


CATALOG 1997-1998



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Accreditation

Randolph Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga., (404) 679-4501) to award the associate degree. Randolph Community College is authorized by the State Board of Community Colleges to award the Associate in Applied Science and the Associate in Arts degrees. Copies of this accreditation and authorization may be obtained by contacting the director of Planning, Research & Development, (910) 633-0295.

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.

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.



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From the President

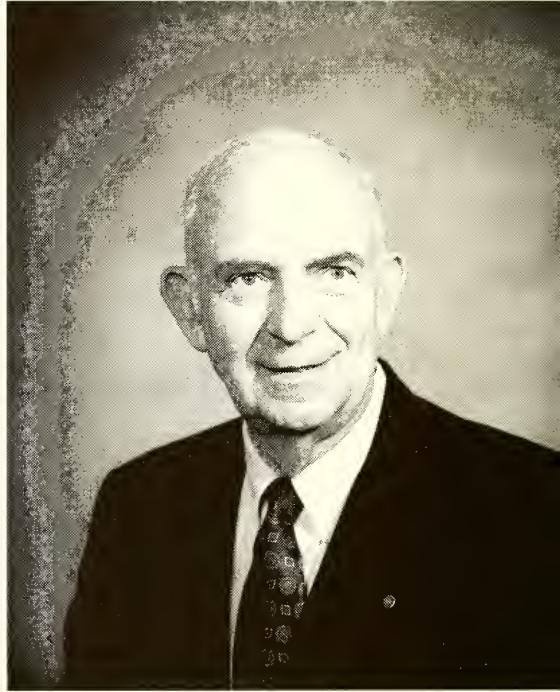
As president of Randolph Community College, I welcome you to use this Catalog to discover more about RCC, its programs and its services for students. It reflects our pride in our College and our comprehensive educational opportunities for all people.

I also encourage you to visit our campus and meet our friendly faculty and staff. Let us become personally involved in your success, and help you fulfill your educational goals.

Sincerely,

Larry K. Linker, Jr.

Larry K. Linker, Ed.D.
President,
Randolph Community College



The College

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

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

Continuing Education curricula include a state-approved Adult High School Diploma program, General Educational Development program and a variety of preparatory level programs. The College is a member of the American Association of Community Colleges. 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.

We believe that this nation will remain a great and strong nation, an innovator and a leader in world affairs, so long as its people are an educated people. Furthermore, we believe that, in the American tradition, each student has the right, as an individual, to the very best educational opportunity that the community and state can provide. Therefore we are obligated to consider students in light of their potential and work with them in a manner designed to help them develop their capacities to the fullest.

Important Notice

The North Carolina Community College System, including Randolph Community College, will begin operating curriculum classes on a semester term starting fall 1997. Now all RCC curriculum students will attend classes on semester-based terms as outlined in this 1997-98 Catalog.

If you are in the midst of a program of study, your class schedule and course requirements will be converted to a sixteen-week semester system. If you have any questions, speak to an academic advisor or a College counselor.

1997 – 1998 Curriculum Calendar

Fall Semester

August 7 (Th) – Early registration

August 20, 21 (W, Th) –

Registration

August 25 (M) – Classes begin

August 25, 26 (M, T) –

Late registration

August 26 (T) – Last day to register,

add a course or change sections

September 1 (M) – Labor Day holiday

October 10 (F) – Instruction ends

for fall break

October 13, 14 (M, T) – Fall break

October 15 (W) – Classes resume

October 29 (W) – Last day to withdraw

from a course without penalty

November 26 (W) – Instruction ends

for Thanksgiving holidays

November 27, 28 (Th, F) –

Thanksgiving holidays

December 1 (M) – Classes resume

December 10, 11 (W, Th) – Early

registration for spring semester

December 19 (F) – End of

fall semester *

Spring Semester

December 10, 11 (W, Th) –

Early registration

January 5 (M) – Registration

January 7 (W) – Classes begin

January 7, 8 (W, Th) –

Late registration

January 8 (Th) – Last day to register,

add a course or change sections

January 19 (M) – Martin Luther

King Jr. holiday

February 27 (F) – Instruction ends

for spring break

March 2-6 (M-F) – Spring break

March 9 (M) – Classes resume

March 18 (W) – Last day to withdraw

from a course without penalty

April 10 (F) – Easter holiday

April 28 (T) – Early registration

for summer session

May 7 (Th) – End of spring semester *

Summer Session **

April 28 (T) – Early registration

May 14 (Th) – Registration

May 18 (M) – Classes begin

May 18, 19 (M, T) –

Late registration

May 19 (T) – Last day to register,

add a course or change sections

May 25 (M) – Memorial Day

holiday (observed)

June 29 (M) – Last day to withdraw

from a course without penalty

June 30 (T) – Instruction ends for

summer break

July 1-3 (W-F) – Summer break

July 6 (M) – Classes resume

July 23 (Th) – Early registration

August 6 (Th) – End of

summer session *

August 16 (S) – Graduation

* *Final exams will be scheduled and announced to the students by the instructors.*

** *In addition to this Summer Session, which is 11 weeks in length, a short session of less than 11 weeks will be offered to accommodate certain curriculum courses.*

Correspondence Directory

Locale

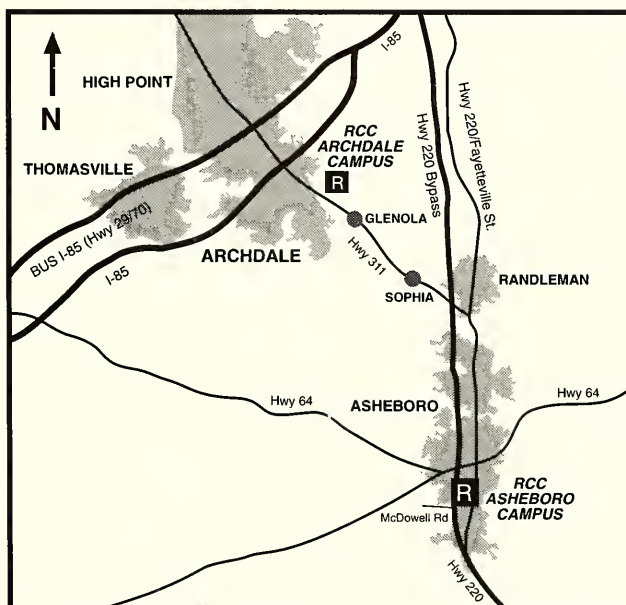
Situated near the geographic center of North Carolina, Randolph Community College lies adjacent to the ancient mountains in the area known as the Uwharries. The College is located in Asheboro at the McDowell Road exit of Highway 220 (Future I73-74), just south of the interchange with Highways 64 and 49. The College is 26 miles south of Greensboro, North Carolina, and Interstate Highways 40 and 85, making it accessible from all parts of the state.

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

Asheboro, with a population of just over 17,000, is the home of the North Carolina Zoological Park located off U.S. 64, 5 miles southeast of Asheboro. Countywide, the College draws from a population base of over 112,000.

■ Archdale Campus

RCC's Archdale Campus, located at 110 Park Drive adjacent to Creekside Park off U.S. Highway 311, offers Continuing Education classes in Occupational Extension, Community Service, Learning Skills, Business and Industry Training, and selected college credit courses.



Inquiries

Inquiries for specific information about the College should be addressed to the following people or departments at RCC. The address is Randolph Community College, P.O. Box 1009, Asheboro N.C. 27204-1009. Phone (910) 633-0200. Visit RCC's web site at the following address:
<http://www.randolph.cc.nc.us/Randolph/>

■ Admissions

Paul D. Rudd - Dean of Student Development
Carol Elmore - Director of Admissions/Registrar
O'Dene Suggs - Executive Secretary/Admissions Officer

■ Financial Aid

Lynne O. Finison - Financial Aid Officer – Scholarships, Work-Study Jobs, Grants, Loans⁵
Ron Bushnell - Student Development Evening Counselor – Veterans' Benefits

■ Counseling Services

Ron Bushnell - Student Development Evening Counselor – Academic Counseling
Mary S. Morgan - Student Development Counselor – Career Development and Academic Counseling
Ned Tonkin - Student Development Counselor – Academic Counseling, Special Needs

■ Academic Programs

Dr. W. A. Edwards - Vice President – Inquiries on High School Students Attending Classes at Randolph Community College, General Coordination of All Instructional Programs
Dr. Harry Jarrett - Dean of Instruction – Information on Courses of Study, Correspondence Regarding Curricula, Teaching Positions

■ Transcripts

Carol Elmore - Director of Admissions/Registrar – Requests for Transcripts, Grades, Graduation Information

■ Student Development Services

Paul D. Rudd - Dean of Student Development – General Student Development

■ Continuing Education

Dr. Wayne C. Eller - Dean of Continuing Education – Information on Continuing Education Programs, Industry Training, In-Service Education

■ Learning Resources Center

Dr. Harry Jarrett - Dean of Instruction – General Library Services, Production and Media Services, Coordination of All Learning Resources

■ Business Matters

Ronald Jones - Dean of Administrative Services – Information on Business Affairs, Fees, Financial Arrangements, Purchasing, General Campus Services

■ Administrative Affairs

Dr. Larry K. Linker - President of the College – Policies, Gifts, Bequests, Endowments

Curricula

Associate Degrees, Diplomas & Certificates

Accounting – Associate Degree (day & evening)
Advertising & Graphic Design – Associate Degree (day)
Archaeological & Historical Preservation Technology –
Associate Degree (day)
Concentration in Archaeological Technician
Associate Degree Nursing – Associate Degree (day)
Autobody Repair – Diploma (day); Certificate (evening)
Automotive Systems Technology – Diploma & Associate Degree (day);
Certificate (evening)
Basic Law Enforcement Training – Certificate (day & evening)
Business Administration – Associate Degree (day & evening)
College Transfer* – Associate Degree (day & evening)
Criminal Justice Technology – Associate Degree (day & evening)
Electrical/Electronics Technology – Certificate, Diploma & Associate Degree
(day); Certificate & Diploma (evening)
Emergency Medical Science – Associate Degree (day)
Floriculture Technology – Diploma (day); Certificate (evening)
General Occupational Technology – Diploma (day)
Health Care Technology – Certificate (day)
Industrial Maintenance Technology – Certificate & Diploma (evening)
Information Systems – Associate Degree (day & evening)
Interior Design – Associate Degree (day)
Machining Technology – Certificate, Diploma & Associate Degree (day);
Certificate (evening)
Office Systems Technology – Associate Degree (day & evening)
Photofinishing Technology – Associate Degree (day)
Photographic Technology – Associate Degree (day)
Concentrations in Biomedical Photography, Commercial Photography,
Photojournalism & Portrait Studio Management
Real Estate Appraisal – Certificate (day & evening)
Rehabilitation Assistant* – Diploma (day)
Speech-Language Pathology Assisting* – Associate Degree (day)
Welding Technology – Certificate (evening)

**These programs are currently in the approval process
at the North Carolina Community College System.*

College Preparatory Studies

English

Math

Reading

Continuing Education Programs

Adult Basic Education (ABE)

Adult High School – Adult High School Diploma & General Educational Development (GED)

Community Service

Compensatory Education

English as a Second Language (ESL)

Focused Industry Training

Human Resources Development (HRD)

In-Plant Training

New & Expanding Industries Training

Occupational Extension

Small Business Center



Mission Statement & Goals

Randolph Community College, operating within the legal framework outlined by the North Carolina General Assembly, opens its doors to any adult desiring to learn. The College strives (1) to serve the people of North Carolina and specifically Randolph and surrounding counties by providing convenient, affordable, comprehensive and effective educational opportunities; (2) to provide opportunities for the adult student for continuing personal growth and development, enhanced self-worth, occupational proficiency, responsible citizenship and lifelong learning; and (3) to be a center of educational and cultural resources involved in and available to the people of Randolph County.

The Randolph Community College Board of Trustees has adopted a series of goals to meet the College's mission. These goals set the direction for the College and guide our decisions and actions. With an ongoing commitment to quality, the College strives to:

Goal 1

Provide technical/vocational training for individuals and for employees of industry, business, government and service occupations at whatever their level of need: two-year associate degree, one-year diploma or certificate.

Goal 2

Provide a College Transfer program up to the level of Associate in Arts degree designed for students who wish to attend RCC for their freshman and sophomore years of college and who plan to transfer to a four-year college or university.

Goal 3

Provide educational programs and courses to meet needs in the lifelong process of personal and professional development.

Goal 4

Provide community service to help meet local civic, economic, educational and cultural needs, and to promote cooperative relationships between the College and the civic, economic, educational and cultural groups within our service area.

Goal 5

Provide adult education programs based on individual needs and interests including Adult Basic Education, individual study for the state-approved adult high school diploma, preparatory study for the General Educational Development (GED) certificate, Compensatory Education, English as a Second Language, Human Resources Development, workplace and family literacy, and preparatory study for curriculum programs.

Goal 6

Provide educational support services to enable students to enroll in appropriate programs, make progress and meet their educational goals, including specialized services for the academically and economically disadvantaged, the handicapped and other adult groups needing special help to take full advantage of programs and services.

Goal 7

Cooperate with public schools, local institutions and agencies to enhance the quality of life in the community.

Goal 8

Provide continual evaluation of community needs to ensure appropriate educational programs and self-evaluation to maintain high-quality instruction and services.

Goal 9

Provide open, responsive and efficient channels of communication between the College and the people it serves, including marketing and public information activities to assure a positive image for the College with its various publics.

Goal 10

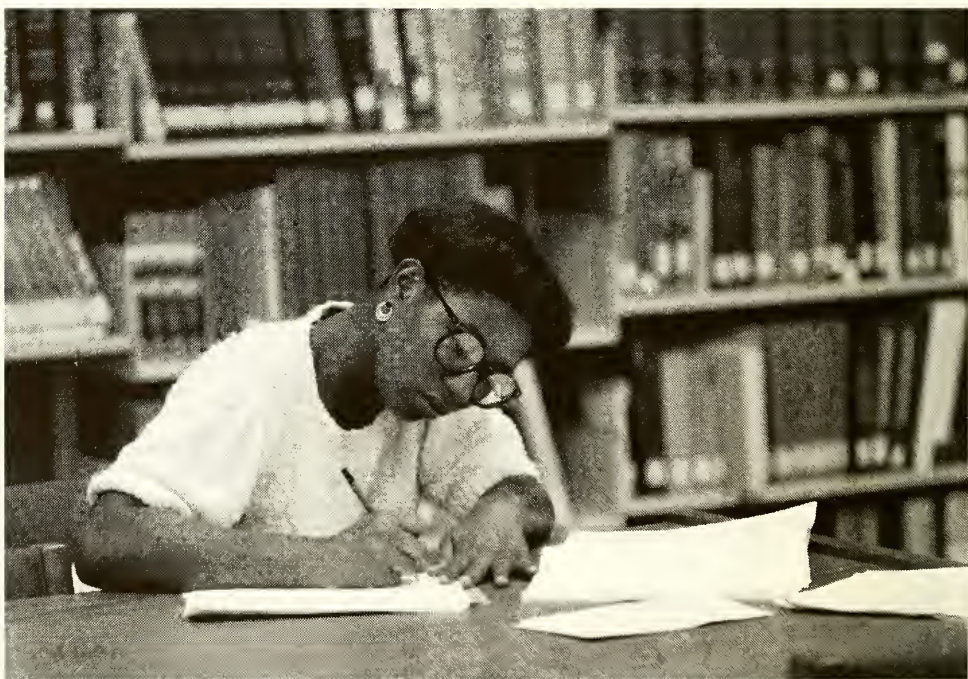
Provide comprehensive administrative services including a quality learning environment with safe, attractive facilities and up-to-date equipment.

Goal 11

Assure through a planning process that RCC identifies priorities, strategies for achieving them and a means of evaluating effectiveness.

Goal 12

Support policies that promote a diverse faculty, staff, administration and student body which reflect the diversity of our service area.



General Information

Randolph Community College offers associate degree, diploma and certificate programs.

Degrees

Randolph Community College offers the Associate in Applied Science and Associate in Arts degrees.

■ Associate in Applied Science

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

■ Associate in Arts

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

Diplomas & Certificates

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

Requirements for Degrees, Diplomas & Certificates

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

Substitution courses taken by students for completion of their degree or diploma must be approved by the dean of Student Development. 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.

Tech Prep

The Tech Prep (Technical Preparation) program is a course of study in the high school designed to meet the need for high school graduates to have more technically oriented educational backgrounds. Through a blending of higher level academic and vocational courses, Tech Prep prepares students for the advanced courses required by two-year technical programs at the community college.

There are four major career cluster areas in the Tech Prep program: Agricultural/Mechanical/Industrial, Health & Human Services, Business/Marketing, and Design Technology.

The faculty and administration of Randolph Community College and the faculty and administration of Asheboro City/Randolph County Schools entered into an articulation agreement to provide advanced placement for high school graduates who complete the requirements listed below. These requirements are updated annually. ***Advanced placement must be requested within two years of high school graduation.***

<u>Asheboro City/Randolph County Schools</u>	<u>Randolph Community College</u>
Welding (Agriculture)	WLD 115
Trade & Industrial Drafting	DES 110 <i>or</i> DFT 119
Typewriting/Keyboarding	OST 131
Advanced Keyboarding/Documenting	OST 131, OST 134 <i>or</i> OST 136
Computerized Accounting I <i>or</i>	ACC 120
Computerized Accounting II	
Computer Applications I <i>or</i>	CIS 110
Computer Applications II	

Cooperative Programs

The purpose of the cooperative programs (Huskins and Concurrent Enrollment) is to enrich a high school student's education by offering enrollment in college level academic, technical, advanced vocational and college transfer courses not otherwise available at the high school.

■ Huskins

To be eligible for the Huskins program students must be

1. juniors or seniors in high school,
2. at least 16 years of age,
3. amply prepared for the demands of a collegiate level course,
4. able to benefit from the enrichment opportunity, and
5. recommended by their high school counselor.

Randolph Community College currently offers five Huskins Bill Cooperative Program courses of study: Autobody Repair, Criminal Justice Technology, Floriculture Technology, Electrical/Electronics Technology, and Machining Technology. Eligible students from the high school take one class per semester (fall and spring) in their chosen area and attend classes in the afternoon at RCC.

■ Concurrent Enrollment

To be eligible for Concurrent Enrollment students must be

1. at least 16 years of age,
2. recommended by the chief administrative public school **and** approved by the president of the community college, and
3. taking at least three high school courses and making satisfactory progress toward graduation. (Or, in the case of courses offered in the summer, must have taken at least three high school courses during the preceding year and made appropriate progress toward graduation.) **Exception:** To accommodate students whose high schools have adopted block schedules, the requirement of enrollment in three high school courses is interpreted as the equivalent to enrollment in high school courses for one-half of the school day.

Students eligible for Concurrent Enrollment can take any course offered in the vocational, technical, college transfer or Continuing Education programs as long as it does not duplicate course work at the high school.

■ Placement Testing in Cooperative Programs

For the Huskins student enrolled in technical courses, the placement testing will be waived until the student enters the following fall and declares his/her major and special student status is removed. The student will then be required to take placement testing or present SAT scores for exemption.

For the Concurrent Enrollment student taking technical level or college transfer course work, he/she must take the appropriate placement test or present SAT scores acceptable to allow for the usual exemption from placement testing. Placement test scores will not be used to place Concurrent Enrollment students, but will be used to determine eligibility to enroll in College credit courses.

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

Students seeking admission as Concurrent Enrollment students must make an appointment for placement testing before the registration dates. Call the Student Development office for placement testing times and dates, (910) 633-0224.

Admissions & Academic Policies

The “Open Door” Policy

All branches of the North Carolina Community College System operate under an “open door” admission policy. This means that any person, whether a high school graduate or nongraduate, who is 18 years old or older and who is able to profit from further formal education will be served by the institution. A counseling service is provided by the College to help students decide which program best serves their needs and objectives in life, as indicated by their background, abilities and expressed interests.

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

Although the College follows an “open door” policy, there will be no compromise with academic standards set by the State Board of Community Colleges and the Randolph Community College Board of Trustees.

The College reserves the right to limit enrollment in a curriculum to a number that can be accommodated by the resources of the College. The dean of Student Development is designated as the admissions officer for the College.

General Admissions Requirements for Curriculum Programs

Applicants for admission to Randolph Community College must be 18 years of age or high school graduates. The College will accept students with a high school equivalency diploma. A high school diploma or the equivalent is required of all applicants for degree, diploma and certificate programs. Special consideration may be given on an individual basis to students not meeting these specific entrance requirements.

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.

College Preparatory Studies courses exist as prerequisites to General Education courses. Removal of these prerequisites is subject to the approval of the chairperson of the General Education department. The College uses the Computerized Adaptive Assessment and Support System/Assessing Student Success Entry Transfer (COMPASS/ASSET) test to determine whether students have met College Preparatory 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 scores to document their meeting these prerequisites. Students who present scores of 480 (new score) on the verbal and/or 480 (new score) on the math portions of the SAT are exempt from taking the equivalent section(s) of the College's placement test. Students who took the SAT prior to 1996 should consult their admissions counselors. Other standardized test scores may be considered to remove these prerequisites. Students with other test scores should consult the Admissions Office.

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

Randolph Community College generally does not allow curriculum students to retake placement tests, except under unique situations. 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. For a statement of the retest policy that applies to **Associate Degree Nursing** students, please read the next section and contact RCC's Health Occupations department.

Applicants for the **Associate Degree Nursing** program have additional admissions requirements. For more information see the next section. Applicants for the **Emergency Medical Science** program have additional admissions requirements. See page 75 for more information. Applicants for the **Rehabilitation Assistant** program and the **Speech-Language Pathology Assisting** program have additional admissions requirements. For more information contact the Student Development division (910) 633-0224, or the Health Occupations Department, (910) 633-0264.

■ **Adult Basic Education Referral Policy**

RCC offers two levels of remedial instruction. In addition to College Preparatory Studies, the College offers Adult Basic Education through its Continuing Education division. During the admissions interview, the RCC admissions counselors will advise students who would be better served in ABE. After working in ABE, these students will enter the College Preparatory Studies program as needed and will take other curriculum courses as may be appropriate. There is no charge for instruction in Adult Basic Education.

Associate Degree Nursing Admissions Requirements

Applicants to the **Associate Degree Nursing** program must meet the following admissions requirements:

1. High school diploma or equivalent
2. High school biology, algebra and chemistry with grades of “C” or better (Applicants with a GED or high school diploma who did not complete high school biology, chemistry and/or algebra with a grade of “C” or better must take the equivalent course offered in the Learning Skills Center and make a grade of “C” or better or present evidence of completion of a college-level biology, algebra and/or chemistry course with a grade of “C” or better.)
3. Acceptable minimum placement scores on the COMPASS/ASSET (Applicants who do not meet minimum scores on the test must take the appropriate college preparatory course(s), which after successful completion will qualify applicants to retest. Retesting is available a maximum of two times during one calendar year. A three-month waiting period between test sessions is mandatory.)
4. Personal interview with nursing admissions committee
5. Complete student medical form
- * 6. CPR certification
- * 7. Evidence of health/accident insurance
8. Purchase of liability insurance at time of registration
- * *Evidence of CPR certification and health/accident insurance must be presented prior to registering for the first nursing course.*

Applicants not meeting admissions requirements will be counseled regarding removing deficiencies.

Additional admissions policies and procedures specific to the ADN program are contained in the ADN information packet and published in the Nursing Student Handbook.

General Admissions Requirements for Continuing Education Programs

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

Admissions Information

Persons intending to enroll in a specific curriculum are encouraged to submit their applications at least two months prior to the term in which they wish to enroll. Applications can be obtained from high school counselors and from Student Development. This office is open from 8 a.m. – 8 p.m., Monday through Thursday, and from 8 a.m. – 5 p.m., on Friday. For admissions information, call Student Development, (910) 633-0224.

Accommodations for Learning Disabled Students

In order to receive accommodations, learning disabled students must identify themselves to the admissions counselor before placement testing and to each course instructor at the beginning of the semester in compliance with Section 504 of the Vocational Rehabilitation Act of 1974 and the Americans with Disabilities Act of 1990.

Students with Disabilities Needing Special Accommodations

All disabled students requesting accommodations should see the special needs counselor in the Student Development office.

A student with a disability who is in need of auxiliary aids is obligated to provide notification of the nature of the disability to the special needs counselor and to assist the College in identifying appropriate and effective auxiliary aids. Students must identify the need for an auxiliary aid and give adequate notice of the need. The student's notification should be provided to the special needs counselor. The College may, in response to a request for auxiliary aids, make reasonable requests that the student provide supporting diagnostic test results and professional prescriptions for auxiliary aids. The College may also, on its own, obtain a professional determination of whether requested auxiliary aids are necessary and, if so, what kind. To assist in providing reasonable assistance to students requesting accommodation for a disability, students are asked to complete a Request for Accommodation form, available in the admissions office.

Preadmission Procedures

Applicants who are high school graduates should request their high school counselors to submit a copy of their high school transcript. In cases where the last six weeks' work is not completed, a supplemental grade report should be

forwarded to the College after the student's graduation. GED graduates must submit 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 Development, (910) 633-0224.

International Student Admissions

International students are considered for admission on the same basis as native candidates. Application materials for admission should be received from international students two months prior to the semester in which the student wishes to enroll.

U.S. Immigration law requires proof of financial support for the student's entire program of study. Applicants must provide documentation that they have sufficient funds in a bank to cover the first year's tuition and living expenses. Also, application, high school and college transcripts, financial statement and TOEFL score of 550 or above are required before a student will be considered for admission. RCC will issue the I-20 immigration form once applicants have satisfied all admission requirements.

Catalog of Record for Graduation

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

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

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.***

Credit by Proficiency

This provides for credit based on the proficiency examination. When an individual 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). When courses are waived for a student (1) the student will not register for that course, and (2) the proficiency will be noted on the student's permanent record without quality point consideration, with credit hours recorded on the transcript. No proficiency examination will be given prior to the approval of the instructor involved and the departmental chairperson. 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. (Some departments may impose additional requirements upon successful completion of the proficiency examination.) Copies of the proficiency examination results must be filed with the dean of Instruction who will forward these results to Student Development to record on the student's permanent record. A proficiency examination may be attempted only once per course.

Procedures Regarding Credit for College Level Examination Program (CLEP), Advanced Placement (AP) Examinations, Military Service & Experiential Learning

1. A student desiring credit for CLEP, AP exams, military service or experiential learning should obtain the Official Request for Credit Form from the admissions office. The completed form should be returned to the admissions office. The student must also request that any required documentation be sent directly to the admissions office. Should questions arise regarding required documentation, the student will be referred to the appropriate departmental chairperson or admissions counselor.
2. Upon receipt of the completed form and required documentation, the admissions office will make a working copy of any official records and file the originals in the student's permanent file. The completed form, working copy of official records and any other related documentation will then be forwarded to the student's faculty advisor.
3. The faculty advisor will verify that the student has not already received credit at RCC for an equivalent course and forward the form/documentation to the chairperson of the department under which the course is offered.
4. The chairperson of the department under which the course is offered will, based on a comparison of documentation to the stated course/program competencies, make a recommendation regarding credit. When applicable (i.e., different department), the form/documentation will then be forwarded to the chairperson of the department under which the program is offered.
5. The chairperson of the department under which the program is offered will, based on a comparison of documentation to the stated program competencies, make a recommendation regarding credit and forward the form/documentation to the dean of Student Development.
6. The dean of Student Development will make the final determination regarding credit based on recommendations made by the student's faculty advisor and appropriate departmental chairperson. The dean will also ensure that the student is notified of the decision in a timely manner.
7. The admissions office will maintain, in a central location, updated guidelines for granting credit published by the College Board and the American Council on Education.

Transfer Credit for General Education Courses

■ English

Credit for ENG 111 and 114 will be granted to the student who has completed at least two semesters of freshman English grammar and composition from an accredited institution.

■ **Social Sciences/Humanities/Fine Arts**

Students who have credit for a social science and/or a humanities/ fine arts course will be given credit for satisfying the appropriate General Education requirements.

■ **Math**

Mathematics courses are handled on an individual basis with the departmental chairperson.

Special Student

Students who have not applied for admission into a curriculum 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.

Proficiency examinations may be used to earn credit for additional courses taken as a 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.

Readmission

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

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

Upon granting readmission, 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, 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. Under special conditions, certain courses can be repeated in the Learning Skills Center. Students should contact faculty advisors to determine eligibility for repeating course work in this manner.

Auditing

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

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

Re-Entry to a Curriculum

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

The request is reviewed by the Admissions Committee, consisting of the dean of Student Development, the departmental chairperson and the director of admissions/registrar. If re-entry 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.

Transfer Students

Applicants who have attended other institutions of higher learning may transfer credit earned in comparable courses or programs of study. Direct transfer of credit may be granted if the student is transferring from a regionally accredited institution, a member of the North Carolina Community College System, an institution accredited by the Board of Governors, or a nonaccredited institution of higher learning that meets the SACCS guidelines (accredited by other accrediting associations such as "Bible Colleges or Business Schools"). Any exception to this credit transfer policy must have the approval of the appropriate instructor (when necessary for evaluation purposes), the departmental chairman, the dean of Instruction, and the dean of Student Development.

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

Visiting Students

A visiting student is a student pursuing a degree at another institution who wishes to take courses at RCC with the intent of transferring credit for those

courses to the home institution. To be considered for admission as a visiting student, an applicant must

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

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

Prerequisites

Some curricula have requirements for entry and should be discussed with counselors and/or departmental chairpersons to insure proper prerequisites. All curriculum courses should be taken in normal sequence unless otherwise approved by the departmental chairperson. Course prerequisites must be met as indicated in the College Catalog.

Withdrawal/Drop/Add

Students desiring to withdraw, drop or add a course after initial registration should contact the registrar's office to obtain the necessary forms.

Curriculum students may withdraw from courses without grade penalty during the drop period. During this period, a "W" will be assigned upon withdrawal. A student withdrawing after the published drop date will be assigned an "F" for the course.*

** Unless there is evidence of circumstances beyond the student's control in which case an administrative "W" may be assigned.*

Students registering for class and never attending will be dropped with a grade of "NS."

Merely ceasing to attend classes does not constitute official withdrawal, nor does notification to the instructors. Failure to contact the registrar's office for official withdrawal will result in the student receiving an "F" on the permanent record.

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 page 17).
3. Students must have an overall GPA of 2.0 and a 2.0 average in their major courses as defined by the Curriculum Standards.
4. Nursing students must maintain a 2.0 GPA in all nursing and nursing-related courses with no grade less than a "C."
5. At or before the beginning of the summer session in which graduation is expected, students should officially apply to the director of admissions/registrar for graduation. Applications are available in the registrar's office.

Graduation exercises are held at the end of the summer session. The specific date is listed in the College Calendar. Caps and gowns, purchased through RCC's Campus Store, are required for participation in the graduation ceremony.

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

Faculty Advisors

All students will be assigned a faculty advisor from their department of study. Advisors will work closely with the students during the course selection for each academic period. Students should feel free to consult their advisor for any questions about academic affairs.

Credits

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.

Credit Hours

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.

External Instruction

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.

Telecourses

Randolph Community College offers a number of courses in the telecourse format for regularly enrolled students to meet program requirements or as stand-alone courses for those interested in taking a course in a particular subject area. These are structured classes with scheduled tests and with specific controls by the sponsoring department so that all students get the same lessons and meet the same requirements. Each of the courses has an assigned instructor from the department involved. Telecourses carry the same number of credit hours as the equivalent courses offered through traditional methods.

Telecourse students work independently, watch television programs on the Public Broadcast System (PBS), and read printed materials at home with guidance from course faculty through a variety of communication and instructional techniques. Faculty interact with students through a combination of on-site workshops, written assignments, telephone contacts and mailings. Required class meetings are generally fewer than traditionally taught classes.

Telecourses are offered during fall and spring semesters. These are advertised in the semester schedule of classes and are labeled as telecourses. Most courses are in the field of business, although telecourse subjects may include psychology and sociology. Registration is the same as for other College courses. Students enroll at RCC, pay regular tuition and fees, have access to all student services, study under the College's rules and regulations, and receive academic credit.

Veterans Enrolling in Telecourses

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

1. The student must first meet with the DVA certifying official before registration, so that proper information and procedures can be discussed.
2. The student must have completed 12 hours of course work in the current major with a grade point average of 2.0 or better.
3. The student must have completed any remedial work needed as determined by the Randolph Community College placement test.
4. The telecourse must be an integral part of the student's current program.
5. The student must pass each telecourse attempted in order to use his/her DVA benefits for a subsequent telecourse.
6. No additional charge is required for enrolling in a telecourse.
7. To enroll in a telecourse, a student also must, at the same time, be enrolled in at least one traditionally scheduled three-hour credit class. The maximum number of credit hours that may be taken in the telecourse format is nine.

Incomplete

An incomplete grade "I" is assigned at the discretion of the instructor for incomplete course work. 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."

Grading System

Letter symbols are used in the evaluation of achievement in all occupational 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.

		<u>Quality Points Earned</u>
A	93 – 100	4.0
B	85 – 92	3.0
C	77 – 84	2.0
D	70 – 76	1.0
F ⁺	Below 70	0.0
I	Incomplete	0.0
Y	Audit	0.0
X	Credit by Proficiency	0.0
CR	Transfer Credit	0.0
W/WD	Withdraw Without Penalty	0.0
NS	No Show	0.0



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 can be given over the phone.

Classification of Curriculum Students

■ Full-Time Students

Students registered for 12 or more credit hours (nine or more credit hours during the summer session) in continuing programs of the College leading to associate degrees and diplomas 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.

Recognition of Honor Students

Students enrolled 12 credit hours daytime/six credit hours evening who receive 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.

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 and faculty advising, the student follows the regular admissions procedures with prior credit being recognized and course prerequisites being observed.

Peer Tutorial

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

Academic Probation (Standards of Progress)

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

Grade Point Average Scale for Satisfactory Progress

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

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

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

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

The Learning Skills Center 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.

Questions & Complaints

All questions or complaints concerning academic areas should first be taken to the instructor involved and/or faculty advisor. Appeals may be made to the head of the department and finally to the dean of Student Development.

Attendance

Each student is expected to attend all class sessions. As all students are 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 or the Student Development office 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.

Enrollment Requirements for Graduation

Students transferring from other schools must complete 25 percent of their course requirements at Randolph Community College in order to qualify for graduation.

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, including the following:

1. The right to inspect and review the student's educational records
2. The right to request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights
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
4. The right to file with the U.S. Department of Education a complaint concerning alleged failures by Randolph Community College to comply with the requirements of FERPA
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, 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, degrees and awards received, and the most recent educational agency or institution attended by the student.

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

Career Development—Employment Referral

Randolph Community College's Career Center provides a wide range of career planning services, including job-seeking skills, career development and employment referral, and mid-life counseling. Students are encouraged to contact the Career Center staff and make full use of these services.

Also, the same job placement services that are available through the Asheboro Employment Security Commission are available in the Career Center. An ESC employment interviewer is available in the Career Center from

8:30 – 11:45 a.m. Wednesday through Friday to assist applicants. Job Information Service computer terminals also are available during regular hours, Monday – Friday, 8 a.m. – 5 p.m.

The College is working with a Randolph County steering committee to plan a JobLink Career Center for this county. RCC will be the lead agency for the JobLink Career Center and has expanded the Career Center to accommodate these additional services. JobLink Career Centers are designed to

- 1. provide access to career and labor market information, placement services, and training services to all customers, both individuals and employers; and
- 2. integrate services over time by offering a common core of information and/or on-site services at all centers, including, at a minimum, access to all services/programs of the key agency partners: Community Colleges, Social Services (Work First), Employment Security Commission, Job Training Partnership Act (JTPA), Public Schools (JobReady/School-to-Work), and Vocational Rehabilitation.

Orientation

To promote an understanding of the philosophy and standards of Randolph Community College, all new students are expected to participate in an orientation program. The objectives of the orientation program are

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

Expenses (Tuition & Fees)

Asheboro and Randolph County area students who commute to Randolph Community College may expect to spend an average of \$1,500 per year for tuition, books and supplies, depending on the major selected. Supplies will be more costly in majors like Photographic Technology, Advertising & Graphic Design, and Interior Design. 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

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

Semester Hours

In-State	<u>Fall & Spring Semesters</u>	
	1 through 13	\$20/Credit Hour
	14 and up	\$280/Semester
	<u>Summer Session Only</u>	
	1 through 8	\$20/Credit Hour
	9 and up	\$180/Session

Out-of-State	<u>Fall & Spring Semesters</u>
	1 through 13 \$163/Credit Hour
	14 and up \$2,282/Semester
	<u>Summer Session Only</u>
	1 through 8 \$163/Credit Hour
	9 and up \$1,467/Session

*Activity Fee – \$.90 per credit hour (\$10.80 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.

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

Continuing Education Fees

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

Compensatory Education – No fee

ESL – No fee

Classroom GED – Cost of text only

HRD – No fee

Occupational Extension – \$35 plus materials

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.

Community Service – The majority of these courses are self-supporting. Fees for Community Service courses are determined by course length and total cost. For courses consisting of 37 hours or more of instruction, the fee is \$55; 26-36 hours, \$50; 21-25 hours, \$40; 16-20 hours, \$35; 11-15 hours, \$30; 6-10 hours, \$25; 1-5 hours, \$12. This fee structure is based on at least 10 persons in a class. If fewer than 10 students register, the fee will increase accordingly.

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

Adult N.C. 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 \$89.43 rather than the current \$35 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 20 percent point of the semester. Activity fees are nonrefundable except when a course fails to materialize. The student should initiate the withdrawal process by contacting the director of admissions/registrar.

No refunds will be made after the 20 percent point, even though the student may not have attended all classes up to that point. **Exception:** A statutory pro rata calculation is required if the student received student financial aid funds and both of the following conditions apply.

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

■ 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 20 percent point of the scheduled hours of the class. Students should see their instructor for further details.

No refunds will be made after the 20 percent point, even though the student may not have attended all classes up to that point.

■ Continuing Education - Self-Supporting & Community Service

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

Residency for Tuition Purposes

North Carolina law (G.S. 116-143.1) requires that to qualify as an in-state student for tuition purposes, a person must have established legal residency (domicile) in North Carolina and maintained that legal residence for at least 12

months immediately prior to his/her classification as a N.C. resident. Every applicant for admission shall be required to make a statement as to his/her length of residence in the state.

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

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

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

Institutional Appeal Procedure Relative to Residency Classifications for Tuition Purposes

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

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

The dean of Student Development 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 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 and the dean of Student Development within 10 working days of the date of decision.

■ Regulations

Regulations concerning the classification of students for residential 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 enrolled student is responsible for knowing the contents of the *Manual*, which is the controlling administrative statement of policy on this subject. Copies of the *Manual* are available on request at the Randolph Community College Library or from the dean of Student Development.

Counseling, Information

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.

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.

Vocational counseling is provided to help those students who wish additional assistance in regard to the selection of a vocational objective or specialized field of study. Background of the individual, aptitudes as indicated by tests, current employment patterns and other factors pertinent to the selection of a vocation are considered in making a final vocational choice.

A counselor is available in the Career Center to assist students with career choices, mid-life counseling, employment referral and job-seeking skills.

Staff in Student Development provide campus and related information in a central location in the Student Center. Assessment services (testing) are available in Student Development.

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, work-study and loan funds follow:

1. A student must be a U.S. citizen or an eligible noncitizen.
2. A student must submit an acceptable form of need analysis to the financial aid office. The preferred form of need analysis is the Free Application for Federal Student Aid (FAFSA).
3. A student must be enrolled in an approved program of study at RCC.
4. A student must maintain satisfactory academic progress while enrolled at RCC to continue to receive financial aid. The financial aid office follows the academic probation policy of the College with regard to financial aid and satisfactory progress. Additionally, the student's educational objective must be met by 150 percent of the published length of the educational program or aid will be terminated. Students not meeting satisfactory academic progress are dismissed after a semester of probationary status if satisfactory progress is not achieved. Students must apply for readmission after having been suspended. If readmitted, students may not receive financial aid for the semester in which they return to the institution. After satisfactory progress has been made, students may begin to receive assistance.
5. A student receiving federal financial aid must not be in default on any student federal loan or owe a refund on any Title IV grant at any educational institution. Individual situations may require additional documentation.

Students may apply, but may not receive financial aid at RCC until they have first been accepted for admission by the admissions office. A student may not receive financial aid for a course for which he/she has already received credit, without individual approval of the financial aid office.

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

1. The student has the right to accept or decline any aid package presented.
2. The student has the responsibility of notifying the financial aid officer of any other scholarships, grants or loans extended to him/her from sources outside the College.
3. All awards are based on full-time enrollment for the academic year. Adjustments will be made accordingly if a student is enrolled for less than full time or does not attend the entire year.
4. Students must maintain satisfactory academic progress as outlined by the College Catalog and Student Handbook in order to receive any type of financial assistance.

5. The student who withdraws from school and creates an overpayment will not be allowed to receive federal or institutionally awarded financial assistance until the overpayment has been repaid in full.
6. Financial need will be reevaluated each year and appropriate increases or decreases in the amount of the assistance offered will be made. For the purpose of this reevaluation, a new application is required through needs analysis.

Financial aid will be considered and awarded according to the student's appropriate classification: **Regular Student** – Continuing programs of the College leading to an associate degree or diploma; **Full-Time Student** – 12 or more credit hours; **Part-Time Student** – 1 through 11 credit hours; **Special Student** – Not enrolled in regular curriculum with final objective other than graduation from RCC; **Foreign Student** – Not a United States citizen or permanent resident. *Special students and foreign students are not eligible for financial aid.*

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 it to the federal processor. Within four 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. The student is requested to submit this SAR to the College financial aid office for further processing to obtain his/her scheduled award information. Determination of the grant amount is made by the information provided on the student's SAR and materials furnished by the FAFSA to those institutions approved to administer the Federal Pell Grant.

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

Federal Supplemental Educational Opportunity Grant

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

N.C. Student Incentive Grant

College Foundation Inc., P.O. Box 12100, Raleigh, N.C. 27605-2100, is the source for the N.C. Student Incentive Grant. Application for this grant is made through the FAFSA. To be eligible to receive these funds, a student must (1) be

a legal resident of North Carolina, (2) be enrolled or accepted for enrollment on a full-time basis, (3) demonstrate substantial financial need based on the FAFSA information, and (4) submit FAFSA application prior to the March 15 deadline of the academic year preceding enrollment. Grant monies are disbursed each semester by check following attendance in every class.

Scholarships

Various individuals and organizations contribute monies yearly for scholarships for needy students and for merit scholarships. The scholarships are normally used for tuition and in conjunction with other types of financial aid used to cover educational expenses. Some of the scholarships are restricted according to program of enrollment, home area, etc. The first step in applying is to complete and mail the FAFSA. Scholarship monies are disbursed each semester by check following attendance in every class.

Federal Work-Study

Randolph Community College participates in the Federal Work-Study (FWS) program, which gives part-time employment to students who need the income to help meet the costs of postsecondary education. Federal Work-Study employment is available on the campus on a part-time basis while classes are in session (usually 5-20 hours per week). During the summer and other vacation periods, students may be assigned full-time employment (40 hours per week). The first step in applying is to complete and mail the FAFSA along with notifying the financial aid office of interest in FWS employment. Payment is made by check on the fifteenth of the month for hours worked in the preceding month.

Institutional Work-Study

The College has established an institutional complement to the Federal Work-Study program to aid those needy students not eligible for the federal program. Institutional Work-Study is governed in much the same fashion as Federal Work-Study. Again, the first step of application is to complete and mail the FAFSA and notify the financial aid office of interest in campus employment. Payment is made by check on the fifteenth of the month for hours worked in the preceding month.

Federally Insured Student Loan Programs

Student Loan Programs, College Foundation Inc., P.O. Box 12100, Raleigh, N.C. 27605-2100, is the source of information concerning the state of North Carolina lender under the Federally Insured Student Loan Program. Application begins with completion of the FAFSA as well as the loan application. An eligible student must remain enrolled on at least a half-time basis.

Students may borrow amounts equal to the cost of education less any other financial assistance received, provided that this amount does not exceed the federal maximum borrower rates.

The maximum rates apply to the 12-month period beginning with fall term and extending through the end of the summer term of the next calendar year.

Students interested in this program should contact the financial aid office for particulars such as current interest rate, yearly amounts available, repayment information, method of disbursement, loan debt counseling and management, and varying loan types, including Federal Stafford (subsidized and unsubsidized) and Parent Loan for Undergraduate Students (PLUS). Loan checks are released for each semester covered by the loan following attendance in every class.

Short-Term Emergency Loans

Short-term emergency loan funds are available to regularly enrolled students after their first semester of study. Loans must be repaid within 30 days with no interest required. Further information is available in the financial aid office.

U.S. Department of Veterans Affairs

Educational Assistance

Programs of this institution are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for educational assistance benefits from the U.S. Department of Veterans Affairs (DVA). Entitled veterans, participants in the Montgomery G. I. Bill Contributory program, active duty military in voluntary education programs, drilling National Guard, drilling Reservists, and eligible spouses and offspring, who have applied, met all admissions criteria, been fully accepted, and actively matriculated, may be certified to the U.S. DVA Regional Office as enrolled and in pursuit of an approved program of education. Information may be obtained by contacting the veteran's certifying official at RCC, (910) 633-0201, or the DVA at 1-800-827-1000.

Outside Scholarships

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

Standards of Progress

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

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

Each student at RCC is expected to maintain satisfactory progress toward a degree or diploma. At the end of each semester a student's grade point average for that semester and his/her cumulative grade point average are examined. For the purposes of identifying students on academic probation, grade point averages will be computed upon the basis of all credit hours attempted. The grade point average scale is shown on page 26.

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

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

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

Students receiving financial aid are set on a time frame in which the student must complete his/her educational objective. The financial aid office must specify and review the actual length of time a financial aid recipient is in attendance.

The time frame for all financial aid recipients will be 150 percent of the program's normal time. For example, if a student is in a program which requires 70 credit hours to complete, the student will be allowed 105 credit hours to complete the program. If the student fails to meet his/her educational objective within this time frame, his/her financial aid will be terminated.

Student Development

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. The Student Development division of the College serves as a facilitator to the student for the various areas of campus life, including the following:

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

9. Information and aid to students for career development, job referral and program advisement

Traffic & Parking Regulations

Under the provisions of Chapter 115D-21 the Randolph Community College Board of Trustees has asked the Asheboro City Police Department to patrol and control parking and traffic regulations on campus. 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.

■ 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.

Housing

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

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 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 or to the dean of Administrative Services.

Reporting Criminal Actions

All known or suspected violations of federal and North Carolina criminal laws which occur on the Asheboro Campus, Archdale Campus or any facility controlled by Randolph Community College should be reported to the dean of Administrative Services (or the director of curriculum programs after 5 p.m.). Local law enforcement assistance (e.g., Asheboro Police Department 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 (7:30 a.m. until 10 p.m. Monday through Thursday and 7:30 a.m. until 5 p.m. on Friday). Some instructional areas also are open 8 a.m. until 4 p.m. on Saturday. Anyone desiring access during nonoperational periods must secure permission and usage guidelines from the office of the vice president. Also, the issuance and control of keys will be managed through the office of the vice president.

Security Personnel

The Asheboro Campus employs one non-sworn security officer and utilizes two to three Criminal Justice Technology students during the evening hours. As these individuals are non-sworn officers/volunteers, no authority to effect an arrest exists. Therefore, an arrest (if necessary) will be referred to a sworn officer of the local police department.

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. The dean of Administrative Services should be notified as soon as possible of such incidents by calling (910) 633-0290 during operational or nonoperational hours.

History of Reported Crimes

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

<u>Offense</u>	Calendar Year <u>1996</u>	Calendar Year <u>1995</u>	Calendar Year <u>1994</u>
Murder	0	0	0
Sex Offenses, Forcible & Nonforcible	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	1
Liquor Law Violations	0	0	0
Drug Abuse Violations	0	0	0
Weapons Violations	0	0	0

Sexual Assault Policy

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

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

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

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

Educational material regarding the prevention of rape/sexual offenses is available through Student Development. Other crisis counseling may be available through services such as Battered Women's Shelter, (910) 629-4159, and Randolph County Mental Health Center, (910) 625-1113.

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

With the consent of the victim, the College shall pursue disciplinary action against the alleged offender. Students who wish to bring disciplinary actions may contact the dean of Student Development. 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 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.

■ Appearance & Standards of Behavior

Students at Randolph Community College are considered responsible adults; therefore, the conduct and dress code is that each student use discretion and common sense in his/her appearance and behavior. All behavior which is prohibited by federal, state and local laws is prohibited on campus.

Normal classroom discipline is the responsibility of the instructor. Activity of a more serious nature is handled by the dean of Student Development. Any decision, whether made by an instructor or the dean of Student Development, may be appealed through the dean of Student Development to the president and the Board of Trustees. Such appeal should be in writing and need only to state the basic facts of the case.

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

Students who engage in such acts as cheating, stealing, gambling, profane language, personal combat and possession of firearms and dangerous weapons are liable to disciplinary action.

Use of school facilities by students, organizations or clubs must be approved by the administration.

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

Students who negligently lose, damage, destroy, sell or otherwise dispose of school property or live projects placed in their possession or entrusted to them will be charged for the full extent of the damage or loss and are subject to disciplinary action.

■ Weapons Policy

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

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

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

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

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

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

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

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

■ Tobacco Usage

Smoking

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

Smokeless Tobacco

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

■ Drugs & Alcohol

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

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

No student or employee shall illegally own, possess, use, transport, distribute, manufacture, sell or be under the influence of any narcotic drug,

alcoholic beverage or any other controlled substance (as defined by the North Carolina General Statutes or 21 U.S.C. subsection 812) while on College premises or during the time when the student or employee is participating in any College-sponsored activities. Use of drugs as prescribed by a registered physician is not a violation of policy. However, individuals shall be held strictly accountable for their behavior while under the influence of prescribed drugs.

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

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

The College also has a cooperative agreement with the Randolph County Mental Health Center as an added resource for counseling or assistance.

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

■ Sexual Harassment

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

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

Other sexually harassing conduct, whether physical or verbal, committed by instructional or noninstructional personnel is also 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, and the display in the workplace of sexually suggestive objects or pictures.

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

■ Grievance Procedures (Due Process)

Purpose

To provide a system whereby a student may appeal decisions which are felt to be unjustified or in violation of his/her rights. This procedure is not intended to eliminate efforts by the student to resolve problems through discussions with instructors, departmental chairs or other personnel at the College.

Conditions Necessitating the Use of the Appeals Procedure

Areas for appeal include, but are not limited to, disciplinary actions, classroom procedures, grades, participating in College-sponsored activities and absence/tardiness practices.

General Provisions

Under no circumstances will a student requesting due process be harassed, intimidated, discouraged or denied access to the Student Due Process Procedure.

Appeal Procedure

In matters pertaining to student conduct, dismissals, disciplinary actions, or complaints alleging any action which is prohibited by 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, any student who has questions about a decision that he/she feels is unjustified or a violation of his/her rights may first discuss the problem with the dean of Student Development. The dean of Student Development shall schedule a joint conference with the instructor or other involved parties and the student. If the problem is not resolved at this point, the student may request a hearing and go before the Appeals Committee. At this time, the dean of Student Development with assistance from the Instructional division will determine the feasibility of keeping the student in class while the appeals process continues. Should the circumstances warrant, the dean may recommend that the student be removed from class or the general campus until the appeals process has ended. Students must present their grievances in a signed and dated document to the Appeals Committee within five working days from the date of the joint conference as indicated above. The Appeals Committee must respond to the student's request by granting a hearing at the first convenient opportunity. The Appeals Committee will outline, in its communication with the student, the procedures to be followed in the hearing. These may include, but not be limited to, who may attend, who may speak before the committee, and documentation requested. The Appeals Committee is comprised of the following representation from the College: two faculty members at large, registrar, director of business and industry services, affirmative action officer and the SGA president.

The Appeals Committee must render a decision and respond to the student within 10 working days following the hearing. If the grievance is not resolved at this level, the student may request a hearing from the president of the College. Students must present their grievances in a signed and dated document to the office of the president within five working days from the date they received the decision of the Appeals Committee. The president will grant a hearing at the earliest convenient time. Furthermore, the president will outline any guidelines to be followed in the hearing. After hearing the student's grievance, the president will communicate a decision to the student within 10 working days.

If the grievance has not been resolved at this final step in the College's administrative process, the student may request a hearing relative to the grievance before the Personnel Committee of the Board of Trustees. This request, made to the president, to be heard by the Personnel Committee of the Board of Trustees, must be in writing, signed and dated, and within five working days from receipt of the president's decision. The Personnel Committee of the Board of Trustees will hear the student's grievance at the first convenient

opportunity. The Committee will outline any procedures to be followed in the hearing. A decision from the Personnel Committee of the Board of Trustees will be communicated to the student within 10 working days. If the grievance is not resolved with the Personnel Committee of the Board of Trustees, the student may request, in writing within five working days from receipt of the decision from the Committee, a hearing with the total Board of Trustees. Such a request must be in writing, signed and dated, directed to the president of the College. The Board of Trustees will hear the grievance at the first convenient opportunity. The Board will outline, in its communication to the student, any procedures to be followed. Following the hearing, the Board will communicate a decision to the student within 10 working days. In all cases, the Board of Trustees shall serve as the final governing authority of the College.

■ **Cheating & Plagiarism**

Cheating and plagiarism are those processes of using as one's own, another's work, words or ideas. Those processes are not the marks of competent students. Those who use them are subject to the discipline of the instructor.

Closing of School Due to Adverse Weather

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

■ **Day & Evening Programs**

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

The College closing announcements may be made in one of three ways:

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

Students also may call the College at (910) 633-0200. If the operation has been altered due to inclement weather, such alterations will be announced through prerecorded messages.

■ **Extracurricular Activities**

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

Health Services/Accidental Injury

Randolph Community College has no facilities for medical treatment other than for minor first aid and assumes no responsibility for injuries or sickness of students. Students should report all accidents to their instructor or to Student Development 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 or the director of curriculum programs. 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.

Student Activities

Randolph Community College, through its Student Development division, provides activities and services to enhance and broaden the educational experiences of students.

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.

■ 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 Management Council.

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

■ Social Functions

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

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

■ 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. All food and drinks are to be confined to the Food Service dining area.

■ 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 Review Committee will also serve as an editorial board for approved publications.

The Review Committee is composed of the following:

1. The dean of Student Development
2. The dean of Instruction
3. One member from the English faculty
4. Two representatives from the student body, one from curriculum and one from continuing education

In cases where the final decision of the Review Committee is not satisfactory to the student, the normal due process of the College is observed.

Campus Facilities

Randolph Community College's main campus in Asheboro includes eight major buildings. The original building, constructed in 1962 with additions in 1968, 1972 and 1995, is known as the Administration/Education Center. In addition to a centralized administrative service, this building contains many classrooms, labs and shops, as well as a 30,000-square-foot photography studio. A Vocational/Technical Center containing approximately 30,000 square feet, provides an automotive body shop, a building trades shop, electrical/electronics labs and houses the Hosiery Technology Center. A Student Services Center of 18,000 square feet houses a student lounge, the Campus Store, Food Service and office facilities for Student Development. The Learning Resources Center is a 27,000-square-foot facility which includes, among other things, the College library. The Business Education Center is an 11,800-square-foot modern facility with classrooms, labs and offices for the College's Business Technology curricula. A recently completed addition to the Design Center boosts this building to 18,400 square feet of space for Commercial Graphics and Interior Design. A 14,500-square-foot Computer Technology Center houses the College's administrative computers and part of the Business Technology curricula. The recently opened Health & Science Center is a 21,000-square-foot facility housing biology, physics, chemistry and health occupations classes and includes a multimedia lab and faculty offices.

The College's building program continues with an addition to the Archdale Campus, a new Campus Store and an Emergency Services Training Center. The Archdale Campus project will add 1,800 square feet consisting of two classrooms to that campus. A new 4,000-square-foot Campus Store, now in the design stage, will double the space in the current store and allow for expansion of the College's Food Service. The College recently was awarded a tract of land from Randolph County for the Emergency Services Training Center that will be located near the county landfill and will include a firing range, driving range, a fire training tower, a burn building, a control tower, storage and classroom areas.

Randolph Community College Archdale Campus

The facilities at the Archdale Campus include a 7,600-square-foot primary classroom building and a 3,000-square-foot metal building. The campus is located at 110 Park Drive, adjacent to the city of Archdale's Creekside Park. The main building houses five classrooms, a reception/office area and a student break area. The metal building houses two general purpose shop areas, and an expansion is under way to add two classrooms. The campus is open Monday – Thursday, 8 a.m. – 10 p.m., and 8 a.m. – 5 p.m. on Friday.

Campus Store & Food Service

In an effort to provide facilities that will make the educational process more complete, RCC provides an attractive Campus Store and convenient Food Service, both located in the Student Services Center. The Campus Store is open Monday – Thursday, 8 a.m. – 8 p.m., and 8 a.m. – 4 p.m. on Friday. The

Food Service is open Monday – Thursday, 7 a.m. – 8:30 p.m., and 7 a.m. – 1:45 p.m. on Friday.

R. Alton Cox Learning Resources Center (LRC)

The LRC includes the library, Media Services and the Learning Skills Center. Also housed in the LRC are a theater with 204-seat capacity and a conference room which is available for small group meetings.

■ Library

The library collection includes more than 30,000 volumes to support the total instructional program of the College. Approximately 1,000 new volumes are acquired each year. Other library holdings include subscriptions to over 240 periodicals, over 4,500 audiovisual programs and a variety of microforms, pamphlets and other materials. State-of-the-art reference services provide the user with access to research and recreational materials in the library as well as materials throughout the southeastern United States. The library is open to the College and community Monday – Thursday, 8 a.m. – 10 p.m., and 8 a.m. – 5 p.m. on Friday.

■ Media Services

Media Services is located on the second floor of the LRC and is available to all College faculty, staff and students. Media Services contains audiovisual equipment, graphic design services and printing facilities, and it provides a variety of services including teleconferencing, the printing of résumés and audio and video cassette duplication. Media Services is open Monday – Thursday, 8 a.m. – 7 p.m., and 8 a.m. – 5 p.m. on Friday.

■ The Continuing Education Learning Skills Center

The Continuing Education Learning Skills Center is located on the second floor of the Learning Resources Center. The center is open from 8 a.m. – 10 p.m. Monday through Thursday, and 8 a.m. – 5 p.m. on Friday. Professional assistance is available in the Learning Skills Center during all hours of operation.

The Learning Skills Center 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 or to complete high school by taking the Adult High School Diploma program or the GED Tests. Other programs include English as a Second Language classes for those who need to learn to speak, read and write in English; classes to help adults who have mental handicaps to become more independent and to maintain employment; classes to help adults who are unemployed or underemployed know how to get and keep a job. A variety of instructional approaches is used by the staff to meet the wide range of educational needs of adults.

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

College Preparatory Studies

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

College Preparatory Studies courses exist as prerequisites to General Education courses. Please see the section "General Admissions Requirements for Curriculum Programs" on page 14 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 College Preparatory Studies prior to enrolling in certain General Education courses. College Preparatory classes are offered day and evening to accommodate every student who needs them. Grades earned in College Preparatory Studies are not included in the student's grade point average and credit hours earned do not count toward graduation.

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

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

COLLEGE PREPARATORY STUDIES

Courses Offered

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

Course descriptions are on pages 105 – 142.

Areas of Instruction

Certificates, diplomas or degrees are offered in the following areas of study by Randolph Community College. Programs are described on pages 52 – 104. Individuals interested in any of the following curriculum programs should contact the admissions office in Student Development for an application and more information.

Associate Degrees, Diplomas & Certificates

Accounting – Associate Degree (day & evening)

Advertising & Graphic Design – Associate Degree (day)

Archaeological & Historical Preservation Technology –

Associate Degree (day)

Concentration in Archaeological Technician

Associate Degree Nursing – Associate Degree (day)

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

Automotive Systems Technology – Diploma & Associate Degree (day);

Certificate (evening)

Basic Law Enforcement Training – Certificate (day & evening)

Business Administration – Associate Degree (day & evening)

College Transfer* – Associate Degree (day & evening)

Criminal Justice Technology – Associate Degree (day & evening)

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

Emergency Medical Science – Associate Degree (day)

Floriculture Technology – Diploma (day); Certificate (evening)

General Occupational Technology – Diploma (day)

Health Care Technology – Certificate (day)

Industrial Maintenance Technology – Certificate & Diploma (evening)

Information Systems – Associate Degree (day & evening)

Interior Design – Associate Degree (day)

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

Office Systems Technology – Associate Degree (day & evening)

Photofinishing Technology – Associate Degree (day)

Photographic Technology – Associate Degree (day)

Concentrations in Biomedical Photography, Commercial Photography,

Photojournalism & Portrait Studio Management

Real Estate Appraisal – Certificate (day & evening)

Rehabilitation Assistant* – Diploma (day)

Speech-Language Pathology Assisting* – Associate Degree (day)

Welding Technology – Certificate (evening)

**These programs are currently in the approval process
at the North Carolina Community College System.*

■ Accounting - Degree (Day & Evening)

The Accounting curriculum is designed to provide students with knowledge and skills necessary for employment and growth in the accounting profession. Using the “language of business,” accountants assemble and analyze, process and communicate essential information about financial operations.

In addition to course work in accounting principles, theories and practice, students will study business law, finance, management and economics. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills and ethics.

Graduates should qualify for entry-level accounting positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems and governmental agencies. With work experience and additional education, an individual may advance in the accounting profession.

■ UNCG Articulation Agreement

Randolph Community College's and the University of North Carolina at Greensboro's articulation agreement states that RCC graduates with an associate degree in Accounting, Business Administration or Information Systems, 2.0 or better grade point average, and a grade of "C" or better in each course covered by the agreement will be considered as candidates for the Articulation Program in the Bryan School of Business and Economics. Upon acceptance the student will have 60 hours of credit and junior status.

Areas of study in the Bryan School of Business and Economics are: Accounting, Business Administration, Business Education, Marketing Education, Economics, Finance, Information Systems and Operations Management, and Management and Marketing.

For more information, contact Dr. Phyllis Helms at Randolph Community College, (910) 633-0314; or Noel Jones at UNCG, (910) 334-4257.

ACCOUNTING – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ACC 120	Principles of Accounting I	3	2	4
BUS 115	Business Law I	3	0	3
CIS 110	Introduction to Computers	2	2	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>2</u>
		9	6	12
First Year: Spring Semester				
ACC 121	Principles of Accounting II	3	2	4
ECO 252	Principles of Macroeconomics	3	0	3
ENG 111	Expository Writing	3	0	3
OST 136	Word Processing	1	2	2
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		13	4	15
First Year: Summer Session				
ACC 131	Federal Income Taxes	2	2	3
ACC 225	Cost Accounting	3	0	3
BUS 137	Principles of Management	3	0	3
ENG 114	Professional Research & Reporting	<u>3</u>	<u>0</u>	<u>3</u>
		11	2	12
Second Year: Fall Semester				
ACC 220	Intermediate Accounting I	3	2	4
BUS 225	Business Finance	2	2	3
CIS 120	Spreadsheet I	2	2	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		10	6	13
Second Year: Spring Semester				
ACC 140	Payroll Accounting	1	2	2
ACC 221	Intermediate Accounting II	3	2	4
BUS 255	Organizational Behavior in Business	3	0	3
CIS 152	Database Concepts & Applications	2	2	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		12	6	15
TOTAL SEMESTER CREDIT HOURS: 67				

ACCOUNTING – EVENING

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ACC 120	Principles of Accounting I	3	2	4
CIS 110	Introduction to Computers	2	2	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>2</u>
		6	6	9
First Year: Spring Semester				
ACC 121	Principles of Accounting II	3	2	4
ENG 111	Expository Writing	3	0	3
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>2</u>
		7	4	9
First Year: Summer Session				
ACC 225	Cost Accounting	3	0	3
ENG 114	Professional Research & Reporting	<u>3</u>	<u>0</u>	<u>3</u>
		6	0	6
Second Year: Fall Semester				
ACC 220	Intermediate Accounting I	3	2	4
CIS 120	Spreadsheet I	2	2	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		8	4	10
Second Year: Spring Semester				
ACC 140	Payroll Accounting	1	2	2
ACC 221	Intermediate Accounting II	3	2	4
CIS 152	Database Concepts & Applications	<u>2</u>	<u>2</u>	<u>3</u>
		6	6	9
Second Year: Summer Session				
ACC 131	Federal Income Taxes	2	2	3
BUS 137	Principles of Management	<u>3</u>	<u>0</u>	<u>3</u>
		5	2	6
Third Year: Fall Semester				
BUS 115	Business Law I	3	0	3
BUS 225	Business Finance	2	2	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		8	2	9
Third Year: Spring Semester				
BUS 255	Organizational Behavior in Business	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9

TOTAL SEMESTER CREDIT HOURS: 67

■ Advertising & Graphic Design - Degree (Day)

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

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

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

ADVERTISING & GRAPHIC DESIGN – DAY

Suggested Curriculum By Semesters - Degree

		Hours/Week		Sem. Hrs.
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ENG 111	Expository Writing	3	0	3
GRA 151	Computer Graphics I	1	3	2
GRD 121	Drawing Fundamentals I	1	3	2
GRD 141	Graphic Design I	2	4	4
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		10	10	14
First Year: Spring Semester				
ART 111	Art Appreciation	3	0	3
GRA 152	Computer Graphics II	1	3	2
GRD 110	Typography I	2	2	3
GRD 142	Graphic Design II	2	4	4
GRD 146	Design Applications II	0	3	1
GRD 230	Technical Illustration	<u>1</u>	<u>3</u>	<u>2</u>
		9	15	15
Second Year: Fall Semester				
GRA 121	Graphic Arts I	2	4	4
GRA 153	Computer Graphics III	1	3	2
GRD 231	Marker Illustration	1	3	2
GRD 241	Graphic Design III	2	4	4
GRD 246	Design Applications III	0	3	1
GRD 281	Design of Advertising	<u>2</u>	<u>0</u>	<u>2</u>
		8	17	15
Second Year: Spring Semester				
ENG 114	Professional Research & Reporting	3	0	3
GRA 221	Graphic Arts II	2	4	4
GRD 242	Graphic Design IV	2	4	4
GRD 247	Design Applications IV	0	3	1
GRD 265	Digital Print Production	1	4	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		11	15	18
Second Year: Summer Session				
GRA 154	Computer Graphics IV	1	3	2
GRD 243	Graphic Design V	2	4	4
GRD 280	Portfolio Design	<u>2</u>	<u>4</u>	<u>4</u>
		5	11	10

TOTAL SEMESTER HOURS CREDIT: 72

■ Archaeological & Historical Preservation Technology - Degree (Day)

The Archaeological & Historical Preservation Technology curriculum provides courses related to the documentation and preservation of cultural and historic resources, emphasizing technical training in archaeological methods and building preservation/restoration.

The program will qualify students to assist archaeologists or historic preservationists and provide the skills necessary to restore or conserve historically significant sites. Specific tasks include data collection through surveys, documentation, application of preservation law, and restoration/conservation activities.

ARCHAEOLOGICAL & HISTORICAL PRESERVATION TECHNOLOGY – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Wk. Exp.</u>	<u>Credit</u>
First Year: Fall Semester					
ANT 210	General Anthropology	3	0	0	3
ENG 111	Expository Writing	3	0	0	3
HPT 111	Principles of Historic Preservation	3	0	0	3
HPT 112	Introduction to Photographic Documentation	2	2	0	3
MAT 120	Geometry & Trigonometry	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		13	4	0	15
First Year: Spring Semester					
ARC 250	Survey of Architecture	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
CIS 113	Computer Basics	0	2	0	1
DFT 115	Architectural Drafting	1	2	0	2
ENG 114	Professional Research & Reporting	3	0	0	3
HPT 115	Introduction to Archaeology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	4	0	15
Beginning with the first year summer session students in the Archaeological Technician concentration of this program must follow the courses listed on the next page.					
First Year: Summer Session					
HPT 121	Principles of Archaeological Excavation	2	18	0	8
or					
HPT 131	Fundamentals of Carpentry & Construction	<u>2</u>	<u>18</u>	<u>0</u>	<u>8</u>
		2	18	0	8
Second Year: Fall Semester					
HPT 110	Historical & Cultural Landscapes	2	3	0	3
HPT 233	Historic Construction Methods	2	6	0	4
HPT 235	Building Codes & Regulations	3	0	0	3
--	Historic Preservation Technology Electives	<u>6</u>	<u>0</u>	<u>0</u>	<u>6</u>
		13	9	0	16

Second Year: Spring Semester					
HPT 237	HAZMAT & OSHA Regulations	3	0	0	3
HPT 239	Specialized Construction Trades	1	15	0	6
--	Free Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		7	15	0	12
Second Year: Summer Session					
COE 113	Cooperative Work Experience I	<u>0</u>	<u>0</u>	<u>30</u>	<u>3</u>
		0	0	30	3

TOTAL SEMESTER HOURS CREDIT: 69

Archaeological Technician Concentration

After completion of the first two semesters, students in the Archaeological Technician concentration must follow this sequence of courses.

First Year: Summer Session

HPT 121	Principles of Archaeological Excavation	<u>2</u>	<u>18</u>	<u>0</u>	<u>8</u>
		2	18	0	8

Second Year: Fall Semester

HPT 110	Historical & Cultural Landscapes	2	3	0	3
HPT 220	Artifact Conservation Methods	2	6	0	4
--	Historic Preservation Technology Electives	6	0	0	6
--	Free Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		13	9	0	16

Second Year: Spring Semester

HPT 222	Introduction to Artifact Analysis	2	6	0	4
HPT 224	Archaeological Field Survey Methods	2	6	0	4
HPT 226	Introduction to Historic Archaeology	3	0	0	3
--	Historic Preservation Technology Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	12	0	14

Second Year: Summer Session

COE 113	Cooperative Work Experience I	<u>0</u>	<u>0</u>	<u>30</u>	<u>3</u>
		0	0	30	3

TOTAL SEMESTER HOURS CREDIT: 71

Historic Preservation Technology Electives

HPT 220	Artifact Conservation Methods
HPT 222	Introduction to Artifact Analysis
HPT 224	Archaeological Field Survey Methods
HPT 226	Introduction to Historic Archaeology
HPT 240	HABS/HAER Photography & Measured Drawings
HPT 242	North American Prehistory
HPT 250	Preservation Planning & Historic Settings
HPT 252	Recording Historic Properties

■ Associate Degree Nursing - Degree (Day)

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

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

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

Advanced Placement for Licensed Practical Nurses

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

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

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

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

■ ADN Articulation with Four-Year Schools

The Randolph Community College Associate Degree Nursing program has articulation agreements with the following schools: the University of North Carolina at Greensboro, North Carolina Agricultural & Technical University and North Carolina Central. These schools have provided RCC with written agreements so that students may receive credit for courses taken while at RCC. For further information, contact the Health Occupations department chair at (919) 633-0264.

Randolph Community College's Associate Degree Nursing program has been awarded accreditation by the National League for Nursing. A copy of this accreditation may be obtained by contacting the director of Planning, Research & Development, (910) 633-0295.

ASSOCIATE DEGREE NURSING – DAY

Suggested Curriculum By Semesters - Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Clinical	Credit
First Year: Fall Semester					
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>
		11	6	6	15
First Year: Spring Semester					
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>
		11	6	6	15
First Year: Summer Session					
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>
		10	3	6	13
Second Year: Fall Semester					
ENG 114	Professional Research & Reporting	3	0	0	3
NUR 210	Nursing IV	5	3	12	10
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	3	12	16
Second Year: Spring Semester					
ECO 252	Principles of Macroeconomics	3	0	0	3
NUR 220	Nursing V	<u>4</u>	<u>3</u>	<u>15</u>	<u>10</u>
		7	3	15	13

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; or (7) has willfully violated any provision of this Article or of regulations enacted by the Board. (General Statutes Chapter 90 Article 9 Section 7 90-171.37)

■ Autobody Repair - Diploma (Day); Certificate (Evening)

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

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

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

AUTOBODY REPAIR – DAY

Suggested Curriculum By Semesters - Diploma

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

TOTAL SEMESTER HOURS CREDIT: 44

AUTOBODY REPAIR – EVENING

Suggested Curriculum By Semesters - Certificate

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

TOTAL SEMESTER HOURS CREDIT: 14

■ Automotive Systems Technology - Diploma & Degree (Day); Certificate (Evening)

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

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

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

AUTOMOTIVE SYSTEMS TECHNOLOGY – DAY

Suggested Curriculum By Semesters - Diploma & Degree

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Wk. Exp.</u>	<u>Credit</u>
First Year: Fall Semester					
AUT 115	*Engine Fundamentals	2	3	0	3
AUT 116	*Engine Repair	1	3	0	2
AUT 141	*Suspension & Steering Systems	2	4	0	4
AUT 151	*Brake Systems	2	2	0	3
AUT 152	*Brake Systems Lab	0	2	0	1
ENG 111	*Expository Writing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	14	0	16
First Year: Spring Semester					
AUT 161	*Electrical Systems	2	6	0	4
AUT 171	*Heating & Air Conditioning	2	3	0	3
AUT 183	*Engine Performance-Fuels	2	3	0	3
AUT 184	*Engine Performance-Fuels Lab	0	3	0	1
ENG 114	Professional Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		9	15	0	14
First Year: Summer Session					
AUT 111	Basic Automotive Technology	1	2	0	2
or					
COE 112	Cooperative Work Experience I	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		1	2	0	2
		0	0	or 20	2
Second Year: Fall Semester					
AUT 162	*Chassis Electrical & Electronics	2	2	0	3
AUT 163	*Chassis Electrical & Electronics Lab	0	2	0	1
AUT 186	*Automotive Computer Applications	1	2	0	2
AUT 231	*Manual Drive Trains/Axles	2	3	0	3
AUT 232	*Manual Drive Trains/Axles Lab	0	3	0	1
MAT 121	*Algebra/Trigonometry I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	14	0	13

(Continued on next page)

Second Year: Spring Semester					
AUT 181	Engine Performance-Electrical	2	3	0	3
AUT 182	Engine Performance-Electrical Lab	0	3	0	1
AUT 221	*Automatic Transmissions	2	6	0	4
AUT 281	Advanced Engine Performance	2	2	0	3
--	Social/Behavioral Science Course	3	0	0	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		12	14	0	17

Second Year: Summer Session					
AUT 113	Automotive Servicing	2	6	0	4
or					
COE 122	Cooperative Work Experience II	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		2	6	0	4
or					
		0	0	20	2

*Courses required for diploma.
TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 44
TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 64 or 66

AUTOMOTIVE SYSTEMS TECHNOLOGY – EVENING

Suggested Curriculum By Semesters - Certificate

		<u>Hours/Week</u>		Sem. Hrs.
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
AUT 151	Brake Systems	2	2	3
AUT 152	Brake Systems Lab	<u>0</u>	<u>2</u>	<u>1</u>
		2	4	4
First Year: Spring Semester				
AUT 161	Electrical Systems	<u>2</u>	<u>6</u>	<u>4</u>
		2	6	4
First Year: Summer Session				
AUT 111	Basic Automotive Technology	1	2	2
AUT 186	Automotive Computer Applications	<u>1</u>	<u>2</u>	<u>2</u>
		2	4	4

TOTAL SEMESTER HOURS CREDIT: 12

■ **Basic Law Enforcement Training - Certificate (Day & Evening)**

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county or municipal governments, or with private enterprise.

This program utilizes State-commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, traffic and alcoholic beverage laws; investigative, patrol, custody and court procedures; emergency responses; and ethics and community relations.

Successful graduates receive a curriculum certificate and are qualified to take certification examinations mandated by the North Carolina Criminal Justice Education and Training Standards Commission and/or the North Carolina Sheriffs' Education and Training Standards Commission.

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

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

A copy of this accreditation may be obtained by calling the director of Planning, Research & Development, (910) 633-0295.

BASIC LAW ENFORCEMENT TRAINING – DAY

Suggested Curriculum By Semester - Certificate

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Spring Semester				
CJC 100	Basic Law Enforcement Training	9	27	18
		9	27	18

TOTAL SEMESTER HOURS CREDIT: 18

BASIC LAW ENFORCEMENT TRAINING – EVENING

Suggested Curriculum By Semester - Certificate

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
CJC 100A	Basic Law Enforcement Training	<u>7</u>	<u>18</u>	<u>13</u>
		7	18	13
First Year: Spring Semester				
CJC 100B	*Basic Law Enforcement Training	<u>2</u>	<u>9</u>	<u>5</u>
		2	9	5

*This class will meet only a limited number of weeks during spring semester.

TOTAL SEMESTER HOURS CREDIT: 18

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

CJC 121	Law Enforcement Operations	3 credits
CJC 131	Criminal Law	3 credits
CJC 221	Investigative Principles	4 credits

■ **Business Administration - Degree (Day & Evening)**

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes and an understanding of business organizations in today's global economy.

Course work includes business concepts such as accounting, business law, economics, management and marketing. Skills related to the application of these concepts are developed through the study of computer applications, communication, team building and decision making.

Through these skills, students will have a sound business education base for lifelong learning. Graduates are prepared for employment opportunities in government agencies, financial institutions, and large to small business or industry.

■ **UNCG Articulation Agreement**

Randolph Community College's and the University of North Carolina at Greensboro's articulation agreement states that RCC graduates with an associate degree in Accounting, Business Administration or Information Systems, 2.0 or better grade point average, and a grade of "C" or better in each course covered by the agreement will be considered as candidates for the Articulation Program in the Bryan School of Business and Economics. Upon acceptance the student will have 60 hours of credit and junior status.

Areas of study in the Bryan School of Business and Economics are: Accounting, Business Administration, Business Education, Marketing Education, Economics, Finance, Information Systems and Operations Management, and Management and Marketing.

For more information, contact Dr. Phyllis Helms at Randolph Community College, (910) 633-0314; or Noel Jones at UNCG, (910) 334-4257.

BUSINESS ADMINISTRATION – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ACC 120	Principles of Accounting I	3	2	4
BUS 110	Introduction to Business	3	0	3
BUS 115	Business Law I	3	0	3
CIS 110	Introduction to Computers	2	2	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>2</u>
		12	6	15
First Year: Spring Semester				
ACC 121	Principles of Accounting II	3	2	4
BUS 116	Business Law II	3	0	3
BUS 137	Principles of Management	3	0	3
CIS 120	Spreadsheet I	2	2	3
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>2</u>
		12	6	15
First Year: Summer Session				
BUS 255	Organizational Behavior in Business	3	0	3
ENG 111	Expository Writing	3	0	3
MAT 140	Survey of Mathematics	3	0	3
MKT 120	Principles of Marketing	<u>3</u>	<u>0</u>	<u>3</u>
		12	0	12
Second Year: Fall Semester				
ECO 252	Principles of Macroeconomics	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
MKT 123	Fundamentals of Selling	3	0	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		12	0	12
Second Year: Spring Semester				
ACC 131	Federal Income Taxes	2	2	3
BUS 225	Business Finance	2	2	3
BUS 239	Business Applications Seminar	1	2	2
INT 110	International Business	3	0	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		11	6	14

TOTAL SEMESTER HOURS CREDIT: 68

BUSINESS ADMINISTRATION – EVENING

Suggested Curriculum By Semesters - Degree

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

TOTAL SEMESTER HOURS CREDIT: 68

■ College Transfer -Degree (Day & Evening)

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

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

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

Students should consult their academic advisor for help with course selection. Students must pass placement tests to qualify for certain College Transfer courses. College Preparatory courses are available for those who need them.

This program is currently in the approval process at the North Carolina Community College System. Also, this program is subject to change pending finalization of the comprehensive articulation agreement.

COLLEGE TRANSFER – DAY & EVENING

Courses Offered

General Education Core (44 Semester Hours Credit)

English Composition (6 Semester Hours Credit)

	<u>Hours/Week</u>		<u>Sem. Hrs.</u>
	<u>Class</u>	<u>Lab</u>	<u>Credit</u>
ENG 111 Expository Writing	3	0	3
ENG 112 Argument-Based Research	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.

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
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 241	British Literature I	3	0	3
ENG 242	British Literature II	3	0	3
HUM 120	Cultural Studies	3	0	3
PHI 215	Philosophical Issues	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.

ANT 210	General Anthropology	3	0	3
ANT 220	Cultural Anthropology	3	0	3
ECO 151	Survey of Economics	3	0	3
ECO 251	Principles of Microeconomics	3	0	3
ECO 252	Principles of Macroeconomics	3	0	3
HIS 121	Western Civilization I	3	0	3
HIS 122	Western Civilization II	3	0	3
HIS 131	American History I	3	0	3
HIS 132	American History II	3	0	3
POL 120	American Government	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	3	0	3

Natural Science/Mathematics (14 Semester Hours Credit)**Natural Science (8 Semester Hours Credit)**

BIO 111	General Biology I	3	3	4
BIO 112	General Biology II	3	3	4

Mathematics (6 Semester Hours Credit)

Select two courses.

MAT 140	Survey of Mathematics	3	0	3
MAT 151	Statistics I	3	0	3
MAT 161	College Algebra	3	0	3
MAT 263	Brief Calculus	3	0	3

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

Select seven additional courses from those listed above or below.

ACC 120	Principles of Accounting I	3	2	4
ACC 121	Principles of Accounting II	3	2	4
COM 231	Public Speaking	3	0	3

TOTAL SEMESTER HOURS CREDIT: 64 - 65

■ Criminal Justice Technology - Degree (Day & Evening)

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state and federal law enforcement; judicial processes; corrections and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics and community relations. Additional study may include issues and concepts of government, counseling, communications, computers and technology.

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



CRIMINAL JUSTICE TECHNOLOGY – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
CIS 113	Computer Basics	0	2	1
CJC 111	Introduction to Criminal Justice	3	0	3
CJC 112	Criminology	3	0	3
CJC 141	Corrections	3	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		12	2	13
First Year: Spring Semester				
CJC 113	Juvenile Justice	3	0	3
CJC 131	Criminal Law	3	0	3
CJC 132	Court Procedures & Evidence	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		15	0	15
First Year: Summer Session				
CIS 226	Trends in Technology	1	2	2
CJC 121	Law Enforcement Operations	3	0	3
POL 120	American Government	3	0	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		10	2	11
Second Year: Fall Semester				
CJC 212	Ethics & Community Relations	3	0	3
CJC 215	Organization & Administration	3	0	3
CJC 231	Constitutional Law	3	0	3
SPA 120	Spanish for the Workplace	3	0	3
SPA 181	Spanish Lab I	0	2	1
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		15	2	16
Second Year: Spring Semester				
CJC 211	Counseling	3	0	3
CJC 221	Investigative Principles	3	2	4
CJC 222	Criminalistics	3	0	3
POL 130	State & Local Government	3	0	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		15	2	16

TOTAL SEMESTER HOURS CREDIT: 71

CRIMINAL JUSTICE TECHNOLOGY – EVENING

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
CIS 113	Computer Basics	0	2	1
CJC 111	Introduction to Criminal Justice	3	0	3
CJC 113	Juvenile Justice	3	0	3
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		6	2	10
First Year: Spring Semester				
CIS 226	Trends in Technology	1	2	2
CJC 112	Criminology	3	0	3
CJC 131	Criminal Law	<u>3</u>	<u>0</u>	<u>3</u>
		7	2	8
First Year: Summer Session				
CJC 132	Court Procedures & Evidence	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
POL 120	American Government	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9
Second Year: Fall Semester				
CJC 141	Corrections	3	0	3
SPA 120	Spanish for the Workplace	3	0	3
SPA 181	Spanish Lab I	<u>0</u>	<u>2</u>	<u>1</u>
		6	2	7
Second Year: Spring Semester				
CJC 212	Ethics & Community Relations	3	0	3
CJC 222	Criminalistics	3	0	3
POL 130	State & Local Government	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9
Second Year: Summer Session				
CJC 121	Law Enforcement Operations	3	0	3
CJC 231	Constitutional Law	3	0	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9
Third Year: Fall Semester				
CJC 211	Counseling	3	0	3
CJC 221	Investigative Principles	3	2	4
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		9	2	10
Third Year: Spring Semester				
CJC 215	Organization & Administration	3	0	3
--	Humanities/Fine Arts Course	3	0	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		9	0	9

TOTAL SEMESTER HOURS CREDIT: 71

■ Electrical/Electronics Technology - Certificate, Diploma & Degree (Day); Certificate & Diploma (Evening)

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

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

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

ELECTRICAL/ELECTRONICS TECHNOLOGY – DAY

Suggested Curriculum By Semesters - Certificate, Diploma, Degree

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

(Continued on next page)

Second Year: Summer Session

DFT 119	Basic CAD	1	2	2
ELC 215	Electrical Maintenance	2	3	3
ELN 229	Industrial Electronics	<u>2</u>	<u>4</u>	<u>4</u>
		5	9	9

*Courses required for diploma. **Courses required for diploma & certificate.

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 16

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 39

TOTAL SEMESTER HOURS CREDIT FOR DEGREE: 68

ELECTRICAL/ELECTRONICS TECHNOLOGY – EVENING**Suggested Curriculum By Semesters - Certificate & Diploma**

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ELC 125	*Diagrams & Schematics	1	2	2
ELC 126	*Electrical Computations	2	2	3
ISC 110	*Workplace Safety	<u>1</u>	<u>0</u>	<u>1</u>
		4	4	6
First Year: Spring Semester				
ELC 113	*Basic Wiring I	2	6	4
ELC 118	*National Electrical Code	<u>1</u>	<u>2</u>	<u>2</u>
		3	8	6
First Year: Summer Session				
CIS 113	*Computer Basics	0	2	1
MAT 121	*Algebra/Trigonometry I	<u>2</u>	<u>2</u>	<u>3</u>
		2	4	4
Second Year: Fall Semester				
ELC 112	DC/AC Electricity	<u>3</u>	<u>6</u>	<u>5</u>
		3	6	5
Second Year: Spring Semester				
ELC 114	Basic Wiring II	2	6	4
ELN 131	Electronic Devices	<u>3</u>	<u>3</u>	<u>4</u>
		5	9	8
Second Year: Summer Session				
ELC 117	Motors & Controls	2	6	4
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		5	6	7
Third Year: Fall Semester				
ELC 128	Introduction to PLC	<u>2</u>	<u>3</u>	<u>3</u>
		2	3	3

*Courses required for certificate.

TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 16

TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 39

■ Emergency Medical Science - Degree (Day)

The Emergency Medical Science curriculum is designed to prepare graduates to enter the workforce as paramedics. Additionally, the program can provide an associate degree for individuals desiring an opportunity for career enhancement.

The course of study provides the student an opportunity to acquire basic and advanced life support knowledge and skills by utilizing classroom instruction, practical laboratory sessions, hospital clinical experience, and field internships with emergency medical service agencies.

Students progressing through the program may be eligible to apply for both state and national certification exams. Employment opportunities include ambulance services, fire and rescue agencies, air medical services, specialty areas of hospitals, industry, educational institutions and government agencies.

The Emergency Medical Science program at Randolph Community College is a cooperative educational program offered by Guilford Technical Community College and Randolph Community College. All required EMS courses, except the two rescue courses, are available on the Randolph Community College campus under the auspices of Guilford Technical Community College. The degree is awarded jointly by Guilford Technical Community College and Randolph Community College. The program will "bridge" the knowledge of Paramedics trained in Continuing Education Paramedic programs with the knowledge gained in an EMS Curriculum Paramedic program.

To be eligible to enter the program, you must have (1) a high school diploma or GED, (2) satisfactory scores on RCC admission placement tests in math, English and reading, (3) current certification as an EMT-Paramedic (state certification or national registry), (4) current certification in Advanced Life Support, Basic Trauma Life Support and Pediatric Advanced Life Support, and (5) 4,000 patient contact hours at the EMT-Paramedic level.

EMS core courses (EMS 140, EMS 235, EMS 280) will be taught on RCC's campus by GTCC faculty if ten or more students register for these courses. RCC instructors will teach all general courses except COM 120, which will be offered at GTCC. For Basic Rescue training at RCC, contact Charles Ridge (910) 633-0219.

EMERGENCY MEDICAL SCIENCE BRIDGING PROGRAM - DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
BIO 163	Basic Anatomy & Physiology	4	2	5
<i>or</i>				
BIO 168	Anatomy & Physiology I	3	3	4
<i>and</i>				
BIO 169	Anatomy & Physiology II	3	3	4
ENG 111	Expository Writing	3	0	3
PSY 118	Interpersonal Psychology	<u>3</u>	<u>0</u>	<u>3</u>
		10	2	11
		<i>or</i>		
		12	6	14
First Year: Spring Semester				
COM 120	*Interpersonal Communication	3	0	3
EMS 280	EMS Bridging Course	2	2	3
ENG 114	Professional Research & Reporting	3	0	3
PHI 240	Introduction to Ethics	<u>3</u>	<u>0</u>	<u>3</u>
		11	2	12
First Year: Summer Session				
CIS 113	Computer Basics	0	2	1
EMS 140	Rescue Scene Management	1	6	3
EMS 235	EMS Management	<u>2</u>	<u>0</u>	<u>2</u>
		3	8	6

*Offered on GTCC campus only.

TOTAL SEMESTER HOURS CREDIT: 29 or 32

■ Floriculture Technology - Diploma (Day); Certificate (Evening)

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

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

Graduates should have opportunities for employment as a floral designer, a floral shop owner/manager, or floral salesperson. Wholesale florists, floral/gift suppliers, garden centers, gift shops, greenhouses, and outlet centers also employ curriculum graduates.

FLORICULTURE – DAY

Suggested Curriculum By Semesters - Diploma

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

TOTAL SEMESTER HOURS CREDIT: 45

FLORICULTURE – EVENING

Suggested Curriculum By Semesters - Certificate

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

TOTAL SEMESTER HOURS CREDIT: 13

■ General Occupational Technology - Diploma (Day)

The General Occupational Technology curriculum provides individuals with an opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs.

The curriculum content will be individualized for students according to their occupational interests and needs. A program of study for each student will be selected from associate degree level courses by the College.

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

Students who are waiting admission into the Associate Degree Nursing curriculum may desire to enroll in the General Occupational Technology curriculum.

GENERAL OCCUPATIONAL TECHNOLOGY – DAY

Suggested Curriculum By Semesters - Diploma

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
BIO 168	*Anatomy & Physiology I	3	3	4
ENG 131	Introduction to Literature	3	0	3
HUM 120	Cultural Studies	3	0	3
PSY 110	*Life Span Development	3	0	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		15	3	16
First Year: Spring Semester				
BIO 169	*Anatomy & Physiology II	3	3	4
ECO 252	Principles of Macroeconomics	3	0	3
ENG 111	Expository Writing	3	0	3
MAT 140	Survey of Mathematics	3	0	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		15	3	16
First Year: Summer Session				
CIS 113	Computer Basics	0	2	1
ENG 114	Professional Research & Reporting	3	0	3
MAT 161	College Algebra	3	0	3
PSY 150	General Psychology	3	0	3
SOC 210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>3</u>
		12	2	13

*Students planning to enroll in Associate Degree Nursing must maintain no less than a "C" to enter the ADN program.

TOTAL SEMESTER HOURS CREDIT: 45

■ Health Care Technology - Certificate (Day)

Individuals entering this curriculum must be listed on the Nursing Assistant I Registry and have documentation of successful completion of a Nursing Assistant I program. This curriculum prepares multi-skilled health care personnel to perform a variety of assistive skills which cross several traditional health care disciplines.

Course work includes communication, dietary and clerical skills, as well as those required for listing as a Nursing Assistant II. Based upon local needs, instruction also may include phlebotomy and basic electrocardiography, environmental maintenance, restorative care and basic respiratory skills.

Graduates of this program will be eligible for listing as a Nursing Assistant II in the state of North Carolina. Employment opportunity sites include hospitals, nursing homes, extended care facilities and home health agencies.

This program is offered on a demand-only basis. To get your name on a waiting list, contact the dean of Instruction or the director of curriculum programs at (910) 633-0200.

HEALTH CARE TECHNOLOGY - DAY

Suggested Curriculum By Semesters - Certificate

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
First Semester					
HCT 101	Health Care Technology I	6	2	6	9
Students take at least one course listed below					
HCT 102	Basic Phlebotomy & EKG	1	2	3	3
HCT 103	Environmental Maintenance	1	2	3	3
HCT 104	Restorative Care	1	2	3	3
HCT 105	Basic Respiratory Skills	<u>1</u>	<u>2</u>	<u>3</u>	<u>3</u>
		7-9	4-8	9-15	12-18

TOTAL SEMESTER HOURS CREDIT: 12 - 18

■ **Industrial Maintenance Technology - Certificate & Diploma (Evening)**

The Industrial Maintenance Technology curriculum is designed to prepare or upgrade individuals to service, maintain, repair or install equipment for a wide range of industries. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting and diagnosing industrial equipment and physical facilities.

Students will learn technical skills in blueprint reading, electricity, hydraulics/pneumatics, machining, welding and various maintenance procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

Upon completion of any of the various levels of this curriculum, graduates should gain the necessary practical skills and related technical information to qualify for employment or advancement in the various areas of industrial maintenance technology.

INDUSTRIAL MAINTENANCE TECHNOLOGY – EVENING Suggested Curriculum By Semesters - Certificate & Diploma

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

*Courses required for certificate.
TOTAL SEMESTER HOURS CREDIT FOR CERTIFICATE: 15
TOTAL SEMESTER HOURS CREDIT FOR DIPLOMA: 45

■ Information Systems - Degree (Day & Evening)

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

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

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

■ UNCG Articulation Agreement

Randolph Community College's and the University of North Carolina at Greensboro's articulation agreement states that RCC graduates with an associate degree in Accounting, Business Administration or Information Systems, 2.0 or better grade point average, and a grade of "C" or better in each course covered by the agreement will be considered as candidates for the Articulation Program in the Bryan School of Business and Economics. Upon acceptance the student will have 60 hours of credit and junior status.

Areas of study in the Bryan School of Business and Economics are: Accounting, Business Administration, Business Education, Marketing Education, Economics, Finance, Information Systems and Operations Management, and Management and Marketing.

For more information, contact Dr. Phyllis Helms at Randolph Community College, (910) 633-0314; or Noel Jones at UNCG, (910) 334-4257.

INFORMATION SYSTEMS – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ACC 120	Principles of Accounting I	3	2	4
CIS 110	Introduction to Computers	2	2	3
CIS 126	Graphic Software Introduction	2	2	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>2</u>
		8	8	12
First Year: Spring Semester				
CIS 120	Spreadsheet I	2	2	3
CIS 152	Database Concepts & Applications	2	2	3
ENG 111	Expository Writing	3	0	3
OST 136	Word Processing	1	2	2
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		11	6	14
First Year: Summer Session				
CIS 115	Introduction to Programming & Logic	2	2	3
CIS 130	Survey of Operating Systems	2	3	3
ENG 114	Professional Research & Reporting	3	0	3
OST 233	Office Publications Design	<u>2</u>	<u>2</u>	<u>3</u>
		9	7	12
Second Year: Fall Semester				
CIS 157	Database Programming I	2	2	3
CIS 215	Hardware Installation/Maintenance	2	3	3
CIS 286	Systems Analysis & Design	3	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		10	5	12
Second Year: Spring Semester				
CIS 217	Computer Training & Support	2	2	3
CIS 226	Trends in Technology	1	2	2
CIS 288	Systems Project	1	4	3
NET 110	Data Communication/Networking	2	2	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		9	10	14

TOTAL SEMESTER HOURS CREDIT: 64

INFORMATION SYSTEMS – EVENING

Suggested Curriculum By Semesters - Degree

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

TOTAL SEMESTER HOURS CREDIT: 64

■ Interior Design - Degree (Day)

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

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

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

INTERIOR DESIGN – DAY

Suggested Curriculum By Semester - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ART 114	Art History Survey I	3	0	3
DES 110	Architectural Graphics	0	6	2
DES 125	Graphic Presentation I	0	6	2
DES 135	Principles & Elements of Design I	2	4	4
ENG 111	Expository Writing	<u>3</u>	<u>0</u>	<u>3</u>
		8	16	14
First Year: Spring Semester				
ART 115	Art History Survey II	3	0	3
DES 120	CAD for Interior Design	0	6	2
DES 126	Graphic Presentation II	0	6	2
DES 136	Principles & Elements of Design II	2	4	4
ENG 114	Professional Research & Reporting	<u>3</u>	<u>0</u>	<u>3</u>
		8	16	14
Second Year: Fall Semester				
DES 210	Business Practices/Interior Design	2	0	2
DES 220	Introduction to Interior Design	1	6	3
DES 225	Textiles/Fabrics	2	2	3
DES 255	History/Interiors & Furnishings I	3	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		11	8	14
Second Year: Spring Semester				
DES 230	Residential Design I	1	6	3
DES 240	Nonresidential Design I	1	6	3
DES 235	Products	2	2	3
DES 256	History/Interiors & Furnishings II	3	0	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		10	14	15
Second Year: Summer Session				
DES 241	Nonresidential Design II	1	6	3
DES 285	Capstone/Interior Design	2	6	4
DES 260	Materials Calculations/Interior Design	3	0	3
DES 265	Lighting/Interior Design	<u>2</u>	<u>0</u>	<u>2</u>
		8	12	12

TOTAL SEMESTER CREDIT HOURS: 69

■ Machining Technology - Certificate, Diploma, Degree (Day); Certificate (Evening)

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

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

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

MACHINING TECHNOLOGY – DAY

Suggested Curriculum By Semesters - Certificate, Diploma, Degree

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Wk. Exp.</u>	<u>Credit</u>
First Year: Fall Semester					
BPR 111	**Blueprint Reading	1	2	0	2
ENG 111	*Expository Writing	3	0	0	3
MAC 111	**Machining Technology I	2	12	0	6
MAC 122	*CNC Turning	1	3	0	2
MAC 151	**Machining Calculations	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		8	19	0	15
First Year: Spring Semester					
BPR 121	*Blueprint Reading: Mechanical	1	2	0	2
ENG 114	*Professional Research & Reporting	3	0	0	3
MAC 112	**Machining Technology II	2	12	0	6
MAC 124	*CNC Milling	1	3	0	2
MAC 152	**Advanced Machining Calculations	1	2	0	2
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		11	19	0	18
First Year: Summer Session					
MAC 113	*Machining Technology III	2	12	0	6
MEC 110	*Introduction to CAD/CAM	1	2	0	2
or					
COE 111	*Cooperative Work Experience I	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		3	14	0	8
				or	
		2	12	10	7

Second Year: Fall Semester					
MAC 214	Machining Technology IV	2	12	0	6
MAC 224	Advanced CNC Milling	1	3	0	2
MAC 243	Die Making I	2	6	0	4
MAT 120	Geometry & Trigonometry	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		7	23	0	15
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 Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	15	0	13
Second Year: Summer Session					
MEC 231	Computer-Aided Manufacturing I	1	4	0	3
or					
COE 112	Cooperative Work Experience I	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		1	4	0	3
		0	0	or 20	2

*Courses required for diploma. **Courses required for diploma & certificate.

TOTAL SEMESTER CREDIT HOURS FOR CERTIFICATE: 18
TOTAL SEMESTER CREDIT HOURS FOR DIPLOMA: 37 or 38
TOTAL SEMESTER CREDIT HOURS FOR DEGREE: 70 or 72

MACHINING TECHNOLOGY – EVENING

Suggested Curriculum By Semesters - Certificate

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

TOTAL SEMESTER HOURS CREDIT: 18

■ Office Systems Technology - Degree (Day & Evening)

The Office Systems Technology curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on nontechnical as well as technical skills.

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

OFFICE SYSTEMS TECHNOLOGY - DAY

Suggested Curriculum By Semester - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
CIS 110	Introduction to Computers	2	2	3
OST 131	Keyboarding	1	2	2
OST 164	Text Editing Applications	3	0	3
OST 184	Records Management	1	2	2
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		10	6	13
First Year: Spring Semester				
BUS 115	Business Law I	3	0	3
CIS 152	Database Concepts & Applications	2	2	3
ENG 111	Expository Writing	3	0	3
OST 134	Text Entry & Formatting	3	2	4
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>2</u>
		12	6	15
First Year: Summer Session				
BUS 137	Principles of Management	3	0	3
ENG 114	Professional Research & Reporting	3	0	3
MAT 140	Survey of Mathematics	3	0	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		12	0	12
Second Year: Fall Semester				
ACC 120	Principles of Accounting I	3	2	4
CIS 120	Spreadsheet I	2	2	3
OST 135	Advanced Text Entry & Formatting	3	2	4
OST 236	Advanced Word/Information Processing	<u>2</u>	<u>2</u>	<u>3</u>
		10	8	14
Second Year: Spring Semester				
ACC 140	Payroll Accounting	1	2	2
OST 233	Office Publications Design	2	2	3
OST 284	Emerging Technologies	2	0	2
OST 286	Professional Development	2	0	2
OST 289	Office Systems Management	<u>2</u>	<u>2</u>	<u>3</u>
		9	6	12

TOTAL SEMESTER HOURS CREDIT: 66

OFFICE SYSTEMS TECHNOLOGY – EVENING

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
CIS 110	Introduction to Computers	2	2	3
OST 131	Keyboarding	1	2	2
OST 164	Text Editing Applications	<u>3</u>	<u>0</u>	<u>3</u>
		6	4	8
First Year: Spring Semester				
ENG 111	Expository Writing	3	0	3
OST 134	Text Entry & Formatting	3	2	4
OST 136	Word Processing	<u>1</u>	<u>2</u>	<u>2</u>
		7	4	9
First Year: Summer Session				
ENG 114	Professional Research & Reporting	3	0	3
MAT 140	Survey of Mathematics	<u>3</u>	<u>0</u>	<u>3</u>
		6	0	6
Second Year: Fall Semester				
OST 135	Advanced Text Entry & Formatting	3	2	4
OST 236	Advanced Word/Information Processing	2	2	3
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		8	4	10
Second Year: Spring Semester				
BUS 115	Business Law I	3	0	3
CIS 152	Database Concepts & Applications	2	2	3
OST 286	Professional Development	<u>2</u>	<u>0</u>	<u>2</u>
		7	2	8
Second Year: Summer Session				
BUS 137	Principles of Management	3	0	3
OST 233	Office Publications Design	2	2	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		8	2	9
Third Year: Fall Semester				
ACC 120	Principles of Accounting I	3	2	4
CIS 120	Spreadsheet I	2	2	3
OST 184	Records Management	<u>1</u>	<u>2</u>	<u>2</u>
		6	6	9
Third Year: Spring Semester				
ACC 140	Payroll Accounting	1	2	2
OST 284	Emerging Technologies	2	0	2
OST 289	Office Systems Management	<u>2</u>	<u>2</u>	<u>3</u>
		5	4	7

TOTAL SEMESTER HOURS CREDIT: 66

■ Photofinishing Technology - Day (Degree)

The Photofinishing Technology curriculum provides students with necessary skills in the operation, maintenance, quality control and supervision of a photofinishing laboratory. Students are taught theoretical and practical techniques in photography, photomechanism, photofinishing processes and supportive technology.

Students will study photographic materials and processes, quality control, environmental safety, chemical mixing, recovery and regenerative processes. Training includes operation, maintenance, repair and adjustment of processes and processors, and supportive technology such as computer/digital imaging and photoelectronics.

Graduates should be thoroughly prepared to successfully perform duties for entry and higher level positions as quality control technicians, custom printers, film processing specialists, technical sales and service representatives, and laboratory or production managers within the photofinishing industry.

PHOTOFINISHING TECHNOLOGY – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
ENG 111	Expository Writing	3	0	3
PFN 110	Process Monitoring I (first 8 weeks of 16-week semester)	1	3	2
PFN 111	Process Monitoring II (last 8 weeks of 16-week semester)	1	3	2
PHO 110	Fundamentals of Photography	3	6	5
PHO 111	Photographic Correction & Finishing I (first 8 weeks of 16-week semester)	0	3	1
PHO 114	Photographic Chemistry (last 8 weeks of 16-week semester)	<u>1</u>	<u>3</u>	<u>2</u>
		9	18	15
First Year: Spring Semester				
ENG 114	Professional Research & Reporting	3	0	3
MAT 140	Survey of Mathematics	3	0	3
PFN 120	Introduction to Machine Processing & Printing	1	3	2
PHO 121	Photographic Correction & Finishing II	0	3	1
PHO 127	Photographic Materials/Processes	<u>4</u>	<u>0</u>	<u>4</u>
		11	6	13
First Year: Summer Session				
ELC 111	Introduction to Electricity	2	2	3
PFN 121	Photofinishing Processes	1	8	5
PFN 122	Mini-Lab Operations Maintenance & Management	1	3	2
PFN 130	Custom Color Printing I	<u>1</u>	<u>2</u>	<u>2</u>
		5	15	12

Second Year: Fall Semester				
EGR 131	Introduction to Electronics Technology	1	2	2
PFN 131	Photofinishing Machine Operations	1	6	3
PFN 213	Photographic Computer Imaging & Finishing	1	3	2
PFN 221	Advanced Photofinishing Processes	1	3	2
PHO 112	Design Laboratory I	0	3	1
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>3</u>
		7	17	13
Second Year: Spring Semester				
PFN 210	Photoelectronics I	1	3	2
PFN 224	Production Supervision	0	3	1
	(first 8 weeks of 16-week semester)			
PFN 225	Photofinishing Lab Management	0	3	1
	(last 8 weeks of 16-week semester)			
PFN 226	Advanced Process Monitoring	1	4	3
PFN 230	Custom Color Printing II	0	4	2
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>3</u>
		5	17	12
Second Year: Summer Session				
PFN 220	Photoelectronics II	1	3	2
PFN 223	Custom Black/White Finishing	0	6	2
PFN 231	Individual Special Projects	0	6	2
PFN 233	Systems Engineering Technology	1	4	3
PFN 234	Electronic Imaging Systems	<u>0</u>	<u>2</u>	<u>1</u>
		2	21	10

TOTAL SEMESTER HOURS CREDIT: 75



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Photographic Technology

Biomedical Photography Concentration - Day (Degree)

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

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

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

PHOTOGRAPHIC TECHNOLOGY

BIOMEDICAL PHOTOGRAPHY CONCENTRATION – DAY

Suggested Curriculum By Semesters - Diploma & Degree

		Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
First Year: Fall Semester					
ENG 111	Expository Writing	3	0	0	3
PHO 110	Fundamentals of Photography	3	6	0	5
PHO 111	Photographic Correction & Finishing I <i>(first 8 weeks of 16-week semester)</i>	0	3	0	1
PHO 112	Design Laboratory I	0	3	0	1
PHO 114	Photographic Chemistry <i>(last 8 weeks of 16-week semester)</i>	1	3	0	2
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	15	0	15
First Year: Spring Semester					
ENG 114	Professional Research & Reporting	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PHO 121	Photographic Correction & Finishing II	0	3	0	1
PHO 122	Design Laboratory II	0	3	0	1
PHO 123	Large-Format Photography I <i>(last 8 weeks of 16-week semester)</i>	1	3	0	2
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photographic Materials/Processes	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab	<u>0</u>	<u>3</u>	<u>0</u>	<u>1</u>
		11	18	0	17
First Year: Summer Session					
PFN 130	Custom Color Printing I	1	2	0	2
PHO 132	Small-Format Photography	2	6	0	4
PHO 133	Large-Format Photography II	1	3	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>
		5	17	0	11

Second Year: Fall Semester					
BIO 192	Selected Topics in Human Biology	2	0	0	2
PFN 110	Process Monitoring I (first 8 weeks of 16-week semester)	1	3	0	2
PHO 212	Biomedical Photojournalism (first 8 weeks of 16-week semester)	1	3	0	2
PHO 218	Biomedical Portrait Lighting (last 8 weeks of 16-week semester)	0	3	0	1
PHO 222	Video Production	1	6	0	3
PHO 225	Biomedical Object Lighting (last 8 weeks of 16-week semester)	0	3	0	1
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	18	0	14
Second Year: Spring Semester					
COE 112	Cooperative Work Experience I (last 8 weeks of 16-week semester)	0	0	20	2
PHO 213	Macro/Micro Photography (first 8 weeks of 16-week semester)	1	6	0	4
PHO 224	Multi-Image Production (first 8 weeks of 16-week semester)	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		3	9	20	9
Second Year: Summer Session					
COE 122	Cooperative Work Experience II (first 8 weeks of 11-week session)	0	0	20	2
PHO 230	Biomedical Portfolio Preparation (last 3 weeks of 11-week session)	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
		0	6	20	4

TOTAL SEMESTER HOURS CREDIT: 70

■ Photographic Technology

Commercial Photography Concentration - Day (Degree)

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

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

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

PHOTOGRAPHIC TECHNOLOGY

COMMERCIAL PHOTOGRAPHY CONCENTRATION – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Wk. Exp.</u>	<u>Credit</u>
First Year: Fall Semester					
ENG 111	Expository Writing	3	0	0	3
PHO 110	Fundamentals of Photography	3	6	0	5
PHO 111	Photographic Correction & Finishing I (first 8 weeks of 16-week semester)	0	3	0	1
PHO 112	Design Laboratory I	0	3	0	1
PHO 114	Photographic Chemistry (last 8 weeks of 16-week semester)	1	3	0	2
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	15	0	15
First Year: Spring Semester					
ENG 114	Professional Research & Reporting	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PHO 121	Photographic Correction & Finishing II	0	3	0	1
PHO 122	Design Laboratory II	0	3	0	1
PHO 123	Large-Format Photography 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	Photographic Materials/Processes	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab	<u>0</u>	<u>3</u>	<u>0</u>	<u>1</u>
		11	18	0	17
First Year: Summer Session					
PFN 130	Custom Color Printing I	1	2	0	2
PHO 132	Small-Format Photography	2	6	0	4
PHO 133	Large-Format Photography II	1	3	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>
		5	17	0	11

Second Year: Fall Semester

COE 112	Cooperative Work Experience I (last 8 weeks of 16-week semester)	0	0	20	2
PHO 215	Photographic Illustration (first 8 weeks of 16-week semester)	2	12	0	6
PHO 219	Digital Applications (first 8 weeks of 16-week semester)	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		3	15	20	10

Second Year: Spring Semester

COE 122	Cooperative Work Experience II (last 8 weeks of 16-week semester)	0	0	20	2
PHO 224	Multi-Image Production (first 8 weeks of 16-week semester)	2	3	0	3
PHO 229	Advertising Photography (first 8 weeks of 16-week semester)	<u>2</u>	<u>12</u>	<u>0</u>	<u>6</u>
		4	15	20	11

Second Year: Summer Session

PHO 231	Commercial Portfolio Preparation	0	6	0	2
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		3	6	0	5

TOTAL SEMESTER HOURS CREDIT: 69

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Photographic Technology

Photojournalism Concentration - Day (Degree)

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

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

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

PHOTOGRAPHIC TECHNOLOGY

PHOTOJOURNALISM CONCENTRATION – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Wk. Exp.</u>	<u>Credit</u>
First Year: Fall Semester					
ENG 111	Expository Writing	3	0	0	3
PHO 110	Fundamentals of Photography	3	6	0	5
PHO 111	Photographic Correction & Finishing I <i>(first 8 weeks of 16-week semester)</i>	0	3	0	1
PHO 112	Design Laboratory I	0	3	0	1
PHO 114	Photographic Chemistry <i>(last 8 weeks of 16-week semester)</i>	1	3	0	2
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	15	0	15
First Year: Spring Semester					
ENG 114	Professional Research & Reporting	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PHO 121	Photographic Correction & Finishing II	0	3	0	1
PHO 122	Design Laboratory II	0	3	0	1
PHO 123	Large-Format Photography I <i>(last 8 weeks of 16-week semester)</i>	1	3	0	2
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photographic Materials/Processes	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab	<u>0</u>	<u>3</u>	<u>0</u>	<u>1</u>
		11	18	0	17
First Year: Summer Session					
PFN 130	Custom Color Printing I	1	2	0	2
PHO 132	Small-Format Photography	2	6	0	4
PHO 133	Large-Format Photography II	1	3	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>
		5	17	0	11

Second Year: Fall Semester

COE 112	Cooperative Work Experience I (last 8 weeks of 16-week semester)	0	0	20	2
PHO 217	Photojournalism I (first 8 weeks of 16-week semester)	<u>1</u>	<u>6</u>	<u>0</u>	<u>4</u>

1	6	20	6
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Second Year: Spring Semester

JOU 110	Introduction to Journalism	3	0	0	3
PHO 227	Photojournalism II	2	12	0	8
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	12	0	14

Second Year: Summer Session

COE 122	Cooperative Work Experience II (last 8 weeks of 11-week session)	0	0	20	2
PHO 232	Photojournalism Portfolio Preparation (first 3 weeks of 11-week session)	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
		0	6	20	4

TOTAL SEMESTER HOURS CREDIT: 67

■ Photographic Technology

Portrait Studio Management Concentration - Day (Degree)

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

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

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

PHOTOGRAPHIC TECHNOLOGY

PORTRAIT STUDIO MANAGEMENT CONCENTRATION - DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Wk. Exp.</u>	<u>Credit</u>
First Year: Fall Semester					
ENG 111	Expository Writing	3	0	0	3
PHO 110	Fundamentals of Photography	3	6	0	5
PHO 111	Photographic Correction & Finishing I (first 8 weeks of 16-week semester)	0	3	0	1
PHO 112	Design Laboratory I	0	3	0	1
PHO 114	Photographic Chemistry (last 8 weeks of 16-week semester)	1	3	0	2
--	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		10	15	0	15
First Year: Spring Semester					
ENG 114	Professional Research & Reporting	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PHO 121	Photographic Correction & Finishing II	0	3	0	1
PHO 122	Design Laboratory II	0	3	0	1
PHO 123	Large-Format Photography 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	Photographic Materials/Processes	4	0	0	4
PHO 127A	Photographic Materials/Processes Lab	<u>0</u>	<u>3</u>	<u>0</u>	<u>1</u>
		11	18	0	17
First Year: Summer Session					
PFN 130	Custom Color Printing I	1	2	0	2
PHO 132	Small-Format Photography	2	6	0	4
PHO 133	Large-Format Photography II	1	3	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>
		5	17	0	11

Second Year: Fall Semester

BUS 230	Small Business Management	3	0	0	3
PHO 210	Professional Wedding Photography	1	6	0	3
PHO 211	Professional Portraiture I	1	9	0	4
PHO 222	Video Production	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		6	21	0	13

Second Year: Spring Semester

COE 112	Cooperative Work Experience I (last 8 weeks of 16-week semester)	0	0	20	2
PHO 221	Professional Portraiture II (first 8 weeks of 16-week semester)	<u>1</u>	<u>9</u>	<u>0</u>	<u>4</u>
		1	9	20	6

Second Year: Summer Session

PHO 228	Advanced Correction & Finishing	1	3	0	2
PHO 233	Portrait Portfolio Preparation	0	6	0	2
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		4	9	0	7

TOTAL SEMESTER HOURS CREDIT: 69



■ **Real Estate Appraisal - Certificate (Day & Evening)**

The Real Estate Appraisal curriculum is designed to prepare individuals to enter the appraisal profession as a registered trainee and advance to licensed or certified appraiser levels.

Course work includes appraisal theory and concepts with applications, the North Carolina Appraisers Act, North Carolina Appraisal Board rules, and the Uniform Standards of Professional Appraisal Practice.

Graduates should be prepared to complete the North Carolina Registered Trainee Examinations and advance to licensure or certification levels as requirements are met.

This program is offered on a demand-only basis. To get your name on a waiting list, contact the dean of Instruction or the director of curriculum programs at (910) 633-0200.

REAL ESTATE APPRAISAL – DAY & EVENING

Required Courses - Certificate

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
<u>Residential (State-Licensed Appraiser)</u>				
REA 101	Introduction to Real Estate Appraisal R-1	2	0	2
REA 102	Valuation Principles & Practices R-2	2	0	2
REA 103	Applied Residential Property Valuation R-3	2	0	2
<u>Commercial-General (State-Certified Appraiser)</u>				
REA 201	Introduction to Income Property Appraisal G-1	2	0	2
REA 202	Advanced Income Capitalization Procedures G-2	2	0	2
REA 203	Applied Income Property Valuation G-3	2	0	2

The courses listed above must be taken in sequence.

TOTAL SEMESTER HOURS CREDIT: 12

■ Rehabilitation Assistant - Day (Diploma)

This curriculum provides individuals with the knowledge and skills necessary to provide continuance of established rehabilitative care to clients throughout the lifespan in a variety of settings.

Courses will include content related to the rehabilitation assistant's role as adjunct provider of the transdisciplinary plan of care. Students will learn basics of rehabilitation care such as special mobility needs, communication/counseling skills, and self-care progression.

Employment opportunities will be available under rehabilitation or nursing services in facilities such as hospitals, mental health facilities, rehabilitation centers, extended care, home health, public schools and day care centers.

This program is currently in the approval process at the North Carolina Community College System.

REHABILITATION ASSISTANT – DAY

Suggested Curriculum By Semesters - Diploma

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
First Year: Fall Semester					
BIO 163	Basic Anatomy & Physiology	4	2	0	5
PSY 110	Life Span Development	3	0	0	3
REH 100	Rehabilitation I	<u>6</u>	<u>3</u>	<u>9</u>	<u>10</u>
		13	5	9	18
First Year: Spring Semester					
CIS 113	Computer Basics	0	2	0	1
ENG 111	Expository Writing	3	0	0	3
MAT 110	Mathematical Measurement	2	2	0	3
REH 101	Rehabilitation II	<u>6</u>	<u>3</u>	<u>9</u>	<u>10</u>
		11	7	9	17
First Year: Summer Session					
PSY 150	General Psychology	3	0	0	3
REH 200	Rehabilitation III	<u>6</u>	<u>3</u>	<u>9</u>	<u>10</u>
		9	3	9	13

TOTAL SEMESTER HOURS CREDIT: 48

■ **Speech-Language Pathology Assisting - Day (Degree)**

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

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

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

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

This program is currently in the approval process at the North Carolina Community College System.

SPEECH-LANGUAGE PATHOLOGY ASSISTING – DAY

Suggested Curriculum By Semesters - Degree

		<u>Hours/Week</u>			<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Clinical</u>	<u>Credit</u>
First Year: Fall Semester					
BIO 163	**Basic Anatomy & Physiology	4	2	0	5
<i>or</i>					
BIO 168	**Anatomy & Physiology I	3	3	0	4
CIS 110	Introduction to Computers	2	2	0	3
ENG 115	*Oral Communications	3	0	0	3
MAT 140	Survey of Mathematics	3	0	0	3
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	4	0	17
<i>or</i>					
		14	5	0	16
First Year: Spring Semester					
BIO 169	**Anatomy & Physiology II	3	3	0	4
ENG 111	Expository Writing	3	0	0	3
PSY 110	Life Span Development	3	0	0	3
SLP 111	*Introduction to Speech-Language Pathology	3	0	0	3
SLP 112	*Speech-Language Path. Anatomy & Physiology	3	0	0	3
--	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		15	0	0	15
<i>or</i>					
		18	3	0	19
First Year: Summer Session					
PSY 255	*Introduction to Exceptionality	3	0	0	3
SLP 130	*Phonetics/Speech Patterns	2	2	0	3
SLP 140	*Normal Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		8	2	0	9
Second Year: Fall Semester					
ENG 114	Professional Research & Reporting	3	0	0	3
PSY 265	*Behavioral Modification	3	0	0	3
SLP 211	*Disorders & Treatment I	3	2	0	4
SLP 120	*Speech-Language Path. Administrative Off. Proc.	2	0	0	2
SLP 220	*Assistive Technology	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		12	4	0	14
Second Year: Spring Semester					
SLP 212	*Disorders & Treatment II	3	2	3	5
SLP 230	*Speech-Language Pathology Fieldwork	0	0	12	4
SLP 231	*Speech-Language Pathology Fieldwork Seminar	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		6	2	15	12

*These courses will be offered on the Forsyth Technical Community College campus.

**Students who take BIO 163 will not take BIO 168 or BIO 169.

TOTAL SEMESTER HOURS CREDIT: 66 or 70

■ **Welding Technology - Certificate (Evening)**

The Welding Technology curriculum provides students with a sound understanding of the science, technology and applications essential for successful employment in the welding and metal industry.

Instruction includes consumable and nonconsumable electrode welding and cutting processes. Courses in math, blueprint reading, metallurgy, welding inspection, and destructive and nondestructive testing provides the student with industry-standard skills developed through classroom training and practical application.

Successful graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision and welding-related self-employment.

WELDING TECHNOLOGY – EVENING

Suggested Curriculum By Semesters - Certificate

		<u>Hours/Week</u>		<u>Sem. Hrs.</u>
		<u>Class</u>	<u>Lab</u>	<u>Credit</u>
First Year: Fall Semester				
WLD 111	Oxy-Fuel Welding	1	3	2
WLD 141	Symbols & Specifications	<u>2</u>	<u>2</u>	<u>3</u>
		3	5	5
First Year: Spring Semester				
WLD 115	SMAW (Stick) Plate	<u>2</u>	<u>9</u>	<u>5</u>
		2	9	5
Second Year: Fall Semester				
WLD 121	GMAW (MIG) FCAW/Plate	2	6	4
WLD 131	GTAW (TIG) Plate	<u>2</u>	<u>6</u>	<u>4</u>
		4	12	8

TOTAL SEMESTER HOURS CREDIT: 18

Course Descriptions

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

■ ACC - Accounting

- ACC 120 Principles of Accounting I

3 2 4

This course introduces the basic principles and procedures of accounting. Emphasis is placed on collecting, summarizing, analyzing, and reporting financial information. Upon completion, students should be able to analyze data and prepare journal entries and reports as they relate to the accounting cycle.
- ACC 121 Principles of Accounting II

3 2 4

This course is a continuation of ACC 120. Emphasis is placed on corporate and managerial accounting for both external and internal reporting and decision making. Upon completion, students should be able to analyze and record corporate transactions, prepare financial statements and reports, and interpret them for management. **Prerequisite:** ACC 120.
- ACC 131 Federal Income Taxes

2 2 3

This course provides an overview of federal income taxes for individuals, partnerships, and corporations. Emphasis is placed on the application of the Internal Revenue Code to preparation of tax returns for individuals, partnerships, and corporations. Upon completion, students should be able to complete federal tax returns for individuals, partnerships, and corporations.
- ACC 140 Payroll Accounting

1 2 2

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries. **Prerequisite:** ACC 115 or ACC 120.
- ACC 220 Intermediate Accounting I

3 2 4

This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and statements and extensive analyses of balance sheet components. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards. **Prerequisite:** ACC 121.
- ACC 221 Intermediate Accounting II

3 2 4

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. **Prerequisite:** ACC 220.
- ACC 225 Cost Accounting

3 0 3

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered. **Prerequisite:** ACC 121.

■ 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.

■ **ARC - Architecture**

ARC 250 Survey of Architecture

3 0 3

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

■ **ART - Art**

ART 111 Art Appreciation

3 0 3

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

ART 114 Art History Survey I

3 0 3

This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate 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.

■ **AUB - Automotive Body Repair**

AUB 111 Painting & Refinishing I

2 6 4

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

AUB 112 Painting & Refinishing II

2 6 4

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

AUB 114 Special Finishes

1 2 2

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

- AUB 121 Nonstructural Damage I** 1 4 3
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/replacing of body panels to accepted standards.
- AUB 122 Nonstructural Damage II** 2 6 4
This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware.
- AUB 131 Structural Damage I** 2 4 4
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage.
- AUB 132 Structural Damage II** 2 6 4
This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards. **Prerequisite:** AUB 131.
- AUB 134 Autobody MIG Welding** 1 4 3
This course covers the terms and procedures for welding the various metals found in today's autobody repair industry with an emphasis on personal/environmental safety. Topics include safety and precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, and other related topics. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standards.
- AUB 136 Plastics & Adhesives** 1 4 3
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards.
- AUB 144 Mechanical & Electrical Specialties** 2 2 3
This course concentrates on special automotive mechanical and electrical system operations and diagnostics. Topics include personal and environmental safety, suspension and steering, electrical, restraint, and air-conditioning systems. Upon completion, students should be able to identify system components and perform basic system diagnostic checks and/or repairs according to industry standards.
- AUT - Automotive**
- AUT 111 Basic Automotive Technology** 1 2 2
This course introduces basic concepts, terms, workplace safety, regulations, and service information relating to automotive technology. Emphasis is placed on developing familiarity with automotive components along with basic identification and proper use of various hand and power tools and shop equipment. Upon completion, students should be able to define and use terms associated with automobiles and identify and use basic tools and shop equipment. **Prerequisite:** Successful completion of all required first-year AUT courses.
- AUT 113 Automotive Servicing** 2 6 4
This course covers diagnostic procedures necessary to determine the nature and cause of auto service problems and the procedures used to repair/replace components. Emphasis is placed on troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and operate appropriate equipment. **Prerequisite:** Successful completion of all required first- and second-year AUT courses.

AUT 115 Engine Fundamentals

2 3 3

This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis/repair of automotive engines using appropriate tools, equipment, procedures, and service information.

AUT 116 Engine Repair

1 3 2

This course covers service/repair/rebuilding of block, head, and internal engine components. Topics include engine repair/reconditioning using service specifications. Upon completion, students should be able to rebuild/recondition an automobile engine to service specifications. **Corequisite:** AUT 115.

AUT 141 Suspension & Steering Systems

2 4 4

This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair various steering and suspension components, check and adjust various alignment angles, and balance wheels.

AUT 151 Brake Systems

2 2 3

This course covers principles of operation and types, diagnosis, service, and repair of brake systems. Topics include drum and disc brakes involving hydraulic, vacuum boost, hydra-boost, electrically powered boost, and anti-lock and parking brake systems. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems.

AUT 152 Brake Systems Lab

0 2 1

This course provides a laboratory setting to enhance brake system skills. Emphasis is placed on practical experiences that enhance the topics presented in AUT 151. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 151.

Corequisite: AUT 151.

AUT 161 Electrical Systems

2 6 4

This course covers basic electrical theory and wiring diagrams, test equipment, and diagnosis/repair/replacement of batteries, starters, alternators, and basic electrical accessories. Topics include diagnosis and repair of battery, starting, charging, lighting, and basic accessory systems problems. Upon completion, students should be able to diagnose, test, and repair the basic electrical components of an automobile.

AUT 162 Chassis Electrical & Electronics

2 2 3

This course covers electrical/electronic diagnosis/repair, including wiring diagrams, instrumentation, and electronic/computer-controlled devices and accessories. Topics include interpreting wiring diagrams and diagnosis and repair of chassis electrical and electronic systems. Upon completion, students should be able to read and interpret wiring diagrams and determine/perform needed repairs on chassis electrical and electronic systems. **Prerequisite:** AUT 161.

AUT 163 Chassis Electrical & Electronics Lab

0 2 1

This course provides a laboratory setting to enhance chassis electrical and electronic system skills. Emphasis is placed on practical experiences that enhance the topics presented in AUT 162. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 162. **Corequisite:** AUT 162.

AUT 171 Heating & Air Conditioning

2 3 3

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.

AUT 181 Engine Performance-Electrical

2 3 3

This course covers the principles, systems, and procedures required for diagnosing and restoring engine performance using electrical/electronics test equipment. Topics include procedures for diagnosis and repair of ignition, emission control, and related electronic systems. Upon completion, students should be able to describe operation of and diagnose/repair ignition/emission control systems using appropriate test equipment and service information. **Prerequisites:** AUT 161, AUT 162, AUT 186.

- AUT 182 Engine Performance-Electrical Lab** 0 3 1
This course provides a laboratory setting to enhance the skills for diagnosing and restoring engine performance using electrical/electronics test equipment. Emphasis is placed on practical experiences that enhance the topics presented in AUT 181. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 181. **Corequisite:** AUT 181.
- AUT 183 Engine Performance-Fuels** 2 3 3
This course covers the principles of fuel delivery/management, exhaust/emission systems, and procedures for diagnosing and restoring engine performance using appropriate test equipment. Topics include procedures for diagnosis/repair of fuel delivery/management and exhaust/emission systems using appropriate service information. Upon completion, students should be able to describe, diagnose, and repair engine fuel delivery/management and emission control systems using appropriate service information and diagnostic equipment.
- AUT 184 Engine Performance-Fuels Lab** 0 3 1
This course provides a laboratory setting to enhance the skills for diagnosing and repairing fuel delivery/management and emission systems. Emphasis is placed on practical experiences that enhance the topics presented in AUT 183. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 183. **Corequisite:** AUT 183.
- AUT 186 Automotive Computer Applications** 1 2 2
This course introduces computer operating systems, word processing, and electronic automotive service information systems. Emphasis is placed on operation systems, word processing, and electronic automotive service information systems. Upon completion, students should be able to use an operating system to access information pertaining to automotive technology and perform word processing.
Prerequisites: AUT 161, AUT 183.
- AUT 221 Automatic Transmissions** 2 6 4
This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair automatic drive trains.
- AUT 231 Manual Drive Trains/Axles** 2 3 3
This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, drive shafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory and diagnose and repair manual drive trains.
- AUT 232 Manual Drive Trains/Axles Lab** 0 3 1
This course provides a laboratory setting to enhance the skills for diagnosing and repairing manual transmissions/transaxles, clutches, drive shafts, axles, and final drives. Emphasis is placed on practical experiences that enhance the topics presented in AUT 231. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in AUT 231. **Corequisite:** AUT 231.
- AUT 281 Advanced Engine Performance** 2 2 3
This course utilizes service information and specialized test equipment to diagnose/repair power train control systems. Topics include computerized ignition, fuel and emission systems, related diagnostic tools and equipment, data communication networks, and service information. Upon completion, students should be able to perform advanced engine performance diagnosis and repair. **Prerequisites:** AUT 161, AUT 162, AUT 183, AUT 186.

■ BIO - Biology

- BIO 111 General Biology I** 3 3 4
This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
- BIO 112 General Biology II** 3 3 4
This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. **Prerequisite:** BIO 111.

- BIO 163 Basic Anatomy & Physiology** 4 2 5
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships.
- BIO 168 Anatomy & Physiology I** 3 3 4
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous, special senses, and endocrine systems. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Selected topics from microbiology are included in this course.
- BIO 169 Anatomy & Physiology II** 3 3 4
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. Selected topics from microbiology are included in this course. **Prerequisite:** BIO 168.
- BIO 192 Selected Topics in Human Biology** 2 0 2
This course provides an opportunity to explore areas of current interest in specific program or discipline areas. Emphasis is placed on subject matter appropriate to the program or discipline. Upon completion, students should be able to demonstrate an understanding of the specific area of study. **Prerequisite:** Enrollment in the Photographic Technology program, Biomedical Photography concentration.

■ BPR - Blueprint Reading

- BPR 111 Blueprint Reading** 1 2 2
This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part.
- BPR 121 Blueprint Reading: Mechanical** 1 2 2
This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing. **Prerequisite:** BPR 111 or MAC 131.

■ BUS - Business

- BUS 110 Introduction to Business** 3 0 3
This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects.
- 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.
- BUS 116 Business Law II** 3 0 3
This course continues the study of ethics and business law. Emphasis is placed on bailments, sales, risk-bearing, forms of business ownership, and copyrights. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. **Prerequisite:** BUS 115.
- BUS 137 Principles of Management** 3 0 3
This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.
- BUS 225 Business Finance** 2 2 3
This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. **Prerequisite:** ACC 120.

- BUS 230 Small Business Management** 3 0 3
This course introduces the challenges of entrepreneurship including the startup and operation of a small business. Topics include market research techniques, feasibility studies, site analysis, financing alternatives, and managerial decision making. Upon completion, students should be able to develop a small business plan.
- BUS 239 Business Applications Seminar** 1 2 2
This course is designed as a capstone course for Business Administration majors. Emphasis is placed on decision making in the areas of management, marketing, production, purchasing, and finance. Upon completion, students should be able to apply the techniques, processes, and vital professional skills needed in the work place. **Prerequisites:** ACC 120, BUS 115, BUS 137, MKT 120, and either ECO 151, 251 or 252.
- BUS 255 Organizational Behavior in Business** 3 0 3
This course covers the impact of different management practices and leadership styles on worker satisfaction and morale, organizational effectiveness, productivity, and profitability. Topics include a discussion of formal and informal organizations, group dynamics, motivation, and managing conflict and change. Upon completion, students should be able to analyze different types of interpersonal situations and determine an appropriate course of action.
- CIS - Information Systems**
- CIS 110 Introduction to Computers** 2 2 3
This course provides an introduction to computers and computing. Topics include the impact of computers on society, ethical issues, and hardware/software applications, including spreadsheets, databases, word processors, graphics, the Internet, and operating systems. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems.
- CIS 113 Computer Basics** 0 2 1
This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications sufficient to use computer-assisted instructional software.
- CIS 115 Introduction to Programming & Logic** 2 2 3
This course introduces computer programming and problem solving in a programming environment, including an introduction to operating systems, text editor, and a language translator. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. **Prerequisite:** MAT 080, MAT 090 or acceptable placement score, and CIS 110.
- CIS 120 Spreadsheet I** 2 2 3
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts. **Prerequisite:** CIS 110 or CIS 111.
- CIS 126 Graphic Software Introduction** 2 2 3
This course provides an introduction to graphic design and execution of pictorial graphics using a variety of software packages. Emphasis is placed on creation and manipulation of images using graphic design software. Upon completion, students should be able to create graphic designs and incorporate these designs into printed publications.
- CIS 130 Survey of Operating Systems** 2 3 3
The course covers operating system concepts which are necessary for maintaining and using computer systems. Topics include disk, file, and directory structures; installation and setup; resource allocation, optimization, and configuration; system security; and other related topics. Upon completion, students should be able to install and configure operating systems and optimize performance.
Prerequisite: CIS 110.
- CIS 152 Database Concepts & Applications** 2 2 3
This course introduces database design and creation using a DBMS product. Topics include database terminology, usage in industry, design theory, types of DBMS models, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to create simple database tables, queries, reports, and forms which follow acceptable design practices. **Prerequisite:** CIS 110, CIS 111 or CIS 115.

- CIS 157 Database Programming I** 2 2 3
This course is designed to develop programming proficiency in a selected DBMS. Emphasis is placed on the Data Definition Language (DDL) and Data Manipulation Language (DML) of the DBMS as well as on report generation. Upon completion, students should be able to write programs which create, update, and produce reports representative of industry requirements. **Prerequisites:** CIS 115, CIS 130, CIS 152.
- CIS 215 Hardware Installation/Maintenance** 2 3 3
This course covers the basic hardware of a personal computer, including operations and interactions with software. Topics include component identification, the memory system, peripheral installation and configuration, preventive maintenance, and diagnostics and repair. Upon completion, students should be able to select appropriate computer equipment, upgrade and maintain existing equipment, and troubleshoot and repair non-functioning personal computers. **Prerequisites:** CIS 110, CIS 111 or CIS 115, and CIS 130.
- CIS 217 Computer Training & Support** 2 2 3
This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users. **Prerequisites:** CIS 110, OST 136.
- CIS 226 Trends in Technology** 1 2 2
This course introduces emerging information systems technologies. Emphasis is placed on evolving technologies and trends in business and industry. Upon completion, students should be able to articulate an understanding of the current trends and issues in emerging technologies for information systems. **Prerequisite:** CIS 110 or CIS 113.
- CIS 286 Systems Analysis & Design** 3 0 3
This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques. **Prerequisites:** CIS 115, CIS 120, CIS 152, OST 136.
- CIS 288 Systems Project** 1 4 3
This course provides an opportunity to complete a significant systems project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation. **Prerequisite:** CIS 227 or CIS 286.

■ CJC - Criminal Justice

- CJC 100 Basic Law Enforcement Training** 9 27 18
This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. This is a certificate-level course.
- CJC 100A Basic Law Enforcement Training** 7 18 13
- CJC 100B Basic Law Enforcement Training** 2 9 5
These courses cover the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Emphasis is placed on topics and areas as defined by the North Carolina Administrative Code. Upon completion, students should be able to demonstrate competence in the topics and areas required for the state comprehensive examination. These are certificate-level courses. **Prerequisite:** CJC 100A is prerequisite for CJC 100B.
- CJC 111 Introduction to Criminal Justice** 3 0 3
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options.

- 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.
- CJC 131 Criminal Law** 3 0 3
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.
- CJC 132 Court Procedures & Evidence** 3 0 3
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.
- CJC 141 Corrections** 3 0 3
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system.
- CJC 211 Counseling** 3 0 3
This course introduces the basic elements of counseling and specific techniques applicable to the criminal justice setting. Topics include observation, listening, recording, interviewing, and problem exploration necessary to form effective helping relationships. Upon completion, students should be able to discuss and demonstrate the basic techniques of counseling.
- CJC 212 Ethics & Community Relations** 3 0 3
This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.
- CJC 215 Organization & Administration** 3 0 3
This course introduces the components and functions of organization and administration as it applies to the agencies of the criminal justice system. Topics include operations/functions of organizations; recruiting, training, and retention of personnel; funding and budgeting; communications; span of control and discretion; and other related topics. Upon completion, students should be able to identify and discuss the basic components and functions of a criminal justice organization and its administrative operations.
- CJC 221 Investigative Principles** 3 2 4
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation.

- CJC 222 Criminalistics** 3 0 3
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.
- CJC 231 Constitutional Law** 3 0 3
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts.

■ COE - Cooperative Education

- COE 111 Cooperative Work Experience I** 0 0 10 1
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **Prerequisite:** Consent of instructor.
- COE 112 Cooperative Work Experience I** 0 0 20 2
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **Prerequisite:** Consent of instructor.
- COE 113 Cooperative Work Experience I** 0 0 30 3
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **Prerequisite:** Consent of instructor.
- COE 122 Cooperative Work Experience II** 0 0 20 2
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. **Prerequisite:** Consent of instructor.

■ COM - Communication

- COM 231 Public Speaking** 3 0 3
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery and evaluation of informative, persuasive and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in speech/communication.

■ DES - Design

- DES 110 Architectural Graphics** 0 6 2
This course introduces basic drafting skills and techniques. Emphasis is placed on the use of drafting equipment, lettering, dimensioning, elevations, sections, construction details, and actual fixture sizes as related to interior design situations. Upon completion, students should be able to complete working drawings skillfully utilizing principles of drafting.

- DES 120 CAD for Interior Design** 0 6 2
This course introduces basic computer-aided design and drafting skills and techniques within interior design applications. Emphasis is placed on the most common computer commands used in architectural drafting and design to draw, edit, manipulate layers, and create reusable drawings. Upon completion, students should be able to use specific computer applications to complete drawings and plot/print.
Prerequisite: DES 110.
- DES 125 Graphic Presentation I** 0 6 2
This course introduces graphic presentation techniques for communicating ideas. Topics include drawing, perspective drawing, and wet and dry media. Upon completion, students should be able to produce a pictorial presentation.
- DES 126 Graphic Presentation II** 0 6 2
This course provides a more in-depth study of graphic techniques. Topics include extensive wet and dry media experience and advanced measured perspective techniques. Upon completion, students should be able to illustrate interiors and other elements. **Prerequisite:** DES 125.
- DES 135 Principles & Elements of Design I** 2 4 4
This course introduces the basic concepts and terminology of design as they relate to the design profession. Topics include line, pattern, space, mass, shape, texture, color, unity, variety, rhythm, emphasis, balance, proportion, scale, and function. Upon completion, students should be able to demonstrate an understanding of the principles covered through hands-on application.
- DES 136 Principles & Elements of Design II** 2 4 4
This course provides continued study of design principles introduced in DES 135. Emphasis is placed on color theory, pattern, and texture as used in interiors as well as an investigation of the psychology of color. Upon completion, students should be able to originate a color program for interiors.
Prerequisite: DES 135.
- DES 210 Business Practices/Interior Design** 2 0 2
This course introduces contemporary business practices for interior design. Topics include employment skills, business formations, professional associations, preparation of professional contracts and correspondence, and means of compensation. Upon completion, students should be able to describe the basic business formations and professional associations and compose effective letters and contracts.
- DES 220 Introduction to Interior Design** 1 6 3
This course covers the basic principles of design as they relate specifically to interior design, furniture arrangement, wall composition, color, furnishings, collages, and illustration. Emphasis is placed on spatial relationships, craftsmanship, and visual presentation techniques. Upon completion, students should be able to arrange furnishings in rooms for various purposes, select furnishings and colors, and illustrate ideas graphically. **Prerequisites:** DES 135 and ARC 111 or DES 110 or DFT 115.
- DES 225 Textiles/Fabrics** 2 2 3
This course includes the study of woven and 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.
- DES 230 Residential Design I** 1 6 3
This course includes principles of interior design for various residential design solutions. Emphasis is placed on visual presentation and selection of appropriate styles to meet specifications. Upon completion, students should be able to complete scaled floor plans, elevations, specifications, color schemes and fabrics, and finishes and furniture selection. **Prerequisite:** DES 220.
- DES 235 Products** 2 2 3
This course provides an overview of interior finishing materials and the selection of quality upholstery and case goods. Topics include hard and resilient floor coverings; wall coverings and finishes; ceilings, moldings, and furniture construction techniques; and other interior components. Upon completion, students should be able to recognize and use correct terminology, select appropriate materials for interior surfaces, and choose furniture based on sound construction.
- DES 240 Nonresidential Design I** 1 6 3
This course introduces commercial/contract design including retail, office, institutional, restaurant, and hospitality design. Emphasis is placed on ADA requirements, building codes and standards, space planning, and selection of appropriate materials for nonresidential interiors. Upon completion, students should be able to analyze and design introductory nonresidential projects using graphic presentation concepts. **Prerequisite:** DES 220.

- DES 241 Nonresidential Design II** 1 6 3
This course provides an in-depth study of nonresidential design exploring more comprehensive design solutions such as health care facilities, furniture gallery design, and large office complexes. Emphasis is placed on design of commercial interiors and suitability of materials to meet ADA requirements, codes, and standards. Upon completion, students should be able to design nonresidential spaces meeting ADA requirements and select furniture, materials, fabrics, and accessories meeting codes and flammability standards. **Prerequisite:** DES 240.
- DES 255 History/Interiors & Furnishings I** 3 0 3
This course covers interiors, exteriors, and furnishings from ancient Egypt through French Neo-Classicism. Emphasis is placed on vocabulary, chronology, and style recognition. Upon completion, students should be able to classify and date interior and exterior architecture and furnishings and be conversant with pertinent vocabulary.
- DES 256 History/Interiors & Furnishings II** 3 0 3
This course covers English, American, and various styles of nineteenth- and twentieth-century furniture, interiors, and exteriors. Emphasis is placed on style recognition, vocabulary, and chronology. Upon completion, students should be able to recognize and describe major styles of furniture, interiors, and exteriors.
- DES 260 Materials Calculations/Interior Design** 3 0 3
This course includes the study of calculations for square footage, square yardage, and cut-length yardage. Emphasis is placed on the development of workable formulas, worksheets, and order forms that can be used in an interior design business. Upon completion, students should be able to produce electronic worksheets and order forms for calculating window treatments, wall coverings, and floor coverings for a given space.
- DES 265 Lighting/Interior Design** 2 0 2
This course introduces theory and contemporary concepts in lighting. Topics include light levels, light quality, lamps and fixtures, and their use in interior design. Upon completion, students should be able to determine light levels and requirements based on national standards and select luminaires for specific light qualities.
- DES 285 Capstone/Interior Design** 2 6 4
This course provides additional studio time to investigate areas of special interest, upgrade weaknesses, and/or capitalize on strengths. Topics include a broad range of options, both residential and nonresidential, combining individual research and instructional guidance. Upon completion, students should be able to complete the graphics, client folder, and all schedules for a professional project. **Prerequisites:** DES 210, DES 230, DES 240.

■ DFT - Drafting

- DFT 115 Architectural Drafting** 1 2 2
This course introduces basic drafting practices used in residential and light commercial design. Topics include floor plans, foundations, details, electrical components, elevations and dimensioning practice. Upon completion, students should be able to complete a set of working drawings for a simple structure.
- DFT 119 Basic CAD** 1 2 2
This course introduces computer-aided drafting software for specific technologies to non-drafting majors. Emphasis is placed on understanding the software command structure and drafting standards for specific technical fields. Upon completion, students should be able to create and plot basic drawings.

■ ECO - Economics

- ECO 151 Survey of Economics** 3 0 3
This course, introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

ECO 251 Principles of Microeconomics	3	0	3
This course introduces economic analysis of individuals, businesses, and industries in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
ECO 252 Principles of Macroeconomics	3	0	3
This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.			
■ EGR - Engineering			
EGR 131 Introduction to Electronics Technology	1	2	2
This course introduces the basic skills required for electrical/electronics technicians. Topics include soldering/desoldering, safety practices, test equipment, scientific calculators, AWG wire table, the resistor color code, electronic devices, problem solving, and use of hand tools. Upon completion, students should be able to solder/desolder, operate test equipment, apply problem-solving techniques, and use a scientific calculator.			
■ ELC - Electricity			
ELC 111 Introduction to Electricity	2	2	3
This course introduces the fundamental concepts of electricity and test equipment to nonelectrical/electronic majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment.			
ELC 112 DC/AC Electricity	3	6	5
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits. Prerequisite: ELC 126.			
ELC 113 Basic Wiring I	2	6	4
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning, layout; and installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations. Prerequisite: ELC 126.			
ELC 114 Basic Wiring II	2	6	4
This course provides additional instruction in the application of electrical tools, materials, and test equipment associated with electrical installations. Topics include the NEC; safety; electrical blueprints; planning, layout, and installation of equipment and conduits; and wiring devices such as panels and overcurrent devices. Upon completion, students should be able to properly install equipment and conduit associated with electrical installations. Prerequisites: ELC 113, ELC 125.			
ELC 117 Motors & Controls	2	6	4
This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits. Prerequisites: ELC 113, ISC 110, and ELC 112 or ELC 131.			
ELC 118 National Electrical Code	1	2	2
This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC. Prerequisites: ELC 125, ELC 126.			

- ELC 125 Diagrams & Schematics** 1 2 2
This course covers the interpretation of electrical diagrams, schematics, and drawings common to electrical applications. Emphasis is placed on reading and interpreting electrical diagrams and schematics. Upon completion, students should be able to read and interpret electrical diagrams and schematics.
- ELC 126 Electrical Computations** 2 2 3
This course introduces the fundamental applications of mathematics which are used by an electrical/electronics technician. Topics include whole numbers, fractions, decimals, powers, roots, simple electrical formulas, and usage of a scientific calculator. Upon completion, students should be able to solve simple electrical mathematical problems. DC circuit theorems, DC circuit laws and the use of the ohmmeter, ammeter and voltmeter will be covered.
- ELC 128 Introduction to PLC** 2 3 3
This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs. **Prerequisites:** ELC 112, ELC 113, CIS 113.
- ELC 215 Electrical Maintenance** 2 3 3
This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities. **Prerequisites:** ELC 117, ELN 131, ELN 231.
- **ELN - Electronics**
- ELN 131 Electronic Devices** 3 3 4
This course includes semiconductor-based devices such as diodes, bipolar transistors, FETs, thyristors, and related components. Emphasis is placed on analysis, selection, biasing, and applications in power supplies, small signal amplifiers, and switching and control circuits. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment. **Prerequisites:** ELC 112, ELC 131 or ELC 140, and MAT 121.
- ELN 132 Linear IC Applications** 3 3 4
This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, differential amplifiers, instrumentation amplifiers, waveform generators, active filters, PLLs, and IC voltage regulators. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment. **Prerequisites:** ELC 112, ELC 126, MAT 121, and ELN 131 or BMT 113.
- ELN 133 Digital Electronics** 3 3 4
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AC/DC converters, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. **Prerequisites:** ELC 112, ELC 131, ELC 140 or ELN 111, and MAT 121.
- ELN 229 Industrial Electronics** 2 4 4
This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices (filters, rectifiers, FET, SCR, Diac, Triac, Op-amps, etc). Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit. **Prerequisites:** ELC 112, ELC 131 or ELN 140, and ELN 132, ELN 133.
- ELN 231 Industrial Controls** 2 3 3
This course introduces the fundamental concepts of solid-state control of rotating machinery and associated peripheral devices. Topics include rotating machine theory, ladder logic, electromechanical and solid state relays, motor controls, pilot devices, three-phase power systems, and other related topics. Upon completion, students should be able to interpret ladder diagrams and demonstrate an understanding of electromechanical and electronic control of rotating machinery. **Prerequisites:** ELC 113, ELC 118, ISC 110, and ELC 131 or ELC 112 or ELC 140.

■ EMS - Emergency Medical Science

EMS 140 Rescue Scene Management

1 6 3

This course introduces rescue scene management and is required for paramedic certification. Topics include response to hazardous material conditions, medical incident command and extrication of patients from a variety of situations. Upon completion, students should be able to recognize and manage rescue operations based upon initial and follow-up assessment. **Prerequisite:** Enrollment in Emergency Medical Science program or Emergency Medical Science Bridging program.

EMS 235 EMS Management

2 0 2

This course stresses the principles of managing a modern emergency medical service system. Topics include structure and function of municipal governments, EMS grantsmanship, finance, regulatory agencies, system management, legal issues, and other topics relevant to the EMS manager. Upon completion, students should be able to understand the principles of managing emergency medical service delivery systems. **Prerequisite:** Enrollment in Emergency Medical Science program or Emergency Medical Science Bridging program.

EMS 280 EMS Bridging Course

2 2 3

This course is designed to bridge the knowledge gained in a continuing education paramedic program with the knowledge gained in an EMS curriculum program. Topics include patient assessment, documentation, twelve-lead ECG analysis, thrombolytic agents, cardiac pacing, and advanced pharmacology. Upon completion, students should be able to perform advanced patient assessment documentation using the problem-oriented medical record format and manage complicated patients. **Prerequisite:** Enrollment in the Emergency Medical Science Bridging program.

■ ENG - English

ENG 075 Reading & Language Essentials

5 0 5

This course uses whole language to develop proficiency in basic reading and writing. Emphasis is placed on increasing vocabulary, developing comprehension skills and improving grammar. Upon completion, students should be able to understand and create grammatically and syntactically correct sentences. This course integrates ENG 070 and RED 070. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A.

ENG 085 Reading & Writing Foundations

5 0 5

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A. **Prerequisites:** ENG 070 and RED 070, or ENG 075 or acceptable placement score.

ENG 090 Composition Strategies

3 0 3

This course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirements for ENG 111 and ENG 111A. **Prerequisite:** ENG 080 or ENG 085 or acceptable placement score.

ENG 102 Applied Communications II

3 0 3

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course.

ENG 111 Expository Writing

3 0 3

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English. Students will be introduced to research skills using MLA style of documentation. 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 Outline

3 0 3

This course, the second in a series of two, introduces research techniques, documentation, styles and argumentative strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret and synthesize information from primary and secondary sources using standard research format and styles. Students will be introduced to effective presentation strategies for oral and written argumentation. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. **Prerequisite:** ENG 111.

ENG 114 Professional Research & Reporting

3 0 3

This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. **Prerequisite:** ENG 111.

ENG 131 Introduction to Literature

3 0 3

This course introduces the principal genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. **Prerequisite:** ENG 111. **Corequisite:** ENG 112, ENG 113 or ENG 114.

ENG 231 American Literature I

3 0 3

This course covers selected works in early American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. **Prerequisite:** ENG 112, ENG 113 or ENG 114.

ENG 232 American Literature II

3 0 3

This course covers selected works in early American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. **Prerequisite:** ENG 112, ENG 113 or ENG 114.

ENG 241 British Literature I

3 0 3

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context and literary analysis of selected prose, poetry and drama. Upon completion, students should be able to interpret, analyze and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. **Prerequisite:** ENG 112, ENG 113 or ENG 114.

ENG 242 British Literature II

3 0 3

This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context and literary analysis of selected prose, poetry and drama. Upon completion, students should be able to interpret, analyze and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. **Prerequisite:** ENG 112, ENG 113 or ENG 114.

■ FLO - Floriculture**FLO 110 Introduction to Floriculture**

2 0 2

This course provides an overview of the floral industry. Topics include tools, supplies/suppliers, flower identification, and care and handling of products used in the floral profession. Upon completion, students should be able to identify the flowers, tools, and supplies used in industry as well as care for fresh floral products.

- FLO 112 Floral Design Principles** 3 0 3
This course covers design fundamentals as applied to the floral industry, past and present. Topics include the elements and principles of design, color theory, floral history, and visual merchandising. Upon completion, students should be able to recognize period floral designs and have a working knowledge of the elements and principles of design.
- FLO 114 Floral Design I** 3 9 6
This course provides the hands-on training foundation for a career in floral design. Topics include basic geometric arrangements, simple corsage work, bows, vase designs, and holiday creations. Upon completion, students should be able to tie a bow and construct basic geometric arrangements, simple corsages, vase designs, and holiday items.
- FLO 116 Floral Design II** 4 12 10
This course covers sympathy design fundamentals, stressing cooperation with the funeral director; wedding designs; and professional bridal consultation. Topics include sympathy offerings, terminology, wedding trends, ceremony and reception flowers, and industry etiquette. Upon completion, students should be able to construct funeral designs, wedding flowers, and work professionally with the funeral industry and bridal clientele. **Prerequisites:** FLO 110, FLO 112, FLO 114.
- FLO 118 Floral Shop Management** 1 2 2
This course provides exposure to all elements related to the management area of a retail florist. Topics include buying and pricing, shop layout, wire services, advertising and promotion, delivery, and customer/employee relations. Upon completion, students should be able to properly send and receive wire orders, design a shop floor plan, purchase and price products effectively, and utilize good customer/employee relations.
- FLO 120 Florist Plant Products** 2 4 4
This course provides an overview of particular green and blooming plants utilized by the floral industry. Emphasis is placed on identification, care requirements, propagation, presentation and merchandising of selected green and blooming plants. Upon completion, students should be able to identify, maintain, propagate and merchandise selected plants sold by the retail floral shop.
- FLO 210 Advanced Floral Design I** 1 2 2
This course introduces advanced floral design techniques and terminology as used by the professional floral designer. Emphasis is placed on floral designs, utilizing contemporary terminology and design techniques, such as hi-style, waterfall, basing, grouping, vegetative pave, etc. Upon completion, students should be able to understand modern floral terminology and construct designs utilizing contemporary techniques. **Prerequisite:** FLO 116.
- GRA - Graphic Arts**
- GRA 121 Graphic Arts I** 2 4 4
This course introduces terminology, tools and materials, procedures, and equipment used in graphic arts production. Topics include copy preparation and pre-press production relative to printing. Upon completion, students should be able to demonstrate an understanding of graphic arts production.
- GRA 151 Computer Graphics I** 1 3 2
This course introduces the use of hardware and software for production and design in graphic arts. Topics include graphical user interface and current industry uses such as design, layout, typography, illustration and imaging for production. Upon completion, students should be able to understand and use the computer as a fundamental design and production tool.
- GRA 152 Computer Graphics II** 1 3 2
This course covers advanced design and layout concepts utilizing illustration, page layout and imaging software in graphic arts. Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Upon completion, students should be able to select and utilize appropriate software for design and layout solutions. **Prerequisite:** GRA 151.
- GRA 153 Computer Graphics III** 1 3 2
This course is a continuation of GRA 152. Emphasis is placed on advanced computer graphics hardware and software applications. Upon completion, students should be able to demonstrate competence in selection and utilization of appropriate software for specialized applications. **Prerequisite:** GRA 152.
- GRA 154 Computer Graphics IV** 1 3 2
This course is a continuation of GRA 153. Emphasis is placed on advanced techniques using a variety of hardware and software applications to produce complex projects. Upon completion, students should be able to use electronic document production tools. **Prerequisite:** GRA 153.

GRA 221 Graphic Arts II 2 4 4
 This course is a continuation of GRA 121. Topics include multi-color image preparation, pre-press production, control of close/hairline register in image assembly and press operation, and post-press procedures. Upon completion, students should be able to demonstrate competence in all phases of graphic arts production. **Prerequisites:** GRA 121, GRA 151.

■ 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 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. Also, significant emphasis will be placed on the drawing of the human figure.

GRD 141 Graphic Design I 2 4 4
 This course introduces the conceptualization process used in visual problem solving. Emphasis is placed on learning the principles of design and on the manipulation and organization of elements. Upon completion, students should be able to apply design principles and visual elements to projects.

GRD 142 Graphic Design II 2 4 4
 This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects. **Prerequisite:** DES 135 or GRD 141.

GRD 146 Design Applications II 0 3 1
 This course is designed to provide additional hands-on training in graphic design. Emphasis is placed on producing comprehensive projects utilizing concepts and technologies covered in GRD 141 and GRD 142. Upon completion, students should be able to provide solutions to design problems. **Corequisite:** GRD 142.

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. These skills will develop proficiency in basic drafting, freehand and projected perspective, as well as various media, with a concentration on mechanical inking. **Prerequisite:** ART 131, DES 125 or GRD 121.

GRD 231 Marker Illustration 1 3 2
 This course covers marker illustration. Emphasis is placed on various marker types, techniques, and surfaces used in marker illustration. Upon completion, students should be able to demonstrate competence in the use of markers as a medium for commercial illustration. **Prerequisite:** ART 131, DES 125 or GRD 121.

GRD 241 Graphic Design III 2 4 4
 This course is an advanced exploration of various techniques and media for advertising and graphic design. Emphasis is placed on advanced concepts and solutions to complex and challenging graphic design problems. Upon completion, students should be able to demonstrate competence and professionalism in visual problem solving. **Prerequisite:** DES 136 or GRD 142.

GRD 242 Graphic Design IV 2 4 4
 This course is a continuation of GRD 241. Emphasis is placed on using advanced media techniques, concepts, strategies, and professionalism in all aspects of design. Upon completion, students should be able to conceptualize, create, and produce designs for reproduction. **Prerequisite:** GRD 241.

GRD 243 Graphic Design V 2 4 4
 This course covers artist/client relationships in advanced design processes. Emphasis is placed on analyzing the limitations and potential of communication media and strategies. Upon completion, students should be able to show mastery of media in producing designs to client specifications. **Prerequisite:** GRD 242.

- GRD 246 Design Applications III** 0 3 1
This course is designed to provide additional hands-on training in graphic design. Emphasis is placed on producing complex design projects utilizing concepts and technologies taught in GRD 241. Upon completion, students should be able to produce complex design projects for reproduction. **Corequisite:** GRD 241.
- GRD 247 Design Applications IV** 0 3 1
This course is designed to provide additional hands-on training in graphic design. Emphasis is placed on producing sophisticated design projects utilizing concepts and techniques covered in GRD 242. Upon completion, students should be able to solve complex design problems by producing projects to meet client specifications for reproduction. **Corequisite:** GRD 242.
- GRD 265 Digital Print Production** 1 4 3
This course covers preparation of digital files for output and reproduction. Emphasis is placed on output options, separations, color proofing, and cost and design considerations. Upon completion, students should be able to prepare files and select appropriate output methods for design solutions. **Prerequisite:** GRA 152 or GRD 152.
- GRD 280 Portfolio Design** 2 4 4
This course covers the organization and presentation of a design/advertising or graphic art portfolio and appropriate related materials. Emphasis is placed on development and evaluation of the portfolio, design and production of a résumé and self-promotional materials, and interview techniques. Upon completion, students should be able to prepare and professionally present an effective portfolio and related self-promotional materials. **Prerequisites:** GRD 142 and GRD 152 or GRA 152.
- GRD 281 Design of Advertising** 2 0 2
This course explores the origins, roles, scope, forms, and development of advertising. Emphasis is placed on advertising development from idea through production and the interrelationship of marketing to types of advertising, media, and organizational structure. Upon completion, students should be able to demonstrate an understanding of the complexities and relationships involved in advertising design.

■ HCT - Health Care Technology

- HCT 101 Health Care Technology I** 6 2 6 9
This course covers the basic skills necessary for employment as a multi-skilled health care worker. Topics include skills necessary for listing as a Nursing Assistant II, basic clerical and dietary functions, communication, medical terminology and quality control principles. Upon completion, students should be able to perform a variety of skills and assist licensed health care providers. This is a certificate-level course. **Prerequisites:** High school diploma or GED, and currently listed as NAI with state of North Carolina.
- HCT 102 Basic Phlebotomy & EKG** 1 2 3 3
This course covers the basic skills necessary for performing venipuncture, drawing blood specimens, and performing basic 12-lead electrocardiograms. Topics include venipuncture and finger stick techniques, requirements for common specimen collection, and obtaining a 12-lead EKG. Upon completion, students should be able to perform phlebotomy and EKG skills. This is a certificate-level course. **Corequisite:** HCT 101.
- HCT 103 Environmental Maintenance** 1 2 3 3
This course covers the principles of maintaining a safe therapeutic environment in a health care agency. Topics include quality control, set up and operation of common medical equipment, and necessary housekeeping and maintenance functions at the unit level. Upon completion, students should be able to manage materials and equipment and perform housekeeping and maintenance functions common to health care agencies. This is a certificate-level course. **Corequisite:** HCT 101.
- HCT 104 Restorative Care** 1 2 3 3
This course covers the principles of movement, gait and restoration of function. Topics include range of motion across the life span, improving gait and the ability to transfer, and the use of common assistive devices. Upon completion, students should be able to assist with implementing a plan of care for strengthening muscles, improving mobility and facilitating transfer. This is a certificate-level course. **Corequisite:** HCT 101.

HCT 105 Basic Respiratory Skills

1 2 3 3

This course covers the basics of oxygenation and ventilation and principles of common therapies to improve oxygenation and ventilation. Emphasis is placed on common diagnostic procedures and therapeutic modalities used in respiratory care. Upon completion, students should be able to set up and maintain oxygen, perform peak flow diagnostic tests, collect sputum specimens and perform radial arterial punctures. This is a certificate-level course. **Corequisite:** HCT 101.

■ HIS - History**HIS 121 Western Civilization I**

3 0 3

This course introduces western civilization from prehistory to the early modern era. Topics include ancient Greece, Rome and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic and cultural developments in early western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 122 Western Civilization II

3 0 3

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 131 American History I

3 0 3

This course is a survey of American history from prehistory through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the republic and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic and cultural developments in early American history. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

HIS 132 American History II

3 0 3

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic and cultural developments in American history since the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.

■ HOR - Horticulture**HOR 150 Introduction to Horticulture**

2 0 2

This course covers the history, development and basic techniques of horticulture. Topics include propagation techniques, planting procedures, watering and fertility, plant growth, pest and disease control, and garden design and history. Upon completion, students should be able to demonstrate an understanding of the basic principles of horticulture.

HOR 154 Introduction to Horticulture Therapy

2 4 4

This course introduces the concept of horticulture therapy and how it can be applied to improve human well-being. Emphasis is placed on developing a horticulture therapy program, planning activities, and adjusting activities based on the age, disability, or need of the individual. Upon completion, students should be able to develop project ideas, write lesson plans, and lead informal classes using horticulture therapy techniques.

HOR 235 Greenhouse Production

2 2 3

This course covers the production of greenhouse crops. Emphasis is placed on product selection and production based on market needs and facility availability, including record keeping. Upon completion, students should be able to select and make production schedules to successfully produce greenhouse crops.

■ HPT - Historical Preservation Technology

- HPT 110 Historical & Cultural Landscapes** 2 3 0 3
This course takes a geographical perspective and evaluates settlement patterns, ethnicity and material culture from the seventeenth through nineteenth centuries in North America. Emphasis is placed on monitoring changes in material culture that reflect transformations in social structure, technology and world view.
- HPT 111 Principles of Historic Preservation** 3 0 0 3
This course provides an introduction to federal, state and local preservation laws and regulations. Students will learn methods for the application of these preservation laws for effective use in local preservation programs and the preservation of resources threatened by public undertakings.
- HPT 112 Introduction to Photographic Documentation** 2 2 0 3
This course provides an introduction to standardized photographic documentation in both field and laboratory situations. Students will learn basic 35mm camera handling, subject composition and lighting techniques commonly used by archaeologists and architectural historians.
- HPT 115 Introduction to Archaeology** 3 0 0 3
This course provides an introduction to modern prehistoric archaeology. Students will learn the basic methods and theoretical models necessary to comprehend and participate effectively in professional archaeological research. Topics will include theories of cultural change, dating methods, sampling studies, and the reconstruction of economic, social and religious patterns in prehistoric and historic societies.
- HPT 121 Principles of Archaeological Excavation** 2 18 0 8
This course provides comprehensive training in archaeological field excavation techniques. Students will be introduced to standardized methods of archaeological excavation, field records management and site surveying used in all archaeological field situations. Skills will be acquired by hands-on participation in current research excavations and site identification studies. **Prerequisite:** HPT 115 or permission of instructor.
- HPT 131 Fundamentals of Carpentry & Construction** 2 18 0 8
This course covers techniques of basic construction using modern tools, materials and methods. Topics include current framing methods, use of carpentry tools, blueprint reading and building codes, scheduling and estimating, and an overview of all trades participating in residential construction. Upon completion, the student should have a working knowledge of current residential construction and be able to apply this to restoration projects.
- HPT 220 Artifact Conservation Methods** 2 6 0 4
This advanced course focuses on laboratory methods for the processing and curation of archaeological materials. In addition to basic techniques, emphasis will be placed on the conservation of decaying organic and inorganic artifactual materials such as shell, bone, wood, leather, metal and ethnobotanical materials. Students will work on artifacts collected during current research excavations and site identification studies.
- HPT 222 Introduction to Artifact Analysis** 2 6 0 4
This course is an introduction to methods used for the description and analysis of archaeological materials. Topics will include basic statistical principles, data management techniques and descriptive terminologies useful for characterizing prehistoric and historic artifact assemblages. Students will gain hands-on experience using artifact materials from current research projects.
- HPT 224 Archaeological Field Survey Methods** 2 6 0 4
This course focuses on the development of land navigation and site identification skills required to participate in archaeological field surveys. Students will learn to use USGS topographic maps, hand compasses and other locational aids to identify site locations and survey tracks. The course also includes an introduction to field description and preliminary site recording methods. **Prerequisite:** HPT 121 or permission of instructor.
- HPT 226 Introduction to Historic Archaeology** 3 0 0 3
This course provides an introduction to methodological and theoretical approaches in historic archaeology as applied to the Euro-American development of North America from 1600 A.D. – 1900 A.D. The course focuses on specific analytical methods and theoretical models necessary to participate in current professional research.
- HPT 233 Historic Construction Methods** 2 6 0 4
This course covers the methods used in the construction of houses prior to the 1900s. Topics include availability of modern materials, tools, regional and socioeconomic variations, practical experience working with these tools, and duplicating style with modern tools. Upon completion of this course, the student will have a working knowledge of construction methods and the tools used prior to the twentieth century.

- HPT 235 Building Codes & Regulations** 3 0 0 3
 This course is designed to develop an in-depth understanding of current building codes and regulations. In addition, students will learn to mitigate conflicts that may arise from adherence to modern building codes within the context of restoration projects.
- HPT 237 HAZMAT & OSHA Regulations** 3 0 0 3
 This course is an introduction to safety procedures and protective methods necessary to work with hazardous materials encountered in construction and restoration. The course also covers compliance procedures for Occupational Safety and Health Administration (OSHA) regulations regarding HAZMAT and general construction safety.
- HPT 239 Specialized Construction Trades** 1 15 0 6
 Choose from one of the following:
Masonry Restoration - This course covers the restoration of surfaces that require cement, masonry cement or mortar. Topics include repointing and replacing brick, concrete, stucco and ceramic tile, and restoring structural integrity to columns, chimneys and other structures. Upon completion, the student should be able to evaluate the project, estimate materials and labor, and perform skills necessary to complete the work.
Wood Structural Restoration - This course covers restoration of structural wood framing or replacement if the deterioration is beyond repair. Topics include selection of materials, methods of completing the task, estimating the cost and evaluation of the building codes applicable to this phase of restoration. Upon completion, the student should be able to evaluate structural problems, offer solutions and assist in making repairs.
Interior & Exterior Finishes in Historic Buildings - This course covers evaluation, research and restoration of interior and exterior surfaces. Topics include determining original finishes, preparation and refinishing to reproduce or restore original appearance. Upon completion, the student should be able to research and reproduce most original surface appearances and have an understanding of historical as well as modern materials and methods.
Mechanical Systems Restoration - This course covers water systems (plumbing), heating and air conditioning and ventilation, fire and burglar alarms, and elevators. Topics include upgrading existing systems to meet current codes or installations of systems where none existed in the original structure, all in keeping with the historical appearance of the original. Upon completion, the student should be able to advise mechanical contractors and architects on how to best provide these systems in historical settings.
Electrical & Lighting in Historical Buildings - This course covers the conversion of earlier electrical systems to modern systems. Topics include meeting electrical codes, sources of reproduction fixtures and a basic understanding of residential wiring. Upon completion, the student should be able to work with an electrician to provide wiring that would meet current building codes and not distract from the historical appearance of the property.
- HPT 240 HABS/HAER Photography & Measured Drawings** 2 3 0 3
 This course will train students to record historic architectural and industrial structures that are part of America's historic built environment. Students will learn to use standardized photographic techniques and measured drawings to record and document existing structures. Emphasis will be placed on specialized skills including CAD, drafting, photography and digital recording methods.
- HPT 242 North American Prehistory** 3 0 0 3
 This course provides a general overview of the prehistory of North America with an emphasis on the eastern United States, the Great Plains, and the American Southwest. Topics include human migration into the New World from Asia, economics and technological patterns, and the development of complex systems of social organization and interaction.
- HPT 250 Preservation Planning & Historic Settings** 3 0 0 3
 This course focuses on developing a framework for the management of historic properties in both urban and rural contexts. Emphasis is placed on property management, zoning and the development of historic properties as both educational and historic resources for the surrounding community.
- HPT 252 Recording Historic Properties** 3 0 0 3
 This course details research methods for the in-depth documentation of a historic property. Students will learn research methods necessary to identify past ownership and any connections between the property and events or persons of historic relevance to the community using accepted practices or archival research and oral history.

■ HUM - Humanities

HUM 110 Technology & Society

3 0 3

This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

HUM 120 Cultural Studies

3 0 3

This course introduces the distinctive features of a particular culture. Topics include art, history, music, literature, politics, philosophy, and religion. Upon completion, students should be able to appreciate the unique character of the study culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

■ HYD - Hydraulics

HYD 110 Hydraulics/Pneumatics I

2 3 3

This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.

■ INT - International Business

INT 110 International Business

3 0 3

This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business. **Prerequisites:** BUS 110, BUS 137.

■ ISC - Industrial Science

ISC 110 Workplace Safety

1 0 1

This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices, and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

■ JOU - Journalism

JOU 110 Introduction to Journalism

3 0 3

This course presents a study of journalistic news, feature, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, feature, and sports articles.

■ MAC - Machining

MAC 111 Machining Technology I

2 12 6

This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling.

MAC 111A Machining Technology I

1 6 3

MAC 111B Machining Technology I

1 6 3

These courses introduce machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. **Prerequisite:** MAC 111A is prerequisite for MAC 111B.

MAC 112 Machining Technology II	2	12	6
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling. Prerequisite: MAC 111.			
MAC 112A Machining Technology II	1	6	3
MAC 112B Machining Technology II	1	6	3
These courses provide additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling. Prerequisites: MAC 111A, MAC 111B; and MAC 112A is prerequisite for MAC 112B.			
MAC 113 Machining Technology III	2	12	6
This course provides an introduction to advanced and special machining operations. Emphasis is placed on working to specified tolerances with special and advanced setups. Upon completion, students should be able to produce a part to specifications. Prerequisite: MAC 112.			
MAC 122 CNC Turning	1	3	2
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers.			
MAC 124 CNC Milling	1	3	2
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers.			
MAC 151 Machining Calculations	1	2	2
This course introduces basic calculations as they relate to machining occupations. Emphasis is placed on basic calculations and their applications in the machine shop. Upon completion, students should be able to perform basic shop calculations.			
MAC 152 Advanced Machining Calculations	1	2	2
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems. Prerequisite: MAC 151.			
MAC 214 Machining Technology IV	2	12	6
This course provides advanced applications and practical experience in the manufacturing of complex parts. Emphasis is placed on inspection, gaging, and the utilization of machine tools. Upon completion, students should be able to manufacture complex assemblies to specifications. Prerequisites: MAC 112, MAC 113.			
MAC 222 Advanced CNC Turning	1	3	2
This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers. Prerequisite: MAC 122.			
MAC 224 Advanced CNC Milling	1	3	2
This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers. Prerequisite: MAC 124.			
MAC 241 Jigs & Fixtures I	2	6	4
This course introduces the application and use of jigs and fixtures. Emphasis is placed on design and manufacture of simple jigs and fixtures. Upon completion, students should be able to design and build simple jigs and fixtures. Prerequisite: MAC 112.			
MAC 243 Die Making I	2	6	4
This course introduces the principles and applications of die making. Topics include types, construction, and application of dies. Upon completion, students should be able to design and build simple dies. Prerequisite: MAC 112.			

MAC 245 Mold Construction I

2 6 4

This course introduces the principles of mold making. Topics include types, construction, and application of molds. Upon completion, students should be able to design and build simple molds.
Prerequisite: MAC 112.

■ MAT - Mathematics**MAT 050 Basic Math Skills**

3 2 4

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting and computing whole numbers, fractions and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems.

MAT 060 Essential Mathematics

3 2 4

This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multistep mathematical problems using technology where appropriate. **Prerequisite:** MAT 050 or acceptable placement score.

MAT 070 Introductory Algebra

3 2 4

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. **Prerequisite:** MAT 060 or acceptable placement score. **Corequisite:** RED 080, ENG 085 or acceptable placement score.

MAT 080 Intermediate Algebra

3 2 4

This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. **Prerequisite:** MAT 070 or acceptable placement score. **Corequisite:** RED 080, ENG 085 or acceptable placement score.

MAT 101 Applied Mathematics I

2 2 3

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific areas of study. This course is intended for certificate and diploma programs. **Prerequisite:** MAT 060 or acceptable placement score.

MAT 110 Mathematical Measurement

2 2 3

This course provides an activity-based approach to utilizing, interpreting and communicating data in a variety of measurement systems. Topics include accuracy, precision, conversion and estimation within metric, apothecary and avoirdupois systems; ratio and proportion; measures of central tendency and dispersion; and charting of data. Upon completion, students should be able to apply proper techniques to gathering, recording, manipulating, analyzing and communicating data. **Prerequisite:** MAT 070 or acceptable placement score.

MAT 120 Geometry & Trigonometry

2 2 3

This course introduces the concepts of plane trigonometry and geometry with emphasis on applications to problem solving. Topics include the basic definitions and properties of plane and solid geometry, area and volume, right triangle trigonometry, and oblique triangles. Upon completion, students should be able to solve applied problems both independently and collaboratively using technology. **Prerequisite:** MAT 070 or acceptable placement score.

MAT 121 Algebra/Trigonometry I

2 2 3

This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic, radical, exponential, and logarithmic functions; descriptive statistics; right triangle trigonometry; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results. **Prerequisite:** MAT 070 or acceptable placement score.

MAT 140 Survey of Mathematics

3 0 3

This course provides an introduction in a nontechnical setting to selected topics in mathematics. Topics include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.

Prerequisite: MAT 070 or acceptable placement score.

MAT 151 Statistics I

3 0 3

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics. **Prerequisite:** MAT 080, MAT 090 or acceptable placement score.

MAT 161 College Algebra

3 0 3

This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on 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 science/mathematics. **Prerequisite:** MAT 080, MAT 090 or acceptable placement score.

MAT 263 Brief Calculus

3 0 3

This course introduces concepts of differentiation and integration and their applications to solving problems; the course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural science/mathematics.

Prerequisite: MAT 161.

■ MEC - Mechanical**MEC 110 Introduction to CAD/CAM**

1 2 2

This course introduces CAD/CAM. Emphasis is placed on transferring part geometry from CAD to CAM for the development of a CNC-ready program. Upon completion, students should be able to use CAD/CAM software to produce a CNC program.

MEC 111 Machine Processes I

2 3 3

This course introduces safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include safety, measuring tools, and the basic setup and operation of lathes, milling machines, drill presses, and saws. Upon completion, students should be able to manufacture a simple part to a specified tolerance.

MEC 231 Computer-Aided Manufacturing I

1 4 3

This course introduces computer-aided manufacturing (CAM) applications and concepts. Emphasis is placed on developing/defining part geometry and the processing of information needed to manufacture parts. Upon completion, students should be able to demonstrate skills in defining part geometry, program development, and code generation using CAM software.

■ MKT - Marketing & Retailing**MKT 120 Principles of Marketing**

3 0 3

This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.

MKT 123 Fundamentals of Selling

3 0 3

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.

■ MNT - Maintenance

MNT 110 Introduction to Maintenance Procedures

1 3 2

This course covers basic maintenance fundamentals for power transmission equipment. Topics include equipment inspection, lubrication, alignment, and other scheduled maintenance procedures. Upon completion, students should be able to demonstrate knowledge of accepted maintenance procedures and practices according to current industry standards.

MNT 111 Maintenance Practices

1 3 2

This course provides in-depth theory and practical applications relating to predictive and preventive maintenance programs. Emphasis is placed on equipment failure, maintenance management software, and techniques such as vibration and infrared analysis. Upon completion, students should be able to demonstrate an understanding of modern analytical and documentation methods. **Prerequisite:**

MNT 110.

■ NET - Networking Technology

NET 110 Data Communication/Networking

2 2 3

This course introduce data communication and networking. Topics include telecommunication standards, protocols, equipment, network topologies, communication software, LANs, WANs, the Internet, and network operating systems. Upon completion, students should be able to demonstrate understanding of the fundamentals of telecommunication and networking. **Prerequisite:** CIS 215.

■ NUR - Nursing

NUR 110 Nursing I

5 3 6 8

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. **Prerequisite:** Admission to the Associate Degree Nursing program.

NUR 120 Nursing II

5 3 6 8

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health. Clinical experiences will include critical care and acute care across the life span. **Prerequisite:** NUR 110.

NUR 130 Nursing III

4 3 6 7

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. Clinical experiences will include care of individuals across the life span in hospital and extended care facilities. **Prerequisite:** NUR 120.

NUR 210 Nursing IV

5 3 12 10

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. Clinical experiences will include the care of the childbearing family and hospitalized clients across the life span. **Prerequisite:** NUR 130.

NUR 220 Nursing V

4 3 15 10

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations. Clinical experiences will include psychiatric/mental health, home health and a focus on the application of management skills. **Prerequisite:** NUR 210.

■ OST - Office Systems Technology

- 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.
- OST 134 Text Entry & Formatting** 3 2 4
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. **Prerequisite:** OST 131.
- OST 135 Advanced Text Entry & Formatting** 3 2 4
This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on the production of letters, manuscripts, business forms, tabulation, legal documents, and newsletters. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation. **Prerequisite:** OST 134.
- OST 136 Word Processing** 1 2 2
This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. **Prerequisite:** OST 131.
- OST 164 Text Editing Applications** 3 0 3
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text.
- OST 184 Records Management** 1 2 2
This course includes the creation, maintenance, protection, security, and disposition of records stored in a variety of media forms. Topics include alphabetic, geographic, subject, and numeric filing methods. Upon completion, students should be able to set up and maintain a records management system.
- OST 233 Office Publications Design** 2 2 3
This course provides entry-level skills in using software with desktop publishing capabilities. Topics include principles of page layout, desktop publishing terminology and applications, and legal and ethical considerations of software use. Upon completion, students should be able to design and produce professional business documents and publications. **Prerequisite:** OST 136.
- OST 236 Advanced Word/Information Processing** 2 2 3
This course develops proficiency in the utilization of advanced word/information processing functions. Topics include tables, graphics, macros, sorting, document assembly, merging, and newspaper and brochure columns. Upon completion, students should be able to produce a variety of complex business documents. **Prerequisite:** OST 136.
- OST 284 Emerging Technologies** 2 0 2
This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.
- OST 286 Professional Development** 2 0 2
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society. **Prerequisite:** OST 236.
- OST 289 Office Systems Management** 2 2 3
This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in a changing office environment. **Prerequisites:** OST 134, OST 136, OST 164, CIS 120, CIS 152.

■ 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.

PFN 111 Process Monitoring II

1 3 2

This course covers how a process works and control procedures, what causes process changes, and what can be done about an out-of-control process. Topics include developers, bleaches, fixers, stabilizers, starters, washing of films and papers, and corrective actions. Upon completion, students should be able to analyze process monitoring control factors and data for chemical processes and apply corrective action. **Prerequisite:** PFN 110.

PFN 120 Introduction to Machine Processing & Printing

1 3 2

This course covers the basic operation of automated printers and processors in photofinishing, professional finishing, and school finishing industries. Emphasis is placed on processor and printer design, function, production uses, additive and subtractive printing methods, exposure control, and color balancing of printers. Upon completion, students should be able to set up, correct, and operate automated color printers, enlargers, and processing mechanisms. **Prerequisite:** PFN 111.

PFN 121 Photofinishing Processes

1 8 5

This course introduces various processes and processors, with emphasis on routine procedures, maintenance, development, and utilization of operational procedures. Topics include monitoring and production methods, color paper, color negative, transparency materials, and related processes. Upon completion, students should be able to handle production of the school's photofinishing laboratory and demonstrate an intermediate knowledge of specified process systems. **Prerequisites:** PFN 120, PHO 110.

PFN 122 Mini-Lab Operations Maintenance & Management

1 3 2

This course covers mini-lab systems, operations, maintenance, and management. Emphasis is placed on laboratory safety procedures, film and paper processing, printing, color theory, quality control, densitometry, color balancing, negative classification, and maintenance of equipment. Upon completion, students should be able to perform start-up and shut-down procedures and operate and maintain mini-lab equipment and systems. **Prerequisite:** PFN 111.

PFN 130 Custom Color Printing I

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, PHO 127.

PFN 131 Photofinishing Machine Operations

1 6 3

This course covers printing and processing systems, set-up procedures, design and function of relevant equipment, and operational, production, and maintenance methods. Topics include preventive maintenance, repairs, replenished photographic systems, use of operations manuals, and system troubleshooting. Upon completion, students should be able to demonstrate sound knowledge and operational skills of system processes, processors, and printing equipment, including basic repair and maintenance. **Prerequisite:** PFN 121.

PFN 210 Photoelectronics I

1 3 2

This course covers schematic and wiring diagrams, identification of electromechanical and electronic components, and exploration of their functions in photofinishing and photographic equipment. Topics include reading and interpreting schematic and wiring diagrams and troubleshooting electrical/electronic circuits and devices in film and paper processors, printers, cutters, and splicers. Upon completion, students should be able to troubleshoot circuits using schematic and wiring diagrams, determine AC/DC power configurations, and apply proper circuit analysis procedures. **Prerequisites:** PFN 120, ELC 111.

PFN 213 Photographic Computer Imaging & Finishing

1 3 2

This course introduces computers as a means of photo retouching, restoration, and finishing processes. Topics include imaging computers, software, scanners, film recorders, and digital retouching, restoration, and airbrushing techniques. Upon completion, students should be able to use imaging computers to enhance, retouch, and restore photo images and operate scanners, film recorders, and color printers. **Prerequisite:** PFN 130.

PFN 220 Photoelectronics II

1 3 2

This course continues the study of electronic circuitry, control systems, and microprocessor control systems for photographic processing and finishing equipment. Topics include AC/DC power supplies, digital timing circuitry, film transport systems, microprocessor basics, exposure control circuitry, and troubleshooting of photofinishing systems. Upon completion, students should be able to troubleshoot, remove, repair, and replace circuitry which contains sensors, SSRs, photoelectric devices, thermistors, electronic components, and cables. **Prerequisite:** PFN 210.

PFN 221 Advanced Photofinishing Processes

1 3 2

This course covers the use, maintenance, monitoring, and production of the photofinishing lab with emphasis on refining techniques and advanced processes. Topics include repair, maintenance, operational procedures, and quality control of relevant equipment to include process monitoring, color internegative, and transparency duplication. Upon completion, students should be able to exhibit industry standard competence in advanced lab techniques and internegative balancing of transparency duplication. **Prerequisite:** PFN 121.

PFN 223 Custom Black/White Finishing

0 6 2

This course provides experience with black/white materials used in a custom laboratory, including various printing and reproduction techniques. Topics include custom black/white printing, internegative techniques, copy camera procedures, and process manipulation. Upon completion, students should be able to produce industry standard custom black/white enlargements and demonstrate competence with internegative, copy camera, and process techniques. **Prerequisites:** PFN 130, PHO 110.

PFN 224 Production Supervision

0 3 1

This course provides supervision experience in a photofinishing production facility. Topics include production evaluation, employee relations and communication, departmental interactions, and other related topics relevant to lab supervision. Upon completion, students should be able to demonstrate a working knowledge of supervision and middle management structures within a photofinishing facility. **Prerequisites:** PFN 221, PFN 130.

PFN 225 Photofinishing Lab Management

0 3 1

This course provides an overview of management techniques as related to the photofinishing environment. Topics include efficiency, cost control, waste management, employee/employer relations, and quality control and monitoring. Upon completion, students should be able to demonstrate knowledge of general management structures relevant to photofinishing. **Prerequisite:** PFN 224.

PFN 226 Advanced Process Monitoring

1 4 3

This course offers a concentrated study of process monitoring, with rigorous troubleshooting of the photofinishing processes. Topics include process management procedures of current systems, film, paper, and selected processes. Upon completion, students should be able to demonstrate advanced knowledge of process management which would qualify them for quality control positions within the industry. **Prerequisite:** PFN 221.

PFN 230 Custom Color Printing II

0 4 2

This course covers advanced custom production and color correction techniques using hands-on printing and manipulation. Topics include color correction and balancing methods, negative evaluation, quality control, and print finishing procedures. Upon completion, students should be able to competently and efficiently produce industry standard color enlargements using advanced finishing and printing techniques. **Prerequisite:** PFN 130.

PFN 231 Individual Special Projects

0 6 2

This course provides the opportunity to choose and develop a project designed to enhance skills and knowledge in a specialized area. Topics include custom printing techniques, transparency duplication, internegatives, work place experience, and other related topics. Upon completion, students should be able to make a presentation which represents accomplishment in their chosen topic with appropriate documentation.

PFN 233 Systems Engineering Technology

1 4 3

This course covers systems analysis theory, procedures, and managerial practices. Emphasis is placed on systems analysis and integration of industrial photographic processing and finishing equipment and facilities. Upon completion, students should be able to identify a need; determine laboratory/equipment requirements; perform trade-off analyses of laboratories, equipment, or systems; and achieve minimal costs. **Prerequisite:** PFN 210.

- PFN 234 Electronic Imaging System** 0 2 1
 This course covers the theory of converting images to electrical signals which may be displayed or stored electronically. Topics include video, electronic still, digital, and infrared camera systems; VCNA systems; scanners; film recorders; and video capture systems for computer imaging. Upon completion, students should be able to define and operate electronic still, digital, infrared, and video camera systems and describe and use a VNCA system. **Prerequisite:** PHO 110.
- **PHI - Philosophy**
- PHI 215 Philosophical Issues** 3 0 3
 This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critique the philosophical components of an issue. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. **Prerequisite:** ENG 111.
- PHI 240 Introduction to Ethics** 3 0 3
 This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rule-based ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. **Prerequisite:** ENG 111.
- **PHO - Photography**
- PHO 110 Fundamentals of Photography** 3 6 5
 This course covers the basic technical aspects of black and white photography, including camera controls, light and optics, flash, film exposure, and processing. Emphasis is placed on mechanical principles of camera design and the relationship between subject and photographic image, with hands-on experience in the darkroom. Upon completion, students should be able to consistently produce technically excellent images.
- PHO 111 Photographic Correction & Finishing I** 0 3 1
 This course introduces traditional mounting and corrections techniques used in black and white photography. Topics include various mounting and presentation techniques and chemical and physical methods for correction on both negatives and prints. Upon completion, students should be able to mount and mat photographs and retouch and spot photographic images in black and white. **Corequisite:** PHO 110.
- PHO 112 Design Laboratory I** 0 3 1
 This course covers basic perceptual and design skills required for effective professional photographic communication. Emphasis is placed on fundamental design principles and historic photographic images, execution and critique of photographic assignments, and laboratory projects emphasizing right-brain processing. Upon completion, students should be able to utilize basic design principles and knowledge of photographic history to produce images demonstrating control of the picture space. **Corequisites:** PHO 110, PHO 111.
- PHO 114 Photographic Chemistry** 1 3 2
 This course covers basic chemistry and the reactions specific to photographic processes. Topics include chemistry, emulsion-making, latent image formation, chemical reactions in development, and other processing steps in both black/white and color photography. Upon completion, students should be able to understand the photographic chemical process, work safely with chemicals, and use common laboratory devices and procedures.
- PHO 121 Photographic Correction & Finishing II** 0 3 1
 This course introduces corrective techniques in retouching color photography and various mounting and presentation techniques for photographic images. Emphasis is placed on retouching color images using a variety of techniques and color image presentation. Upon completion, students should be able to retouch and spot photographic images in color and use various mounting and presentation techniques for photographic images. **Prerequisites:** PHO 110, PHO 111.

PHO 122 Design Laboratory II

0 3 1

This course continues development of perceptual and design skills required for effective professional communication in both black/white and color photography. Topics include illustration, layout design, color impact, color relationships, and continued study of photographic images. Upon completion, students should be able to utilize design elements and principles to produce black/white and color images demonstrating clear visual communication. **Prerequisites:** PHO 110, PHO 111, PHO 112.

PHO 123 Large-Format Photography I

1 3 2

This course provides a comprehensive hands-on study of the large-format camera, including capabilities, movements, and applications and sheet film handling and processing. Topics include large-format camera types, nomenclature, components, and movements with assignments emphasizing control of plane of sharp focus, depth-of-field, and image shape modification. Upon completion, students should be able to utilize the basic capabilities of large-format cameras and demonstrate knowledge of sheet film handling and processing. **Prerequisite:** PHO 110. **Corequisite:** PHO 125.

PHO 125 Basic Object Lighting

0 3 1

This course introduces the techniques used in controlling studio lighting for object illustration using tungsten light and electronic flash on basic geometric shapes. Topics include equipment operation, safety, and maintenance; light quality; exposure methods; and the illusion of form in a photograph. Upon completion, students should be able to safely and correctly work with studio lighting equipment to produce quality images of a variety of geometric forms. **Prerequisite:** PHO 110.

PHO 126 Basic Portrait Lighting

0 3 1

This course covers basic techniques used in studio lighting for portraiture, including controlled lighting of facial contours using electronic flash. Topics include F/stop series; equipment operation, safety, and maintenance; and basic lighting patterns. Upon completion, students should be able to safely set up and operate strobe lighting in a studio applying appropriate light patterns to the subject. **Prerequisite:** PHO 110.

PHO 127 Photographic Materials/Processes

4 0 4

This course covers the materials and processes of current black/white and color photography and the reproduction of tone and color. Topics include light, color temperature, subjects, emulsion sensitivity, development, printing systems, and their interrelationships in the reproduction process. Upon completion, students should be able to state the effects that each part of the photographic process has upon the resulting black/white or color image. **Prerequisites:** PHO 110, PHO 114.

PHO 127A Photographic Materials/Processes Lab

0 3 1

This course provides an opportunity for practical application of the materials covered in PHO 127. Topics include control of film exposure and development, color temperature, and printing. Upon completion, students should be able to determine the effects that the photographic process has upon the resulting black/white or color image. **Prerequisites:** PHO 110, PHO 114. **Corequisite:** PHO 127.

PHO 132 Small-Format Photography

2 6 4

This course introduces small-format cameras and their application in location portraiture, industrial photography, photojournalism, and multimedia photography and portable lighting equipment and techniques. Topics include rapid camera operation, location photography, exposure techniques, portable flash, process modification, filtration, and simple multimedia production. Upon completion, students should be able to produce professional quality images under a variety of adverse shooting conditions using the equipment and techniques studied. **Prerequisites:** PHO 110, PHO 125, PHO 126; or PHO 110, PHO 115.

PHO 133 Large-Format Photography II

1 3 2

This course provides an advanced, hands-on study of the large-format camera concentrating on professional applications in studio and architectural photography. Topics include optical principles, control of the image through camera position/focal length, and image size/perspective choices applied in specific photographic assignments. Upon completion, students should be able to utilize advanced large-format camera capabilities in a variety of professional applications. **Prerequisites:** PHO 123, PHO 125.

PHO 135 Product Lighting

0 3 1

This course covers studio lighting techniques used to illustrate a wide variety of product surfaces and shapes. Topics include lighting and subject styling applied in the illustration of glass, plastic, metals, leathers, fabrics, wood, and other product surfaces. Upon completion, students should be able to produce quality images of a variety of subjects using both tungsten and electronic flash. **Prerequisite:** PHO 125.

- PHO 139 Introduction to Digital Imaging** 1 3 2
 This course introduces the conversion of photographs into digital images by exploring the effect hardware and software have on the reproduction process. Topics include basic imaging tools and vocabulary, calibration, density, contrast, and color. Upon completion, students should be able to demonstrate a basic understanding of the digital imaging process and be able to capture and output images. **Prerequisite:** PHO 110.
- PHO 210 Professional Wedding Photography** 1 6 3
 This course covers the techniques used in producing wedding photographs and formal bridal portraits, along with applicable business practices. Emphasis is placed on the protocol of various religious services, discussion of sales packages and album sources, and promotional and advertising techniques. Upon completion, students should be able to photograph a wedding and deliver a professional photographic wedding album along with bridal portraits. This course is a unique concentration requirement in the Portrait Studio Management concentration in the Photographic Technology program. **Prerequisite:** PHO 132.
- PHO 211 Professional Portraiture I** 1 9 4
 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 PFN and PHO courses.
- PHO 212 Biomedical Photojournalism** 1 3 2
 This course introduces practical techniques used in biomedical news and public relations photography. Topics include a study of general news, sports, and public relations along with advanced photographic techniques. Upon completion, students should be able to demonstrate an understanding of basic aspects of biomedical news, sports, and public relations photography by completion of assignments. This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program. **Prerequisite:** PHO 132.
- PHO 213 Macro/Micro Photography** 1 6 4
 This course covers the equipment and techniques used by biomedical photographers in the production of magnified images by direct photographic means using cameras and microscopes. Topics include magnification ratios, specialized lighting equipment and techniques, specimen preparation, 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 Biomedical concentration in the Photographic Technology program. **Prerequisites:** PHO 132 and successful completion of all required first-year PFN and PHO courses.
- PHO 215 Photographic Illustration** 2 12 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, PHO 135 and successful completion of all required first-year PFN and 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 PFN and PHO courses.

- PHO 218 Biomedical Portrait Lighting** 0 3 1
 This course provides an advanced study of portrait lighting in studio and on location using electronic flash and small-format camera. Emphasis is placed on understanding principles of portrait lighting and small-format cameras in biomedical settings. Upon completion, students should be able to apply techniques to professionally light a variety of subjects in studio and on location. This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program.
Prerequisites: PHO 126, PHO 132.
- PHO 219 Digital Applications** 1 3 2
 This course provides additional experience in digital photography including input/output and computer manipulation of images. Topics include legal and ethical issues and commonly used hardware and software packages, including their basic controls and imaging tools. Upon completion, students should be able to input/output images and manipulate images. **Prerequisite:** PHO 139.
- PHO 221 Professional Portraiture II** 1 9 4
 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 222 Video Production** 1 6 3
 This course combines photography, light, movement, sound, music, and other elements to produce a video medium that can be informative, entertaining, and productive. Topics include video utilization, techniques and styles, pre-production scripting and planning, camera techniques, lighting, directing talent, and editing techniques. Upon completion, students should be able to create effective video productions, operate video camera equipment, and edit raw source tape to a final product.
- PHO 224 Multi-Image Production** 2 3 3
 This course covers slide/tape and computer-based multimedia production. Topics include graphic and photographic techniques, story boarding, control of image continuity and pacing, title production, script writing, audio production, copyright laws, and ethics. Upon completion, students should be able to use multimedia hardware and software for productions. **Prerequisite:** PHO 132 or PHO 223.
- PHO 225 Biomedical Object Lighting** 0 3 1
 This course provides an advanced study of object lighting in studio and on location using electronic flash and small-format cameras. Emphasis is placed on understanding lighting principles and light control, including filtration, light balancing, multiple light setups, and lighting a variety of object types and surfaces. Upon completion, students should be able to professionally light a variety of subjects in studio and location situations. This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program. **Prerequisites:** PHO 132, PHO 135.
- PHO 227 Photojournalism II** 2 12 8
 This course provides additional experience in news photography. Topics include expanded coverage, illustration, layout, picture usage, picture stories, editing, survey of regional newspapers, employment opportunities, portfolio development, and job seeking skills. Upon completion, students should be able to understand the operation of a daily newspaper and professionally photograph news, sports, and feature situations. This course is a unique concentration requirement in the Photojournalism concentration in the Photographic Technology program. **Prerequisite:** PHO 217.
- PHO 228 Advanced Correction & Finishing** 1 3 2
 This course covers various corrections for the photographic image, including surface texture and framing presentation. Emphasis is placed on negative and print correction, air brush techniques, and major restoration techniques. Upon completion, students should be able to professionally retouch/restore and frame the photographic image. **Prerequisite:** PHO 121.
- PHO 229 Advertising Photography** 2 12 6
 This course covers advertising photography, including its segments, practices, tools, techniques, and professional applications. Emphasis is placed on layout specification, art direction, and professional business practices. Upon completion, students should be able to demonstrate an understanding of commercial photography and create professional quality images under art direction within layout specifications. This course is a unique concentration requirement in the Commercial Photography concentration in the Photographic Technology program. **Prerequisite:** PHO 215.

PHO 230 Biomedical Portfolio Preparation	0	6	2
This course provides an opportunity to plan, execute, and present a professional biomedical photographic portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. This course is a unique concentration requirement in the Biomedical concentration in the Photographic Technology program. Prerequisite: PHO 213.			
PHO 231 Commercial Portfolio Preparation	0	6	2
This course provides an opportunity to plan, execute, and present a professional commercial photographic portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. This course is a unique concentration requirement in the Commercial Photography concentration in the Photographic Technology program. Prerequisite: PHO 215. Corequisite: PHO 229.			
PHO 232 Photojournalism Portfolio Preparation	0	6	2
This course provides an opportunity to plan, execute, and present a professional photojournalism photographic portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. This course is a unique concentration requirement in the Photojournalism concentration in the Photographic Technology program. Prerequisite: PHO 217. Corequisite: PHO 227.			
PHO 233 Portrait Portfolio Preparation	0	6	2
This course provides an opportunity to plan, execute, and present a professional portrait portfolio. Emphasis is placed on developing a portfolio of professional quality images which demonstrate talent and technical skills in a marketable presentation. Upon completion, students should be able to use their completed portfolio to show prospective employers and clients their professional photographic and presentation skills. This course is a unique concentration requirement of the Portrait Studio Management concentration in the Photographic Technology program. Prerequisite: PHO 211. Corequisite: PHO 221.			

■ **POL - Political Science**

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.			

■ **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 118 Interpersonal Psychology**3 0 3**

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.

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.

■ REA - Real Estate Appraisal**REA 101 Introduction to Real Estate Appraisal R-1****2 0 2**

This course introduces the entire valuation process, with specific coverage of residential neighborhood and property analysis. Topics include basic real property law, concepts of value and operation of real estate markets, mathematical and statistical concepts, finance, and residential construction/design. Upon completion, students should be able to demonstrate adequate preparation for REA 102. This course is required for the Real Estate Appraisal certificate.

REA 102 Valuation Principles & Practices R-2**2 0 2**

This course introduces procedures used to develop an estimate of value and how the various principles of value relate to the application of such procedures. Topics include the sales comparison approach, site valuation, sales comparison, the cost approach, the income approach, and reconciliation. Upon completion, students should be able to complete the Uniform Residential Appraisal Report (URAR). This course is required for the Real Estate Appraisal certificate. **Prerequisite:** REA 101.

REA 103 Applied Residential Property Valuation R-3**2 0 2**

This course covers the laws and standards practiced by appraisers in the appraisal of residential 1-4 unit properties and small farms. Topics include Financial Institutions Reform and Recovery Enforcement Act (FIRREA), Uniform Standards of Professional Appraisal Practice (USPAP), and North Carolina statutes and rules. Upon completion, students should be able to demonstrate eligibility to sit for the NC Appraisal Board license trainee examination and to enroll in REA 201. This course is required for the Real Estate Appraisal certificate. **Prerequisite:** REA 102.

REA 201 Introduction to Income Property Appraisal G-1**2 0 2**

This course introduces concepts and techniques used to appraise real estate income properties. Topics include real estate market analysis, property analysis and site valuation, how to use financial calculators, present value, NOI, and before-tax cash flow. Upon completion, students should be able to estimate income property values using direct capitalization and to sit for the NC Certified Residential Appraiser examination. This course is required for the Real Estate Appraisal certificate. **Prerequisite:** REA 103.

REA 202 Advanced Income Capitalization Procedures G-2**2 0 2**

This course expands direct capitalization techniques and introduces yield capitalization. Topics include yield rates, discounted cash flow, financial leverage, and traditional yield capitalization formulas. Upon completion, students should be able to estimate the value of income producing property using yield capitalization techniques. This course is required for the Real Estate Appraisal certificate. A financial calculator is required for this course. **Prerequisite:** REA 201.

REA 203 Applied Income Property Valuation G-3**2 0 2**

This course covers the laws, rules, and standards pertaining to the principles and practices applicable to the appraisal of income properties. Topics include FIRREA, USPAP, Uniform Commercial and Industrial Appraisal Report (UCIAR) form, North Carolina statutes and rules, and case studies. Upon completion, students should be able to prepare a narrative report that conforms to the USPAP and sit for the NC Certified General Appraisal examination. This course is required for the Real Estate Appraisal certificate. **Prerequisite:** REA 202.

■ **RED - Reading**

RED 090 Improved College Reading 3 2 4
This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing author's purpose, tone and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A. **Prerequisite:** ENG 085, RED 080 or acceptable placement score.

■ **REH - Rehabilitation**

REH 100 Rehabilitation I 6 3 9 10
This course introduces basic rehabilitation concepts and terminology. Emphasis is placed on basic physical rehabilitation skills for assisting the client in completing the prescribed rehabilitation regimen. Upon completion, students should be able to perform selected skills for clients with rehabilitation needs, incorporating knowledge of the multidisciplinary team in the practice setting. **Prerequisite:** Admission to the Rehabilitation Assistant program.

REH 101 Rehabilitation II 6 3 9 10
This course is designed to build upon concepts introduced in REH 100, teaching the students to assist clients with a functional regimen for everyday life. Topics include compliance to splinting protocol, along with rehabilitation keys for successful self care. Upon completion, students should be able to assist clients in functioning within their normal daily routine while continuing rehabilitation. **Prerequisite:** REH 100.

REH 200 Rehabilitation III 6 3 9 10
This course is designed to build upon basic communication and rehabilitation skills covered in level one courses (REH 100, REH 101). Emphasis is placed upon care of clients experiencing mental illness, substance abuse, changes in body image, and life situations. Upon completion, students should be able to function as a rehabilitation assistant in various clinical settings. **Prerequisite:** REH 101.

■ **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 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.

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. **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 181 Spanish Lab I** 0 2 1
This course provides an opportunity to enhance acquisition of the fundamental elements of the Spanish language. Emphasis is placed on the progressive development of basic listening, speaking, reading, and writing skills through the use of various supplementary learning media and materials. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness.
- 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. **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. **Prerequisite:** SPA 211.

■ **WLD - Welding**

- WLD 111 Oxy-Fuel Welding** 1 3 2
This course introduces the oxy-fuel welding process. Topics include safety, proper equipment setup, and operation of oxy-fuel welding equipment with emphasis on bead application, profile, and discontinuities. Upon completion, students should be able to oxy-fuel weld fillets and grooves on plate and pipe in various positions.
- WLD 112 Basic Welding Processes** 1 3 2
This course introduces basic welding and cutting. Emphasis is placed on beads applied with gases, mild steel fillers, and electrodes and the capillary action of solder. Upon completion, students should be able to set up welding and oxy-fuel equipment and perform welding, brazing, and soldering processes.
- WLD 115 SMAW (Stick) Plate** 2 9 5
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.
- WLD 121 GMAW (MIG) FCAW/Plate** 2 6 4
This course introduces metal arc welding and flux core arc welding processes. Topics include equipment setup and fillet and groove welds with emphasis on application of GMAW and FCAW electrodes on carbon steel plate. Upon completion, students should be able to perform fillet welds on carbon steel with prescribed electrodes in the flat, horizontal, and overhead positions.
- WLD 131 GTAW (TIG) Plate** 2 6 4
This course introduces the gas tungsten arc (TIG) welding process. Topics include correct selection of tungsten, polarity, gas, and proper filler rod with emphasis placed on safety, equipment setup, and welding techniques. Upon completion, students should be able to perform GTAW fillet and groove welds with various electrodes and filler materials.
- WLD 141 Symbols & Specifications** 2 2 3
This course introduces the basic symbols and specifications used in welding. Emphasis is placed on interpretation of lines, notes, welding symbols, and specifications. Upon completion, students should be able to read and interpret symbols and specifications commonly used in welding.

Continuing Education

Randolph Community College's Continuing Education division offers courses in a variety of program areas at both the Asheboro and Archdale campuses in addition to many locations throughout the county. These areas include occupational, community service, Learning Skills Center (Adult Basic Education, Adult High School Diploma, General Educational Development, Human Resources Development, English as a Second Language, Compensatory Education). Business and industry training programs within the Continuing Education division are the Small Business Center, Hosiery Technology Center, Focused Industry Training, New and Expanding Industry Training and In-Plant Training.

Occupational Extension

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

Community Service

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

Learning Skills Center

The Learning Skills Center is located on the second floor of the Learning Resources Center. Programs offered through the Learning Skills Center 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. The following programs are offered through RCC's Learning Skills Center.

■ Adult High School Diploma

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

■ General Educational Development (GED) Certificate

Reading, writing, math, social studies, science and vocational subjects are taught in the Learning Skills Center on the Asheboro Campus and at various locations throughout the county. Staff and faculty assess students' skills and place them in appropriate learning settings 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 receive their United States citizenship. These courses are free. Study materials are provided at no cost.

■ Human Resources Development (HRD)

Adults who are unemployed or who wish to change their area of employment find help in this program. The program goal is to help place participants in meaningful employment. HRD instructors help students explore their interests and opportunities and develop job-seeking skills, such as interviewing and résumé preparation.

■ Compensatory Education

This program benefits mentally handicapped adults and focuses on skills that enable the students 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 the Continuing Education division's business and industry programs.

■ Small Business Center

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

■ Focused Industry Training

Funded by special legislative appropriation, Focused Industry Training enables the College's Continuing Education division 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.

■ In-Plant Training Program

The In-Plant Training Program 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.

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:

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 Aide, Compensatory Education **Rita A. Boling**
 Instructor/Recruiter/Retention Specialist, Learning Skills Programs **Linda S. King**
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 Instructor/GED Examiner, Learning Skills Programs **Patsyanna B. Barker**
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Randolph Community College Faculty

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Lawrence C. Norris, Instructor, Interior Design; B.F.A., Atlanta College of Art/ M.F.A., East Carolina University
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■ **Business Technology Department**

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■ **College Preparatory Department**

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■ **General Education Department**

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■ **Health Occupations & Human Services Department**

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P. Michael Seuberling, Instructor, Criminal Justice Technology; B.S., University of Nebraska/M.Ed., University of North Carolina at Greensboro

■ **Photographic Technology Department**

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Glenda C. Martin, Lab Manager and Instructor, Photographic Technology; A.A.S., Davidson Community College

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P. Irene Townsend, Lab Manager and Instructor, Photofinishing Technology; B.S., University of North Carolina at Greensboro/Diploma, Randolph Community College

■ **Mechanical & Industrial Department**

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Keith H. Bunting, Instructor, Electrical/Electronics Technology; Diploma, Randolph Community College

Frank B. Chandler, Instructor, Electrical/Electronics Technology; B.S., M.S., East Tennessee State University/E.I.T.

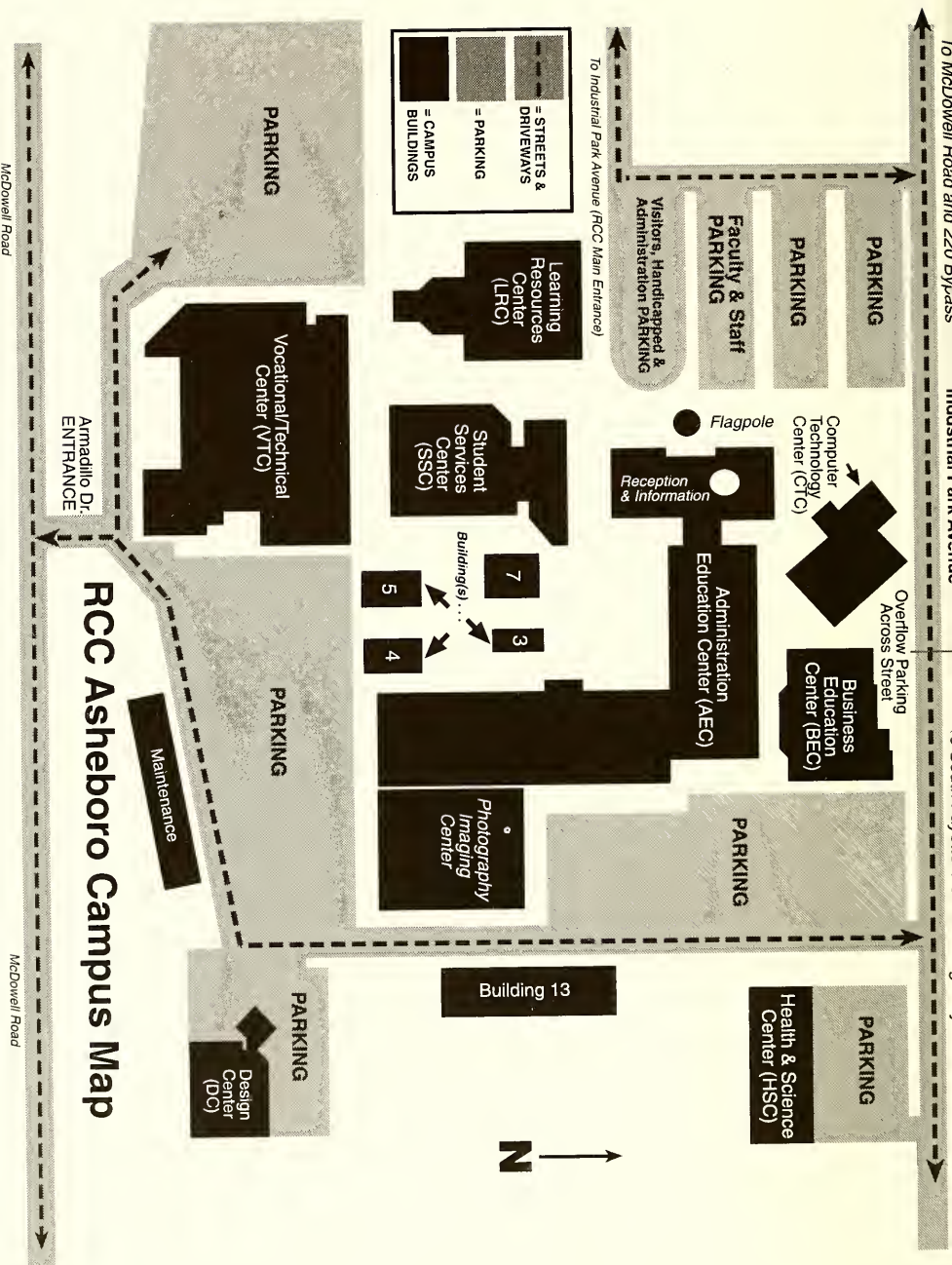
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