help document progress, students develop a portfolio that includes certificates of completion from I-CAR, PPG and RCC.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. Construct welds according to industry standards.
2. Analyze damage and plan repairs.
3. Explain and perform refinishing procedures.

### Autobody Repair

#### DAY & EVENING - Diploma

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

**TOTAL SEMESTER HOURS CREDIT: 44**

#### EVENING - Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
AUB 121	Nonstructural Damage I	1	4	0	3
AUB 134	Autobody MIG Welding	1	4	0	3
		2	8	0	6
<b>First Year: Spring Semester</b>					
AUB 111	Painting & Refinishing I	2	6	0	4
AUB 131	Structural Damage I	2	4	0	4
		4	10	0	8

**TOTAL SEMESTER HOURS CREDIT: 14**

## ■ Automotive Systems Technology

[A60160] Associate in Applied Science Degree (Day); [D60160] Diploma (Day);

[C60160] Certificate (Day)

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.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. Determine the cause of an illuminated Malfunction Indicator Light (MIL).
2. Determine the cause and choose the correction of vehicle power train problems.
3. Successfully diagnose and repair the cause of vehicle ride problems.
4. Interpret wiring diagrams.
5. Diagnose the cause of climate control problems.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

**Automotive Systems Technology****DAY** - Degree, Diploma & Certificate

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
AUT 110	*Intro to Auto Tech.	2	2	0	3
AUT 116	*Engine Repair	2	3	0	3
AUT 116A	*Engine Repair Lab	0	3	0	1
AUT 161	*+Basic Auto Electricity	4	3	0	5
CIS 113	*Computer Basics	0	2	0	1
ENG 111	*Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>13</b>	<b>0</b>	<b>16</b>
<b>First Year: Spring Semester</b>					
AUT 163	*Advanced Auto Electricity	2	3	0	3
AUT 163A	*Adv Auto Electricity Lab	0	3	0	1
AUT 141	*+Suspension & Steering Sys	2	3	0	3
AUT 141A	*+Suspension & Steering Lab	0	3	0	1
AUT 151	*+Brake Systems	2	3	0	3
AUT 151A	*+Brake Systems Lab	0	3	0	1
ENG 114	*Professional Research and Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>18</b>	<b>0</b>	<b>15</b>
<b>First Year: Summer Session</b>					
PHY 121	*Applied Physics	3	2	0	4
AUT 181	*Engine Performance 1	2	3	0	3
AUT 181A	*Engine Performance 1 Lab	0	3	0	1
	or				
COE112	*Coop. Work Exp. I	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		<b>5</b>	<b>8</b>	<b>0</b>	<b>8</b>
		<b>5</b>	<b>5</b>	<b>20</b>	<b>9</b>
<b>Second Year: Fall Semester</b>					
AUT 183	Engine Performance 2	2	6	0	4
AUT 231	Manual Trans/Axles/Drtrains	2	3	0	3
AUT 231A	Manual Trans/Ax/Drtrains Lab	0	3	0	1
AUT 285	Intro to Alternative Fuels	2	2	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>14</b>	<b>0</b>	<b>14</b>
<b>Second Year: Spring Semester</b>					
AUT 281	Adv Engine Performance	2	2	0	3
AUT 221	Automatic Transm/Transaxles	2	3	0	3
AUT 221A	Automatic Transm/Transax Lab	0	3	0	1
AUT 283	Adv Auto Electronics	2	2	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>10</b>	<b>0</b>	<b>13</b>
<b>Second Year: Summer Session</b>					
AUT 171	Auto Climate Control	2	4	0	4
	or				
COE122	Coop. Work Exp. II	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
		<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>

\*Courses required for diploma

+ Courses required for certificate

TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 68 - 71

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 39 or 40

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 13

## ■ Electrical/Electronics Technology

**[A35220] Associate in Applied Science Degree (Day & Evening); [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 industrial electronics technician or apprentice assisting in the layout, installation, and maintenance of electrical/electronic systems.

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. Plan and construct Residential/Commercial/Industrial wiring circuits.
2. Analyze and explain the operation of electrical controls used in industry.
3. Solve and construct electronic circuits.
4. Classify and explain DC and AC circuits.
5. Show proficiency in the use of digital and analog test equipment.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*



**Electrical/Electronics Technology****DAY** - Degree, Diploma, Certificate, Wiring Certificate

		Hours/Week			Sem. Hrs
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 113	**Computer Basics	0	2	0	1
ELC 113	**+Basic Wiring I	2	6	0	4
ELC 125	**+Diagrams & Schematics	1	2	0	2
ELC 126	**+Electrical Computations	2	2	0	3
ISC 112	**+Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		7	12	0	12
<b>First Year: Spring Semester</b>					
ELC 112	*DC/AC Electricity	3	6	0	5
ELC 115	*+Industrial Wiring	2	6	0	4
ELN 133	Digital Electronics	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		8	15	0	13
<b>First Year: Summer Session</b>					
ELC 118	*+National Electrical Code	1	2	0	2
ENG 111	* Expository Writing	3	0	0	3
PHY 121	*Applied Physics I	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		7	4	0	9
<b>Second Year: Fall Semester</b>					
ELC 117	*Motors & Controls	2	6	0	4
ELN 131	*Electronic Devices	3	3	0	4
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	9	0	14
<b>Second Year: Spring Semester</b>					
ELC 128	Introduction to PLC	2	3	0	3
ELN 132	Linear IC Applications	3	3	0	4
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
MEC 110	Introduction to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		8	11	0	12
<b>Second Year: Summer Session</b>					
ELN 229	Industrial Electronics	2	4	0	4
ELN 260	Programmable Logic Controllers	3	3	0	4
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	7	0	11

\*Courses required for diploma. \*\*Courses required for diploma & certificate. +Courses required for wiring certificate.

**TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 71**

**TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 38**

**TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 12**

**TOTAL SEMESTER HOURS CREDIT FOR WIRING CERTIFICATE: 17**

**EVENING** - Degree, Diploma, Certificate, Wiring Certificate

		Hours/Week			Sem. Hrs
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 113	**Computer Basics	0	2	0	1
ELC 125	**+Diagrams & Schematics	1	2	0	2
ELC 126	**+Electrical Computations	2	2	0	3
ISC 112	**+Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		5	6	0	8
<b>First Year: Spring Semester</b>					
ELC 112	*DC/AC Electricity	3	6	0	5
ELC 113	**+Basic Wiring I	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		5	12	0	9
<b>First Year: Summer Session</b>					
ELC 118	*+National Electrical Code	1	2	0	2
PHY 121	*Applied Physics I	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		4	4	0	6
<b>Second Year: Fall Semester</b>					
ELC 115	*+Industrial Wiring	2	6	0	4
ELN 131	*Electronic Devices	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		5	9	0	8
<b>Second Year: Spring Semester</b>					
ELC 117	*Motors & Controls	2	6	0	4
MEC 110	Introduction to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		3	8	0	6
<b>Second Year: Summer Session</b>					
ELN 132	Linear IC Applications	3	3	0	4
ENG 111	* Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	3	0	7
<b>Third Year: Fall Semester</b>					
ELN 133	Digital Electronics	3	3	0	4
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	3	0	7
<b>Third Year: Spring Semester</b>					
ELC 128	Introduction to PLC	2	3	0	3
ELN 229	Industrial Electronics	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		4	7	0	7
<b>Third Year: Summer Session</b>					
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		5	3	0	6
<b>Fourth Year: Fall Semester</b>					
ELN 260	Prog. Logic Controllers	3	3	0	4
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	3	0	7

\*Courses required for diploma. \*\*Courses required for diploma & certificate. +Courses required for wiring certificate.

**TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 71**

**TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 38**

**TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 12**

**TOTAL SEMESTER HOURS CREDIT FOR WIRING CERTIFICATE: 17**

(Continued on next page)

**Electrical/Electronics Technology**  
**DAY** - PLC Certificate

		Class	Hours/Week		Sem. Hrs
			Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ELC 125	Diagrams & Schematics	1	2	0	2
ELC 126	Electrical Computations	2	2	0	3
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		5	4	0	7
<b>First Year: Spring Semester</b>					
ELC 128	Introduction to PLC	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		2	3	0	3
<b>First Year: Summer Session</b>					
ELN 260	Programmable Logic Controllers	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		3	3	0	4

**TOTAL SEMESTER HOURS CREDIT FOR PLC CERTIFICATE: 14**

**Electrical/Electronics Technology**  
**EVENING** - PLC Certificate

		Class	Hours/Week		Sem. Hrs
			Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ELC 125	Diagrams & Schematics	1	2	0	2
ELC 126	Electrical Computations	2	2	0	3
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		5	4	0	7
<b>First Year: Spring Semester</b>					
ELC 128	Introduction to PLC	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		2	3	0	3
<b>Second Year: Fall Semester</b>					
ELN 260	Programmable Logic Controllers	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		3	3	0	4

**TOTAL SEMESTER HOURS CREDIT FOR PLC CERTIFICATE: 14**

## ■ Industrial Systems Technology

**[A50240] Associate in Applied Science Degree (Day & Evening) [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 multi-craft technical skills in blueprint reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

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

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. Properly weld metals.
2. Identify and explain hydraulic/pneumatic circuits.
3. Distinguish components in a HVAC system.
4. Illustrate proper machining techniques.
5. Demonstrate proper use of general mechanical maintenance knowledge.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

## Industrial Systems Technology

### DAY - Degree, Diploma & Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
BPR 111	**Blueprint Reading	1	2	0	2
CIS 113	**Computer Basics	0	2	0	1
ELC 113	**Basic Wiring I	2	6	0	4
ELC 126	**Electrical Computations	2	2	0	3
ISC 112	**Industrial Safety	2	0	0	2
MNT 110	**Intro. to Maintenance Proc.	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		8	15	0	14
<b>First Year: Spring Semester</b>					
AHR 120	HVACR Maintenance	1	3	0	2
ELC 112	*DC/AC Electricity	3	6	0	5
ELC 115	*Industrial Wiring	2	6	0	4
WLD 112	*Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		7	18	0	13
<b>First Year: Summer Session</b>					
ENG 111	*Expository Writing	3	0	0	3
---	Humanities/Fine Arts	3	0	0	3
PHY 121	*Applied Physics I	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		9	2	0	10
<b>Second Year: Fall Semester</b>					
ELC 117	*Motors & Controls	2	6	0	4
ELC 125	Diagrams and Schematics	1	2	0	2
MEC 111	*Machine Processes I	1	4	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	12	0	12
<b>Second Year: Spring Semester</b>					
ELC 128	Introduction to PLC	2	3	0	3
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
MEC 110	Introduction to CAD/CAM	1	2	0	2
MAC 124	CNC Milling	1	3	0	2
MNT 111	Maintenance Practices	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		8	13	0	13
<b>Second Year: Summer Session</b>					
ELN 260	Prog. Logic Controllers	3	3	0	4
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	3	0	7

\*Courses required for diploma. (day and evening)

\*\*Courses required for diploma & certificate. (day and evening)

**TOTAL SEMESTER HOURS CREDIT**

**FOR DEGREE: 69**

**TOTAL SEMESTER HOURS CREDIT**

**FOR DIPLOMA: 39**

**TOTAL SEMESTER HOURS CREDIT**

**FOR CERTIFICATE: 14**

### EVENING - Degree, Diploma & Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
BPR 111	**Blueprint Reading	1	2	0	2
ELC 126	**Electrical Computations	2	2	0	3
ISC 112	**Industrial Safety	2	0	0	2
MNT 110	**Intro. to Maint. Proc.	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		6	7	0	9
<b>First Year: Spring Semester</b>					
ELC 112	*DC/AC Electricity	3	6	0	5
ELC 113	**Basic Wiring I	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		5	12	0	9
<b>First Year: Summer Session</b>					
CIS 113	**Computer Basics	0	2	0	1
PHY 121	*Applied Physics I	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		3	4	0	5
<b>Second Year: Fall Semester</b>					
ELC 115	*Industrial Wiring	2	6	0	4
ENG 111	*Expository Writing	3	0	0	3
WLD 112	*Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		6	9	0	9
<b>Second Year: Spring Semester</b>					
ELC 117	*Motors & Controls	2	6	0	4
MEC 111	*Machine Processes I	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		3	10	0	7
<b>Second Year: Summer Session</b>					
---	Humanities/Fine Arts	3	0	0	3
HYD 110	Hydraulics/Pneumatics I	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		5	3	0	6
<b>Third Year: Fall Semester</b>					
ELC 125	Diagrams and Schematics	1	2	0	2
MNT 111	Maintenance Practices	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		3	4	0	5
<b>Third Year: Spring Semester</b>					
AHR 120	HVACR Maintenance	1	3	0	2
ELC 128	Introduction to PLC	2	3	0	3
MEC 110	Intro. to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		4	8	0	7
<b>Third Year: Summer Session</b>					
---	Social/Behavioral Science	3	0	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	0	0	6
<b>Fourth Year: Fall Semester</b>					
ELN 260	Prog. Logic Controllers	3	3	0	4
MAC 124	CNC Milling	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		4	6	0	6

\*Courses required for diploma. (day and evening)

\*\*Courses required for diploma & certificate. (day and evening)

**TOTAL SEMESTER HOURS CREDIT**

**FOR DEGREE: 69**

**TOTAL SEMESTER HOURS CREDIT**

**FOR DIPLOMA: 39**

**TOTAL SEMESTER HOURS CREDIT**

**FOR CERTIFICATE: 14**

## ■ Machining Technology

**[A50300] Associate in Applied Science 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 shops.

### **COMPETENCIES**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. Properly use precision measuring tools.
2. Show proficiency in print reading principles.
3. Setup and operate manual machine tools.
4. Use CNC turning and milling machines.
5. Demonstrate proficiency in CAD/CAM applications.
6. Illustrate Tool & Die, Mold Making principles.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

## Machining Technology

### DAY - Degree, Diploma, Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
BPR 111	**Blueprint Reading	1	2	0	2
CIS 113	Computer Basics	0	2	0	1
ENG 111	*Expository Writing	3	0	0	3
MAC 111	**Machining Tech. I	2	12	0	6
MAC 122	*CNC Turning	1	3	0	2
MAC 151	**Machining Calc.	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		8	21	0	16
First Year: Spring Semester					
BPR 121	*Blueprint Reading: Mech.	1	2	0	2
ENG 114	*Prof Research & Report.	3	0	0	3
MAC 112	**Machining Tech. II	2	12	0	6
MAC 124	*CNC Milling	1	3	0	2
MAC 152	** Adv. Machining Calc.	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		8	19	0	15
First Year: Summer Session					
MAC 113	*Machining Tech. III	2	12	0	6
MEC 110	* Intro. to CAD/CAM	1	2	0	2
or					
COE 111	*Coop. Work Experience I	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		2	12	0	7
			or		
		3	14	10	8
Second Year: Fall Semester					
MAC 214	Machining Tech. IV	2	12	0	6
MAC 224	Advanced CNC Milling	1	3	0	2
MAC 243	Die Making I	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		5	21	0	12
Second Year: Spring Semester					
MAC 222	Advanced CNC Turning	1	3	0	2
MAC 241	Jig & Fixtures I	2	6	0	4
MAC 245	Mold Construction I	2	6	0	4
- - -	Social/Behavioral Science	3	0	0	3
- - -	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	15	0	16
Second Year: Summer Session					
MEC 231	Computer-Aided Manu. I	1	4	0	3
or					
COE 112	Cooperative Work Exp I	0	0	20	2
PHY 121	Applied Physics	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		4	6	0	7
			or		
		3	2	20	6

\*Courses required for diploma. \*\*Courses required for diploma & certificate. +Courses required for CNC Programming, Turning & Milling Certificate.

**TOTAL SEMESTER CREDIT HOURS FOR DEGREE: 72 or 74**

**TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA: 38 or 39**

**TOTAL SEMESTER CREDIT HOURS FOR MACHINING CERTIFICATE: 18**

**TOTAL SEMESTER CREDIT HOURS FOR CNC CERTIFICATE: 12**

### EVENING - Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab/Wk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
BPR 111	Blueprint Reading	1	2	0	2
MAC 111A	Machining Technology I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		2	8	0	5
<b>First Year: Spring Semester</b>					
MAC 111B	Machining Technology I	1	6	0	3
MAC 151	Machining Calculations	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		2	8	0	5
<b>Second Year: Fall Semester</b>					
MAC 112A	Machining Technology II	1	6	0	3
MAC 152	Adv. Machining Calc.	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		2	8	0	5
<b>Second Year: Spring Semester</b>					
MAC 112B	Machining Technology II	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		6	6	0	3

**TOTAL SEMESTER HOURS CREDIT: 18**

### EVENING - CNC Programming Turning & Milling Certificate

		Hours/Week		Sem. Hrs.	
		Class	LabWk.	Exp.	Credit
<b>First Year: Fall Semester</b>					
BPR 111	Blueprint Reading	1	2	0	2
MAC 122	CNC Turning	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		2	5	0	4
<b>First Year: Spring Semester</b>					
MAC 222	Advanced CNC Turning	1	3	0	2
MEC 110	Intro. to CAD/CAM	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		2	6	0	4
<b>Second Year: Fall Semester</b>					
MAC 124	CNC Milling	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		1	3	0	2
<b>Second Year: Spring Semester</b>					
MAC 224	Advanced CNC Milling	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		1	3	0	2

**TOTAL SEMESTER HOURS CREDIT: 12**



# Photographic Technology, Art, & Design Department

## ■ Advertising & Graphic Design

### [A30100] Associate in Applied Science Degree (Day); [C30100] Certificate (Evening)

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.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to achieve, each year a select few are chosen for assessment purposes. Advertising & Graphic Design graduates will be able to:

1. Demonstrate the ability to utilize knowledge of color theory.
2. Demonstrate the ability to utilize knowledge of typography.
3. Demonstrate concept development and illustration skills for promotional materials.
4. Utilize computer technology for concept development and production.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

## Advertising and Graphic Design

### DAY - Degree

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ART 111	Art Appreciation	3	0	0	3
DES 135	Prin. & Elem. of Design I	2	4	0	4
ENG 111	Expository Writing	3	0	0	3
GRA 151	Computer Graphics I	1	3	0	2
GRD 121	Drawing Fundamentals I	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		10	10	0	14
<b>First Year: Spring Semester</b>					
DES 136	Prin. & Elem. of Design II	2	4	0	4
GRA 152	Computer Graphics II	1	3	0	2
GRD 110	Typography I	2	2	0	3
GRD 131	Illustration I	1	3	0	2
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	12	0	14
<b>First Year: Summer Session</b>					
GRA 121	Graphic Arts I	2	4	0	4
GRA 153	Computer Graphics III	1	3	0	2
GRD 230	Technical Illustration	1	3	0	2
GRD 142	Graphic Design II	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		6	14	0	12
<b>Second Year: Fall Semester</b>					
COE 112	Coop. Work Experience I	0	0	20	2
GRD 117	Design Career Exploration	2	0	0	2
GRD 241	Graphic Design III	2	4	0	4
GRD 271	Multimedia Design I	1	3	0	2
GRD 281	Design of Advertising	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		7	7	20	12
<b>Second Year: Spring Semester</b>					
ENG 114	Prof. Research & Reporting	3	0	0	3
GRA 154	Computer Graphics IV	1	3	0	2
GRD 272	Multimedia Design II	1	3	0	2
GRD 280	Portfolio Design	2	4	0	4
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	10	0	14

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

### EVENING - Certificate

		Hours/Week		Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
DES 135	Principles and Elements I	2	4	0	4
GRA 151	Computer Graphics I	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		3	7	0	6
<b>First Year: Spring Semester</b>					
DES 136	Principles and Elements II	2	4	0	4
GRD 271	Multimedia I	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		3	7	0	6
<b>First Year: Summer Session</b>					
GRD 272	Multimedia Design II	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		1	3	0	2

**TOTAL SEMESTER HOURS  
FOR CERTIFICATE:14**

## ■ 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.

### COMPETENCIES

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. The basic principles and elements of design.
2. Designing a space.
3. Presenting design concepts.
4. Creating hue schemes.
5. Identifying furniture and architecture by Historical Period.
6. Applying ethical business practices.

*Please see pages 69-70 for a list of Social/Behavioral Sciences courses approved for this program.*

### INTERIOR DESIGN 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.

## Interior Design

### DAY - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ART 114	Art History Survey I	3	0	0	3
DES 110	Architectural Graphics	0	6	0	2
DES 135	Prin. and Elements of Design I	2	4	0	4
DES 235	Products	2	2	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	12	0	15
<b>First Year: Spring Semester</b>					
ART 115	Art History Survey II	3	0	0	3
DES 120	CAD for Interior Design	0	6	0	2
DES 125	Graphic Presentation I	0	6	0	2
DES 136	Prin. and Elements of Design II	2	4	0	4
DES 220	Principles of Interior Design	1	6	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	22	0	17
<b>First Year: Summer Session</b>					
DES 230	Residential Design I	1	6	0	3
DES 240	Comm/Contract Design I	1	6	0	3
DES 255	History/Interiors & Furn. I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		5	12	0	9
<b>Second Year: Fall Semester</b>					
DES 225	Textiles and Fabrics	2	2	0	3
DES 231	Residential Design II	1	6	0	3
DES 241	Comm/Contract Design II	1	6	0	3
DES 256	History/Interiors & Furn. II	3	0	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	14	0	15
<b>Second Year: Spring Semester</b>					
ARC 235	Architectural Portfolio	2	3	0	3
COE 112	Cooperative Work Experience	0	0	20	2
DES 210	Bus. Pract. for Interior Design	2	0	0	2
DES 265	Lighting/Interior Design	2	0	0	2
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	3	20	12

**TOTAL SEMESTER CREDIT HOURS: 68**

## Computer-Aided Drafting

### EVENING - Certificate

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Intro. to Computers	2	2	0	3
DFT 151	CAD I	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		4	5	0	6
<b>First Year: Spring Semester</b>					
DFT 152	CAD II	2	3	0	3
MAT 120	Geometry & Trig.	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		4	5	0	6
<b>First Year: Summer Session</b>					
DFT 153	CAD III	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		2	3	0	3

**TOTAL SEMESTER CREDIT HOURS: 15**

## ■ Photographic Technology

### Biocommunications Photography Concentration

#### [A3028A] Degree (Day)

Biocommunications Photography is a concentration under the curriculum title of Photographic Technology. This curriculum prepares individuals with the techniques and procedures used in biocommunications photography.

Course work includes all core first-year studies along with a strong foundation in basic portraiture, commercial, and photojournalism. Specialized courses include macro-photography, multimedia production, and internship experiences under close supervision in related settings.

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

#### **COMPETENCIES FOR ALL PHOTOGRAPHIC TECHNOLOGY CONCENTRATIONS**

Randolph Community College is committed to continuous improvement through program evaluation. One part of the evaluation is to assess program competencies. While our program contains many competencies for students to master, each year a select few are chosen for assessment purposes. This year, program competency assessment will focus on:

1. Demonstrating the ability to control photographic exposure.
2. Being proficient in photographic darkroom processes.
3. Being proficient in digital photography workflow.
4. Being proficient in the use of lighting equipment.
5. Having the ability to utilize design elements to produce photographs.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

**Biocommunications****DAY** - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ENG 111	Expository Writing	3	0	0	3
PHO 110	Fund. of Photography	3	6	0	5
PHO 111	Photo. Corr. & Finish I	0	3	0	1
PHO 112	Design Laboratory I	0	3	0	1
---	Social/Behavioral Science	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>12</b>	<b>0</b>	<b>16</b>
<b>First Year: Spring Semester</b>					
ENG 114	Prof. Research & Rep.	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PHO 121	Photo. Corr. & Finish II	0	3	0	1
PHO 122	Design Laboratory II	0	3	0	1
PHO 123	Large-Format Photo I (last 8-weeks of 16-week semester)	1	3	0	2
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photo. Materials/Proc.	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		<b>10</b>	<b>18</b>	<b>0</b>	<b>16</b>
<b>First Year: Summer Session</b>					
PHO 132	Small-Format Photography	2	6	0	4
PHO 133	Large-Format Photography II	1	3	0	2
PHO 134	Custom Color Printing	1	2	0	2
PHO 135	Product Lighting	0	3	0	1
PHO 139	Introduction to Digital Imaging	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>17</b>	<b>0</b>	<b>11</b>
<b>Second Year: Fall Semester</b>					
PHO 212	Biocom. Photojournalism (last 8-weeks of 16-week semester)	1	3	0	2
PHO 218	Biocom. Portrait Lighting (last 8-weeks of 16-week semester)	1	3	0	2
PHO 225	Biocom. Object Lighting (first 8-weeks of 16-week semester)	1	3	0	2
PFN 110	Process Monitoring I (first 8 weeks of 16-week semester)	1	3	0	2
PHO 241	Digital Image Technology	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>15</b>	<b>0</b>	<b>11</b>
<b>Second Year: Spring Semester</b>					
COE 112	Cooperative Work Experience I (last 8-weeks of 16-week semester)	0	0	20	2
PHO 213	Macro Photography (first 8-weeks of 16-week semester)	1	3	0	2
PHO 224	Multimedia Production (first 8-weeks of 16-week semester)	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>6</b>	<b>20</b>	<b>7</b>
<b>Second Year: Summer Session</b>					
COE 122	Cooperative Work Experience II (first 8 weeks of 10-week session)	0	0	20	2
PHO 230	Biocom. Portfolio Prep. (last 2 weeks of 10-week session)	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
		<b>0</b>	<b>6</b>	<b>20</b>	<b>4</b>

**TOTAL SEMESTER HOURS CREDIT: 65**



■ **Photographic Technology**  
**Commercial Photography Concentration**  
**[A3028B] Associate in Applied Science Degree (Day)**

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.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

# Commercial Photography Concentration

DAY - Degree

DAY - Degree		Hours/Week		Sem. Hrs.
		Class	Lab	Credit
First Year: Fall Semester				
ENG 111	Expository Writing	3	0	3
PHO 110	Fund. of Photography	3	6	5
PHO 111	Photo. Corr. & Finish I	0	3	1
PHO 112	Design Laboratory I	0	3	1
- - -	Social/Behavioral Science	3	0	3
- - -	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>3</u>
		12	12	16
First Year: Spring Semester				
ENG 114	Prof. Research & Rep.	3	0	3
MAT 140	Survey of Mathematics	3	0	3
PHO 121	Photo. Corr. & Finish II	0	3	1
PHO 122	Design Laboratory II	0	3	1
PHO 123	Large-Format Photo I (last 8-weeks of 16-week semester)	1	3	2
PHO 125	Basic Object Lighting	0	3	1
PHO 126	Basic Portrait Lighting	0	3	1
PHO 127	Photo. Materials/Proc.	<u>3</u>	<u>3</u>	<u>4</u>
		10	18	16
First Year: Summer Session				
PHO 132	Small-Format Photography	2	6	4
PHO 133	Large-Format Photography II	1	3	2
PHO 134	Custom Color Printing	1	2	2
PHO 135	Product Lighting	0	3	1
PHO 139	Introduction to Digital Imaging	<u>1</u>	<u>3</u>	<u>2</u>
		5	17	11
Second Year: Fall Semester				
COE 112	Cooperative Work Experience I (last 8-weeks of 16-week semester)	0	0	20
PHO 215	Photographic Illustration (first 8-weeks of 16-week semester)	2	8	0
PHO 241	Digital Image Technology (first 8-weeks of 16-week semester)	<u>2</u>	<u>3</u>	<u>0</u>
		4	11	20
Second Year: Spring Semester				
COE 122	Cooperative Work Experience II (last 8 weeks of 16-week session)	0	0	20
PHO 224	Multimedia Production (first 8-weeks of 16-week semester)	2	3	0
PHO 229	Advertising Photography (first 8-weeks of 16-week semester)	<u>2</u>	<u>8</u>	<u>0</u>
		4	11	20
Second Year: Summer Session				
PHO 231	Commercial Portfolio Prep	<u>0</u>	<u>6</u>	<u>0</u>
		0	6	2

TOTAL SEMESTER HOURS CREDIT: 67

## ■ Photographic Technology Photojournalism Concentration

### [A3028C] Associate in Applied Science 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.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

## Photojournalism Concentration

**DAY** - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ENG 111	Expository Writing	3	0	0	3
PHO 110	Fund. of Photography	3	6	0	5
PHO 111	Photo. Corr. & Finish I	0	3	0	1
PHO 112	Design Laboratory I	0	3	0	1
---	Social/Behavioral Science	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>12</b>	<b>0</b>	<b>16</b>
<b>First Year: Spring Semester</b>					
ENG 114	Prof. Research & Rep.	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PHO 121	Photo. Corr. & Finish II	0	3	0	1
PHO 122	Design Laboratory II	0	3	0	1
PHO 123	Large-Format Photo I (last 8-weeks of 16-week semester)	1	3	0	2
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photo. Materials/Proc.	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		<b>10</b>	<b>18</b>	<b>0</b>	<b>16</b>
<b>First Year: Summer Session</b>					
PHO 132	Small-Format Photography	2	6	0	4
PHO 133	Large-Format Photography II	1	3	0	2
PHO 134	Custom Color Printing	1	2	0	2
PHO 135	Product Lighting	0	3	0	1
PHO 139	Introduction to Digital Imaging	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>17</b>	<b>0</b>	<b>11</b>
<b>Second Year: Fall Semester</b>					
COE 112	Cooperative Work Experience I (last 8-weeks of 16-week semester)	0	0	20	2
PHO 217	Photojournalism I (last 8-weeks of 16-week semester)	1	6	0	4
PHO 241	Digital Image Technology (last 8-weeks of 16-week semester)	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>9</b>	<b>20</b>	<b>9</b>
<b>Second Year: Spring Semester</b>					
JOU 120	JOU/Theory & Production	2	2	0	3
PHO 224	Multimedia Production (last 8-weeks of 16-week semester)	2	3	0	3
PHO 227	Photojournalism II	<u>2</u>	<u>12</u>	<u>0</u>	<u>8</u>
		<b>6</b>	<b>17</b>	<b>0</b>	<b>14</b>
<b>Second Year: Summer Session</b>					
COE 122	Cooperative Work Experience II (last 8 weeks of 10-week session)	0	0	20	2
PHO 232	Photojournalism Portfolio Prep. (first 2 weeks of 10-week session)	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
		<b>0</b>	<b>6</b>	<b>20</b>	<b>4</b>

**TOTAL SEMESTER HOURS CREDIT: 70**

■ **Photographic Technology**  
**Portrait Studio Management Concentration**  
**[A3028D] Associate in Applied Science 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.

*Please see pages 69-70 for a list of Humanities/Fine Arts and Social/Behavioral Sciences courses approved for this program.*

# Portrait Studio Management Concentration

**DAY** - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ENG 111	Expository Writing	3	0	0	3
PHO 110	Fund. of Photography	3	6	0	5
PHO 111	Photo. Corr. & Finish I	0	3	0	1
PHO 112	Design Laboratory I	0	3	0	1
---	Social/Behavioral Science	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>12</b>	<b>0</b>	<b>16</b>
<b>First Year: Spring Semester</b>					
ENG 114	Prof. Research & Rep.	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PHO 121	Photo. Corr. & Finish II	0	3	0	1
PHO 122	Design Laboratory II	0	3	0	1
PHO 123	Large-Format Photo I	1	3	0	2
<i>(last 8-weeks of 16-week semester)</i>					
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photo. Materials/Proc.	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
		<b>10</b>	<b>18</b>	<b>0</b>	<b>16</b>
<b>First Year: Summer Session</b>					
PHO 132	Small-Format Photography	2	6	0	4
PHO 133	Large-Format Photography II	1	3	0	2
PHO 134	Custom Color Printing	1	2	0	2
PHO 135	Product Lighting	0	3	0	1
PHO 139	Introduction to Digital Imaging	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>17</b>	<b>0</b>	<b>11</b>
<b>Second Year: Fall Semester</b>					
PHO 210	Prof. Wedding	1	6	0	3
PHO 211	Professional Portraiture I	2	12	0	8
PHO 241	Digital Image Technology	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
<i>(last 8-weeks of 16-week semester)</i>		<b>5</b>	<b>21</b>	<b>0</b>	<b>14</b>
<b>Second Year: Spring Semester</b>					
COE 112	Cooperative Work Experience I	0	0	20	2
<i>(last 8-weeks of 16-week semester)</i>					
PHO 221	Professional Portraiture II	1	8	0	5
<i>(first 8-weeks of 16-week semester)</i>					
PHO 224	Multimedia Production	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
<i>(first 8-weeks of 16-week semester)</i>		<b>3</b>	<b>11</b>	<b>20</b>	<b>10</b>
<b>Second Year: Summer Session</b>					
PHO 228	Adv. Corr. & Finishing	1	3	0	2
PHO 233	Portrait Portfolio Prep.	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>9</b>	<b>0</b>	<b>4</b>

**TOTAL SEMESTER HOURS CREDIT: 71**



# Programs of Study (Continuing Education-Noncredit)

Randolph Community College offers noncredit courses in a variety of program areas at both the Asheboro Campus and Archdale Center 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, Focused Industry Training, New and Expanding Industry Training, and Work Station Occupational Skills Training. Online 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, nursing assistant, phlebotomy, building trades, pottery, taxidermy, computers, medical office, administrative assistant, 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-time 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 Center 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, underemployed, or who are seeking a career change find assistance through this program. The goal of the Human Resources Development program is to educate and train individuals for success in the workplace. The program focuses on employment training, counseling, and assistance in preparing individuals for entry or reentry into the workforce. Courses are available in career exploration and planning, job seeking and job keeping strategies, study skills, economic literacy, and basic computer training skills training. HRD instructors assist students in many areas including communication skills, career decision-making, problem solving, self-assessment, skills identification and awareness, interviewing, résumé writing, and application completion. Fees for HRD courses are waived for those who are unemployed, who have received notification of pending layoff, or who meet income eligibility requirements.

### ■ Small Business Center

Sponsored by RCC and in cooperation with the area chambers of commerce, the Small Business Center assists 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 business start-up money.

### ■ 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 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.

## ■ ACA - Academic Related

**ACA 115 Success & Study Skills** 0 2 1  
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals.

## ■ ACC - Accounting

**ACC 120 Prin of Financial Acct** 3 2 4  
This course introduces business decision-making accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.*

**ACC 121 Prin of Managerial Acct** 3 2 4  
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. *This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.* **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. Topics include tax law, electronic research and methodologies and the use of technology for the preparation of individual and business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax laws, and 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 using appropriate technology. **Prerequisites: ACC 115 or ACC 120.**

**ACC 150 Acct Software Appl** 1 2 2  
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems. **Prerequisites: ACC 115 or ACC 120.**

**ACC 152 Adv Software Appl** 1 2 2  
This course provides continued exposure to commercial accounting software and the opportunity to refine skills developed in ACC 150. Emphasis is placed on advanced applications of software packages. Upon completion, students should be able to use commercial software to complete complex accounting tasks. **Prerequisite: ACC 150.**

**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 an extensive analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. **Prerequisite:** ACC 120.

**ACC 221 Intermediate Acct 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.

**■ 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 235 Architectural Portfolio** 2 3 3

This course covers the methodology for the creation of an architectural portfolio. Topics include preparation of marketing materials and a presentation strategy using conventional and/or digital design media. Upon completion, students should be able to produce an architectural portfolio of selected projects.



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

**ART 115 Art History Survey II** 3 0 3

This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

## ■ ASL – American Sign Language

**ASL 111 Elementary ASL I** 3 0 3

This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. *This course has been approved to satisfy the comprehensive articulation agreement general education core requirement in humanities/fine arts.*

**ASL 112 Elementary ASL II** 3 0 3

This course is a continuation of ASL 111 focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, the students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. *This course has been approved to satisfy the comprehensive articulation agreement general education core requirement in humanities/fine arts.* **Prerequisite:** ASL 111.

**ASL 211 Intermediate ASL I** 3 0 3

This course provides a review and expansion of the essential skills of American Sign Language. Emphasis is placed on the progressive development of expressive and receptive skills, study of authentic and representative literacy and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively using American Sign Language 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:** ASL 112.

**ASL 212 Intermediate ASL II** 3 0 3

This course provides a continuation of ASL 211. Emphasis is placed on the continuing development of expressive and receptive skills 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:** ASL 211.

## ■ 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.



<b>AUB 112 Painting &amp; Refinishing II</b>	<b>2</b>	<b>6</b>	<b>4</b>
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. <b>Prerequisite:</b> AUB 111.			
<b>AUB 114 Special Finishes</b>	<b>1</b>	<b>2</b>	<b>2</b>
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. <b>Prerequisite:</b> AUB 111.			
<b>AUB 121 Non-Structural Damage I</b>	<b>1</b>	<b>4</b>	<b>3</b>
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.			
<b>AUB 122 Non-Structural Damage II</b>	<b>2</b>	<b>6</b>	<b>4</b>
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.			
<b>AUB 131 Structural Damage I</b>	<b>2</b>	<b>4</b>	<b>4</b>
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.			
<b>AUB 132 Structural Damage II</b>	<b>2</b>	<b>6</b>	<b>4</b>
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. <b>Prerequisite:</b> AUB 131.			
<b>AUB 134 Autobody MIG Welding</b>	<b>1</b>	<b>4</b>	<b>3</b>
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.			
<b>AUB 136 Plastics &amp; Adhesives</b>	<b>1</b>	<b>4</b>	<b>3</b>
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.			
<b>AUB 144 Mech &amp; Elec Specialties</b>	<b>2</b>	<b>2</b>	<b>3</b>
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

<b>AUT 110 Intro to Auto Technology</b>	2	2	3
This course covers workplace safety, hazardous material and environmental regulations, use of hand tools, service information resources, basic concepts, systems, and terms of automotive technology. Topics include familiarization with vehicle systems along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe safety and environmental procedures, terms associated with automobiles, identify and use basic tools and shop equipment.			
<b>AUT 116 Engine Repair</b>	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, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information.			
<b>AUT 116A Engine Repair Lab</b>	0	3	1
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. <b>Corequisite:</b> AUT 116.			
<b>AUT 141 Suspension &amp; Steering Sys</b>	2	3	3
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 steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels.			
<b>AUT 141A Suspension &amp; Steering Lab</b>	0	3	1
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. 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 steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels. <b>Corequisite:</b> AUT 141.			
<b>AUT 151 Brake Systems</b>	2	3	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.			
<b>AUT 151A Brakes Systems Lab</b>	0	3	1
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. <b>Corequisite:</b> AUT 151.			
<b>AUT 161 Basic Auto Electricity</b>	4	3	5
This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of batteries, starters, and alternators. Topics include Ohm's Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.			

<b>AUT 163 Adv Auto Electricity</b>	<b>2</b>	<b>3</b>	<b>3</b>
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. <b>Prerequisite:</b> AUT 161.			
<b>AUT 163A Adv Auto Electricity Lab</b>	<b>0</b>	<b>3</b>	<b>1</b>
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. <b>Corequisite:</b> AUT 163.			
<b>AUT 171 Auto Climate Control</b>	<b>2</b>	<b>4</b>	<b>4</b>
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.			
<b>AUT 181 Engine Performance 1</b>	<b>2</b>	<b>3</b>	<b>3</b>
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.			
<b>AUT 181A Engine Performance 1 Lab</b>	<b>0</b>	<b>3</b>	<b>1</b>
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information. <b>Corequisite:</b> AUT 181.			
<b>AUT 183 Engine Performance 2</b>	<b>2</b>	<b>6</b>	<b>4</b>
This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information. <b>Prerequisite:</b> AUT 181.			
<b>AUT 221 Auto Transm/Transaxles</b>	<b>2</b>	<b>3</b>	<b>3</b>
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, diagnose and repair automatic drive trains.			
<b>AUT 221A Auto Transm/Transax Lab</b>	<b>0</b>	<b>3</b>	<b>1</b>
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. 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 diagnose and repair automatic drive trains. <b>Corequisite:</b> AUT 221.			

**AUT 231 Man Trans/Axles/Drtrains** 2 4 4

This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.

**AUT 231A Man Trans/Ax/Drtrains Lab** 0 3 1

This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains. **Corequisite:** AUT 231.

**AUT 281 Adv Engine Performance** 2 2 3

This course utilizes service information and specialized test equipment to diagnose and 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 diagnosis and repair.

**AUT 283 Adv Auto Electronics** 2 2 3

This course covers advanced electronic systems on automobiles. Topics include microcontrollers, on-board communications, telematics, hybrid systems, navigation, collision avoidance, and electronic accessories. Upon completion, students should be able to diagnose electronic systems using appropriate service information, procedures, and equipment and remove/replace/reprogram controllers, sensors, and actuators. **Prerequisite:** AUT 161.

**AUT 285 Intro to Alternative Fuels** 2 2 3

This course is an overview of alternative fuels and alternative fueled vehicles. Topics include composition and use of alternative fuels, including compressed natural gas, propane, biodiesel, ethanol, electric, hydrogen, synthetic fuels, and vehicles that use alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system works, and make minor repairs.

**BIO – Biology**

**BIO 110 Principles of Biology** 3 3 4

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*

**BIO 111 General Biology I** 3 3 4

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.*

**Prerequisite:** RED 090 or acceptable placement score.

**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.* **Prerequisites:** 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 economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and of contemporary environmental issues. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.*
- BIO 140A Environmental Biology Lab** 0 3 1  
 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 Anat & 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.* **Prerequisite:** RED 090 or acceptable placement score.
- BIO 168 Anatomy and 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, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** RED 090 or acceptable placement score.
- BIO 169 Anatomy and 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course 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: Mech** 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. **Prerequisites:** BPR 111 or MAC 131.



## ■ BTC – Basic Lab Techniques

**BTC 181 Basic Lab Techniques** 3 3 4

This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.

## ■ 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 for transferability as a premajor and/or elective course 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 for transferability as a premajor and/or elective course 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**BUS 153 Human Resource Management** 3 0 3

This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns.

**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 255 Org 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.



**BUS 280 REAL Small Business**

4 0 4

This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.

■ **CHI – Chinese****CHI 111 Elementary Chinese I**

3 0 3

This course introduces the fundamental elements of the Chinese 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 Chinese and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**CHI 112 Elementary Chinese II**

3 0 3

This course includes the basic fundamentals of the Chinese language within a cultural context of the Chinese people and its history. 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 Chinese 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:** CHI 111.

**CHI 181 Chinese Lab I**

0 2 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the Chinese 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 Chinese and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**CHI 182 Chinese Lab II**

0 2 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the Chinese 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 Chinese and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** CHI 181.

**CHI 211 Intermediate Chinese I**

3 0 3

This course includes communicative competencies in speaking, listening comprehension, reading, and writing at an intermediate level with attention to cultural awareness. Emphasis is placed on intermediate skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should demonstrate simple conversations and distinguish an appropriate range of Chinese characters, as well as read simple expressions in modern standard Chinese. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**Prerequisite:** CHI 112.

**CHI 212 Intermediate Chinese II**

3 0 3

This course provides continuation of communicative competence in speaking, listening comprehension, reading and writing at an intermediate level with attention to cultural awareness. Emphasis is placed on intermediate skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should demonstrate simple conversations and distinguish a broad range of Chinese characters, as well as read expressions in modern standard Chinese. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**Prerequisite:** CHI 211.

## ■ 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.* **Prerequisite:** MAT 060 (or higher level math course) or acceptable placement score.

**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 and 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.* **Prerequisites:** CHM 131 and CHM 131A or CHM 151.

## ■ CIS – Information Systems

**CIS 110 Introduction to Computers** 2 2 3

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).* 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. Credit by proficiency exam is available.

**CIS 115 Intro to Prog & Logic** 2 3 3

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics (Quantitative Option).* **Prerequisites:** MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175.

**CIS 126 Graphics Software Intro** 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.

## ■ CJC – Criminal Justice

### CJC 100 Basic Law Enforcement Trn

9 30 19

This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in the topics and areas required for the state comprehensive certification examination. *This is a certificate-level course.*

### CJC 100AB Basic Law Enforcement Trn

3 21 10

### CJC 100BB Basic Law Enforcement Trn

6 9 9

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. *This is a certificate-level course.*

**Prerequisite:** CJC 100AB is a prerequisite for CJC 100BB.

### CJC 111 Intro 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 for transferability as a premajor and/or elective course 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 for transferability as a premajor and/or elective course 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 Procedure & 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.

<b>CJC 141 Corrections</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>CJC 212 Ethics &amp; Comm Relations</b>	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.			
<b>CJC 215 Organization &amp; Administration</b>	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.			
<b>CJC 221 Investigative Principles</b>	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.			
<b>CJC 222 Criminalistics</b>	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.			
<b>CJC 225 Crisis Intervention</b>	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.			
<b>CJC 231 Constitutional Law</b>	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.			
<b>■ COE – Cooperative Education</b>			
<b>COE 111 Co-op Work Experience I</b>	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. <b>Prerequisite:</b> Consent of instructor.			

<b>COE 112 Co-op Work Experience I</b>	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. <b>Prerequisite:</b> Consent of instructor.				
<b>COE 115 Work Exp Seminar I</b>	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. <b>Corequisites:</b> COE 111, COE 112, COE 113 or COE 114.				
<b>COE 121 Co-op Work Experience II</b>	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. <b>Prerequisite:</b> Consent of instructor.				
<b>COE 122 Co-op Work Experience II</b>	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. <b>Prerequisite:</b> Consent of instructor.				
<b>COE 125 Work Exp Seminar II</b>	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 II class. Upon completion, students should be able to analyze the productivity and effectiveness of their work experience 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. <b>Corequisites:</b> COE 121, COE 122, COE 123, or COE 124.				
<b>COE 132 Co-op Work Experience III</b>	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. <b>Prerequisite:</b> Consent of instructor.				
<b>COM – Communication</b>				
<b>COM 110 Introduction to Communication</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute).</i>				



<b>COM 231 Public Speaking</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well organized speeches and participate in group discussion with appropriate audiovisual support. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute).</i> <b>Prerequisites:</b> ENG 090 and RED 090.			
<b>■ CSC – Computer Science</b>			
<b>CSC 139 Visual BASIC Prog</b>	<b>2</b>	<b>3</b>	<b>3</b>
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>■ CTS – Computer Information Technology</b>			
<b>CTS 115 Info Sys Business Concept</b>	<b>3</b>	<b>0</b>	<b>3</b>
The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the 'hybrid business manager' and the potential offered by new technology and systems. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>CTS 120 Hardware/Software Support</b>	<b>2</b>	<b>3</b>	<b>3</b>
This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. <i>Credit by proficiency exam is available.</i> <b>Prerequisites:</b> CIS 110 or CIS 111.			
<b>CTS 130 Spreadsheet</b>	<b>2</b>	<b>2</b>	<b>3</b>
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts. <i>Credit by proficiency exam is available.</i> <b>Prerequisites:</b> CIS 110 or CIS 111 or OST 137.			
<b>CTS 217 Computer Train/Support</b>	<b>2</b>	<b>2</b>	<b>3</b>
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.			
<b>CTS 285 Systems Analysis &amp; Design</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. <b>Prerequisite:</b> CIS 115.			
<b>CTS 289 System Support Project</b>	<b>1</b>	<b>4</b>	<b>3</b>
This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation. <b>Prerequisite:</b> CTS 285.			



## ■ DAN – Dance Appreciation

### DAN 110 Dance Appreciation

3 0 3

This course for non-dance 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 core requirement in humanities/fine arts.*

## ■ DBA – Database Management Technology

### DBA 110 Database Concepts

2 3 3

This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms.

### DBA 115 Database Applications

2 2 3

This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements. **Prerequisite:** DBA 110.

## ■ DES – Design: Creative

### 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. **Prerequisite:** MAT 060 or acceptable placement score.

### 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 Prin & Elem 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 Prin & Elem 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 Bus Prac/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.

<b>DES 220 Prin of Interior Design</b>	<b>1</b>	<b>6</b>	<b>3</b>
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. <b>Prerequisites:</b> DES 135 and ARC 111 or DES 110 or DFT 115.			
<b>DES 225 Textiles/Fabrics</b>	<b>2</b>	<b>2</b>	<b>3</b>
This course includes the study of woven and non-woven 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.			
<b>DES 230 Residential Design I</b>	<b>1</b>	<b>6</b>	<b>3</b>
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 floorplans, elevations, specifications, color schemes and fabrics, and finishes and furniture selection. <b>Prerequisite:</b> DES 220.			
<b>DES 231 Residential Design II</b>	<b>1</b>	<b>6</b>	<b>3</b>
This course provides advanced projects with a client profile that utilizes the skills developed in DES 230. Emphasis is placed on a total concept and the presentation of appropriate and creative design solutions. Upon completion, students should be able to complete a detailed floorplan, space planning, furniture plan, specifications, program schedules, finishes, and detailed window treatments. <b>Prerequisite:</b> DES 230.			
<b>DES 235 Products</b>	<b>2</b>	<b>2</b>	<b>3</b>
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.			
<b>DES 240 Comm/Contract Design I</b>	<b>1</b>	<b>6</b>	<b>3</b>
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 non-residential interiors. Upon completion, students should be able to analyze and design introductory non-residential projects using graphic presentation concepts. <b>Prerequisite:</b> DES 220.			
<b>DES 241 Comm/Contract Design II</b>	<b>1</b>	<b>6</b>	<b>3</b>
This course provides an in-depth study of non-residential 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 non-residential spaces meeting ADA requirements and select furniture, materials, fabrics, and accessories meeting codes and flammability standards. <b>Prerequisite:</b> DES 240.			
<b>DES 255 History/Int &amp; Furn I</b>	<b>3</b>	<b>0</b>	<b>3</b>
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.			
<b>DES 256 History/Int &amp; Furn II</b>	<b>3</b>	<b>0</b>	<b>3</b>
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. <b>Prerequisites:</b> DES 255.			

<b>DES 265 Lighting/Interior Design</b>	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 luminaries for specific light qualities.			
<b>DES 276 Showroom &amp; Gallery Design</b>	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. <b>Prerequisites:</b> DES 230 and DES 240.			
<b>DES 285 Capstone/Interior Design</b>	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 non-residential, 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. <b>Prerequisites:</b> DES 210, DES 230, and DES 240.			
<b>■ DFT – Drafting</b>			
<b>DFT 115 Architectural Drafting</b>	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.			
<b>DFT 151 CAD I</b>	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.			
<b>DFT 152 CAD II</b>	2	3	3
This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings. <b>Prerequisite:</b> DFT 151.			
<b>DFT 153 CAD III</b>	2	3	3
This course introduces advanced CAD applications. Emphasis is placed upon advanced applications of CAD skills. Upon completion, students should be able to use advanced CAD applications to generate and manage data. <b>Prerequisite:</b> DFT 152.			
<b>■ DRA – Drama</b>			
<b>DRA 111 Theatre Appreciation</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			
<b>DRA 112 Literature of the Theatre</b>	3	0	3
This course provides a survey of dramatic works from the classical Greek through the present. Emphasis is placed on the language of drama, critical theory, and background as well as on play reading and analysis. Upon completion, students should be able to articulate, orally and in writing, their appreciation and understanding of dramatic works. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			

## ■ 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 Prin of Microeconomics

3 0 3

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives 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 Prin 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 119 Intro to Early Child Educ

4 0 4

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities.

### EDU 131 Child, Family, & Commun

3 0 3

This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today's diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, center/school colleagues, and community agencies that enhance the educational experiences/well-being of all children.

### EDU 144 Child Development I

3 0 3

This course covers the theories of child development, developmental sequences, and factors that influence children's development, from conception through pre-school for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and the multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

### EDU 145 Child Development II

3 0 3

This course covers theories of child development, developmental sequences, and factors that influence children's development, from pre-school through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

<b>EDU 146 Child Guidance</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children.			
<b>EDU 151 Creative Activities</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments.			
<b>EDU 153 Health, Safety, &amp; Nutrit</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course focuses on promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations.			
<b>EDU 221 Children with Exceptional</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement at select institutions only.</i> <b>Prerequisites:</b> EDU 144 and EDU 145 or PSY 244 and PSY 245.			
<b>EDU 234 Infants, Toddlers, &amp; Twos</b>	<b>3</b>	<b>0</b>	<b>3</b>
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.			
<b>EDU 235 School-Age Dev &amp; Program</b>	<b>2</b>	<b>0</b>	<b>2</b>
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 twelve years of age and plan and implement age-appropriate activities.			
<b>EDU 251 Exploration Activities</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children.			
<b>EDU 259 Curriculum Planning</b>	<b>3</b>	<b>0</b>	<b>3</b>
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 instruction; and design environments with appropriate equipment and supplies. <b>Prerequisites:</b> EDU 112 or EDU 113, or EDU 119.			



<b>EDU 261 Early Childhood Admin I</b>	3	0	3
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 NC 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.			
<b>EDU 262 Early Childhood Admin II</b>	3	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. <b>Prerequisite:</b> EDU 261.			
<b>EDU 271 Educational Technology</b>	2	2	3
This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments.			
<b>EDU 280 Language &amp; Literacy Exp</b>	3	0	3
This course explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences.			
<b>EDU 282 Early Childhood Lit</b>	3	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.			
<b>■ ELC – Electricity</b>			
<b>ELC 112 DC/AC Electricity</b>	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, troubleshoot, and repair DC/AC circuits. <b>Prerequisite:</b> ELC 126.			
<b>ELC 113 Basic Wiring I</b>	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.			
<b>ELC 115 Industrial Wiring</b>	2	6	4
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. <b>Prerequisite:</b> ELC 113.			



<b>ELC 117 Motors and Controls</b>	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.			
<b>Prerequisite:</b> ELC 112			
<b>ELC 118 National Electrical Code</b>	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.			
<b>ELC 125 Diagrams and Schematics</b>	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. <i>Credit by proficiency exam is available.</i>			
<b>ELC 126 Electrical Computations</b>	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. <i>Credit by proficiency exam is available.</i>			
<b>ELC 128 Intro to PLC</b>	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.			
<b>■ ELN – Electronics</b>			
<b>ELN 131 Semiconductor Applications</b>	3	3	4
This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.			
<b>ELN 132 Linear IC Applications</b>	3	3	4
This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, waveform generators, active filters, IC voltage regulators, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.			
<b>ELN 133 Digital Electronics</b>	3	3	4
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD/DA conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.			
<b>ELN 229 Industrial Electronics</b>	3	3	4
This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.			
<b>ELN 260 Prog Logic Controllers</b>	3	3	4
This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.			

## ■ ENG – English

**ENG 085 Reading & Writing Found** 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 requirement for ENG 111 and ENG 111A.*

**Prerequisites:** 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. *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 data 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 style. *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 Prof 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 125 Creative Writing I** 3 0 3  
This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** ENG 111.
- ENG 126 Creative Writing II** 3 0 3  
This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** ENG 125.
- 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. **Corequisites:** ENG 112, ENG 113, or ENG 114.
- ENG 231 American Literature I** 3 0 3  
This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisites:** ENG 112, ENG 113, or ENG 114.
- ENG 232 American Literature II** 3 0 3  
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisites:** 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.* **Prerequisites:** 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.* **Prerequisites:** 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.* **Prerequisites:** ENG 112, ENG 113, or ENG 114.

<b>ENG 243 Major British Writers</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i> <b>Prerequisites:</b> ENG 112, ENG 113, or ENG 114.			
<b>ENG 251 Western World Literature I</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i> <b>Prerequisites:</b> ENG 112, ENG 113, or ENG 114.			
<b>ENG 252 Western World Literature II</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i> <b>Prerequisites:</b> ENG 112, ENG 113, or ENG 114.			
<b>ENG 273 African-American Literature</b>	3	0	3
This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. <b>Prerequisites:</b> ENG 112, ENG 113, or ENG 114.			
<b>■ ETR – Entrepreneurship</b>			
<b>ETR 210 Intro to Entrepreneurship</b>	3	0	3
This course provides a survey of the starting and operating of an entrepreneurial venture. Topics include new venture creation, the business plan, economics of the business, determining resource needs and acquiring resources, marketing, technology, leadership skills, and business ethics. Upon completion, students should be able to demonstrate an understanding of entrepreneurship concepts and how to use the entrepreneurial mindset to succeed in their careers.			
<b>ETR 220 Innovation and Creativity</b>	3	0	3
This course provides a study of developing and enhancing individual and organizational creativity and innovation. Topics include that innovation needs to be applied to products, services, and processes to increase competitive advantages and add value to businesses. Upon completion, students should be able to apply innovation and creativity principles in the workplace.			
<b>ETR 230 Entrepreneur Marketing</b>	3	0	3
This course covers the techniques to correctly research and define the target market to increase sales for start-up businesses or to expand current businesses. Topics include how to target market and meet customers' needs with a limited budget in the early stages of the life of a start-up business. Upon completion, students should be able to demonstrate an understanding of how to correctly target market for a start-up business with limited resources.			
<b>ETR 240 Funding for Entrepreneurs</b>	3	0	3
This course provides a focus on the financial issues and needs confronting entrepreneurs attempting to grow their businesses by attracting start-up and growth capital. Topics include sources of funding including angel investors, venture capital, IPOs, private placement, banks, suppliers, buyers, partners, and the government. Upon completion, students should be able to demonstrate an understanding of how to effectively finance a business venture. <b>Prerequisite:</b> ACC 120.			

**ETR 270 Entrepreneurship Issues**

3 0 3

This course introduces current and emerging entrepreneurship issues and opportunities. Topics include franchising, import/export, small business taxes, legal structures, negotiations, contract management, and time management. Upon completion, students should be able to apply a variety of analytical and decision-making requirements to start a new business.

**■ 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. Credit by proficiency exam is available.*

**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. Credit by proficiency exam is available. 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. Credit by proficiency exam is available. 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. Credit by proficiency exam is available. 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 processes, 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.*

**GEL 230 Environmental Geology**

3 2 4

This course provides insights into geologic forces that cause environmental changes influencing man's activities. Emphasis is placed on natural hazards and disasters caused by geologic forces. Upon completion, students should be able to relate major hazards and disasters to the geologic forces responsible for their occurrence. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. Prerequisites: GEL 111, GEL 120 or PHS 130.*



## ■ 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. **Corequisite:** GRD 280.

## ■ 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. **Prerequisites:** 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. **Prerequisites:** ART 121, DES 135, DES 136 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. **Prerequisites:** 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. **Prerequisites:** 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 audiovideo, and copyright issues. Upon completion, students should be able to design and produce multimedia presentations. **Prerequisites:** 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. **Corequisite:** GRA 154.

**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.

## ■ HEA – Health

**HEA 110 Personal Health/Wellness** 3 0 0 3  
 This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

## ■ HIS – History

**HIS 111 World Civilizations I** 3 0 3  
 This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

**HIS 112 World Civilizations II** 3 0 3  
 This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.*

<b>HIS 121 Western Civilization I</b>	3	0	3
This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i>			
<b>HIS 122 Western Civilization II</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i>			
<b>HIS 131 American History I</b>	3	0	3
This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i>			
<b>HIS 132 American History II</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.</i>			
<b>HIS 221 African-American History</b>	3	0	3
This course covers African-American history from the Colonial period to the present. Topics include African origins, the slave trade, the Civil War, Reconstruction, the Jim Crow era, the civil rights movement, and contributions of African Americans. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the history of African Americans. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> <b>Prerequisite:</b> ENG 111.			
<b>HIS 231 Recent American History</b>	3	0	3
This course is a study of American society from the post-Depression era to the present. Topics include World War II, the Cold War, social unrest, the Vietnam War, the Great Society, and current political trends. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in recent America. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> <b>Prerequisite:</b> ENG 111.			
<b>HIS 236 North Carolina History</b>	3	0	3
This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> <b>Prerequisite:</b> ENG 111.			

**HIS 251 English History I** 3 0 3  
 This course traces the political, social, and economic development of England to the Elizabethan period. Topics include the early development of England, the Norman Conquest, medieval society, and Elizabethan England. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early English history. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*  
**Prerequisite:** ENG 111.

**HIS 252 English History II** 3 0 3  
 This course traces the political, social, and economic development of England from the Elizabethan period to the present. Topics include imperialism, industrial development, civil wars, and world wars. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in English history from Elizabethan England to the present. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** ENG 111.

**HIS 261 East Asian History** 3 0 3  
 This course surveys the history of China and Japan from the development of civilization in Asia to the present. Emphasis is placed on the evaluation of social, political, economic, and governmental structures in China and Japan. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in East Asia. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*  
**Prerequisite:** ENG 111.

#### ■ HMT – Healthcare Management

**HMT 110 Intro to Healthcare Mgt** 3 0 3  
 This course introduces the functions, practices, organizational structures, and professional issues in healthcare management. Emphasis is placed on planning, controlling, directing, and communicating within health and human services organizations. Upon completion, students should be able to apply the concepts of management within a healthcare service environment.

**HMT 210 Medical Insurance** 3 0 3  
 This course introduces the concepts of medical insurance. Topics include types and characteristics of third-party payers, coding concepts, payment systems, and manual/electronic claims form preparation. Upon completion, students should be able to process third-party claims forms. **Prerequisites:** MED 122 or OST 142.

**HMT 211 Long-Term Care Admin** 3 0 3  
 This course introduces the administration of long-term care facilities and services. Emphasis is placed on nursing home care, home health care, hospice, skilled nursing facilities, and other long-term care services. Upon completion, students should be able to administer state and national standards and regulations as they apply to longterm care. **Prerequisite:** HMT 110.

**HMT 220 Healthcare Financial Mgmt** 4 0 4  
 This course covers the methods and techniques utilized in the financial management of healthcare programs. Topics include cost determination, pricing of services, financial statement analysis, forecasting/projections, third-party billing, reimbursement, Medicare, Medicaid, and budgeting. Upon completion, students should be able to interpret and apply the principles of financial management in a healthcare environment. **Prerequisites:** HMT 110 and ACC 121.

#### ■ HUM – Humanities

**HUM 110 Technology and 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.*

<b>HUM 120 Cultural Studies</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			
<b>HUM 121 The Nature of America</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			
<b>HUM 122 Southern Culture</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			
<b>HUM 130 Myth in Human Culture</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			
<b>HUM 150 American Women's Studies</b>	3	0	3
This course provides an inter-disciplinary study of the history, literature, and social roles of American women from Colonial times to the present. Emphasis is placed on women's roles as reflected in American language usage, education, law, the workplace, and mainstream culture. Upon completion, students should be able to identify and analyze the roles of women as reflected in various cultural forms. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			
<b>HUM 160 Introduction to Film</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i>			
<b>HUM 220 Human Values and Meaning</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.</i> <b>Prerequisite:</b> ENG 111.			
<b>■ HYD – Hydraulics</b>			
<b>HYD 110 Hydraulics/Pneumatics I</b>	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

### 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 112 Industrial Safety

2 0 2

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

## ■ JPN – Japanese

### JPN 111 Elementary Japanese I

3 0 3

This course introduces the basic fundamentals of the Japanese language within a cultural context of the Japanese people and its history. Emphasis is placed on the basic skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should be able to have a communicative competence in speaking, listening comprehension, reading, and writing at a beginning level with attention to cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

### JPN 112 Elementary Japanese II

3 0 3

This course continues the basic fundamentals of the Japanese language within a cultural context of the Japanese people and its history. Emphasis is placed on the basic skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should be able to have a communicative competence in speaking, listening comprehension, reading, and writing at a beginning level with attention to cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite:** JPN 111.

### JPN 181 Japanese Lab I

0 2 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the Japanese 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 Japanese and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

### JPN 182 Japanese Lab II

0 2 1

This course provides an opportunity to enhance acquisition of the fundamental elements of the Japanese 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 Japanese and demonstrate cultural awareness. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** JPN 181.

### JPN 211 Intermediate Japanese I

3 0 3

This course includes communicative competence in speaking, listening comprehension, reading, and writing at an intermediate level with attention to cultural awareness. Emphasis is placed on intermediate skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should be able to carry on simple daily conversations, read and write 'Katakana' and 'Hiragana', and to comprehend simple written sentences with some 'Kanji' (Chinese characters) included. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite:** JPN 112.



**JPN 212 Intermediate Japanese II**

3 0 3

This course provides continuation of communicative competence in speaking, listening comprehension, reading, and writing at an intermediate level with attention to cultural awareness. Emphasis is placed on intermediate skills in speaking, reading, writing, and comprehension of spoken language. Upon completion, students should be able to carry on simple daily conversations, read and write 'Katakana' and 'Hiragana', and to comprehend simple written sentences with some 'Kanji' (Chinese characters) included. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite:** JPN 211.

**■ JOURNALISM****JOU 120 JOURNALISM/Theory & Production**

2 2 3

This course provides a study of basic journalistic writing and production techniques. Emphasis is placed on interviewing, drafting, editing, layout, design, and printing. Upon completion, students should be able to demonstrate competence in the various phases of writing and producing a publication. **Prerequisite:** ENG 111.

**■ 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 a 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 or MAC 111B.

**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 111B; and MAC 112A is a 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 or MAC 112B.

**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.



<b>MAC 124 CNC Milling</b>	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.			
<b>MAC 151 Machining Calculations</b>	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. <i>Credit by proficiency exam is available.</i>			
<b>MAC 152 Adv Machining Calc</b>	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. <i>Credit by proficiency exam is available.</i> <b>Prerequisite:</b> MAC 151.			
<b>MAC 214 Machining Technology IV</b>	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. <b>Prerequisite:</b> MAC 112.			
<b>MAC 222 Advanced CNC Turning</b>	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. <b>Prerequisite:</b> MAC 122.			
<b>MAC 224 Advanced CNC Milling</b>	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. <b>Prerequisite:</b> MAC 124.			
<b>MAC 241 Jigs &amp; Fixtures I</b>	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. <i>Credit by proficiency exam is available.</i> <b>Prerequisite:</b> MAC 112.			
<b>MAC 243 Die Making I</b>	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. <b>Prerequisite:</b> MAC 112.			
<b>MAC 245 Mold Construction I</b>	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. <i>Credit by proficiency exam is available.</i> <b>Prerequisite:</b> MAC 112.			
<b>■ MAT – Mathematics</b>			
<b>MAT 060 Essential Mathematics</b>	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, multi-step mathematical problems using technology where appropriate. <b>Prerequisite:</b> 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. **Corequisites:** 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. **Corequisites:** 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 diploma programs. *Credit by proficiency exam is available.* **Prerequisites:** MAT 060, MAT 070, MAT 080, MAT 090, or MAT 095 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, function notation, linear functions, 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.* **Prerequisites:** MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 or acceptable placement score.

**MAT 120 Geometry and 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. **Prerequisites:** MAT 070, MAT 080, MAT 090, MAT 095, MAT 121, MAT 161, MAT 171, or MAT 175 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. **Prerequisites:** MAT 070, MAT 080, MAT 090, or MAT 095 or acceptable placement score.

**MAT 140 Survey of Mathematics** 3 0 3

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.* **Prerequisites:** MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 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 (Quantitative Option).* **Prerequisites:** MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 140, MAT 161, MAT 171, or MAT 175 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; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction.

*This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for the Associate in Arts Degree.* **Prerequisites:** MAT 080, MAT 090, or MAT 095 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.* **Prerequisites:** MAT 080, MAT 090, MAT 095, or MAT 161 or acceptable placement score.

**MAT 171A Precalculus Algebra Lab**

0 2 1

This course is a laboratory for MAT 171. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**Prerequisites:** MAT 080, MAT 090, MAT 095, or MAT 161. **Corequisite:** MAT 171.

**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 172A Precalculus Trigonometry Lab**

0 2 1

This course is a laboratory for MAT 172. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**Prerequisite:** MAT 171. **Corequisite:** MAT 172.

**MAT 175 Precalculus**

4 0 4

This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. Credit by proficiency exam is available.*

**Prerequisite:** MAT 080 or acceptable placement score.

<b>MAT 175A Precalculus Lab</b>	0	2	1
This course is a laboratory for MAT 175. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> <b>Corequisite:</b> MAT 175.			
<b>MAT 263 Brief Calculus</b>	3	0	3
This course is designed for students needing only one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i> <b>Prerequisites:</b> MAT 161, MAT 171, or MAT 175.			
<b>MAT 271 Calculus I</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.</i> <b>Prerequisites:</b> MAT 172 or MAT 175.			
<b>■ MEC – Mechanical</b>			
<b>MEC 110 Intro to CAD/CAM</b>	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.			
<b>MEC 111 Machine Processes I</b>	1	4	3
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances.			
<b>MEC 231 Comp-Aided Manufact I</b>	1	4	3
This course introduces computer-aided design / manufacturing (CAD / CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD / CAM applications.			
<b>■ MED – Medical Assisting</b>			
<b>MED 232 Medical Insurance Coding</b>	1	3	2
This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement.			
<b>■ MKT – Marketing &amp; Retailing</b>			
<b>MKT 120 Principles of Marketing</b>	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.			
<b>MKT 123 Fundamentals of Selling</b>	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.			

**MKT 223 Customer Service** 3 0 3

This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations.

#### ■ MNT – Maintenance

**MNT 110 Intro to Maint 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 analysis, 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.

#### ■ 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 113 American Music** 3 0 3

This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding 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 non-traditional 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.*

**MUS 210 History of Rock Music** 3 0 3

This course is a survey of rock music from the early 1950s to the present. Emphasis is placed on musical groups, soloists, and styles related to the evolution of this idiom and on related historical and social events. Upon completion, students should be able to identify specific styles and to explain the influence of selected performers within their respective eras. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*



MUS 212 American Musical Theatre 3 0 3

This course covers the origins and development of the musical from Show Boat to the present. Emphasis is placed on the investigation of the structure of the musical and its components through listening and analysis. 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.*

## ■ NET – Networking Technology

NET 125 Networking Basics 1 4 3

This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.

NET 126 Routing Basics 1 4 3

This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs. **Prerequisite:** NET 125.

NET 225 Routing & Switching I 1 4 3

This course focuses on advanced IP addressing techniques, intermediate routing protocols, command-line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP. **Prerequisite:** NET 126.

NET 226 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, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol. **Prerequisite:** NET 225.

NET 240 Network Design 3 0 3

This course covers the principles of the design of LANs and WANs. Topics include network architecture, transmission systems, traffic management, bandwidth requirements, Internet working devices, redundancy, and broad-band versus base-band systems. Upon completion, students should be able to design a network to meet specified business and technical requirements. **Prerequisites:** NET 110 or NET 125.

## ■ NOS – Network Operating System

NOS 110 Operating System Concepts 2 3 3

This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.

NOS 120 Linux/UNIX Single User 2 2 3

This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles. **Prerequisite:** NOS 110.



NOS 130 Windows Single User 2 2 3

This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a singleuser environment. **Prerequisite:** NOS 110.

NOS 230 Windows Admin I 2 2 3

This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment. **Prerequisite:** NOS 130.

## ■ 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. Clinical experiences will include care of individuals across the life span in hospital inpatient units and skilled nursing/rehabilitation facilities. **Prerequisite:** Admission to the Associate Degree Nursing Program. **Corequisites:** BIO 168 and 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 acute care of individuals across the life span in hospital inpatient units. **Prerequisite:** NUR 110. **Corequisites:** BIO 169 and 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. Clinical experiences will include care of individuals across the life span in hospital inpatient units and skilled nursing/rehabilitation facilities. **Prerequisite:** NUR 120. **Corequisites:** PSY 150 and SOC 210.

NUR 187 Transition Practicum 0 0 6 2

This course provides a clinical practice component designed to assist the licensed practical nurse to transition to the role of the associate degree nurse. 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 demonstrate competency in the delivery of nursing care for individuals with common alterations in health.

NUR 189 Nursing Transition 1 3 0 2

This course is designed to assist the licensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical assessment. Upon completion, students should be able to articulate into the ADN program at the level of the generic student.

**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 patients across the life span. Clinical experiences will include the care of the school-aged child, the childbearing family, and the hospitalized client. **Prerequisite:** NUR 130. **Corequisites:** ENG 114 and 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. Clinical experiences will include care of the psychiatric/mental health, home health, and hospitalized client in an acute setting with a focus on 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 Adv Text Entry & Format** 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 141 Med Terms I-Med Office** 3 0 3

This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.

<b>OST 142 Med Terms II-Med Office</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms. <b>Prerequisite:</b> OST 141.			
<b>OST 149 Med Legal Issues</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior.			
<b>OST 164 Text Editing Applications</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.			
<b>OST 181 Intro to Office Systems</b>	<b>2</b>	<b>2</b>	<b>3</b>
This course introduces the skills and abilities needed in today's office. Topics include effectively interacting with coworkers and the public, processing simple financial and informational documents, and performing functions typical of today's offices. Upon completion, students should be able to display skills and decision-making abilities essential for functioning in the total office context.			
<b>OST 184 Records Management</b>	<b>1</b>	<b>2</b>	<b>2</b>
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.			
<b>OST 233 Office Publications Design</b>	<b>2</b>	<b>2</b>	<b>3</b>
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. <b>Prerequisite:</b> OST 136.			
<b>OST 236 Adv Word/Information Proc</b>	<b>2</b>	<b>2</b>	<b>3</b>
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. <b>Prerequisites:</b> OST 135 or OST 136.			
<b>OST 286 Professional Development</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society.			
<b>OST 289 Office Systems Management</b>	<b>2</b>	<b>2</b>	<b>3</b>
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. <b>Prerequisites:</b> OST 164 and either OST 134 or OST 136, OST 181, CTS 130, DBA 110.			

## ■ PED– Physical Education

### PED 110 Fit and Well for Life

1 2 2

This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

### PED 111 Physical Fitness I

0 3 1

This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

### PED 112 Physical Fitness II

0 3 1

This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**Prerequisite:** PED 111.

### 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

### 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

### 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** PED 115.

### PED 117 Weight Training I

0 3 1

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

<b>PED 118 Weight Training II</b>	<b>0</b>	<b>3</b>	<b>1</b>
This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> <b>Prerequisite:</b> PED 117.			
<b>PED 120 Walking for Fitness</b>	<b>0</b>	<b>3</b>	<b>1</b>
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 121 Walk, Jog, Run</b>	<b>0</b>	<b>3</b>	<b>1</b>
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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 122 Yoga I</b>	<b>0</b>	<b>2</b>	<b>1</b>
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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 123 Yoga II</b>	<b>0</b>	<b>2</b>	<b>1</b>
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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> <b>Prerequisite:</b> PED 122.			
<b>PED 124 Run, Swim, Cycle</b>	<b>0</b>	<b>3</b>	<b>1</b>
This course introduces the sport of the triathlon. Topics include the rules, equipment, and skills necessary for the triathlon. Upon completion, students should be able to participate in a triathlon competition. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 125 Self-Defense-Beginning</b>	<b>0</b>	<b>2</b>	<b>1</b>
This course is designed to aid students in developing rudimentary skills in self-defense. Emphasis is placed on stances, blocks, punches, and kicks as well as non-physical means of self-defense. Upon completion, students should be able to demonstrate basic self-defense techniques of a physical and non-physical nature. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 137 Badminton</b>	<b>0</b>	<b>2</b>	<b>1</b>
This course covers the fundamentals of badminton. Emphasis is placed on the basics of serving, clears, drops, drives, smashes, and the rules and strategies of singles and doubles. Upon completion, students should be able to apply these skills in playing situations. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 139 Bowling-Beginning</b>	<b>0</b>	<b>2</b>	<b>1</b>
This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			



<b>PED 142 Lifetime Sports</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 143 Volleyball-Beginning</b>	0	2	1
This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 144 Volleyball-Intermediate</b>	0	2	1
This course covers more advanced volleyball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to participate in competitive volleyball. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i> <b>Prerequisite:</b> PED 143.			
<b>PED 152 Swimming-Beginning</b>	0	2	1
This course is designed for non-swimmers and beginners. Emphasis is placed on developing confidence in the water, learning water safety, acquiring skills in floating, and learning elementary strokes. Upon completion, students should be able to demonstrate safety skills and be able to tread water, back float, and use the crawl stroke for 20 yards. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 154 Swimming for Fitness</b>	0	3	1
This course introduces lap swimming, aquacises, water activities, and games. Emphasis is placed on increasing cardiovascular efficiency through aquatic exercise. Upon completion, students should be able to develop an individualized aquatic fitness program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 155 Water Aerobics</b>	0	3	1
This course introduces rhythmic aerobic activities performed in water. Emphasis is placed on increasing cardiovascular fitness levels, muscular strength, muscular endurance, and flexibility. Upon completion, students should be able to participate in an individually-paced exercise program. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 171 Nature Hiking</b>	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. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 172 Outdoor Living</b>	1	2	2
This course is designed to acquaint the beginning camper with outdoor skills. Topics include camping techniques such as cooking and preserving food, safety, and setting up camp. Upon completion, students should be able to set up camp sites in field experiences using proper procedures. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			
<b>PED 174 Wilderness Pursuits</b>	0	2	1
This course covers the skills necessary to prepare for and participate in a wilderness trip. Emphasis is placed on planning, preparing, and participating in a wilderness pack trip. Upon completion, students should be able to safely participate in overnight wilderness pack trips. <i>This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.</i>			



- 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- 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 life-long recreational activity of clogging. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- PED 216 Indoor Cycling** 0 3 1  
 This course is designed to promote physical fitness through indoor stationary cycling. Emphasis is placed on pedaling techniques, safety procedures, and conditioning exercises necessary for cycling. Upon completion, students should have improved cardiovascular and muscular endurance and be able to design and participate in a cycling for fitness program. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*
- PED 217 Pilates I** 0 2 1  
 This course provides an introduction to the pilates method of body conditioning exercise. Topics include instruction in beginning and intermediate pilates exercises using a mat or equipment, history of the pilates method, and relevant anatomy and physiology. Upon completion, students should be able to perform beginning and intermediate exercises, and possess an understanding of the benefits of conditioning the body's core muscles. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.*

**PED 218 Pilates II**

0 2 1

This course provides continued instruction in the pilates method of body conditioning exercise. Topics include instruction in intermediate and advanced pilates exercises using a mat or equipment, relevant anatomy and physiology, and further discussion of related concepts. Upon completion, students should be able to perform intermediate and advanced exercises, and possess the autonomy to maintain their own personal pilates practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** PED 217.

**■ PFN– Photofinishing****PFN 110 Process Monitoring I**

1 3 2

This course introduces the principles of chemical process monitoring for continuous processing of film and paper, densitometry and sensitometry, and EPA and OSHA standards. Emphasis is placed on process monitoring, why and how a process is performed, what equipment and materials are needed, and EPA and OSHA standards. Upon completion, students should be able to analyze process monitoring data using densitometry, sensitometry, and related equipment and demonstrate knowledge of EPA and OSHA standards. **Prerequisite:** Successful completion of all required first-year PHO courses. **Corequisites:** PHO 218 and PHO 225.

**■ PHI– Philosophy****PHI 210 History of Philosophy**

3 0 3

This course introduces fundamental philosophical issues through an historical perspective. Emphasis is placed 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 220 Western Philosophy I**

3 0 3

This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite:** ENG 111.

**PHI 221 Western Philosophy II**

3 0 3

This course covers Western intellectual and philosophic thought from post-medievalists through recent thinkers. Emphasis is placed on such figures as Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Mill, and representatives of pragmatism, logical positivism, and existentialism. Upon completion, students should be able to trace the development of leading ideas concerning knowledge, reality, science, society, and the limits of reason. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite:** ENG 111.

**PHI 230 Introduction to Logic**

3 0 3

This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. *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 Fund 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 Photo Corr and Finish 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 and PHO 111.

**PHO 121 Photo Corr & Finish 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 and 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 Photo 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 Photo Materials/Processes** 3 3 4  
This course covers the materials and processes of current black/white and color photography and digital imaging and the reproduction of tone and color. Topics include light, color temperature, subjects, emulsion and sensor sensitivity, development, printing systems, and the 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. **Prerequisite:** PHO 110.
- 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; or PHO 110, PHO 125, PHO 126, and PHO 127.
- PHO 133 Large-Format Photo 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 Intro 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. **Prerequisites:** PHO 110, PHO 121, and PHO 127.
- PHO 210 Prof 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 Prof 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 Biocom Photojournalism** 1 3 2  
 This course introduces practical techniques used in Biocommunications 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 Biocommunications news, sports, and public relations photography by completion of assignments. *This course is a unique concentration requirement in the Biocommunications Photography concentration in the Photographic Technology program.* **Prerequisite:** PHO 132.
- PHO 213 Macro Photography** 1 3 2  
 This course covers the equipment and techniques used by Biocommunications 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 concentration requirement in the Biocommunications Photography concentration in the Photographic Technology program.* **Prerequisites:** PHO 218 and PHO 225.
- 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 Biocom Portrait Lighting** 1 3 2  
 This course provides an advanced study of portrait lighting in the studio and on location using electronic flash and small-format cameras. Emphasis is placed on understanding principles of portrait lighting and small-format cameras in Biocommunications 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 Biocommunications Photography concentration in the Photographic Technology program.* **Prerequisites:** PHO 126 and PHO 132.
- PHO 221 Prof 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 various aspects of computer-based multimedia production. Topics include sound recording and editing techniques and software, multimedia software, control of image and continuity and pacing, script writing, copyright laws, and ethics. Upon completion, students should be able to use computer hardware and software for multimedia productions. **Prerequisites:** PHO 132 or PHO 223.

**PHO 225 Biocom Object Lighting** 1 3 2

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 Biocommunications Photography concentration in the Photographic Technology program.* **Prerequisites:** PHO 132 and PHO 135 and successful completion of all required first-year PHO courses.

**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 Adv Corr & 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 Biocom Portfolio Prep** 0 6 2

This course provides an opportunity to plan, execute, and present a professional Biocommunications 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 Biocommunications Photography concentration in the Photographic Technology program.* **Prerequisite:** PHO 213.

**PHO 231 Commercial Portfolio Prep** 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 Port Prep**

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 Prep**

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 241 Digital Image Technology**

2 3 3

This course provides an advanced study of technologies and processes used in the capture and purposing of digital images. Topics include operation and application of image capture, scanning, printing, 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. **Prerequisites:** Successful completion of all required first-year PHO courses. **Corequisites:** PHO 211 or PHO 215 or PHO 217 or PHO 212, PHO 218, and PHO 225.

**■ PHY– Physics****PHY 121 Applied Physics I**

3 2 4

This algebra-based course introduces fundamental physical concepts as applied to industrial and service technology fields. Topics include systems of units, problem-solving methods, graphical analyses, vectors, motion, forces, Newton's laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied in industrial and service fields. **Prerequisite:** MAT 060.

**■ POL– Political Science****POL 110 Intro 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 non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent 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 for transferability as a premajor and/or elective course 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 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.* **Prerequisites:** PSY 150 or SOC 210.

**PSY 239 Psychology of Personality**

3 0 3

This course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.* **Prerequisite:** PSY 150.

**PSY 241 Developmental Psych**

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 263 Educational Psychology** 3 0 3

This course examines the application of psychological theories and principles to the educational process and setting. Topics include learning and cognitive theories, achievement motivation, teaching and learning styles, teacher and learner roles, assessment, and developmental issues. Upon completion, students should be able to demonstrate an understanding of the application of psychological theory to educational practice. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **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.

**■ RAD – Radiography****RAD 110 Rad Intro & Patient Care** 2 3 0 3

This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas. **Corequisites:** RAD 111 and RAD 151.

**RAD 111 RAD Procedures I** 3 3 0 4

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas. **Corequisites:** RAD 110 and RAD 151.

**RAD 112 RAD Procedures II** 3 3 0 4

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.

**Prerequisites:** RAD 110, RAD 111, and RAD 151. **Corequisites:** RAD 121 and RAD 161.

**RAD 121 Radiographic Imaging I** 2 3 0 3

This course covers factors of image quality and methods of exposure control. Topics include density, contrast, recorded detail, distortion, technique charts, manual and automatic exposure control, and tube rating charts. Upon completion, students should be able to demonstrate an understanding of exposure control and the effects of exposure factors on image quality. **Prerequisites:** RAD 110, RAD 111, and RAD 151.

**RAD 122 Radiographic Imaging II** 1 3 0 2

This course covers image receptor systems and processing principles. Topics include film, film storage, processing, intensifying screens, grids, and beam limitation. Upon completion, students should be able to demonstrate the principles of selection and usage of imaging accessories to produce quality images.

**Prerequisites:** RAD 112, RAD 121, and RAD 161. **Corequisites:** RAD 131 and RAD 171.

**RAD 131 Radiographic Physics I** 1 3 0 2

This course introduces the fundamental principles of physics that underlie diagnostic X-ray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.

**RAD 151 RAD Clinical Ed I** 0 0 6 2

This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives. **Corequisites:** RAD 110 and RAD 111.

**RAD 161 RAD Clinical Ed II** 0 0 15 5

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives. **Prerequisites:** RAD 110, RAD 111, and RAD 151. **Corequisites:** RAD 112 and RAD 121.

**RAD 171 RAD Clinical Ed III** 0 0 12 4

This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives. **Prerequisites:** RAD 112, RAD 121, and RAD 161. **Corequisites:** RAD 122 and RAD 131.

**RAD 211 RAD Procedures III** 2 3 0 3

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, pathology, and advanced imaging. Upon completion, students should be able to demonstrate competence in these areas. **Prerequisites:** RAD 122. **Corequisites:** RAD 231, RAD 241, and RAD 251.

**RAD 231 Radiographic Physics II** 1 3 0 2

This course continues the study of physics that underlie diagnostic X-ray production and radiographic and fluoroscopic equipment. Topics include X-ray production, electromagnetic interactions with matter, X-ray devices, and equipment circuitry. Upon completion, students should be able to demonstrate an understanding of the application of physical concepts as related to image production. **Prerequisites:** RAD 171 or RAD 131.

**RAD 241 Radiobiology/Protection** 2 0 0 2

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology. **Prerequisites:** RAD 122, RAD 131, and RAD 171. **Corequisites:** RAD 211, RAD 231, and RAD 251.

**RAD 245 Rad Quality Management** 1 3 0 2

This course provides an overview of imaging concepts and introduces methods of quality assurance. Topics include a systematic approach for image evaluation and analysis of imaging service and quality assurance. Upon completion, students should be able to establish and administer a quality assurance program and conduct a critical review of images. **Prerequisites:** RAD 211, RAD 231, RAD 241 and RAD 251. **Corequisite:** RAD 261.

**RAD 251 RAD Clinical Ed IV** 0 0 21 7

This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives. **Prerequisites:** RAD 122, RAD 131, and RAD 171. **Corequisites:** RAD 211, RAD 231, and RAD 241.

**RAD 261 RAD Clinical Ed V** 0 0 21 7

This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives. **Prerequisite:** RAD 251. **Corequisite:** RAD 245.

**RAD 271 Radiography Capstone**

0 3 0 1

This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer. **Prerequisites:** RAD 211, RAD 231, RAD 241, RAD 251. **Corequisites:** RAD 245, RAD 261.

**■ 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.* **Prerequisites:** RED 080 or ENG 085, 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 111 Eastern Religions**

3 0 3

This course introduces the major Asian religious traditions. Topics include Hinduism, Buddhism, Taoism, Confucianism, and Shinto. 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 112 Western Religions**

3 0 3

This course introduces the major western religious traditions. Topics include Zoroastrianism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.*

**REL 211 Intro to Old Testament**

3 0 3

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. *This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.* **Prerequisite:** ENG 111.

**REL 212 Intro 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.* **Prerequisite:** ENG 111.

**REL 221 Religion in America**

3 0 3

This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional 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.*



## ■ SCI – Science

SCI 095 Developmental Science 3 4 5

This course covers basic principles of science. Topics include measurement, basic atomic structure, compounds of life, cytology, histology, anatomy, taxonomy, and ecology. Upon completion, students should be able to demonstrate the basic knowledge necessary for college-level science courses.

**Corequisites:** MAT 070 and RED 090.

## ■ SEC – Information Systems Security

SEC 110 Security Concepts 3 0 3

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

## ■ SOC – 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 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 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement. Credit by proficiency exam is available.* **Prerequisite:** SPA 111.

**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 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** SPA 212

**SPA 231 Reading and 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. *This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/or elective course requirement.* **Prerequisite:** SPA 212.

**■ WEB – Web Technologies****WEB 110 Internet/Web Fundamentals**

2 2 3

This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating Web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded Web site created with mark-up language, and effectively use and understand the function of search engines.

**■ WLD – Welding****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.

# 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:

James M. Campbell Jr., Chairman  
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Fred E. Meredith  
R. Andrews Sykes, D.D.S.  
Student Government Association President

## Randolph Community College Staff

President **Dr. Robert S. Shackleford Jr.**  
A.S., Bluefield College/B.S., School of Ozarks/M.Div. in Biblical Studies and Pastoral Care,  
Southeastern Baptist Theological Seminary/M.S., Ph.D., University of North Carolina at Greensboro  
Executive Assistant to the President & Board of Trustees **Wanda C. Brown**  
Assistant, President's Office **Marie S. Miller**

### ■ Administrative Services

Vice President for Administrative Services **Daffie H. Matthews**  
B.S., M.S., University of North Carolina at Greensboro  
Assistant to the Vice President for Administrative Services **Kevin M. Walker**

#### **Business Office/Purchasing**

Director of Financial Services/Controller **Susan I. Rice**  
Assistant Controller **Tonya F. Luck**  
Payroll Specialist **Pam G. Stutts**  
Payroll & Accounts Payable Technician **Deana W. Bauer**  
Accounts Receivable Technician **Darlene J. Marsh**  
Cashier **Eva C. Greene**  
Purchasing Agent **Sharon P. Reynolds**  
Purchasing Technician I **Elaine M. Cox**  
Purchasing Technician I **Jane R. Allen**

#### **Human Resources**

Director of Human Resources **A. Caitlin Thompson**  
Assistant for Human Resources **Bonnie E. Columbia**

#### **Security**

Security Officer **Roger Brewer**  
Security Officer **Micah Sandt**

#### **Safety**

Director of College Safety & Emergency Preparedness **Tommy R. McNeill Jr.**

#### **Facilities**

Director of Facilities **Cindi J. Goodwin**  
Assistant Director of Facilities **Kenneth D. Kinley**  
Maintenance Staff/HVAC Technician **J. David Allred**

Maintenance Staff/Painter **Kenneth R. Miller**  
 Maintenance Staff/Safety Coordinator **R. Keith Poe**  
 Maintenance Staff/Electrician **David H. Shields**  
 Maintenance Staff/Groundskeeper II **Kathy S. Cross**  
 Maintenance Staff/Groundskeeper I **Wade Johnson**  
 Maintenance Staff/ Groundskeeper/Housekeeping, Archdale Center **Donald W. Boling**  
 Facility Technician **Perry B. Wallace**  
 Housekeeping Staff/Third Shift Coordinator **Jackie L. Beane**  
 Housekeeping Staff **M. Elizabeth Brooks**  
 Housekeeping Staff **M. Denise Fox**  
 Housekeeping Staff **Clarence E. Goodman**  
 Housekeeping Staff **Cathy S. Kidd**  
 Housekeeping Staff **M. Sue Lucas**  
 Housekeeping Staff **Patricia C. Powers**  
 Housekeeping Staff **Richard A. Rich**  
 Housekeeping Staff **Judith A. Rowe**  
 Housekeeping Staff **Jimmy B. Voncannon Sr.**  
 Housekeeping Staff **Barbara R. Saunders**  
 Housekeeping Staff/Floor Maintenance **R. Naomi Perry**

### **Auxiliary Services**

Director of Auxiliary Services **Jan W. Hancock**  
 Campus Store/Operations Manager **Jimmy W. Varner**  
 Campus Store Assistant **Joyce F. Schmack**  
 Campus Store Assistant **Leah H. Parks**  
 Campus Food Supervisor **Janice S. Craven**  
 Café/Campus Store Assistant **Lisa A. Evans**  
 Duplicating/Mail Room Clerk **Betty M. Peoples**

### **Computer Services**

Director of Computer Services/ System Administrator **Tara A. Williams**  
 Network Administrator - Enterprise **Wayne D. Price**  
 Network Administrator/Instruction II **Sherri C. Davis**  
 Network Administrator/Instruction I **Matt J. Dixon**  
 Computer Technician I **Malinda A. Jennings**  
 Virtual Campus Technical Coordinator **Kelly H. Castelloe**  
 Help Desk Coordinator **Rebecca G. Davis**

### ■ **College Development**

Executive Director of Institutional Advancement **Susan V. Milner**  
 B.A., Baylor University/M.A., University of North Carolina at Chapel Hill  
 Director of Foundation Operations and Executive Director of the RCC Foundation, Inc. **Joyce B. Wolford**  
 Director of Institutional Effectiveness **Mario S. Ramos**  
 Office Assistant, RCC Foundation, Inc. **Linda C. Morgan**

### **College Marketing**

Senior Director of Marketing **Vacant**  
 Director of Communications **Cathy D. Hefferin**  
 Assistant Director of Marketing and Design **Lisa S. Hughes**

### ■ **Instructional Services**

Vice President for Instructional Services **Vacant**  
 Administrative Assistant to the Vice President for Instructional Services **Debbie P. Bowman**  
 Director of Records/Registrar Continuing Education **Clarice D. Crotts**  
 Continuing Education Records Technician **Regina L. Brewer**

## **Curriculum Programs**

Dean of Curriculum Programs **Christine G. Myers**  
B.S., M.A., Appalachian State University  
Early College High School Liaison **Nancy L. Cross**  
Secretary for Health Occupations **Teresa P. Weaver**  
Director of Cooperative Programs **Joyce H. Reeder**  
Adjunct Faculty & Evening Operations Coordinator **Amanda P. Byrd**  
Lab Manager, Photographic Technology **Glenda C. Martin**  
Lab Facilitator, General Education **Vacant**

### **Basic Skills**

Senior Director of Basic Skills Programs **Vacant**  
Performance Data Specialist **Vacant**  
Basic Skills Reporting Technician **Tammy D. Fletcher**  
Coordinator for English as a Second Language **Maureen J. Bahr**  
Director of Adult Secondary Education **John H. Banks**  
Coordinator for Adult Basic Education & Compensatory Education **Janett C. Boles**  
Instructor Basic Skills/Correctional Education **Vacant**  
Instructor Basic Skills/Correctional Education **B. Allen Shelton**  
Instructor Basic Skills/Distance Education **Ann M. Rankin**  
Compensatory Education Instructor **Vacant**  
Compensatory Education Assistant **Rita A. Boling**  
Recruitment/Assessment Specialist **Linda S. King**

### **Distance Education**

Director of Distance Education **Deborah M. Kennedy**  
Assistant to the Director of Distance Education **Crystal J. Kingrey**

### **Library Services**

Dean of Library Services **Deborah S. Luck**  
A.A., Wingate University/B.S. Appalachian State University/M.S., Florida State University  
Technical Services Assistant **Arlene H. Phillips**  
Library Services Assistant **Pam W. Pollard**  
Information Technology Librarian **Elizabeth D. Vidrine**  
Instructional Services Librarian **Donna C. Windish**  
Evening Circulation Assistant, Part Time **Ruby W. Perryman**  
LRC Computer Lab Assistant **Vacant**

### **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**  
Business Development Specialist **Lonnie R. Hamm**  
Director of Human Resources Development Program **Michelle D. Cole**  
CE/HRD/Project New Start Coordinator **Pamela H. Freeze**

### **Extension Programs**

Dean of Extension Programs **Lewis W. Edwards**  
B.A., Western Carolina University/ M.A., University of North Carolina at Greensboro  
Administrative Assistant to the Dean of Extension Programs **Kathy W. Thornburg**  
Director of Emergency Services Programs **Kenneth F. Fields**  
Project Specialist, Continuing Education **S. Darlene Gilliland**  
Coordinator/Instructor, Nursing Assistant/Phlebotomy Programs **Amy T. Ange**  
Coordinator/Instructor, Medical Office Assistant/Computer Programs **Tina S. Dixon**

## Emergency Services Training Center

Dean of Emergency Services Training Center **Donald I. Clark Jr.**

A.A.S., Davidson County Community College/A.B., Pfeiffer College

Assistant to the Dean of Emergency Services Training Center **Lori C. Alston**

## Archdale Center

Dean of Archdale Center **Rhonda S. Winters**

A.A.S., Sandhills Community College/B.S., Gardner Webb University/ M.Ed., University of North Carolina at Greensboro

Administrative Assistant to Dean of Archdale Center **Carol B. Nunn**

Welcome Center Specialist **Vacant**

Evening Coordinator **Deborah N. Highfill**

## ■ Student Services

Vice President for Student Services **Jerry L. Simpson**

A.A., B.A., Gardner Webb University/M.Ed., University of North Carolina at Greensboro

Administrative Assistant to Vice President for Student Services **Rose T. Chilson**

Director of Admissions/Registrar **Brandi F. Hagerman**

Assistant Registrar for Curriculum Reporting **Rebecca T. Dean**

Welcome Center Specialist **D. Brook Grant**

Switchboard Receptionist/Secretary **Iris T. Simpkins**

Assistant to the Director of Admissions/Registrar **Lynn P. Brady**

Assistant Director of Admissions/Student Counselor **Grover F. Yancey**

Nursing Admissions Coordinator, PT **Vacant**

Records Technician II **Ann M. Smith**

Records Technician I **Deanna L. Schrader**

Student Services Counselor, Coordinator of Students with Disabilities **Joyce M. Branch**

Student Services Counselor **Susan A. Scott**

Director of Recruitment **Kim P. Cassell**

Student Activities Coordinator, PT **Lori R. Shoenfield**

## Financial Aid

Director of Financial Aid **G. Chad Williams**

Assistant Director of Financial Aid **Joey B. Trogdon**

Financial Aid Associate & VA Certifying Official **Cathy D. Chi**

Financial Aid Associate **S. Brent Kidd**

## Student Support Services

Director of Student Support Services **Malinda A. Patrice**

Educational Specialist/Student Support Services Intake (TRIO) **Vacant**

Career & Retention Counselor **Vacant**

Educational Specialist/Student Support Services Tutoring (TRIO) **Kathleen A. Logsdon**

Secretary for Student Support Services **Judy C. Pemberton**

# Randolph Community College Faculty

## ■ Business Technology Department

**Amy A. Brantley**, Department Chair for Business Technology, 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

**Stephen J. Baltes**, Program Head and Instructor, Computer Information Technology & Networking Technology; A.S., Georgia Perimeter College, CNA, Net+, A+, Security+, IC3/ B.S., High Point University

**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, Computer Information 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, CPA  
**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, Networking Technology; A.S., Thomas Edison College, A.A.S., Forsyth Technical Community College, B.S., High Point University, CCNA/CCAI, NET+, IC3  
**Kalora C. Temple**, Program Head and Instructor, Healthcare Management Technology; B.A., North Carolina Agricultural and Technical State University

## ■ **Developmental Studies Department**

**M. Matthew Price**, Department Chair for Development Studies and Instructor, Math; B.A., University of North Carolina at Greensboro/M.A., University of North Carolina at Charlotte.  
**Melissa J. Earliwine**, Instructor, Developmental Math; B.A., Chatham College  
**David M. Heskett**, Instructor, Developmental English; B.A., Stanford University/M.A., San Francisco State University  
**Jane T. Lisk**, Instructor, Developmental Reading; B.A., Limestone College/M.A., Appalachian State University  
**Angelia A. Miles**, Instructor, Developmental Math; B.S., North Carolina Agricultural and Technical State University  
**Susan S. Teague**, Instructor Developmental, Mathematics; B.A., University of North Carolina at Greensboro/B.A., Pfeiffer University

## ■ **General Education Department**

**Melinda A. Eudy**, Department Chair for General Education and Instructor, Math; B.S., North Carolina State University/M.A., University of North Carolina at Greensboro  
**W. Clark Adams**, Instructor, English; A.A. Davidson County Community College/B.A.; M.A., University of North Carolina at Greensboro  
**Vacant**, Instructor, History & Religion  
**Ann Cutter**, Instructor, Biology; B.S., Guilford College/M.A., University of North Carolina at Greensboro  
**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  
**Jennifer L. Macy**, Instructor, English; B.A., University of North Carolina at Greensboro/M.A., University of North Florida  
**Dacia L. Murphy-Price**, Coordinator, English, Literature, Communications, Foreign Language/Instructor, English; B.A., M.A., University of North Carolina at Greensboro  
**Donna M. Perry**, Coordinator, Math, Science, Health, PE/Instructor, Biology; B.A., Canisius College; Ph.D., Syracuse University  
**Danielle L. Richardson**, Instructor, Spanish; B.A. University of North Carolina at Asheville/MATL, University of Southern Mississippi  
**E. Grey Sanders**, Coordinator, Humanities and Fine Arts/Instructor, English; B.A., M.A., University of North Carolina at Greensboro  
**Carol L. Savchak**, Coordinator, Social/Behavioral Sciences/Instructor, Sociology & Psychology; B.A., M.A., University of North Carolina at Greensboro  
**A. Sue Shelton**, Instructor, Math; B.A., M.A., University of North Carolina at Greensboro  
**Todd E. Thompson**, Instructor, Philosophy; B.A., Southern Wesleyan University/M.Div., Asbury Theological Seminary/M.A., University of Sheffield

## ■ **Health Occupations Department**

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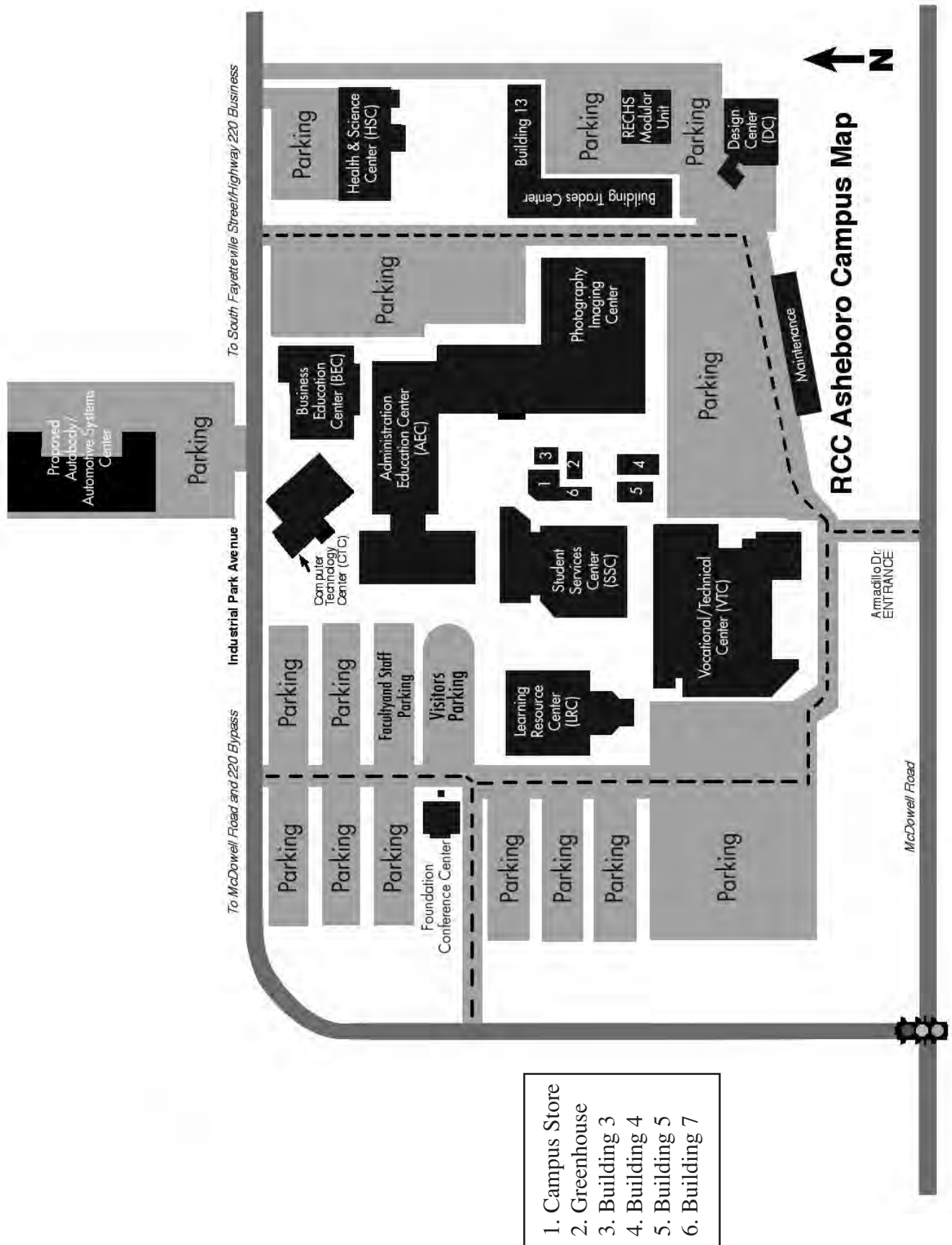
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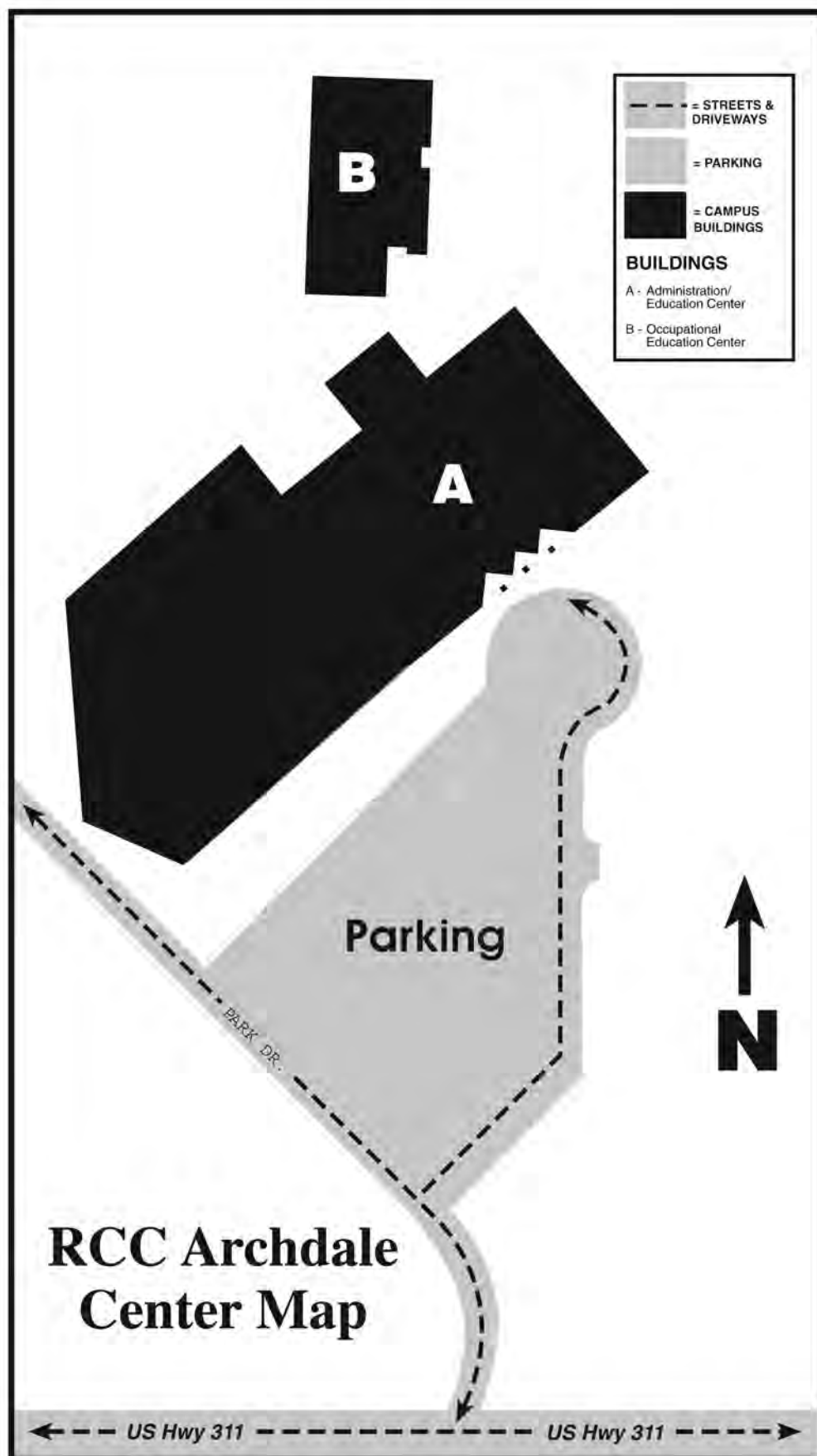
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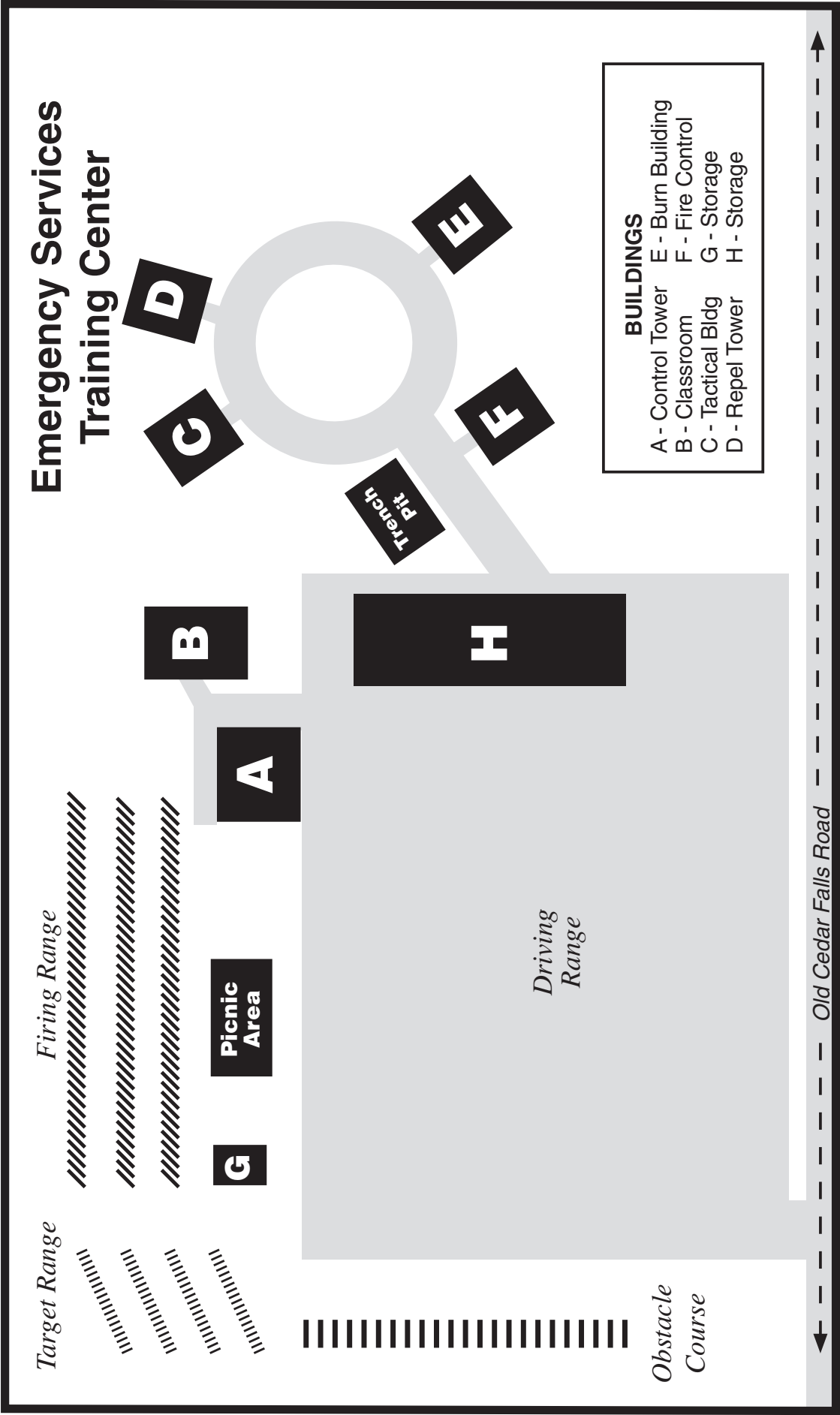
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