

2019-2020 Catalog



**Creating Opportunities.  
Changing Lives.**



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Welcome to Randolph Community College, a very special place where our faculty, staff, administration, and trustees are fully committed to the success of our students and the economic/workforce development of our community.

When I was a young boy, my mother told me that I could be anything in the world I wanted to be if I got my education and worked hard. Her wise counsel and constant support gave me the direction and encouragement to pursue my education, which opened doors of opportunity that I would have never dreamed of otherwise. That is precisely why I chose the community college as the best place to invest my life—to give the wonderful gift to others that my mother gave to me.

The accessible, affordable, quality education offered in the community college is the very best opportunity that many thousands of North Carolinians will ever have to enter the world of higher education and earn the skills and credentials to fulfill the careers of their dreams.

Our graduates have a proven record of remarkable success, both in the four-year universities to which many transfer and in the careers they enter. The formula for their success is really no secret. In large part, it is due to the following factors:

1. Students at RCC sit in relatively small classes, where their instructors know them individually and are committed to their success.
2. On day one and throughout their studies at RCC, students are taught by superbly qualified, fully credentialed, highly dedicated faculty.
3. Our support services are comprehensive, including financial aid, scholarships, academic advisors, career counselors, mentoring programs, disability services, tutoring, early-intervention retention services for those who struggle in class, student success classes, and student workshops on test-taking skills, study skills, time-management, stress-management, and other relevant, helpful topics.

We take our motto very seriously: *Creating Opportunities. Changing Lives.* For whatever reason you are here or are thinking about attending here, you could not find a better place than Randolph Community College to help you become everything in life you ever dreamed of. That's what we do! That's why we're here!

Again, welcome to RCC, a very special place that can help you turn your dreams into realities!

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert S. Shackelford Jr." with a stylized flourish at the end.

Dr. Robert S. Shackelford Jr.

### The College

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

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

Since opening its doors in 1962 as Randolph Industrial Education Center, the College has seen many changes including:

- Three name changes—Randolph Technical Institute, Randolph Technical College, and Randolph Community College
- Facilities expansion—from 33,000 square feet to more than 403,500 square feet in three locations (Asheboro Campus, Archdale Center, and the Emergency Services Training Center)
- Enrollment growth—from 75 students in 1962 to almost 3,000 credit students and more than 8,500 noncredit students in the 2018-19 academic year

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, the Associate in Arts, and the Associate in Science degrees, vocational diplomas, and certificates by the North Carolina Community College System and the State Board of Community Colleges.

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

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

#### ■ Institutional Memberships (Selected)

Randolph Community College holds membership in the following:

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

### **Vision, Mission, and Strategic Priorities**

#### **■ Vision**

To be the premier educational resource for helping the people of Randolph County achieve their career goals and personal dreams.

#### **■ Mission**

To provide educational and training opportunities that make a positive change in the lives of students and the community.

#### **■ Values/Strategic Focus Areas**

- Community
- Employees
- Quality Education
- Radical Hospitality
- Student Success

### **Catalog Updates**

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

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

### **Accreditation**

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

Randolph Community College is authorized by the State Board of Community Colleges to award the Associate in Applied Science, the Associate in Arts, and the Associate in Science degrees. Copies of this accreditation and authorization may be obtained by contacting the president's office, 336-633-0286.

### **Equal Opportunity**

Randolph Community College offers equal employment and educational opportunities for all present and prospective employees and students of the College without regard to race, color, religion, gender, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, marital status, political affiliation, status as a covered veteran, or any other group legally protected in accordance with applicable federal, state and local laws. Retaliatory actions against employees or students for making good faith complaints about violations of Equal Opportunity Policy are strictly forbidden.

Randolph Community College is an Equal Opportunity Employer (EOE). Accordingly, we promote equal opportunity in the areas of recruitment, employment, training, development, transfer, and promotion. RCC will ensure that all official activities involving College personnel including compensation, benefits, transfers, layoffs, returns from layoffs, demotions, terminations, College sponsored training, education, tuition assistance, social and recreational programs, and use of College facilities will also be administered accordingly.

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 the Americans with Disabilities Act Amendments Act of 2008 may be addressed to Equal Opportunity Officer and Title IX Coordinator, RCC, 629 Industrial Park Avenue, Asheboro, N.C. 27205.

## Credit Programs of Study

### ■ Arts, Social Sciences, and Public Services Division

- Associate in Arts (College Transfer)
- Associate in General Education
- Criminal Justice Technology
- Early Childhood Education
- Human Services Technology
- Human Services Technology: Substance Abuse Concentration

### ■ Business and Applied Technologies Division

- Accounting and Finance
- Agribusiness Technology
- Automotive Systems Technology
- Business Administration
- Business Administration: Human Resource Management
- Collision Repair and Refinishing Technology
- Computer-Integrated Machining
- Electrical Systems Technology
- Information Technology
- Industrial Systems Technology-Mechatronics Technician
- Manufacturing Technology
- Welding Technology

### ■ Health Sciences Division

- Associate Degree Nursing
- Healthcare Management Technology
- Medical Assisting
- Medical Office Administration
- Nursing Assistant (CCP)
- Radiography

### ■ Science, Math & Creative Design Division

- Advertising & Graphic Design
- Associate in Science (College Transfer)
- Cosmetology
- Interior Design
- Manicuring/Nail Technology Certificate
- Photographic Technology: Commercial Photography
- Photographic Technology: Photojournalism
- Photographic Technology: Portrait Studio Management

## Career Credit Programs and Services

### ■ Career and College Readiness Programs

- Adult Basic Education
- Adult Basic Life-Skills Education
- Adult High School
- Career College
- English for Speakers of Other Languages
- GED/High School Equivalency Diploma

### ■ Business & Industry Training

- NC Works Customized Training Program
- Small Business Center

### ■ Community Service/Personal Enrichment

### ■ Occupational Extension

- Basic Law Enforcement Training
- Human Resources Development/Employability Success



## 2019-2020 Curriculum Calendar

### ◆ Fall Semester 2019

**August 1 (Th)** – Tuition due for 4/8/19 – 8/1/19 registrants  
**August 13 (T)** – Fall semester late registration; Tuition due for 8/2/19 – 8/13/19 registrants  
**August 19 (M)** – Fall semester classes begins  
**August 19–20 (M–T)** – Schedule adjustment\*  
**August 20 (T)** – Tuition due for 8/13/19 – 8/20/19 registrants  
**September 2 (M)** – Labor Day holiday+  
**September 5 (Th)** – Last day to withdraw from a 1st 4-week class without grade penalty  
**September 12 (Th)** – End of 1<sup>st</sup> 4-week minimester  
**September 16 (M)** – Begin 2<sup>nd</sup> 4-week minimester  
**September 16 (M)** – Schedule adjustment for 2<sup>nd</sup> 4-week minimester\*; Tuition due for 8/21/19 – 9/16/19 registrants  
**September 24 (T)** – Last day to withdraw from a 1st 8-week class without grade penalty  
**October 2 (W)** – Last day to withdraw from a 2nd 4-week class without grade penalty  
**October 10 (Th)** – End of 2<sup>nd</sup> 4-week minimester  
**October 14 (M)** – End 1st 8-week minimester  
**October 14 (M)** – Begin 3<sup>rd</sup> 4-week minimester  
**October 14 (M)** – Schedule adjustment for 3<sup>rd</sup> 4-week minimester\*  
**October 15 (Th)** – Begin 2<sup>nd</sup> 8-week minimester  
**October 15 (Th)** – Schedule adjustment for 2<sup>nd</sup> 4-week minimester\*; Tuition due for 9/17/19– 10/15/19 registrants  
**October 21-22 (M – T)** – Fall break  
**October 23 (W)** – Classes resume  
**October 28 (M)** – Spring priority registration opens for currently enrolled students by appointment  
**November 1(F)** – Last day to withdraw from 16-week course and 3<sup>rd</sup> 4-week course without grade penalty  
**November 4 (M)** – Advising & registration for spring applicants by invitation & appointment  
**November 12 (T)** – End of 3<sup>rd</sup> 4-week minimester  
**November 14 (Th)** – Begin 4<sup>th</sup> 4-week minimester

**November 14 (Th)** – Schedule adjustment for 4<sup>th</sup> 4-week minimester\*; Fall tuition due for 10/16/19-11/14/19 registrants  
**November 21 (Th)** – Last day to withdraw from a 2nd 8-week class without grade penalty  
**November 25 (M)** – Spring tuition due for 10/28/19-11/25/19 registrants  
**November 27 (W)** – Thanksgiving break  
**November 28–29 (Th–F)** – Thanksgiving holidays+  
**December 2 (M)** – Classes resume  
**December 5 (Th)** – Last day to withdraw from a 4<sup>th</sup> 4-week class without grade penalty  
**December 16 (M)** – End of 4<sup>th</sup> 4-week minimester  
**December 16 (M)** – End of 2<sup>nd</sup> 8-week minimester and fall semester

### ◆ Spring Semester 2020

**January 6 (M)** – Tuition due for 11/26/19 – 1/6/20 registrants  
**January 9 (Th)** – Spring semester late registration; Tuition due for 1/7/19-1/9/20 registrants  
**January 13 (M)** – Classes begin  
**January 13–14 (M–T)** – Schedule adjustment\*  
**January 14 (T)** – Tuition due for 1/10/20-1/14/20 registrants  
**January 20 (M)** – Martin Luther King Jr. holiday+  
**January 30 (Th)** – Last day to withdraw from a 1<sup>st</sup> 4-week class without grade penalty  
**February 6 (Th)** – End of 1<sup>st</sup> 4-week minimester  
**February 10 (M)** – Begin 2<sup>nd</sup> 4-week minimester  
**February 10 (M)** – Schedule adjustment for 2<sup>nd</sup> 4-week minimester\*; Tuition due for 1/15/20-2/10/20 registrants  
**February 18 (T)** – Last day to withdraw from a 1st 8-week class without grade penalty  
**February 26 (W)** – Last day to withdraw from a 2nd 4-week class without grade penalty  
**March 5 (Th)** – End of 2<sup>nd</sup> 4-week minimester

\* During schedule adjustment, students may enroll in classes on a seat available basis.

+ Campus is closed – holiday.

Partial refund dates are based on the section census dates (please see your instructor, advisor, or business office for dates).

## 2019-2020 Curriculum Calendar

## ◆ Summer Semester 2020

**March 9 (M)** – End 1st 8-week minimester  
**March 10–13 (T–F)** – Spring break  
**March 16 (M)** – Classes resume  
**March 16 (M)** – Begin 2<sup>nd</sup> 8-week and 3<sup>rd</sup> 4-week minimesters  
**March 16 (M)** – Schedule adjustment for 2<sup>nd</sup> 8-week and 3<sup>rd</sup> 4-week minimesters\*; Tuition due for 2/11/20-3/16/20 registrants  
**March 31 (T)** – Last day to withdraw from a 16-week course without grade penalty  
**April 1 (W)** – Last day to withdraw from a 3<sup>rd</sup> 4-week course without grade penalty  
**April 9 (Th)** – End of 3<sup>rd</sup> 4-week minimester  
**April 13 (M)** – Easter holiday+  
**April 14 (T)** – Classes resume  
**April 14 (T)** – Begin 4<sup>th</sup> 4-week minimester  
**April 14 (T)** – Schedule adjustment for 4<sup>th</sup> 4-week minimester\*; Tuition due for 3/17/20-4/14/20 registrants  
**April 14 (T)** – Advising & registration for summer & fall semesters for currently enrolled students by appointment  
**April 21 (T)** – Last day to withdraw from a 2<sup>nd</sup> 8-week class without grade penalty  
**April 27 (M)** – Advising & registration for summer & fall 2020 semesters for new students by invitation and appointment  
**April 30 (Th)** – Last day to withdraw from a 4<sup>th</sup> 4-week without grade penalty  
**May 7 (Th)** – End of 4<sup>th</sup> 4-week minimester  
**May 11 (M)** – End of spring semester  
**May 13 (W)** – Curriculum Graduation

**May 21 (Th)** – Summer semester late registration; Tuition due for 4/14/20-5/21/20 registrants  
**May 26 (T)** – Summer semester classes begin  
**May 26 (T)** – Schedule adjustment\*; Tuition due for 5/22/20-5/26/20 registrants  
**June 11 (Th)** – Last day to withdraw from a 1<sup>st</sup> 4-week course without grade penalty  
**June 18 (Th)** – End of 1<sup>st</sup> 4-week minimester  
**June 22 (M)** – Begin 2<sup>nd</sup> 4-week minimester  
**June 22 (M)** – Schedule adjustment for 2<sup>nd</sup> 4-week minimester\*; summer tuition due for 5/27/20-6/22/20 registrants  
**June 29–30 (M–T)** – Summer Break  
**July 1-2 (W–Th)** – Summer Break  
**July 3 (F)** – Fourth of July holiday observed+  
**July 6 (M)** – Classes resume  
**July 7 (T)** – Last day to withdraw from a 8-week course without grade penalty  
**July 15 (W)** – Last day to withdraw from a 2<sup>nd</sup> 4-week course without grade penalty  
**July 24 (F)** – End of 2<sup>nd</sup> 4-week minimester  
**July 27 (M)** – Semester ends  
**August 5 (W)** – Fall tuition due for 4/14/20-8/5/20 registrants

\* During schedule adjustment, students may enroll in classes on a seat available basis.

+ Campus is closed – holiday.

Partial refund dates are based on the section census dates (please see your instructor, advisor, or business office for dates).

### Credit Programs of Study

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

- an effort to assist the student in making the adjustment to the more specialized and/or general postsecondary education of Randolph Community College
- personal guidance of students that will encourage openness and involvement, and will aid in developing self-reliant, responsible behavior
- an assessment and placement program in keeping with the needs of the College to accurately recommend proper classes
- up-to-date and accurate records on all students of the College with necessary security and confidentiality enforced
- accurate and informative recruiting/marketing programs
- seeking avenues of financial aid for eligible students
- leadership and encouragement for the development of student organizations and activities
- health promotion activities appropriate to the needs of the student body
- information and aid to students for career development, job referral, and program advisement

### Orientation

Students are oriented to the College's social, physical, and academic environment, to include policies and procedures, through the required freshman ACA courses.

### 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 for the purpose of registration. Registration is announced on the College website, through email, and other venues. 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.***

### Financial Aid

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. For more information see the [Financial Aid and Veterans Affairs section](#).

## **Faculty Advisors**

Students enrolling in a curriculum program of study will be assigned a faculty advisor as part of the admissions process. Once an application for admission has been received by the Admissions Office, an advisor is assigned based on the choice of curriculum area made by the student. Students will meet with their advisor prior to enrolling each term.

## **Student Success Counseling**

Professionally trained counselors are available to assist students with academic, educational, and career services. Admissions counseling is provided to assist students to understand the various types of training programs available at the College and to help students navigate the admissions process required to become a student at RCC. Career counseling is provided to students to assist in the selection of a college major and vocational objective. Counselors may utilize interest inventories, aptitude testing, and personal interviews to obtain a vocational history and other pertinent information while exploring career alternatives with a student.

For additional information regarding support services available to applicants and students, please visit [www.randolph.edu/student-success](http://www.randolph.edu/student-success). Individual appointments are recommended and most often can be made at a time convenient to the student. To schedule an appointment with a student success counselor, visit [www.randolph.edu/student-success/meet-our-student-success-team](http://www.randolph.edu/student-success/meet-our-student-success-team) or call 336-633-0200.

## **Tutoring**

The Office of Student Success coordinates tutoring. For more information, visit [www.randolph.edu/student-success/tutoring-services](http://www.randolph.edu/student-success/tutoring-services), stop by the Welcome Center located on the Asheboro Campus, or call 336-633-0200.

## **Writing Center**

The Writing Center is a free service designed for currently enrolled RCC students who desire feedback, assistance, and guidance with their writing. It is staffed by full-time English instructors and other qualified professionals. Located on the second floor of the Learning Resources Center in room 214, the Writing Center operates on a walk-in basis or by referral. The schedule varies each semester and is available on the College's website.

The purpose of the Writing Center is to help students with their writing by providing individualized assistance in a peer-centered environment. The goal of the Writing Center is to improve students' written communication skills in preparation for career and academic endeavors. Specifically, the Writing Center offers guidance in prewriting, drafting, and revising. Additional help is provided in the areas of research and APA/MLA styles of documentation.

## **Course Development/Placement**

RCC offers career assessments, vocational guidance, occupational resource information, and career decision-making assistance through its student success and career services team.

### **■ Human Resources Development (HRD)/Employability Success**

Individuals in transition, dislocated workers, unemployed, WIA eligible, and anyone interested in self-improvement find assistance through this program. The goal of the Human Resources Development program is to educate and train individuals for success in the workplace. The program focuses on upgrading job skills, enhancing and developing educational skills, increasing economic self-sustainability, training the workforce for jobs and the changing workplace, and assisting participants in obtaining meaningful employment and training opportunities. Core services available for individuals include instruction and training, assessments, career counseling, job search assistance, resume preparation, and links to supportive services. For employers and agencies, core services available include skills training, resume writing, interviewing, and applications; pre-hire assessments; pre- and post-employment training services, and pool of applicants for hire. Fees for HRD courses are waived for those who are unemployed, who have received notification of pending layoff, or who meet income eligibility requirements. For additional information or to register for HRD classes, please call 336-633-0268.

## **Student Life**

Randolph Community College, through Student Services, provides activities and services to enhance and broaden the educational experiences of students. While the College maintains a supervisory role over student life, as specified in the following paragraphs, students are encouraged to take active roles in participation and leadership. RCC attempts to provide extracurricular activities for students since the College believes that such activities contribute to the overall growth and educational development of an individual. Unless otherwise specified, activities will require the approval of the vice president for student services or designee and may require notification of additional individuals and/or offices as designated by the vice president. In general, requests should be made in writing at least four weeks in advance. Please check with the recruitment and student life specialist at 336-633-0224 for specific details.

### **■ Student Governance**

Students are involved in College decision making through their Student Government Association (SGA) officers and delegates who may be appointed by the college president to participate on standing and ad hoc committees of the College. Their role as nonvoting members is to share and discuss views held by students pertaining to any particular topic.

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

The jurisdiction of the SGA is to represent the student body as outlined in the SGA Constitution. The SGA president serves as a nonvoting member of the College Board of Trustees. For more information, contact the SGA office in Student Services.

### ■ Social Functions

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

### ■ Student Intramural Sports, Clubs & Organizations

RCC supports student participation in organizations (e.g., clubs and support groups). Groups wishing to form an organization should first submit a written request to the vice president for student services or his/her designee. Organizational goals should support the interests and goals of the institution. Following approval by the vice president, such interested parties should request to meet with the Student Government Association. All clubs must be approved by the SGA before they will be allowed to hold meetings. Randolph Community College will permit club participation without regard to race, color, religion, creed, national origin, political affiliation, gender, age, disability, medical condition, veteran status, and all other categories protected by federal, state, and local anti-discrimination laws. All clubs must have an advisor who is an RCC employee willing to supervise and participate in club activities. Clubs may not enter into contracts for goods and services without the expressed permission of the club advisor and vice president for student services.

Organizations must maintain their financial account with the College business office. Accounts may not be maintained with external banks (N.C. G.S. 115D-58). Organizations must conduct all fundraising activities in accordance with the College fundraising policy (IV-D - Internal, External and Non-College Related Fundraising Policy).

Clubs that do not hold formal meetings at least once per semester may be terminated by the vice president for student services. Such clubs will then be required to request reorganization to begin holding meetings. Any club that allows illegal or otherwise improper activities or behaviors will be terminated by the vice president for student services. Consequently, a request for reorganization would be required.

Club activities, to include but not limited to cookouts and forums, must be sanctioned by the Student Government Association and be approved by the specific club advisor and the vice president for student services. All major activities will require that an outline of events, including a budget if appropriate, be submitted to the vice president for student services no later than one month prior to the event. Activities that include community participation may require a detailed synopsis and budget, and should be submitted to the vice president for student services no later than one month prior to the event.

For a list and information on the current student organizations at RCC, go to [www.randolph.edu/student-activities.html](http://www.randolph.edu/student-activities.html).

### ■ Student Lounge

RCC provides student lounge areas for the comfort and relaxation of its student body. It is the duty of both students and staff to help keep the lounge areas as neat and clean as possible at all times. Good housekeeping practices should be maintained.

### ■ Student Publications

Students at RCC have the right and privilege of freedom of expression through student publications. Requests for student publications will be presented to the Review Committee, which will determine their purpose, content and appropriateness to the goals of the College and its role in the community

The committee will appoint a supervising editorial advisor. This individual will oversee all aspects of the approved publication.

The Review Committee is composed of the following:

- the vice president for instructional services
- the vice president for student services
- one member from the English faculty
- two representatives from the student body, one from Curriculum and one from Continuing Education

In cases where the final decision of the Review Committee is not satisfactory to the student, the normal due process of the College is observed. See the [Student Grievance Policy](#).

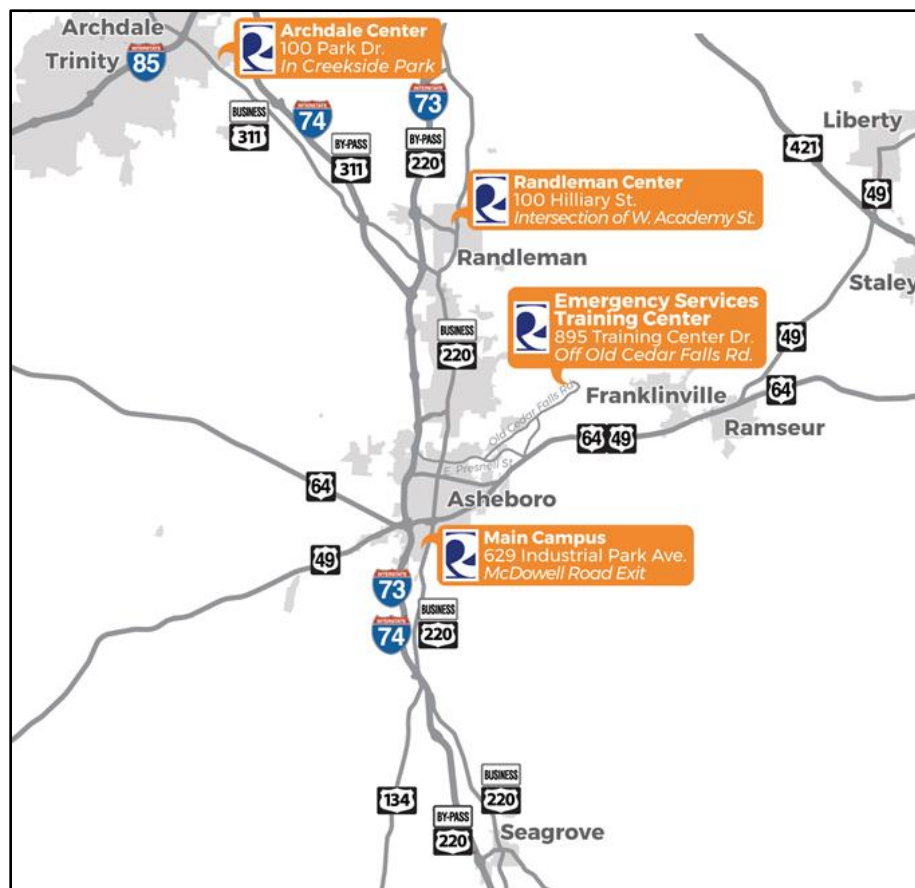
## Locale and College Facilities

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 (I-73/I-74), just south of the interchange with Highways 64 and 49. The College is 26 miles south of Greensboro, North Carolina, and Interstate Highways 40 and 85, making it accessible from all parts of the state.

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

Asheboro, with a population of 26,141, is the home of the North Carolina Zoological Park located off U.S. 64, five miles southeast of Asheboro. Countywide, the College draws from a population base of 143,416.

The College consists of one Main Campus and three Centers (Archdale Center, Randleman Center and Emergency Services Training Center) in locations throughout Randolph County.





### ■ Main Campus (map)

Randolph Community College's 44-acre main campus in Asheboro is located at 629 Industrial Park Avenue. 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, and the business office.

#### **Administrative/Education Center (AE)**

The Administrative/Education building houses many of the College's Administrative Offices, including the Office of the President, Vice President for Administrative Services, Vice President for Instruction, Business Office, Office of College Marketing and Office of Institutional Effectiveness. The AE building also houses, the High School Hub (Career and College Promise), College of Career and Readiness (CCR), Early Childhood Education, College Transfer Classrooms and the Photographic Technology program.

Although located in the back of the AE building on the Asheboro Campus, CCR has class locations throughout the county. Areas of study include Adult Basic Education, Adult High School, GED and High School Equivalency Preparation, Adult Basic-Life Skills Education, and English for speakers of other Languages. The College and Career Readiness office is open Monday- Thursday, 8 a.m. - 7 p.m., and Friday, 8 a.m. - 3 p.m.

#### **Ann Hoover Welcome Center/ Student Services Center**

In 2011, the 1,700-square-foot Ann Hoover Welcome Center was added to the front of the Student Services Center. It includes a large welcome desk and waiting area, and two small offices, one of which contains computers dedicated to students who need to fill out admissions applications or financial aid forms. The Ann Hoover Welcome Center is the first place that visitors are directed. The Student Services Center also houses a student lounge, the Armadillo Café, SRO's offices, and office facilities for Student Services.

The Armadillo Café offers delicious choices for breakfast and lunch at reasonable prices, as well as a wide variety of fountain and bottled beverages, snacks, and ice cream. Hours for both the Armadillo Café varies during registration periods, semester breaks, inventory, holidays, weather-related delays, campus wide events, and other changes to the normal college operational schedule.

#### **Campus Store**

In an effort to provide facilities that will make the educational process more complete, RCC provides an attractive Campus Store. The Campus Store is located directly behind the Student Services Center. It is connected to the back door of the Student Services Center by a covered walkway. In addition to textbooks for curriculum and continuing education classes, the Campus

Store carries postage stamps, greeting cards, drinks and snacks, plus many RCC insignia items including clothing, binders, and pens.

Hours for the Campus Store varies during registration periods, semester breaks, inventory, holidays, weather-related delays, campus wide events, and other changes to the normal college operational schedule.

The **Martha C. Luck Foundation Conference Center (FCC)** houses the Vice President for Institutional Advancement, Foundation staff offices and a flexible meeting space for College and community groups.

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

The R. Alton Cox Learning Resources Center includes the library, an open access computer lab, the **Writing Center**, and the **Department of Distance Education**. Also, housed in the LRC is an **auditorium** with a 206-seat capacity.

The library collection includes over 25,000 books, periodicals, and non-book materials covering all subjects related to the College curriculum. Library information and links to online resources are available on the library Web page: [www.randolph.edu/library](http://www.randolph.edu/library).

The library's online catalog provides access to local resources as well as resources in other participating community college libraries. Through inter-library loan, the library is able to borrow materials from other libraries for its students, faculty and staff.

In addition to library computers, an open access computer lab is available on a first-come, first-served basis. Word processing, spreadsheet, database, presentation and selected course-specific software programs are available. A photocopy machine and flatbed scanners are also available.

The **Distance Education** Department offers support services for faculty, staff, and students. The department coordinates RCC's distance education and videoconferencing programs and provides technical assistance in the implementation and use of distance education technologies. Offices for Distance Education are located on the second floor of the LRC.

The **Continuing Education and Industrial Center (CEIC)**, which opened in January 2013, is a 47,283-squarefoot facility that houses the Vice President for Workforce Development and Continuing Education. The CEIC includes College's Corporate & Continuing Education classes, the Small Business Center, and classroom and lab space for RCC's Computer-Integrated Machining, Electrical Systems Technology, and Mechatronics Engineering Technology programs. The building also houses the 3,000-squarefoot JB and Claire Davis Corporate Training Center for local businesses to hold meetings and conferences.

Randolph Community College opened its new **Cosmetology Center** in August 2016. The program moved from 6,000 square feet of leased space on South Fayetteville Street to a 10,865-square-foot facility at 503 Industrial Park Avenue on the Asheboro Campus.

The new facility includes 44 student styling stations, 10 shampoo stations, 16 hair dryers, separate facial and waxing rooms, a manicure /pedicure area featuring massaging pedicure chairs, and three classrooms.

The Center is open to the public in order for the students to gain hands-on experience in a salon environment. Hours may vary during registration periods, semester breaks, holidays, weather-related delays, and other changes to the normal College operational schedule.

### **Other Asheboro Campus Buildings**

The **J. W. “Willie” Plummer Vocational/Technical Center (VTC)** provides classroom space for the Randolph Early College High School, an autonomous high school located on the campus of Randolph Community College. The VTC also houses the College’s Purchasing Department and the Adult Basic Skills Education (ABLE) program.

Located behind the Campus Store, the **Assessment Center** houses all activities related to placement testing.

The **M. H. Branson Business Education Center (BEC)** houses classrooms, labs and offices for the College’s Business, Healthcare Management Technology and Medical Office Administration curricula.

The **Design Center** provides space for Advertising & Graphic Design, Interior Design, and the **Math Lab**.

The **Computer Technology Center (CTC)** houses the College’s Information Technology Services, the computer related programs, the Criminal Justice program, and part of the Business curricula.

The **Health & Science Center (HSC)** houses biology, physics, chemistry, and health occupations classes and includes a multimedia lab and faculty offices. The HSC also houses the Radiography program and College Transfer science classrooms.

The **Allied Health Center** houses the Human Services Technology program.

Opened in the summer of 2009, the **Richard Petty Education Center** showcases the College’s Collision Repair and Refinishing Technology and Automotive Systems Technology programs.

The **Building Trades Center** is home to many Continuing Education classes.

### ■ Archdale Center (map)

RCC's Archdale Center is located at 110 Park Drive on 13.9 acres in Creekside Park. The Center is just off Highway 311 south of Archdale. It is easily accessible from Highway 311 and is just minutes from Interstate 85.



The fast growing Archdale/Trinity area provides most of the students for the Archdale Center. The City of Archdale has 11,631 people and is larger than seven square miles. Trinity has a population of 6,671.

The Center was built in 1990 and expanded in 2006 to serve the changing needs of the northwest community of Randolph County. It was extensively renovated in 2011 in order to offer a two-year associate in applied science degree in Medical Assisting. Among the many campus-wide improvements, the Archdale Center now boasts a state-of-the-art biology lab to serve the needs of the Medical Assisting students as well as others engaged in health- or science-related studies.

Also in 2011, the College opened a state-of-the-industry Welding Center at Archdale, enabling students to pursue various training opportunities or to enroll in a one-year, comprehensive Welding Technology diploma program or a 14-credit-hour certificate program. The Welding Center has 31 welding stations and is designed to keep up with the rapid changes in welding technology. It includes a VRTEX 360 Virtual Reality Arc Welding Trainer, which combines realistic puddle simulation and arc welding sound tied to the welder's movement providing a realistic hands-on training experience.

The Archdale Welding Center is an American Welding Society accredited testing facility. Additionally, the Archdale Center continues to offer a wide variety of Continuing Education courses such as computers, phlebotomy, business and industry training, motorcycle rider safety; Human Resources Development computer classes for the unemployed or underemployed; Compensatory Education classes; Adult Basic Education and Adult Secondary Education classes; and Personal Enrichment classes ranging from health and wellness to the creative arts.

The Archdale Center is open Monday – Thursday from 8 a.m. to 10 p.m. and 8 a.m. – 3 p.m. on Friday. For additional information, please call the Center at 336-328-1750.

### ■ Emergency Services Training Center (map)

RCC's Emergency Services Training Center is located at 895 Training Center Drive, Randleman, just outside of Asheboro. Take Highway 64 East from Asheboro. Turn left onto East Presnell Street and make an immediate right onto Henley Country Road. Go about 1.3 miles. At the stop sign, take a right onto Old Cedar Falls Road. Go another 1.3 miles and the ESTC will be on the left.

This is the training facility for the Basic Law Enforcement Training certificate program and the RCC Firefighter Academy. The ESTC is also used for Continuing Education programs for fire, rescue, law enforcement (CJC), emergency services, and concealed carry handgun courses.

The 60-acre facility maintains modern equipment and props for each respective emergency service, including three firing ranges, an emergency vehicle driving course, a five-story drill tower, a live burn building, a tactical building, an LP Gas facility with six props, a USAR course, and an underground confined space/trench area. There are six classrooms with current computer technology, including SMART Boards.

The criminal justice section uses standardized police equipment for law enforcement/CJC programs. The fire and rescue section also utilizes modern fire and rescue equipment, including a new fire engine added in 2011 and a new flashover simulator added in 2016.

### ■ Randleman Center

The Randleman Center, opened in January 2014, is a 4,400-square-foot facility located at 100 Hilliary Street in the old police department building. It houses four classrooms, a testing room, three offices, and a reception area.

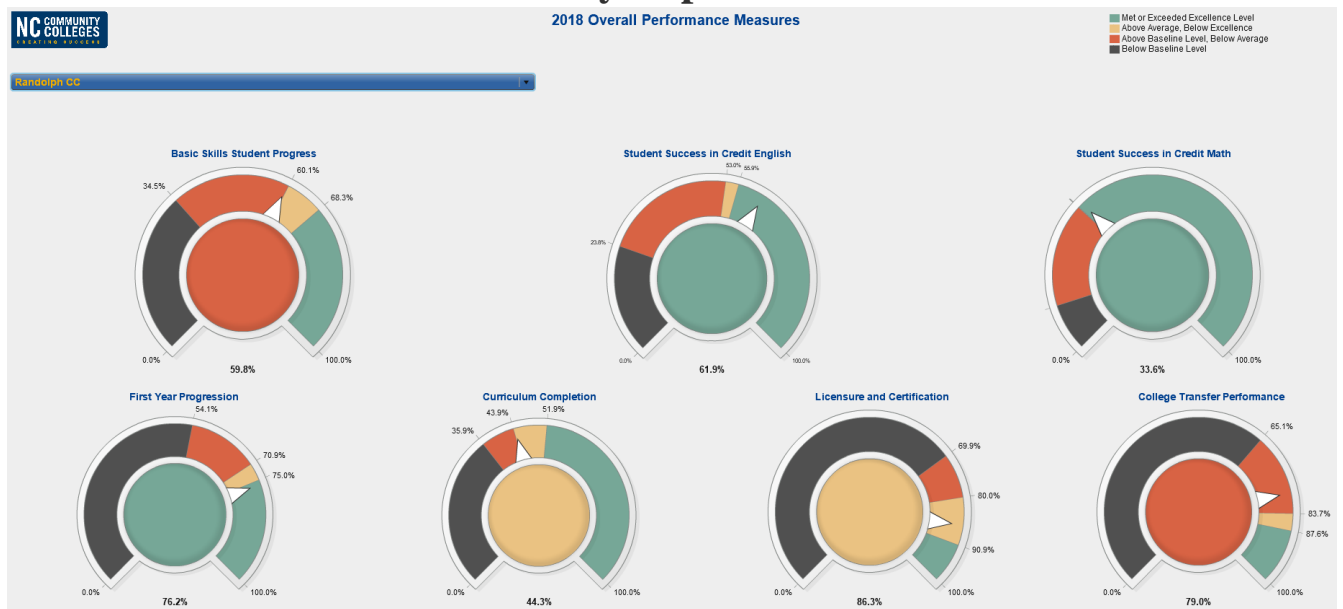
Initial offerings at the Randleman Center include workforce development classes such as basic computer skills in English and Spanish, advanced computer skills classes, Pharmacy Technician classes, and an employability lab; Career and College Readiness classes such as English for Speakers of Other Languages (ESOL), adult basic education, and high school equivalency classes; Human Resource Development classes; and Small Business Center seminars with a wide variety of subjects to help current and prospective small business owners. RCC's Small Business Center director is also available to do on-site counseling at business locations.

## Student Right to Know

The U.S. Department of Education's Student Right-to-Know and Campus Security Act requires institutions to make completion and graduation rates available to applicants and currently enrolled students. Additionally, the Act requires disclosure of campus security policy and campus crime statistics.

This information and much more beneficial information may be found at [www.randolph.edu/consumer-information](http://www.randolph.edu/consumer-information) or by visiting the Welcome Center on the Asheboro Campus. Additional campus security and crime information may also be found within the [Student Conduct and Regulations](#) sections of the Catalog.

## Performance Measures Summary Report



## Health Services/Accidental Injury

Randolph Community College has no facilities or staff for medical treatment other than for minor first aid and assumes no responsibility for injuries or sickness of students. All medical emergencies need to call 911, and then call the RCC switchboard at 336-633-0200 to inform the College of the emergency. Students should report all accidents to their instructor and complete a medical incident report, which then should be forwarded to the director of safety and emergency preparedness, even if the accident is perceived to be minor.

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

### Numbers to Know

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

#### ■ Student Services

- Welcome Center - 336-633-0223
- Chad Williams - Vice President for Student Services; 336-633-0049; [gcwilliams@randolph.edu](mailto:gcwilliams@randolph.edu)
- Hillary Pritchard - Director of Admissions, Records & Registration (Registrar); 336-633-0122; [hdpritchard@randolph.edu](mailto:hdpritchard@randolph.edu)
- Joey Trogdon - Director of Financial Aid & Veterans Affairs – Scholarships, Work-Study Jobs, Grants, Loans, VA Benefits, Child-Care Grant; 336-625-5614; [jbtrogdon@randolph.edu](mailto:jbtrogdon@randolph.edu)
- Susan Scott - Director of Student Success Counseling – Request for Accommodations, Tutoring, Title IX; 336-633-0369; [sascott@randolph.edu](mailto:sascott@randolph.edu)
- Elaine Sill - Retention and Career Services Specialist; 336-633-0222; [ewsill@randolph.edu](mailto:ewsill@randolph.edu)
- Shane Bryson - Recruitment and Student Life Specialist; 336-633-0244; [scbryson@randolph.edu](mailto:scbryson@randolph.edu)

#### ■ Instructional Programs

- Suzanne Y. Rohrbaugh - Vice President for Instructional Services; 336-633-0218; [syrohrbaugh@randolph.edu](mailto:syrohrbaugh@randolph.edu)
- Melinda A. Eudy - Dean of Curriculum Programs; 336-633-0297; [maeudy@randolph.edu](mailto:maeudy@randolph.edu)
- Isai Robledo - Director of Educational Partnerships & Initiatives; 336-625-6085; [irobledo@randolph.edu](mailto:irobledo@randolph.edu)

#### ■ Library Services

- Deborah S. Luck - Dean of Library Services – General Library Services, LRC Student Computer Lab; 336-633-0272; [dsluck@randolph.edu](mailto:dsluck@randolph.edu)

#### ■ Distance Education

- Devin A. Sova - Director of Distance Education; 336-318-7820; [dasova@randolph.edu](mailto:dasova@randolph.edu)

### ■ Workforce Development & Continuing Education

- Elbert J. Lassiter - Vice President for Workforce Development & Continuing Education; 336-633-0217; [ejlassiter@randolph.edu](mailto:ejlassiter@randolph.edu)
- Regina L. Brewer - Director of Public Safety Programs; 336-318-1767; [rlbrewer@randolph.edu](mailto:rlbrewer@randolph.edu)
- Wanda Beck - Director of Workforce Development & Continuing Education; 336-633-0221; [whbeck@randolph.edu](mailto:whbeck@randolph.edu)
- Tonya C. Monroe - Director of the Archdale Center; Director, Adult Basic Life-Skills Education (ABLE); 336-328-1751, [tcmonroe@randolph.edu](mailto:tcmonroe@randolph.edu)
- Jessica L. McDaniel - Director of Small Business Center; 336-633-0240, [jlmcDaniel@randolph.edu](mailto:jlmcDaniel@randolph.edu)
- Robert T. Durand - NC Works Director of Customized Training Program; 336-633-0260; [rtDurand@randolph.edu](mailto:rtDurand@randolph.edu)
- Jordan H. Williamson - Director of Adult Basic Education, Adult High School & ESOL; 336-633-0156; [jhwilliamson@randolph.edu](mailto:jhwilliamson@randolph.edu)

### ■ Administrative Services

- Daffie H. Garris - Vice President for Administrative Services – Policies, General Campus Services; 336-633-0290; [dhgarris@randolph.edu](mailto:dhgarris@randolph.edu)

### ■ Business Matters

- Susan I. Rice - Director of Financial Services/Controller – Information on Business Affairs, Fees, Financial Arrangements, Purchasing; 336-633-0282; [sirice@randolph.edu](mailto:sirice@randolph.edu)

### ■ Supporting RCC

- Lorie McCroskey- Director of Development– Gifts, Bequests and Endowments; 336-633-1118; [llmccroskey@randolph.edu](mailto:llmccroskey@randolph.edu)

For a full list of RCC faculty and staff, go to [www.randolph.edu/employee-directory](http://www.randolph.edu/employee-directory).



## Curriculum Enrollment Quick Reference

### ■ Steps to Enrolling & Graduating

- Complete an RCC application and speak with a student counselor.
- Submit a FAFSA online if applying for financial aid and provide any requested documentation.
- Provide official copies of high school transcript and/or high school equivalency/GED test scores unless student has a bachelor's degree or higher.
- Provide official transcripts from all colleges attended.
- Take the RCC placement assessment, if necessary.
- Register for classes (during specified registration period as published on the College website).
- Complete developmental courses as soon as possible.
- Complete all course requirements for your program of study as published in your catalog of record, maintaining an overall GPA of 2.0. (Associate Degree Nursing, Medical Assisting and Radiography students must maintain a 2.5 GPA in all health program and health program-related courses with no grade less than "C+." Programs may have other graduation requirements. Students should discuss with their advisor.)
- Meet with your faculty advisor (during specified advising period) prior to each term.
- Apply to graduate once program requirements have been met.
- For additional information regarding the enrollment items highlighted above, please visit [www.randolph.edu/student-success/becoming-a-student.html](http://www.randolph.edu/student-success/becoming-a-student.html).

### ■ Curriculum Expenses to Consider

- Books & Supplies: For information about your specific program, please visit [www.randolph.edu/expenses/expenses.html](http://www.randolph.edu/expenses/expenses.html)
- Transportation
- Off-campus room and board
- Personal expenses
- Tuition & Activity Fees as follows

<b>In-State</b>	1 through 15	\$76.00/Credit Hour
	16 and up	\$1,216.00/Semester
<b>Out-of-State</b>	1 through 15	\$268.00/Credit Hour
	16 and up	\$4,288.00/Semester

*(rates effective Jan. 1, 2016)*

\*Activity Fee – \$1.75 per credit hour (\$28.00 maximum per semester).

Technology Fee – \$1 per credit hour (\$16.00 maximum per semester).

Parking Fee – \$5 parking fee per semester.

Graduation Fee – \$5 per semester.

\*Activity Fees for the summer session will be one half the normal charge, up to a maximum of \$9.

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.

*For application or transcript questions, or for more information, contact Student Services at 336-633-0292.*

### ■ Housing

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

## The Open Door Policy

Randolph Community College is an open door admission institution. This means that any person, whether a high school graduate or nongraduate, who is 18 years old or older and who is able to profit from further formal education will be served by the institution. Qualified high school students may dually enroll in structured pathways that lead to a certificate, diploma, or degree. The exception to this rule is that Randolph Community College may refuse admission to any applicant who has been suspended or expelled from any other educational entity.

Counseling and advising services are available to help students decide which programs best serve their needs and objectives in life, as indicated by their background, abilities and expressed interests.

The open door policy does not mean that there are no restrictions on admission to specific programs. It does mean that these restrictions are flexible enough to allow students opportunities to improve their educational status by eliminating deficiencies through remedial work. New students seeking admission to a specific program must provide appropriate transcripts and participate in placement assessment to meet prerequisites/corequisites, unless an exemption is met as noted in the Placement Assessment section of the catalog. When new 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. (For students transferring to RCC, see Transfer Student Admissions.)

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 offers curriculum programs for current high school students within the parameters set by the State Board of Community Colleges.

The College reserves the right to limit enrollment in a curriculum to a number that can be accommodated by the resources of the College. The vice president for student services is designated as the admissions officer for the College.

The College may refuse admission to applicants who meet at least one of the following exceptions:

1. Admission may be denied to any applicant during any period of time that he/she is suspended or expelled from any other educational entity.
2. Admission may be denied to any applicant to protect the safety of the applicant or other individuals when there is an articulable, imminent, and significant threat by documenting (a) the detailed facts supporting the rationale for denying admission, (b) the time period within which the refusal to admit shall be applicable, and (c) the conditions upon which the applicant would be eligible to be admitted.
3. Admission into a program, other than basic law enforcement training, that requires students to possess a firearm may be denied to any applicant who is not eligible to possess a firearm as outlined in state board community colleges code 400. 2(h).

If admission is denied, the applicant may appeal using the Standard Grievance Procedure beginning with the vice president for student services.

### Undocumented Student Admissions

The State Board of Community Colleges' 1D SBCCC 400.2 – “Admission to Colleges,” effective Nov. 1, 2014, amends and implements a consistent admissions policy for undocumented immigrants throughout public higher education in North Carolina. Subparagraph (b) of this Rule states:

For the purposes of this Section, “undocumented immigrant” means any immigrant who is not lawfully present in the United States. Community colleges shall admit undocumented immigrants under the following conditions:

1. Community colleges shall admit an undocumented immigrant only if he or she attended and graduated from a United States public high school, private high school, or home school that operates in compliance with State or local law
2. When determining who is an undocumented immigrant, community colleges shall use federal immigration classifications
3. Undocumented immigrants admitted under Subparagraph (b)(1) of this Rule must comply with all federal and state laws concerning financial aid

4. An undocumented immigrant admitted under Subparagraph (b)(1) of this Rule shall not be considered a North Carolina resident for tuition purposes. All undocumented immigrants admitted under Subparagraph (b)(1) of this Rule must be charged out of state tuition whether or not they reside in North Carolina
5. When considering whether to admit an undocumented immigrant into a specific program of study, community colleges shall take into account that federal law prohibits states from granting professional licenses to undocumented immigrants
6. Students lawfully present in the United States shall have priority over any undocumented immigrant in any class or program of study when capacity limitations exist.

### 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 for curriculum programs unless student holds a bachelor's degree or higher.

Randolph Community College will admit high school students between to appropriate courses at the College. Guidelines established by RCC and area schools will be observed (see [Career and College Promise](#).)

Persons intending to enroll in a specific curriculum are encouraged to submit their applications at least two months prior to the term in which they wish to enroll. **Applicants are not admitted into specific curriculum programs, and thus, not eligible for financial aid until admission requirements are met (i.e. transcripts, placement assessment, etc.).** Applications are available online. The Welcome Center is open from 7:30 a.m. – 10 p.m., Monday through Thursday, and from 7:30 a.m. – 3 p.m., on Friday. For admissions information, call Student Services, 336-633-0223. If needed, individual appointments may be made to assist with the admissions process by visiting [www.randolph.edu/student-success/meet-ourstudent-success-team](http://www.randolph.edu/student-success/meet-ourstudent-success-team) or by calling 336-633-0200.

Developmental Studies courses exist as prerequisites to general education courses. The College currently uses placement assessment tools to determine whether students have met Developmental Studies prerequisites for general education courses. This assessment is given as part of RCC's admissions process. In place of the College's placement assessment, students have multiple options to fulfill this admissions requirement, which include, but are not limited to, presenting appropriate, prior college credit or adequate SAT, ACT or approved placement assessment scores to document their meeting these prerequisites. For additional information, students should review the placement assessment section of this catalog or visit [www.randolph.edu/student-success/placement-assessment.html](http://www.randolph.edu/student-success/placement-assessment.html).

Students who do not remove prerequisites through assessment scores or prior credit must take the appropriate math, reading, or English courses in Developmental Studies prior to enrolling in certain general education courses. Students should take their Developmental Studies courses in their first semesters at RCC to prepare for higher level classes. Developmental Studies classes are offered day and evening to accommodate every student who needs them. Grades earned in Developmental Studies are not included in the student's grade point average and credit hours earned do not count toward graduation. Students receiving financial aid should review the Satisfactory Academic Progress Policy for Financial Aid Recipients to ensure those standards are met.

### Placement Assessment

#### ■ What Are Placement Assessments?

A placement assessment evaluates a student's math, reading, and English skills. The score a student receives from each assessment determines which level of math and English classes is needed to be successful in college classes. Scores will not keep a student from becoming enrolled at RCC.

#### ■ Who Takes the Placement Assessment?

All students applying for an associate degree or diploma program\* at RCC are given the option to take the NC DAP assessments unless determined to be exempt. Possible exemptions are listed:

Measure	Placement
High school <sup>1</sup> GPA <sup>2</sup> equal to or greater than 3.0 and completion of four high school math courses. <sup>3</sup>	Student may enroll in any gateway math course, ENG 111, and any course that has a DMA or DRE prerequisite.
High school <sup>1</sup> GPA <sup>2</sup> equal to or greater than 2.6 and less than 3.0 and completion of four high school math courses. <sup>3</sup>	Student may enroll in any gateway math course, ENG 111, and any course that has a DMA or DRE prerequisite.
ACT Reading score <sup>4</sup> equal to or greater than 22, ACT English score <sup>4</sup> equal to or greater than 18, prior to March 2016 an SAT Writing score <sup>4</sup> equal to or greater than 500 or SAT Critical Reading score <sup>4</sup> equal to or greater than 500, or beginning March 2016 an SAT Evidence Based Reading 480.	Student may enroll in ENG 111 and any course that has a DRE prerequisite.
ACT Math score <sup>4</sup> equal to or greater than 22, or SAT Math score <sup>4</sup> equal to or greater than 500 taken prior to March 2016, or SAT Math 530 beginning March 2016.	Student may enroll in any gateway math course and any course that has a DMA prerequisite.

## Enrollment Information

Transfer credit for ENG 111.	Student may enroll in any course that has a DRE prerequisite.
Students without a qualifying high school GPA, ACT scores, SAT scores, or qualifying transfer credit.	Student will take the subject area diagnostic assessment(s) to determine placement.
<ol style="list-style-type: none"> <li><sup>1.</sup> The student must be a graduate of a Valid High School. GED is not valid for this measure. For students who apply prior to high school graduation, the cumulative GPA at the end of the first semester of the 12<sup>th</sup> grade, ACT/SAT scores, or qualifying transfer credit may be used.</li> <li><sup>2.</sup> GPA is unweighted and within five years of the date of high school graduation.</li> <li><sup>3.</sup> Algebra 1, Geometry, Algebra II (or the Common Core equivalents), and a fourth math as listed on the NCCCS document: Eligible 4<sup>th</sup> High School Math Course for Multiple Measures Placement.</li> <li><sup>4.</sup> ACT and SAT scores must have been earned within five years of the date tested.</li> </ol>	

\* The Cosmetology, BLET, and Nursing Assistant certificates require placement assessment.

### ■ Why Do Students Need to Take the Placement Assessment?

Students required to take the NC DAP must do so before they register for their first semester at RCC. Students required to take the placement assessment and unable to do so before the term begins will not be able to register.

### ■ Why Do Students Need to Take the Placement Assessment?

The College strives to place students into courses where they will be successful. To accomplish this goal, the College uses multiple measures: the exemptions listed previously as well as the North Carolina Diagnostic Assessment and Placement (NC DAP) assessment to assess students' math, English and reading skills. All students applying for a program without a qualifying exemption will take the subject area diagnostic assessment(s) to determine course placement or complete the developmental education courses required for their program of study. The NC DAP scores determine exemption from developmental education courses. The required minimum assessment scores for exemption from developmental education courses are listed below.

<b>Mathematics</b>	
<b>Developmental Math course</b>	<b>Minimum NC DAP Score<sup>1</sup></b>
DMA 010 - Operations With Integers	7
DMA 020 - Fractions and Decimals	7
DMA 030 - Proportions/Ration/Rate/Percent	7
DMA 040 - Expressions/Lin Equation/Inequalities	7
DMA 050 - Graphs/Equations of Lines	7
DMA 060 - Polynomial/Quadratic Applications	7
DMA 070 - Rational Expression/Equations	7
DMA 080 - Radical Expressions/Equations	7
<sup>1</sup> - NC DAP scores are valid for 5 years.	

### ■ Reassessment Procedure

Reassessment is allowed in many community colleges in North Carolina. At RCC, a student may reassess one time. He/she may not reassess after enrolling in the Developmental Studies course(s) recommended by the original assessment score. Students must wait at least two weeks from the original assessment date before reassessing. It is recommended that students meet with a counselor to discuss and review options prior to reassessing.

### ■ Special Needs & Accommodations for Assessments

Assessment accommodations for students with special needs are available upon advance request and with appropriate documentation. Contact the coordinator of students with disabilities at 336-633-0369 before scheduling placement assessment.

## Transfer Student Admissions

Students who have attended other colleges/universities are considered transfer students. Transfer students seeking admission into a specific program must

1. meet the same admissions requirements as new students
2. submit official transcripts from all colleges attended. (Official transcripts are received in a sealed envelope from the institution(s) attended or electronically through National Student Clearinghouse.

Applicants who have attended other institutions of higher learning may transfer credit earned in comparable courses or programs of study. (See Awarding Credit in the Academic Policies section.) For more information, call 336-633-0200.

## Additional Admissions Policies & Procedures

### ■ Associate Degree Nursing Admissions

The Associate Degree Nursing program understands and accepts the concept of the open-door policy for general admission to Randolph Community College. Admission to the college does not, however, guarantee admission to the Associate Degree Nursing program.

Admission to the nursing program is competitive with limited seat availability. If you have questions about the admissions process for the Associate Degree Nursing program, please call Student Services at 336-633-0200.

**Note: It is the responsibility of the student to maintain an active MyRCC email. Faculty and staff will only notify students through MyRCC email.**

In addition to the Randolph Community College requirements for admission, the following are minimum requirements for admission to the Associate Degree Nursing program:

### PHASE I - Completed by January 15

1. New students - complete general **admission requirements** of Randolph Community College including placement assessment if necessary. Current students - skip to step 2.

- A. Complete an RCC application at [www.randolph.edu/apply-now](http://www.randolph.edu/apply-now).
- B. Provide official copies of high school transcript and/or high school equivalency test scores and all college transcripts. High school seniors must submit current high school transcripts by January 15 (transcripts must be received by these dates, not postmarked by these dates) and an official high school transcript, upon graduation. Additional information may be found at [www.randolph.edu/student-resources/submit-a-transcript](http://www.randolph.edu/student-resources/submit-a-transcript).
- C. Take placement assessment, if needed. **Come by the Welcome Center to take the placement assessment.** Students who do not meet the benchmark on placement assessment(s) must complete and pass Developmental Studies courses with a grade of “C” or better. Additional information may be found at [www.randolph.edu/student-success/placement-assessment](http://www.randolph.edu/student-success/placement-assessment).
- D. Meet with Financial Aid Office if necessary. Additional information may be found at [www.randolph.edu/financial-aid](http://www.randolph.edu/financial-aid).

2. Evidence of “C” or greater in the following:

- High school biology, or college-level biology, or SCI 095. Biology course must be within 5 years of application to the program.
- High school chemistry, or college-level chemistry, or SCI 095.
- High school algebra, college algebra, or has met the placement assessment test benchmark for DMA 050 or has successfully completed DMA 050.

3. A 2.5 cumulative grade point average (GPA) on the most recent transcript, college or high school.

**NOTE:** A 2.5 GPA **must** be maintained throughout the admissions process.

4. Attend a mandatory information session for the year that you plan to enter program. Information sessions are conducted on-campus, and dates and times can be found posted on the RCC website. Attendance in a past year(s) does not fulfill this requirement.

Attendance serves as your intent to pursue the Associate Degree Nursing Program, and meet ALL admission requirements. It is recommended that you attend an information session prior to taking the standardized nurse entrance assessment, also known as the Assessment Technologies Institute’s Test of Essential Academic Skills (TEAS). It is encouraged that you prepare for this assessment. Resources to assist you in preparing can be located in the Workforce Development and Continuing Education department’s course schedule at <http://www.randolph.edu/courses-schedules/medical.html>, or online at [http://www.atitesting.com/ati\\_store/](http://www.atitesting.com/ati_store/).



### **PHASE II - Completed by March 15**

1. Take the Test of Essential Academic Skills VI (TEAS). There will be a charge assessed to students to take the TEAS. Students must have a minimum composite score of 67 on the TEAS taken within three (3) years from the date of application. Official scores for the TEAS must be submitted to Randolph Community College via the testing company, Assessment Technologies Institute Inc.

**Students will be notified by MyRCC email of conditional acceptance into the Associate Degree Nursing program by April 1 for fall enrollment. Students must respond by email within seven calendar days to accept placement in the program. If a student declines or does not respond by the deadline, another student will be offered placement.**

Applicants on the alternate list are ranked and are notified of their position. As vacancies arise on the acceptance list, applicants on the alternate list are contacted in ranked order and offered acceptance to the program. Applicants on the alternate list who are not offered acceptance to the ADN program for the year in which they have applied to enter will not be carried over to a waiting list the following year. Instead, the alternate list on which their name appeared will be dissolved and each applicant must submit another application if they wish to be considered for admission in a subsequent year. They will again be ranked along with the other applicants for the year.

### **PHASE III - Completed by June 15 of each applying year**

**After conditional acceptance is granted in Phase II, applicants must provide successful completion of the following:**

1. Proof of successful completion of a state-approved Nurse Aide I Training program, including clinical component. Complete a state approved Nurse Aide I (NA I) course or N.C. Health Occupations class with a minimum grade of "C." Listing on the Nurse Aide Registry is required by June 15 prior to fall admission in the ADN program. A transcript or certificate must be submitted to the Associate Degree Nursing office to verify completion of or enrollment in an approved NA I course.
2. Verification of current, active, unrestricted listing on the North Carolina Department of Health and Human Services Regulation, NAI Registry.
3. Current CPR Certification for Basic Life Support for the Healthcare Provider to include adult/child/ infant and AED as offered by the American Heart Association.

4. Completion of student medical information form and evidence of physical and emotional health as defined by the North Carolina Board of Nursing Standards for Educational Unit in Nursing within one year of admission date into the program. Associate Degree Nursing program director or designee will verify medical compliance and documentation.

**NOTE:** Students completing all the necessary components of Phase III will be notified through an official RCC email of the invitation to attend new mandatory nursing student orientation. Many aspects of the program will be discussed and include, but not limited to, tuition, books, schedules, program expectations for class, lab and clinical.

### **INFORMATION SESSION**

The purpose of the Associate Degree Nursing information session is to share important information about the admission policy and requirements, program components and to answer questions about the program. There are often various dates and times posted on the ADN homepage, and registration is not required.

### **NOTIFICATION OF ADMISSIONS**

The ADN program only accepts students in the fall. Students will be notified by an official MyRCC email regarding standing of admission. Please be sure to frequently check your email around the established dates noted in each phase for notifications and/or correspondence related to your admission process standing. Applications received after January 15 will be considered on a space available basis.

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

### **READMISSIONS**

Readmission to the Associate Degree Nursing program is based upon successful completion of the requirements for readmission and space availability. A student may be readmitted to the ADN program **one time** only, and this admission must occur within one academic year of separation. Students dismissed for behavioral or unsatisfactory clinical performance are not eligible for readmission. Students dismissed for academic failure are eligible for readmission, pending successful completion of the readmission process and final approval of ADN department head. The number of students approved for readmission will be based upon space availability.

The ADN department head may require a readmitted student to re-take a previously successful course in order to better ensure success in the program.

#### A student applying for readmission into the ADN program must:

1. Respond to the Dismissal Letter via email of intent to be considered for readmission within 30 days of receiving his/her letter.

2. Participate in a meeting with the ADN department head and/or designee to advise the student and ensure the student has met or will meet admission requirements as outlined in the current college catalog.
3. If the student is unsuccessful in his/her first semester (NUR 111), then the student will be eligible to re-enter NUR 111.
4. If the student is unsuccessful in his/her second through fifth semester, the student will be eligible to re-enter the course in which he/she was unsuccessful.
5. Readmission applicants will be ranked with readmission applicants using the same criteria as that located in the ranking system.
6. Receive written approval for readmission from the department head of the ADN program.
7. Adhere to all requirements of Phase III of the admission process.
8. Attend new mandatory nursing orientation at the discretion of the ADN department head.
9. Must maintain a 2.5 GPA through the readmission process.

If readmitted, the ADN department head and nursing faculty reserve the right to impose additional requirements and/or recommendations in the form of an academic contract intended to improve the student's opportunity for successful completion of the program. The individual who fails to complete the readmission procedure is denied readmission.

### **TRANSFER CREDIT FOR NURSING COURSES**

Admission into the nursing program for a transfer student is based upon availability. Transfer students must meet the same admission criteria as all new students. To qualify for admission as a transfer student, an applicant must submit an intent to apply for admission no later than 30 days preceding his/her intended start date. Students requesting transfer credit for a nursing course from another college are required to submit a copy of the course outline and syllabus for each successfully completed nursing course to the ADN department head. The ADN department head may request additional documents depending on content located in the course syllabus and outline. The student must also submit a letter from his/her former nursing program head, which states the student is in good academic and disciplinary standing. Students may not transfer to RCC's Associate Degree Nursing program from a university nursing program. Transfer credit is at the discretion of the department head of ADN and ADN faculty, and may only be considered for a course in which a student has earned a "C+" or better. The student is required to meet with the ADN department head and/or nursing faculty at Randolph Community College no later than 20 days preceding the intended start date. Students must have a cumulative G.P.A. of 2.5 or higher. Students will not be allowed to transfer into RCC's nursing program after completion of the third semester in another nursing program.

Students will be notified by an official MyRCC email if they have been accepted to transfer to Randolph Community College's Associate Degree Nursing program.

Once a student is granted transfer credit into RCC's Associate Degree Nursing program, acceptance is contingent upon submitted required documents noted in Phase III of the admission process.

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

The Board of Nursing Standards for Educational Units in Nursing require that there be evidence that the physical and emotional health of the student be such that he/she can be expected to provide safe nursing care to the public. This is documented initially on the medical form completed by a physician.

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

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

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

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

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

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

The following are examples of the kind of activities that a student in the Associate Degree Nursing program would be required to perform in order to successfully complete the program. If an accepted applicant believes that he/she cannot meet one or more of the standards without

accommodations or modifications, the applicant should consult with the Health Sciences and Public Service division chair.

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

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

### LEGAL LIMITATIONS OF LICENSURE

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

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



### RANKING SYSTEM

The ranking system is implemented as an objective means for evaluating nursing applicants. Applicants will be ranked accordingly:

The TEAS Composite score requirement of a minimum of 67 is the **first step in ranking**. The candidates will be ranked from highest to lowest based on the TEAS Composite score. Candidates having identical scores will complete a **second step in ranking**. Candidates will earn points for BIO 168 and BIO 169; an A=2 points, B=1 point and C or less=no points. If additional distinctions should be needed due to identical ranking, the highest score on the science individual score of the TEAS will be the deciding factor. If two students have equal point values, residency of Randolph County may be used as a final deciding point.

### Transfer of TEAS VI scores

RCC will consider accepting TEAS VI scores from other institutions, via atitesting.com, pending proof that all four sections have been completed within three years and/or minimum scores have been met. RCC reserves the right to refuse TEAS VI scores from other institutions should there be concern that all four sections have not been completed.

### ■ Cosmetology Admissions

In addition to the general admissions requirements for Randolph Community College, Cosmetology students must complete the following requirements.

- Students must complete DRE 098 or have an acceptable reading placement score before enrolling in COS 111 or COS 112.
- Purchase of the Cosmetology book bundle and required student kit will be made from the RCC Campus Store.
- Purchase of shoes, uniforms and name badges.
- Students enrolled in the program should not be subject to color blindness or have sensitivity to chemicals.
- Students should be physically able to use cosmetology equipment, such as scissors and clippers, and should be able to stand for long periods of time.

### ■ Medical Assisting Admissions Requirements

The Medical Assisting program understands and accepts the concept of the open-door policy for general admission to Randolph Community College. Admission to the college does not, however, guarantee admission to the Medical Assisting program.

Admission to the Medical Assisting program is competitive. For questions regarding the admission process for the Medical Assisting program, please contact the retention and career service specialist at 336-633-0222.

***NOTE: It is the responsibility of the student to maintain an active official RCC email. Faculty and Staff will only notify students through an official RCC email.***

In addition to the Randolph Community College requirements for admission, the following are minimum requirements for admission to the Medical Assisting Program.

**Complete all of the following by June 1.**

1. Complete general admission requirements of Randolph Community College.
  - A. If new student, complete an RCC admissions application. Current students, skip to number 2.
  - B. Provide official copies of high school transcript and/or adult high school equivalency and all college transcripts.
  - C. Students are encouraged to apply for financial aid at <http://www.fafsa.gov> or contact the RCC Office of Financial Aid & Veterans Affairs for assistance.
2. Has met the placement assessment cut score for DMA 010, 020, and 030 or has successfully completed DMA 010, 020, and 030. Developmental coursework must be completed before an applicant will be considered for admission.
3. Has met the placement assessment cut score for DRE 096, 097 and 098 or has successfully completed DRE 096, 097, 098. Developmental coursework must be completed before an applicant will be considered for admission.
4. Biology Competency with a grade of “C” or higher. A high school or college-level biology course taken within the last 10 years with a grade of “C” or higher will meet this requirement.
5. A 2.5 cumulative grade point average (GPA) on the most recent transcript, college or high school. A GPA of 2.5 must be maintained throughout the admissions process.
6. Attend mandatory information session (Dates will be listed on the Medical Assisting homepage on the RCC website).
7. Submit documentation required for the ranking sheet to the limited enrollment specialist.

**NOTE:** Affiliating clinical agencies may require a criminal background check and drug screen as a prerequisite for clinical practicum experience. Positive/flagged results can result in clinical agency denying the student access to clinical practicum in the facility. Any student who is denied access to any clinical practicum facility will not be allowed to progress in the program. Students are responsible for fees associated with background check/drug screen.

**Students will be notified by MyRCC email of acceptance into the Medical Assisting program during the week of June 15 for fall enrollment. Students must respond by email within seven calendar days to accept placement in the program. If a student declines or does not respond by the deadline, another student will be offered placement.**

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

Students will be able to see the dates and times of the information sessions via the RCC website. The purpose of the information session is to answer questions about the program and for representatives from the Medical Assisting program to share important information. Students who do not attend will not be admitted into the program.

Applications received after June 1 will be considered on a space-available basis. Applicants who are not admitted may reapply before the June 1 deadline of the next year.

### **NUMERICAL RANKING SYSTEM**

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

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

**GENERAL COURSES:** Points for having completed the following courses with a grade of “A” or “B” in the past five years. BIO 163 or BIO 168 & BIO 169, and MAT 110. A = 5 points; B = 3 points.

**HEALTHCARE EXPERIENCE:** Points awarded for having healthcare-related experience working directly in patient care. Must be:

- At least part-time for a period of six months or more.
- Experience that has occurred within the past five years.
- submit current/former department supervisor verification on company letterhead and submitted to the limited enrollment specialists by June 1.

### **PHYSICAL & EMOTIONAL HEALTH**

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

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

### **READMISSION INTO THE MEDICAL ASSISTING PROGRAM**

Readmission to the Medical Assisting program is based upon successful completion of the requirements for readmission and space availability. A student may be readmitted to the Medical Assisting program one time only, and this admission must occur within one academic year of separation. Students dismissed for unsatisfactory clinical performance are NOT eligible for readmission. Students dismissed for academic failure are eligible for readmission, pending



successful completion of readmission process and final approval of the Medical Assisting department head.

The Medical Assisting department head may recommend a readmitted student to re-take a previously successful course in order to better ensure success in the program. Students will be readmitted on a probationary status.

A student applying for readmission into the Medical Assisting program must

1. Submit a letter of intent to return, within one year from the date of exiting a Medical Assisting course, to the Medical Assisting department head.
2. Participate in a formal interview with the Medical Assisting department head and affiliated faculty.
3. Pass a written competency test with a minimum score of 80% and demonstrate safety in performing selected laboratory skills with a 'satisfactory' in all the skills.

Students wishing to be readmitted into the Medical Assisting program must meet admission requirements and will be readmitted according to the following priority:

1. Students in good academic standing who had to withdraw due to documented medical reasons.
2. Students who have withdrawn or been suspended or dismissed for disciplinary, attendance or academic reasons.

The student may continue the readmission process upon written approval from the department head. The Medical Assisting department head and affiliated faculty reserve the right to impose additional requirements and/or recommendations in the form of an academic contract intended to improve the student's opportunity for successful completion of the program. The individual who fails to complete the readmission procedure is denied readmission and will be subjected to the student appeals process to file a formal appeal.

### **TRANSFER CREDIT FOR MEDICAL ASSISTING**

Refer to Randolph Community College Transfer Credit policy in the Academic Policies section of the catalog. For additional information, please contact the medical assisting department head.

### ■ Radiography Admissions

The Radiography program understands and accepts the concept of the open-door policy for general admission to Randolph Community College. Admission to the college does not, however, guarantee admission to the Radiography program. Admission to the Radiography program is competitive. If you have questions about the admissions process for the Radiography program, please call the Retention and Career Services Specialist at 336-633-0222.

In addition to the Randolph Community College requirements for admission, the following are minimum requirements for admission to the Radiography program:

#### **PHASE I (Completed by June 1)**

1. Complete general **admission requirements** of Randolph Community College.
  - A. If new student, complete an RCC admissions application. Current students skip to number 2.
  - B. Provide official copies of high school transcript and/or high school equivalency test scores and all college transcripts.
  - C. Students are encouraged to apply for financial aid at [www.fafsa.gov](http://www.fafsa.gov) or contact the Office of Financial Aid and Veterans Affairs for assistance.
2. Has met the placement assessment cut score for DMA 010, 020, 030, 040, and 050 or has successfully completed DMA 010, 020, 030, 040, and 050.
3. Has met the placement assessment cut score for DRE 096, 097, and 098 or has successfully completed DRE 096, 097, and 098.
4. Complete the TEAS VI Test. The highest scores will be used in admissions decisions. Test scores are applicable for three years from the test date. There is no cut score for the exam.
5. A 2.5 cumulative grade point average (GPA) on the most recent transcript, college or high school. A 2.5 GPA **must** be maintained throughout the admissions process.
6. Attend mandatory information session. (Dates will be listed on the Radiography home page on the RCC website.)
7. Submit documentation required for the ranking sheet to the Retention and Career Services Specialist.

**Students will be notified by MyRCC email of acceptance into the Radiography program during the week of June 15 for fall enrollment. Students must respond by email within seven calendar days to accept placement in the program. If a student declines or does not respond by the deadline, another student will be offered placement.**

#### **PHASE II (Completed by July 12)**

1. Complete student medical information form (including current immunizations and negative TB test). **Please note: Some of these immunizations may take 6 months to complete.**

These requirements are discussed in the information session. No extensions will be granted. Students may submit medical requirements to the administrative assistant for health sciences any time after receiving the Phase I completion email, although students are encouraged to verify MMR and Varicella immunizations early. Please refer to the information session packet.

2. Attend New Radiography Orientation. Students will be notified of date and time.
3. Current CPR certification through the American Heart Association for adults and children.

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

Students will be able to see the dates and times of information sessions via the RCC website. The purpose of the information session is to answer questions about the program and for representatives from the Radiography program to share important information. Students who do not attend will not be admitted into the program.

Applications received after June 1 will be considered on a space-available basis.

Applicants who are not admitted may reapply before the June 1 deadline of the next year.

### **READMISSIONS**

Readmission to the Radiography program is based upon successful completion of the requirements for readmission and space availability. A student may readmit to the Radiography program one time only, and this admission must occur within one academic year of separation. Students dismissed for behavioral or unsatisfactory clinical performance are not eligible for readmission. The number of students approved for readmission will be based upon the availability of resources to support them.

The Radiography department head may require a readmitted student to re-take a previously successful course in order to better ensure success in the program. The student must follow the guidelines for admission and continue to maintain a 2.5 GPA. The student may be eligible for one of the admissions options listed below.

#### **Option 1:**

If the student is unsuccessful in their first fall, spring, or summer semesters, they must repeat the entire admissions process. They will be readmitted if they are one of the top candidates according to the admissions ranking sheet.

#### **Option 2:**

If the student is unsuccessful in their 2nd fall or 2nd spring semester,

## Enrollment Information

- The student must apply for readmission by submitting a letter of intent to return within seven days of a radiography course to the Radiography department head.
- The student must have maintained a 2.5 GPA.
- The student will be required to pass a written and laboratory skills test.
  
- Testing must be completed within one year after dismissal.
- If both exams are passed, the student will reenter the program as a second-level student in the fall semester pending space availability.
- It is the student's responsibility to initiate the re-admission process and to schedule testing with the department head for radiography.
- The student will be required to re-complete the background check and drug screen.
- All immunizations and CPR requirements must be up to date.

Students eligible for Option 2 will only be permitted one opportunity to pass the written and lab exams. If the student is unsuccessful on either exam, the student may be eligible for Option 1, if they have met the admission requirements as outlined in the current college catalog.

### TRANSFER CREDIT FOR RADIOGRAPHY COURSES

Students wishing to transfer into the Radiography program must follow the processes outlined below according to status. Out-of-state transfers are not accepted. In-state status students:

- Admission is based on space availability.
- The student must initiate the admission process and schedule a meeting with the Radiography department head.
- The student must meet all admissions requirements for the College and the Radiography program, as posted in the College catalog.
- The student must submit a letter from their current Radiography program director stating they left their current program in good academic and behavioral standing.
- Any student dismissed from their current program for behavioral issues or unsafe clinical practice will not be eligible for admission.
- The student will be required to complete a background check and drug screen through the RCC provider at their expense.
- All immunizations and CPR requirements must be up to date.
- The student will be required to pass a written and laboratory skills test.

### PHYSICAL & EMOTIONAL HEALTH

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

Evaluation of health will continue throughout the program. An applicant or student who presents problems in physical or emotional health which have not responded to appropriate treatment within a reasonable time may be denied admission or asked to withdraw. The student is denied

admission or asked to withdraw to protect his/her own health and that of clients to whom he/she is assigned.

### NUMERICAL RANKING SYSTEM

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

**GPA:** A minimum 2.5 cumulative grade point average (GPA). Actual GPA will be multiplied by three.

**TEAS VI SCORE:** The test scores are good for three years. Composite score converted into a decimal and multiplied by 20.

**TRANSFER OF TEAS VI SCORE:** RCC will consider accepting TEAS V scores from other institutions, via atitesting.com, pending proof that all four sections have been completed within three years. RCC reserves the right to refuse TEAS V scores from other institutions should there be concern that all four sections have not been taken.

**GENERAL COURSES:** Points for having completed the following courses with a grade of “A” or “B” in the past five years: MAT 171, PHY 110, PHY 110A, BIO 163, or BIO 168 & BIO 169. A=5 points; B=3 points.

**HEALTHCARE EXPERIENCE:** Points awarded for having healthcare-related experience working directly in patient care. Must be

- At least part time for a period of six months or more.
- Experience that has occurred within the past five years.
- The required form must be completed on company letterhead by your department supervisor and submitted to the Retention and Career Service Specialist by June 1.

### LEGAL LIMITATIONS OF LICENSURE

Upon successful completion of the Radiography program, the student will be eligible to apply to take the American Registry of Radiologic Technologists certification exam. The application will be submitted in the last semester of study. Graduation from the Radiography program does not guarantee that a student will be permitted to sit for the exam. Students must pass an ethics review conducted by the ARRT. Please see the department head for Radiography if you have questions. Fees are associated with this process.

### Articulated Credit

The North Carolina Department of Public Instruction and the North Carolina Community College System have a statewide articulation agreement in which students may be eligible to receive college credit after completion of identified Career-Technical Education (CTE) courses in high school. This creates a systematic and seamless process in which students can move from high school to community college without having to duplicate efforts or repeat courses.

#### **Criteria used to award college credit for identified CTE courses include**

- Final grade of B or higher in the course
- A 93 scaled score on the standardized CTE post-assessment test or obtainment of a recognized, industry credential.
- Students must enroll at the community college within two years of their high school graduation date to receive Articulated Credit.

In order to receive Articulated Credit, the student must provide a copy of the industry credential and an official high school transcript that includes the CTE post-assessment scores. The student must inform the RCC registrar that he/she wishes to receive Articulated Credit. Students are encouraged to consult their high school career development coordinator to verify courses that are included in the Articulated Credit agreement.

### International Student Admissions

International students are those who have been issued an F or M visa. The College is not authorized to admit those with J visas. Further, the College only admits international students into curriculum programs at the college level.

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

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

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

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

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

For more information about international student admissions, visit [www.randolph.edu/studentresources/international-students](http://www.randolph.edu/studentresources/international-students), contact Dean Beck at 336-633-0265, or email at [gdbeck@randolph.edu](mailto:gdbeck@randolph.edu).

### Special Credit Students

Students who have not applied for admission into a specific program are classified as Special Credit Students. Special Credit Students are required to submit an application for admission and are eligible to take an unlimited number of courses. Special Credit Students must meet the prerequisites/co-requisites for courses they plan on taking. Special Credit Students are not eligible for financial aid.

Proficiency examinations may be used to earn credit for additional courses taken as a Special Credit Student. Should a Special Credit Student desire to declare a major, he/she should complete/submit a Change of Major form online, provide the appropriate transcripts, and participate in placement assessment to meet prerequisites/corequisites. For assistance in choosing a major, contact a counselor by visiting [www.randolph.edu/student-success/meet-our-student-success-team](http://www.randolph.edu/student-success/meet-our-student-success-team), stop by the Welcome Center located on the Asheboro Campus, or call 336-633-0200.

The responsibility for initiating the change from Special Credit Student status to a major lies with the student. Any questions should be directed to the Office of Admissions, Records and Registration. It is the responsibility of the student to verify with their home institution that the RCC course(s) will be accepted as transfer credit.

### Accommodations for Students with Disabilities

Randolph Community College is invested in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). The College ensures that its programs and facilities are appropriately accessible to students. The College focuses on the student as an individual and works toward equal opportunity, full integration into

the campus environment, physical accessibility, and the provision of reasonable accommodations, auxiliary aids, and services to students.

Students who require reasonable accommodations have the responsibility to request these services from the coordinator of students with disabilities since federal law prohibits the College from making preadmission inquiries about disabilities. Information provided by a student is voluntary and appropriate confidentiality is maintained. Services are designed and developed on an individual basis.

Students with disabilities who need assistance for academic services should contact the coordinator of students with disabilities, Susan Scott, at 336-633-0369 or by email at [sascott@randolph.edu](mailto:sascott@randolph.edu). Appointments may also be scheduled online at [www.randolph.edu/student-success/meet-our-studentsuccess-team](http://www.randolph.edu/student-success/meet-our-studentsuccess-team).

### **General Admissions Requirements for Continuing Education Career Credit Programs**

1. Participation in RCC's Continuing Education programs is open to any individual who is 16 years or older.
2. Preregistration and pre-payment are due before the first class in Continuing Education programs. For more information, contact Continuing Education, 336-633-0268.

### **College and Career Readiness Programs Referral Policy**

RCC offers two levels of remedial instruction. In addition to Developmental Studies, the College offers College and Career Readiness classes. Following College placement assessment, the RCC student success counselors will advise students who would be better served in College and Career Readiness. College and Career Readiness staff will administer the TABE placement test, and students who show need below the 12th grade level may work in Adult Basic Education or Adult Secondary Education. After working in ABE or ASE, these students will enter the Developmental Education courses as needed and will take other curriculum courses as may be appropriate. There is no charge for instruction in College and Career Readiness programs.



Asheboro and Randolph County area Curriculum students who commute to Randolph Community College may expect to spend an average of \$2,500 per year for tuition, books, and supplies, depending on the major selected. Books and supplies will be more costly in majors like Advertising & Graphic Design, Associate Degree Nursing, Interior Design, and Photographic Technology. Transportation is an additional expense. Certain students must consider off-campus room and board and personal expenses in addition to the above. Students in this category could expect a substantial difference in expense. Students are advised to contact the Office of Admissions, Records and Registration for specific College expenses.

### Tuition & Activity Fees for Curriculum Programs

**Please note:** The North Carolina General Assembly sets tuition rates for in-state and out-of-state residents. **They are subject to change by the General Assembly without notice.** Fees are established by state legislative action and/or State Board action and/or RCC Board action and **are subject to change.**

#### Semester Hours

In-State	1 through 15	\$76.00/Credit Hour
	16 and up	\$1216.00/Semester
Out-of-State	1 through 15	\$286.00/Credit Hour
	16 and up	\$4,299.00 Semester

*(rates effective Jan. 1, 2016)*

\*Activity Fee – \$1.75 per credit hour (\$28.00 maximum per semester)

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

Parking Fee – \$5 parking fee per semester.

Graduation Fee – \$5 per semester.

Lab Fees – Dependent on course(s)

\*All full-time and part-time regular students will pay an activity fee by the semester on an academic year basis. Activity fees for the summer session will be one half the normal charge, up to 12 credit hours (\$9 maximum). Activity fees are used for items and activities that directly benefit students. Examples include accident insurance, parking stickers, spring and fall fests, and student identification cards.

### Books & Supplies for Curriculum Programs

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

### Fees for Continuing Education Programs

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

Fees are as follows:

- College and Career Readiness Program- No fee
- Community Service – The majority of these courses are self-supporting. Fees are determined by course length and total cost.
- High School Equivalency – No fee for preparation classes. Call 336-633-0106 for testing fees.
- Human Resources Development – No fee for those who are unemployed, have been notified of impending layoff, or meet eligibility requirements.
- Small Business Center Seminars – No fee
- Occupational Extension – Fees are determined by course length according to the following schedule. A fee for materials and insurance may be charged in addition to the registration fee.
  - \$70 0-24 hours
  - \$125 25-50 hours
  - \$180 51 or more hours
- Occupational Extension – Fee supported

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

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

### **Institutional Refund Policy**

**The college refund policy is established by state and legislative action and is subject to change without prior notice. The refund policies stated below were in effect at the time this publication was published.**

#### **■ Curriculum**

A 75 percent tuition refund may be made upon the request of the student if the student officially withdraws from the class prior to or on the official 10 percent point of the course. Activity fees are nonrefundable except when a course fails to materialize. The student should initiate the withdrawal process by contacting their faculty advisor. A student may receive a full refund if he/she officially withdraws from a class before the first day of classes for the semester or if a class is cancelled by the College.

No refunds will be made after the 10 percent point of the course, even though the student may not have attended classes up to that point. Exception: A statutory refund calculation is required if

the student received student financial aid funds and the student withdrew on or before the 60 percent point of the enrollment period for which he/she was charged.

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

1. Federal Pell Grant
2. Federal Supplemental Educational Opportunity Grant
3. Other student financial aid programs
4. Other Federal, State, private, or institutional sources of aid
5. 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 10 percent point of the scheduled hours of the class. Students should see their instructor for further details. No refunds will be made after the 10 percent point, even though the student may not have attended all classes up to that point.

### ■ Continuing Education - Self-Supporting & Community Service

No refunds shall be made for self-supporting or community service classes after start date of class.

## Residency for Tuition Purposes

Every applicant to the College is asked questions regarding his/her legal residency for tuition purposes. The NC Residency Determination Service, [ncresidency.cfnc.org](http://ncresidency.cfnc.org), classifies a North Carolina curriculum student as a resident or as a nonresident for tuition purposes. The definition of a resident for tuition purposes is set by North Carolina law (G.S. 116-143.1).

The burden remains on the student to prove residency status and to initiate and complete the process of changing residency status. Students who desire to apply for a change of residency classification must complete and submit the residency application and documentation located at [ncresidency.cfnc.org](http://ncresidency.cfnc.org).

### Notice of Change

**Effective January 30, 2017, all applicants' residency for tuition purposes will be decided by the NC Residency Determination Service to include, but not limited to, initial classifications, re-classifications, and appeals.**

### **Debts to the College**

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

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, scholarships and private student loans 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, color, religion, creed, national origin, political affiliation, gender, age, disability, medical condition, veteran status, and all other categories protected by federal, state, and local anti-discrimination laws.

### **Rights & Responsibilities of Students Receiving Financial Assistance**

Students have the right to know:

- The financial aid programs available at Randolph Community College.
- The policies and procedures that must be followed in order to be considered for financial aid.
- The criteria used in selection of recipients and the method used for calculating need.
- The various programs in the financial aid package and how the need was determined.
- The refund and repayment policy at the College.
- How the Office of Financial Aid and Veterans Affairs makes its determination on such questions as student progress, the appeal process, and other decisions.
- The terms, including repayment of any loan allocated by the College.
- The special facilities and services available to those needing accommodations for disabilities.

Students are responsible for:

- The timely and proper completion of all necessary forms by the established deadlines, and the accuracy of any information provided to the College in the financial aid application.
- Promptly providing any additional information requested by the Office of Financial Aid and Veterans Affairs.
- Keeping the Office of Financial Aid and Veterans Affairs informed of any changes in address, name, marital status, financial situation, or any change in student status.
- Reading and understanding all financial aid forms sent and/or signed and keeping copies of forms.
- Notifying the Office of Financial Aid and Veterans Affairs of any scholarship, grant, or other resources made available from non-College sources while receiving financial aid.
- Notifying the Office of Financial Aid and Veterans Affairs if the student withdraws from the College or changes enrollment status. Because some repayment may be expected on a prorated basis, future aid may be suspended if arrangements for payment are not made with the Office of Financial Aid and Veterans Affairs and/or the Business Office.
- Maintaining satisfactory progress in order to be considered for financial aid.
- Re-applying for aid each year.

### How to Apply

Students can apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA). Students can get help filling out financial aid applications by visiting the Office of Financial Aid and Veterans Affairs located in the Student Services Center on the Asheboro Campus. To be eligible for financial aid, students must:

- Complete the Free Application for Federal Student Aid form (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov);
- Be a U.S. citizen or an eligible non-citizen;
- Be enrolled in an eligible program of study at RCC;
- Not be in default on a Federal Student Loan or owe a refund on any Title IV grant at any educational institution.

Financial aid is determined each academic year, so a new FAFSA must be filled out every year.

### Types of Aid Available

■ **Federal Pell Grant** - All students seeking financial aid at RCC begin the process by filling out and submitting the Free Application for Federal Student Aid (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov).

Determination of the grant amount is based on information provided on the student's FAFSA and materials furnished to those institutions approved to administer the Federal Pell Grant. Federal Pell Grants are disbursed each semester. Students eligible to receive a Federal Pell Grant will be able to register, receive books and supplies, and charge these initial costs toward the Federal Pell Grant funds (provided the student has completed all of his/her paperwork). If there are any Pell monies remaining, when these other charges are subtracted, the balance will go to the student.

■ **Federal Supplemental Educational Opportunity Grant** - The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for students with exceptional financial need as determined by the FAFSA. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. Each participating school receives a limited amount of FSEOG funds each year from the U.S. Department of Education's office of Federal Student Aid. Once the full amount of these funds have been awarded to students, no more FSEOG awards can be made for that year. As these program funds are limited, students are encouraged to apply early.

■ **Federal Work-Study** - Randolph Community College participates in the Federal Work-Study (FWS) program, which provides part-time (usually 5-20 hours per week) employment for students who need both work experience and additional income to help meet costs while pursuing their education. Federal Work-Study employment is available on campus. The first step in applying is to complete the FAFSA along with completing a Federal Work-Study employment application found online at [www.randolph.edu/financial-aid](http://www.randolph.edu/financial-aid) in the Important Forms section or by contacting the Office of Financial Aid and Veterans Affairs. Payment is made by check each month for hours worked in the preceding month.

■ **North Carolina Community College Grant** - The N.C. Community College Grant (NCCCG) program provides grants to students who are 1) a U.S. citizen or permanent resident, 2) a North Carolina resident for tuition purposes, 3) demonstrate financial need, 4) meet need based eligibility requirements and 5) are enrolled in an eligible program at a North Carolina community college. Students must be enrolled at least half-time (six credit hours or more) and the funds are only disbursed in the fall and spring semesters. These funds are only awarded to students who have not earned a bachelor's or a professional degree. Application for this state grant is made through the FAFSA and the program has a lifetime eligibility limit of six full time semesters.

■ **North Carolina Education Lottery Scholarship** - The N.C. Education Lottery Scholarship (NCELS) program provides awards to students who are 1) a U.S. citizen or permanent resident, 2) a North Carolina resident for tuition purposes, 3) demonstrate financial need, 4) meet need based eligibility requirements and 5) are enrolled in an eligible program. Students must be enrolled at least half-time (six credit hours or more) and the funds are only disbursed in the fall and spring semesters.

These funds are only awarded to students who have not earned a bachelor's or a professional degree. Application for this state grant is made through the FAFSA and the program has a lifetime eligibility limit of ten full-time semesters.

■ **RCC Foundation Scholarships** - Various individuals and organizations contribute monies annually for scholarships. The scholarships are normally used for educational expenses, such as tuition, fees, books and supplies. Some of the scholarships are restricted according to program of enrollment, home area, etc. The first step in applying is to complete the RCC Foundation Scholarship application available online at [www.randolphccfoundation.org/](http://www.randolphccfoundation.org/).

■ **Outside Scholarships** - Students are encouraged to seek outside resources in addition to those provided through RCC. Some material on outside scholarships is available through the individual's high school, RCC's Office of Financial Aid and Veterans Affairs website, or in RCC's library. Other sources may include, but not be limited to, the Department of Social Services; Vocational Rehabilitation; hospitals; Department of Veterans Affairs (for veterans); and other civic, social, and religious affiliations.

■ **Private Student Loan Programs** - Privately funded student loan information is available from the Office of Financial Aid and Veterans Affairs upon request. For more information, contact the Office of Financial Aid and Veterans Affairs or visit [www.randolph.edu/financial-aid/programs-scholarships/student-loan-information](http://www.randolph.edu/financial-aid/programs-scholarships/student-loan-information).

■ **U.S. Department of Veterans Affairs Educational Assistance** - Programs of this institution are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for educational assistance benefits from the U.S. Department of Veterans Affairs (DVA).

Entitled veterans, participants in the Montgomery G. I. Bill Contributory program, active duty military in voluntary education programs, drilling National Guard, drilling Reservists, and eligible spouses and dependents, who have applied, met all admissions criteria, been fully accepted, actively matriculated, and have met the College's Academic Standards of Progress, 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 Office of Financial Aid and Veterans Affairs at Randolph Community College, the VA Regional Office at 1-800-827-1000, the DVA at 1-888-442-4551, or by visiting [www.gibill.va.gov](http://www.gibill.va.gov) and [www.randolph.edu/financial-aid/programs-scholarships/veterans-affairs](http://www.randolph.edu/financial-aid/programs-scholarships/veterans-affairs).

■ **Child Care Assistance** - The North Carolina College Child Care Grant Program was established to assist student-parents with their child care needs. The Child Care Grant at RCC is a supplemental grant that is coordinated with other types of child care assistance. For detailed information regarding this program, including the Child Care Grant Application, contact the Office of Financial Aid and Veterans Affairs or visit [www.randolph.edu/financial-aid/programs-scholarships/child-care-assistance](http://www.randolph.edu/financial-aid/programs-scholarships/child-care-assistance).

### How Financial Aid Award Amounts Are Determined

Award amounts are determined based on the information provided by the student on the FAFSA. The award(s) listed on the award notification is a projected amount based on full-time attendance (12 or more credit hours per semester). A student's actual grant amount is based on their enrollment status at the 10% point of each semester. The calculation of total credit hours does not include audits, proficiency/credit by exam, no shows, continuing education classes, or developmental classes in excess of 30 attempted credit hours.

If students are registered for fewer than 12 total credit hours per semester, which includes fall, spring, and summer, the award amount is prorated as follows:

- 9 to 11 credit hours =  $\frac{3}{4}$  time or 75% of the award
- 6 to 8 credit hours =  $\frac{1}{2}$  time or 50% of the award
- Less than 6 credit hours = 25% of the award or less

Exceptions to proration scale:

- Students receiving Federal Pell Grant with high expected family contributions (EFC) who plan to enroll less than full time should consult with the Office of Financial Aid and Veterans Affairs to confirm their disbursement amounts.
- Additional NCCCG funds may be awarded to students who meet the new "full-time PLUS" enrollment status (enrolled in 15 or more hours for a semester). If enrolled in less than 15 hours, the student's NCCCG award will be adjusted.
- North Carolina Education Lottery Scholarship (NCELS), only has two award levels; full-time (100% of award) and half-time (50% of award).
- North Carolina Community College Grant (NCCCG) and North Carolina Education Lottery Scholarship (NCELS) prorate, but require at least half-time enrollment.



### How to Determine Financial Aid Status

In addition to receiving an award notification once a student is awarded, students may also check their status at any time by logging into WebAdvisor.

For more information about WebAdvisor and how to access financial aid information, visit: [www.randolph.edu/financial-aid/check-financial-aid-status](http://www.randolph.edu/financial-aid/check-financial-aid-status).

### Additional Financial Aid Award Amount Information

#### ■ Summer Session

The State grants, such as North Carolina Community College Grant and North Carolina Education Lottery Scholarship, are only available for fall and/or spring semesters. Students may be eligible for additional Pell Grant funds during the summer term. The student must be otherwise eligible to receive Pell Grant funds for the payment period and must be enrolled at least half-time, in accordance with federal regulations, and in excess of 100 percent of the student's Pell Grant Scheduled Award. For students who are eligible for the additional Pell Grant funds, the student can receive Pell Grant funds, up to 150 percent of the student's Pell Grant Scheduled Award for the award year. Any Pell Grant received will be included in determining the student's Pell Grant duration of eligibility and Lifetime Eligibility Used (LEU).

#### ■ Late Start Classes

If a student registers for classes that have a later start date during the semester than the first day of the semester (i.e., fall semester begins 8/14, class starts 10/10), award funds will not be available for those classes until class attendance/participation has been confirmed for those classes. Therefore, if a student is not attending classes full-time at the beginning of the semester, but will be full-time once the late start class begins, the award will be prorated to match class attendance/participation at the beginning of the semester and then increased to full-time once class attendance/participation has been confirmed for the class. For example, if a student begins a semester in August with 9 credit hours and has 3 credit hours that will begin in October, he or she will receive the funds for the 3 additional credit hours that start in October once attendance/participation is confirmed. Students who want to add late start classes after a semester begins should contact the Office of Financial Aid and Veterans Affairs.

#### ■ How Financial Aid Payments are made toward Tuition/Fees, Books and Supplies

All student award packages are electronically applied to their student accounts to cover charges and, if applicable, each student receives a net disbursement check. A student's tuition/fees will be charged automatically against his/her awarded funds. Students may purchase books and supplies from the RCC Campus Store using their remaining awarded funds for each term. A student choosing to do so will be able to identify the books and supplies he or she needs for each class and then access award funds through the college's linked computer system. Please contact the RCC Campus Store or Office of Financial Aid and Veterans Affairs for specific dates and

times. If a student's financial aid award is not enough to cover tuition/fees, he/she is responsible for paying the difference.

### ■ How Remaining Financial Aid Funds are Disbursed

If a student is eligible to receive any remaining funds after all charges for tuition/fees and books/supplies are deducted, he or she will be issued a net disbursement check based on a disbursement schedule. This schedule is available each semester in the Office of Financial Aid and Veterans Affairs, and an email is sent to each student awarded financial aid.

### ■ Financial Literacy

Financial literacy is defined as the ability to understand money and how to manage it so that a person can make informed financial decisions. Randolph Community College recommends all students, not just those applying for financial assistance, to complete the College Foundation of North Carolina's "Financial Basics for High School and Beyond" online course. The course is free and will help students gain financial knowledge that can change their lives. Students can access this course by going to <https://basics.financialliteracy101.org/>.

## Withdrawal Policy and Procedures (Return to Title IV)

If a student receiving financial aid withdraws, drops, or ceases attendance in all of his/her classes prior to completing 60% of the semester, he/she will in most instances be required to return funds to the college and/or the U.S. Department of Education. If there are questions about dropping/withdrawing from any course(s), students should contact the Office of Financial Aid and Veterans Affairs. If a student registers for classes at RCC and does not plan to attend, it is his/her responsibility to drop the classes prior to the date classes begin. For additional information, contact the Office of Financial Aid and Veterans Affairs or visit the "Important Forms" page at [www.randolph.edu/financial-aid/important-forms](http://www.randolph.edu/financial-aid/important-forms) and click on Withdrawal Policies and Procedures (Return to Title IV).

## Satisfactory Academic Progress Policy for Financial Aid Recipients

All financial aid recipients are required to meet satisfactory academic progress (SAP) according to Federal regulations and policies set by Randolph Community College. The intent of these policies is to ensure that students who are receiving financial aid are making measurable progress toward completion of an approved degree, diploma, or certificate program in a reasonable period of time and within a reasonable number of credit hours attempted in their program of study. Students that receive financial aid through RCC must maintain a cumulative 2.0 grade point average; must complete 67 percent of all the credit hours attempted; and must complete their program of study within 1 1/2 times the normal credit hours required to complete the program. The Office of Financial Aid and Veterans Affairs will check the students' grades and progress at the end of each semester or payment period to be sure they are meeting the standards. Students that do not meet the standards may be placed on a one semester warning period during which time they will need to meet the minimum standards or lose eligibility for financial aid until the

standards are met. For details regarding this policy, contact the Office of Financial Aid and Veterans Affairs or visit [www.randolph.edu/financial-aid/satisfactory-academic-progress](http://www.randolph.edu/financial-aid/satisfactory-academic-progress).

### **Consumer Information**

The Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA), requires institutions to provide easy access to certain information for students. For additional consumer information about RCC that includes many of the items covered in this section and much more, visit [www.randolph.edu/consumer-information](http://www.randolph.edu/consumer-information).

## **Awarding Credit**

### **■ Transfer Credit**

The College reserves the right to accept or reject credits earned at other universities, colleges, and institutions. Transfer credit is defined as course credit awarded by the college for comparable courses earned at another institution.

Students who have attended other institutions of higher learning may transfer credit earned in comparable courses or programs of study by submitting official transcripts. Direct transfer of credit may be granted if the student is transferring from a regionally accredited institution. Non-regionally accredited institutions may be approved on a case-by-case-basis. Transfer credit from other institutions may not exceed 75% of course requirements for completion of a degree, diploma or certificate program. Courses eligible for transfer must have a grade of “C-” or higher.

Transfer credit awarded will not count toward the GPA. Transfer credit is processed by the Office of Admissions, Records and Registration in partnership with the department head as approved by the vice president for instructional services.

### **■ Non-Course Credit**

Non-course credit is defined as course credit awarded by the college for completion of an exam, military training, or experiential learning. Non-course credit is available for College Level Examination Program (CLEP), Defense Activity for Nontraditional Education Support (DANTES), Advance Placement (AP) exams, military service, and experiential learning. Non-course credit may not exceed 75% of course requirements for completion of a degree, diploma, or certificate program. Non-course credit awarded will not count toward the GPA.

For exams (e.g., CLEP), the director of admissions, records and registration (registrar) and the appropriate department head maintains a matrix indicating required exam scores to earn credit for specific courses. Upon receipt of exam scores, non-course credit is awarded by the Office of Admissions, Records and Registration based on the matrix.

For military service and experiential learning, the Request for Credit form and required documentation is submitted by the student to the department head for credit recommendations and approved by the vice president for instructional services to be processed by the Office of Admissions, Records and Registration.

### **■ Credit by Proficiency Exam**

Eligible students may request of their instructor to earn credit by proficiency exam. Faculty author, maintain, and administer the proficiency exams, which are approved by the dean of curriculum programs.

Eligible students are those who:

1. Are accepted to the College and have met the prerequisites for the course
2. Have occupational experiences and/or background closely related to course objectives
3. Are registered and paid in a course that proficiency exams are permitted
4. Do not have credit for the course
5. Have not previously attempted the course (including audit) or the exam.

Hours awarded will not count toward the GPA. A maximum of 25 percent of credit toward graduation will be allowed per student per curriculum in proficiency hours. It is the student's responsibility to request the exam and to provide any required documentation to the instructor administering the exam. All proficiency examinations must be completed prior to the start of the semester in which the course would normally first be taken. Upon completion of the exam, the instructor recommends credit for the course to be approved by the vice president for instructional services and processed by the Office of Admissions, Records and Registration.

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

CJC 121 Law Enforcement Operations  
COS 117 Cosmetology Concepts IV  
COS 118 Salon IV  
OST 131 Keyboarding

### ■ Change of Major

If a student changes his/her major, it is the student's responsibility to request external transcripts to be evaluated for transfer credit in the new major on the Change of Major form.

### ■ Appeals and Exceptions

Even though the Student Services Division processes the awarding of credit, the Instructional Services Division is the approving authority. Therefore, student appeals follow the academic grievance procedures and exception to policy must have the written approval of the vice president for instructional services. The final decision for awarding transfer credit, non-course credit, and/or credit by proficiency exam is the vice president for instructional services.

*Note: Some colleges do not accept transfer credit for courses if credit was gained through proficiency testing, transfer, or non-course work. It is the responsibility of the student to determine whether another school will accept transfer credit for any course in which RCC grants credit.*

Credit hours granted cannot be used for the purpose of awarding financial aid, including U.S. Department of Veterans Affairs educational assistance.

### ■ Internal Articulated Credit for Continuing Education

A student may be granted articulated curriculum credit upon successful completion of a noncredit, continuing education course. Criteria to award college credit includes the following:

- Final course grade of “C” or better.
- Comprehensive demonstration of course competencies and student learning outcomes, verifying skills attainment.
- The student must enroll in a curriculum program within 2 years of completing the continuing education course to receive articulated credit.

Articulated courses must have equivalent course hours of instruction, course content and student learning outcomes. Noncredit course instruction must be provided by a qualified instructor in accordance with curriculum faculty standards. A student may be asked to provide documentation of an earned industry-recognized credential and/or demonstrate competency of course outcomes to verify mastery of specific skills related to the learning outcomes of the course being considered for articulated credit. The student may receive articulated credit for the curriculum course if it is determined the student has demonstrated competence in course content, satisfactorily meeting all learning outcomes for the course.

This is to promote successful progression in the curriculum program of study and to ensure the student’s safety when entering a program utilizing specialized equipment. Credit may not exceed 75% of course requirements in a program of study for completion of a degree, diploma or certificate program.

## Readmission

### ■ Academic Suspension

Students who have been suspended from a curriculum program for academic reasons may request readmission. The request should be in writing to the Retention and Career Services Specialist and at least one month prior to the semester in which they wish to seek readmission. Restrictions may be imposed. Failure to meet the restrictions may result in the student's dismissal. If readmission is denied, the student may appeal using the Student Grievance procedures beginning with the Vice President for Student Services (See Personnel Handbook, Student Grievance Procedures XII D2).

### ■ Disciplinary Suspension

Students who have been suspended from the College for disciplinary reasons may request readmission after the suspension has ended. The request should be in writing to the Vice President for Student Services and at least one month prior to the semester in which they wish to seek readmission. The Vice President for Student Services hears and decides the request. Restrictions may be imposed. Failure to meet the restrictions may result in suspension or expulsion. If readmission is denied, the student may appeal in writing to the president within 5

working days of the date of the notification letter (See Personnel Handbook, Student Conduct and Zero Tolerance Policy XII D1).

### ■ Expulsion

Students who have been expelled may request readmission to the college. The request should be in writing to the President at least one month prior to the semester in which they wish to seek readmission. The President hears and decides the request. Restrictions may be imposed and failure to meet the restrictions may result in the student's expulsion. The President's decision is final.

### 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. For purposes of readmission, the student may be required to repeat some courses.

### Reentry to a Curriculum

Students who wish to start a curriculum program of study over with a new grade point average (GPA) should make written request to their student success counselor one month prior to the semester they wish to enroll.

The request is reviewed by the student success counselor and the director of student success counseling or vice president for student services. 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 grade point average only once.

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

Federal financial aid and Veterans regulations will be adhered to with respect to this procedure. Students considering reentry to a curriculum program must contact the Office of Financial Aid and Veterans Affairs.

## **Transferring Between Programs**

If a student wishes to transfer from one program to another, the following procedures are to be observed:

1. The student meets with a faculty advisor or department head to complete the change of major form.
2. Both the student and the faculty advisor or department head signs the change of major form.
3. The faculty advisor or department head forwards the change of major form to the department head or division chair for additional signatures.
4. The change of major form is then sent to the Office of Admissions, Records, and Registration for processing. If the change of major is submitted after the 10% point of a term, the request will take effect the following term.

## **Prerequisites and Corequisites**

Courses may have prerequisite or corequisite course requirements. All students are required to successfully complete course prerequisites listed before enrolling. All students must simultaneously enroll in corequisite courses. Students who do not have confirmed prior credit, equivalency via placement assessment scores, or transfer equivalency that satisfies the stated prerequisites will be administratively dropped from the course. Students who are not simultaneously enrolled in or have prior credit for a corequisite will be administratively dropped from the course.

## **Withdrawal/Drop/Add/Section Transfer**

### **■ Dropping or Adding a class after classes have started, but before the schedule adjustment period ends**

Students who need to drop or add a course after classes have started, but before the schedule adjustment period ends, can do so in Self-Service or by visiting with a Student Services counselor or their advisor. If adding a course during this time, the student must be prepared to pay the day they add a course. If dropping a course during this time, the student will receive a 75% refund.

### **■ Transferring Sections**

Students who need to transfer from one course section to another can do so in Self-Service or by visiting with a Student Services counselor or their advisor, as long as it is before the end date of the schedule adjustment period. Students that need to transfer from one section to another after the end date of the schedule adjustment period must provide documentation of the extenuating circumstance that prevented the adjustment from occurring during the schedule adjustment period to the dean of curriculum programs or the director of admissions, records and registration (registrar). Once the course section transfer has been approved by the faculty for each course



section, department head, division chair, and dean of curriculum programs, the director of admissions, records and registration (registrar) will process the course section transfer request.

■ **Withdrawing after the schedule adjustment period, but before the last day to withdraw without a grade penalty:**

Students who need to withdraw from a course after the end date of the schedule adjustment period, but before the last day to withdraw without a grade penalty, must complete the official withdrawal process. A withdrawal form must be completed and submitted to the student's advisor. After the advisor and financial aid have signed the form, the Office of Admissions, Records and Registration will process the form. The student, if approved, will receive a status of W and a grade of W for the course. There is no refund associated with this withdrawal.

■ **Withdrawing after the last day to withdraw without a grade penalty:**

Students who need to withdraw from a course after the last day to withdraw without a grade penalty will not be approved for an official withdrawal without a grade penalty. The Office of Admissions, Records and Registration will contact the student, via email, and explain the option of Administrative Withdrawal. The status of the course is not changed, as the original request was after the last day to withdraw without a grade penalty. There is no refund associated with this withdrawal.

## Academic Classifications

■ **Full-Time Students**

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

■ **Part-Time Students**

Students enrolled for one through 11 credit hours (one through eight credit hours in the summer session) are considered part-time students. Students receiving financial aid must be enrolled 12 or more hours regardless of the semester to be considered full-time for financial aid purposes.

## Credits for Curriculum Programs

A curriculum program is an organized sequence of courses leading to an associate degree, a diploma, or a certificate. Curriculum programs are designed to provide education, training, or retraining for the work force, transfer to four-year colleges and universities, or to confer general liberal arts degrees. Credits for courses are awarded based on a semester hour credit. Credit hours for courses are determined and awarded using the following procedures as established by the State Board of Community Colleges Code (SBCCC).

### ■ Credit Hours

1. **Class:** Credit of one semester hour is awarded for each 16 hours of lecture and other instruction provided in a class under the supervision of an instructor.
2. **Clinical Practice:** Credit of one semester hour is awarded for each 48 hours of clinical practice. Clinical practice provides an opportunity for health science students to apply knowledge and skills in their delivery of care in a health care setting. A qualified faculty member, clinical instructor, or preceptor, as defined by the program related approving or accrediting body, shall supervise clinical practice to provide the student with learning experiences related to the program and to monitor and assess the student's application of skills. Clinical practice may utilize experiences that simulate realistic clinical experiences to meet the curriculum and course objectives. The percentage of simulation experiences substituting for traditional clinical practice and the qualifications of faculty providing the simulation experience must comply with the guidelines of the applicable health science accrediting and approving bodies.
3. **Experiential Laboratory:** Credit of one semester hour is awarded for each 32 hours of "experiential laboratory work." Experiential laboratory work means instruction given to a student by an instructor to increase the student's knowledge and skills without immediate student application.
4. **Faculty Directed Laboratory:** Credit of one semester hour is awarded for each 48 hours of "faculty directed laboratory." Faculty directed laboratory means instructional activities are demonstrated or conducted by an instructor with immediate student application.
5. **Work-Based Learning:** Credit of one semester hour is awarded for each 160 hours of work-based learning (WBL curriculum prefix courses). Work-based learning is the development of job skills by providing the student with employment that is directly related to the educational program, and coordinated by a college representative.

### ■ Maximum Credit Hour Load

In the interest of student success, the maximum number of credit hours for which a student may register in one semester without the approval of the program head is set at 21.

1. Any student may enroll for up to 21 credit hours of classes for which he or she is eligible and in which there are seats available.
2. A student's request to take more than 21 hours in one semester must be approved by the student's advisor, the department head of the program in which the student is enrolled, the division chair, the dean of curriculum programs, and the vice president for instructional services.
3. The 21 hours includes developmental, audited, and credit courses.

### **Distance Education**

Randolph Community College offers online courses as an option and convenience to students. Online delivery is a quality, convenient, and flexible alternative for students who require flexible scheduling, who are unable or choose not to travel to and from campus, who cannot fit a course into their schedule, or who learn better in an online environment, often discover that distance education courses are a good choice. Delivery method for these courses may be offered in online, hybrid, and videoconferencing formats.

#### **Registration & Fees:**

Courses offered through distance education represent many areas in both Curriculum and Continuing Education. Registration for distance education courses is the same as for all other College courses. Once enrolled at RCC, students pay regular tuition and fees, have access to all student services, study under the College's rules and regulations, and receive full academic credit.

#### **Course Requirements:**

To access online courses, students use a unique secure login and a password. Verifying the identity of the students accessing and participating in an online course is fundamental to the integrity of the course as well as the College. The Learning Management System (LMS), Moodle, requires students to be authenticated using their unique user name and student-managed password in order to securely log in and gain access to the online course. The LMS uses an SSL certificate to ensure all data passed between a user and the LMS is encrypted and remains private.

Additionally, instructors of distance learning courses may opt to require students to take proctored exams. Proctored exams may be conducted in the Distance Education Lab, facilitated by instructors or instructional staff; students are required to present a photo ID for verification of identity before taking a proctored examination. Randolph Community College also adheres to the Family Education Rights and Privacy Act (FERPA), which further protects the privacy of traditional and online students alike. Distance Education students are entitled to the same degree of privacy that is afforded to traditional students.

#### **Technical Requirements & Knowledge:**

Students considering distance education courses should have adequate computer skills prior to enrolling in a distance education course. A basic understanding of the computer should be coupled with keyboarding skills and skills in using the Internet, downloading and installing software, sending and receiving email, and locating and attaching files. Equally important is student access to a computer with necessary hardware, software, and a reliable Internet connection. Many courses contain audio and video files that require access to high-speed Internet

in order to listen to or view the files. All distance education students must have ongoing access to the needed tools whether at home, at the library, at work, or on campus.

Technical assistance is available in a variety of methods including online, email, phone, and in person. Drop-in assistance is available during regular business hours at the Distance Education department offices. Other online resources are available on the college website at [www.randolph.edu](http://www.randolph.edu).

### ■ Student Wireless Internet Access

RCC wireless internet is available to currently enrolled students on the Asheboro Campus and at the Archdale Center. To access the student wireless Internet, connect to the ARMADILLO\_AIR network, open your browser, and log in using your MyRCC Login ID and your password.

## Attendance

Attendance plays a critical role in student success in all classes. Satisfactory progress is difficult without regular attendance. Students are encouraged to contact the instructor, via email and/or phone regarding any anticipated absences to make arrangements for continued progress in the course.

The instructor reserves the right to withdraw a student from this course for missing more than one calendar week of the semester. **After missing two consecutive calendar weeks, the student will be withdrawn by the instructor.** A faculty-initiated withdrawal in a credit bearing course will result in a grade of “WF” which will negatively impact the student’s GPA. A faculty-initiated withdrawal in a developmental course will result in a grade of “FW.” The student can complete a withdrawal form to have the “WF”/“FW” changed to a “W” if prior to the official withdrawal date for the course. A grade of “W” will not negatively impact the student’s GPA. The withdrawal form can be completed online and is available at the following web address: <https://www.randolph.edu/student-resources/forms.html?id=740#academic-forms>.

Students receiving financial aid or veteran’s benefits should consult with the Office of Financial Aid and Veterans Affairs to understand the impact of the withdrawal.

In cases where practical considerations, regulations, or accreditation requirements make it necessary, a program may establish or stringent attendance requirements.

### ■ School Absences for Religious Observances

Randolph Community College recognizes that students’ religious affiliations vary and requirements regarding observances of special days may also vary. The College and the state of North Carolina (23 N.C.A.C. 02C .0213 “School Absences for Religious Observances”) allow students two excused days of absences each academic year for religious observances. Randolph

Community College defines an academic year as beginning on the first day of classes for fall term and ending with the last day of classes for the following summer term. In order for a student to request an excused absence, they must request the absence by completing a “Religious Observance Request Form” and submitting it at least two (2) weeks prior to the observance to the Office of Admissions, Records and Registration located in the Student Services Center. Students will be required to make up any work, activities, or missed tests as a result of an excused absence for religious observance.

### ■ Military Absences

Any student who in the United States Armed Forces who has received temporary or permanent reassignment as a result of a military operations and any student who is a National Guard service member placed onto State active duty status during an academic term shall be given:

- (a) The opportunity to make up any test or work missed during the excused absence.
- (b) The option, when feasible, to continue classes and coursework during the academic term through online participation for the period of time the student is placed on active duty.
- (c) The option a receiving a temporary grade of “Incomplete-Military” (IN) or “Absent Final Exam-Military (AB)” for any course that the student was unable to complete as a result of being placed on State active duty status; however, the student must complete the course requirements within a period of time specified by the college to avoid receiving a failing grade for the course.
- (d) Permission to drop, with no penalty, any course that the student was unable to complete as a result of being placed on State active duty status.
- (e) Permission to drop, with no financial penalty, any course that the student was unable to complete as a result of the excused absence as set forth in 1E SBCCC 900.4.

Once an instructor initiates the faculty withdrawal process by reporting a Last Date of Attendance (LDA), the instructor should notify the student of this status. A faculty-initiated withdrawal in a credit bearing course will result in a grade of “WF” which will negatively impact the student’s GPA. A faculty-initiated withdrawal in a developmental course will result in a grade of “FW.” The student must follow the withdrawal procedures in order to avoid receiving the grade of “WF” or “FW”.

## Privacy of Student Educational Records

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

1. **The right to inspect and review the student’s educational records** within 45 days of the day RCC receives a request for access. Students should submit to the registrar, vice president for student services, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and will notify the student of the time and place where the records may be inspected. If the records are not maintained by the

College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. **The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading.** They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by RCC in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility.
4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by Randolph Community College to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-4605.
5. **The right to obtain a copy of Randolph Community College's student records policy (available from the Registrar's Office).**

### Release of Directory Information

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

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

## Grading System

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

### *Curriculum Grading System (effective fall 2019 semester)*

#### **Used in calculating academic GPA**

<u>Grade</u>	<u>Evaluation</u>	Grade Points <u>Earned</u>
A	Excellent	4.0
B	Very Good	3.0
C	Satisfactory	2.0
D	Poor	1.0
F	Failing	0.0
WF	Student stopped attending without withdraw	0.0

#### **Not used in calculating academic GPA**

<u>Grade</u>	<u>Evaluation</u>
I	Incomplete
IN	Incomplete-Military
AB	Absent Final Exam-Military
AU	Audit
SR	Senior Citizen Audit
TR	Transfer Credit
W	Withdraw Without Penalty
NS	No Show
AW	Administrative Withdrawal

#### **Not used in calculating GPA but included when calculating financial aid GPA**

<u>Grade</u>	<u>Evaluation</u>	Grade Points <u>Earned</u>
P*	Passing (Developmental Studies)	4.0
R*	Repeat ( Developmental Studies)	0.0
X	Credit by Proficiency	4.0
FW	Faculty Withdrawal (Developmental Studies)	0.0

### College & Career Readiness and Continuing Education (not used in calculating academic GPA)

#### Grade Evaluation

- S Satisfactory
- U Unsatisfactory
- P Pass

#### ■ **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 posted to each student account in WebAdvisor/ Colleague Self-Service. Please note that grade reports will not be posted to student WebAdvisor/ Colleague Self-Service accounts until all grades have been verified in the Registrar's Office. No grades may be given over the phone or fax.

#### ■ **Academic Recognition**

Curriculum students enrolled in 12 credit hours for the semester excluding college preparatory hours and proficiency hours who receive no incompletes and have a cumulative GPA of at least 2.0 are eligible to be recognized on the following lists:

- President's List—GPA of 4.0
- Dean's List—GPA of 3.5 to 3.99

Curriculum students enrolled in at least six but less than 12 credit hours for the semester excluding college preparatory hours and proficiency hours who receive no incompletes and have a cumulative GPA of at least 2.0 and earn a grade point average of 3.50-4.0 are eligible to be recognized on the Academic Merit List.

## **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. An "I" must be completed the following semester, or it automatically becomes an "F." The exceptions are for developmental courses using the modular delivery methods, an "I" must be completed within the following 4 weeks, or it automatically becomes an "F." An "incomplete (IN)" or "absent from the final exam (AB)" will be completed within a period of time specified by the college to avoid receiving a failing grade for a course that a student is unable to complete due to temporary or permanent reassignment as a result of military operations or a National Guard service member placed onto State active duty status.

## **Auditing**

Auditing a course is the privilege of being present in class when space permits. An audit indicates attendance only and is not an indication of successful completion or passing a course section. No credit is awarded and no examinations are required. Auditing a course does not fulfill



any prerequisite requirements. Attendance, participation in class, etc., are at the discretion of the instructor. Audits are reported on transcripts as a grade of "AU" or "SR" for a Senior Citizen Audit Option described below, and do not affect earned credits or GPA.

A student must register officially for the course and pay regular tuition, unless utilizing the Senior Citizen Option described below, during the specified registration and schedule adjustment period. 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 approval process of Department Head, Division Chair, Dean of Curriculum Programs and Vice President for Instructional Services.

Students who receive financial aid should consult with the Office of Financial Aid and Veterans Affairs before auditing a course.

**Senior Citizen Audit Option:** Any student who is at least 65 years old may audit courses without payment of any required registration fee or tuition for the audit provided the audit is approved in accordance with policies adopted by the State Board of Community Colleges and there is no cost to the State. A student may be charged local fees associated with these course sections. A student will be allowed to audit a class under this section only on a space available basis after completing the admissions process. This section does not apply to audits of courses provided on a self-supporting basis. No credit is awarded, no examinations are required and no grade is reported on a student transcript for students who use this option.

### ■ **No Show**

Students registering for class and never attending will be dropped with a status reason of "NS" and a course status of "X."

## Academic Integrity

Randolph Community College expects the utmost integrity in its students' academic endeavors and behavior. Students are expected to conduct themselves in accordance with these high standards of academic honesty. Consequently, Randolph Community College will not accept any incident that threatens the integrity of the academic learning environment.

### ■ **Violations**

Violations to the Academic Integrity Policy include, but are not limited to:

- Cheating
  - The taking or acquiring possession of any academic material from another without permission
  - Receiving or giving help during tests, quizzes, or other assignments (in or out of class if prohibited by the instructor)
  - Copying or attempting to copy another person's test, quiz, or other assignment
  - Allowing another to copy one's test, quiz, or other assignment
  - Unauthorized use of materials or electronic devices during a test

- The intentional communication with another student on specific questions of a quiz/test/exam prior to that student taking said quiz/test/exam
- Taking a quiz/test for another student
- Paying another person to write or edit a term paper
- Submission of a term paper or assignment in more than one class unless approved in advance by the instructor
- Plagiarism – the use of another’s original words or ideas as though they were your own
  - Turning in another’s work as one’s own
  - Copying a phrase, sentence, or passage from another person or source (Internet, print media, etc.) without proper citation
  - Failing to put a quotation in quotation marks
  - Giving incorrect information about the source of a quotation
  - Copying so many words or ideas from a source that it makes up the majority of one’s work, whether one gives credit or not
  - Downloading or buying a term paper from the Internet and submitting it as one’s own work

\*Please note that the list of examples above is not exhaustive. There may be other instances of cheating and/or plagiarism that would violate this policy.

### ■ Sanctions

The following sanctions for violation of the Academic Integrity Policy will be imposed by the instructor, department head, division chair/director/coordinator, dean, or vice president for instructional services:

- First offense – a grade of 0 on the test, quiz, or assignment
- Second offense – a grade of “F” for the course and academic probation for one semester
- Third offense – suspension from the College

With each violation, the vice president of instructional services will be notified in writing. These sanctions are not on a per course or per semester basis, but rather for your entire academic career at Randolph Community College.

### ■ Appeals Process

The appeals process varies depending on the offense. For the first offense, a student wishing to contest the penalty would follow the procedure outlined below.

1. Student appeals to the instructor of the course in which the violation occurred to discuss the violation and determine fault.
2. If student contests the instructor’s decision, the department head for the curriculum program in which the course is offered hears both parties and corroborates, modifies, or dismisses penalty. NOTE: This step is only for students in curriculum classes.
3. If student contests the instructor’s decision (department head for curriculum students), the division chair/director/coordinator for the division in which the course is offered, hears both parties and corroborates, modifies, or dismisses penalty.
4. A student may appeal to the dean to contest the decisions of the division chair/director/coordinator. The decision of the dean is final.

For the second and third offenses, the student may contest by following the above procedure and further appealing to the vice president for instructional services. The vice president will hear all parties involved and corroborate, modify, or dismiss the penalty. The decision of the vice president for instructional services is final.

Since the third offense results in suspension, the student may submit a written request to the president to overturn the penalty. This request must be submitted to the president within five working days of the decision of the vice president for instructional services. The president will approve, modify (including penalty of expulsion), or overturn the decision of the vice president for instructional services and notify the student in writing of the decision within ten working days of the appeal. The decision of the president is final.

“What is Plagiarism?” Plagiarism.org. n. d. n. pg. web. 31 May 2010  
<[http://www.plagiarism.org/learning\\_center/what\\_is\\_plagiarism.html](http://www.plagiarism.org/learning_center/what_is_plagiarism.html)>.

### **Academic Progress Alert**

The success of students in their academic endeavors is of paramount importance to Randolph Community College. In order to facilitate this, the College has made available multiple resources to assist students who are experiencing personal and academic difficulties.

Instructors, advisors, program and divisional leaders and the counselors and student retention specialists in the Office of Student Success will inform students when academic progress is unsatisfactory and will help identify appropriate resources to assist in improvement of academic progress. The procedure includes notification of students and RCC success staff via the early alert system as difficulties arise. Each instructor will encourage each identified student to schedule an appointment with him/her if assistance is needed. RCC success staff will also follow-up with the student.

### **Academic Probation (Standards of Progress)**

Each student at Randolph Community College is expected to maintain satisfactory progress toward a certificate, diploma, or degree.

At the end of each semester a student’s cumulative and term grade point average is examined. For the purpose of identifying students on academic probation, grade point averages will be computed upon the basis of all credit hours attempted (for which grades of A, B, C, D, F and WF are received).

Curriculum students who have a cumulative grade point average below a 2.0, will be placed on academic probation.

When a student is placed on probation, he/she is notified in writing. Any student on academic probation must complete all required interventions (e.g., midterm reports) to maintain enrollment. Failure to comply may result in academic suspension.

Curriculum students on probation who fail to make satisfactory improvement in their grade point averages by earning at least a 2.0 term grade point average will be placed on academic suspension. Students on academic suspension are not eligible to register for curriculum courses the following semester. After the duration of suspension is completed, students may request readmission within the parameters established by the Readmission policy (XII A-6).

Students receiving veteran's benefits must adhere to this policy to remain eligible. Students receiving financial aid must adhere to the Satisfactory Academic Progress (SAP) policy published by the Office of Financial Aid and Veterans Affairs. Students must meet their program of study (e.g., Associate Degree Nursing) standards of progress in order to remain in the program. Please see *Programs of Study* for more information.

## Graduation Requirements and Process

Students MUST fulfill all of the requirements for their certificate, diploma, or associate degree, as well as follow the steps below for graduation:

- Step 1:** Students submit graduation application in Student Self-Service for each degree, diploma, and/or certificate for which they wish to apply. Assistance is available at the Welcome Center.
- Step 2:** Students then will receive an automated email regarding receipt of their submitted graduation application.
- Step 3:** Students and the assigned faculty advisors will be notified via the Registrar's Office regarding their graduation requirements, receive a copy of their evaluated graduation requirements, and an appointment link to set up an appointment with their faculty advisor to discuss necessary requirements (if needed).
- Step 4:** Students follow academic plan as developed by department head or advisor. If a student chooses to not follow the academic plan (e.g., withdraw or take a different course), then it is his/her responsibility to meet with the department head or advisor to determine the impact on graduation.
- Step 5:** Students receive a MYRCC email from the Office of Registration and Records notifying them of graduation ceremony details.

1. Students must complete all required courses within their curriculum as published in their Catalog of Record (see below).
2. Students must have an overall GPA of 2.0 and a 2.0 average in their major courses as defined by the Curriculum Standards.
3. Health program students must maintain a 2.0 GPA in all health program and health program related courses with no grade less than a “C+.”

Graduation exercises are held at the end of the spring semester. The specific date is listed in the College Calendar. Students who will complete requirements during the following summer may participate in the May graduation. Caps and gowns, purchased through RCC’s Campus Store, are required for participation in the graduation ceremony. Credits transferred in for graduation must be received before the end of the summer session of the year in which the student would normally have graduated.

Students with questions regarding graduation should contact the Registrar’s Office at 336-633-0225.

### ■ Enrollment Requirements for Graduation

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

### ■ Catalog of Record

In order for a student to graduate under the program requirements for graduation as designated in the catalog in effect at initial enrollment to the college (catalog of record), the student must be continuously enrolled until graduation. A student is continuously enrolled as long as he/she does not have a break in enrollment from the College for two consecutive semesters (i.e., fall and spring or spring and fall). A student is not required to be enrolled during the summer term to maintain continuous enrollment.

Any student who changes or adds a major may graduate under the requirements of his/her initial catalog of record or any subsequently adopted catalog of record. Changes in catalog of record must be approved by the Vice President for Instructional Services.

A student not continuously enrolled until graduation for any reason must reapply to the college and meet the program requirements in the catalog in effect at the time of re-enrollment or any subsequently adopted catalog of record.

### ■ Graduation Guarantee

As an expression of confidence in the quality of education at Randolph Community College, we guarantee entry-level technical skill competency for graduates who have obtained an Associate

of Applied Science Degree (A.A.S.), a diploma, or a certificate under the umbrella of the A.A.S. degree from the College. We also guarantee transfer credit for successfully completed courses that are a part of the Comprehensive Articulation Agreement and Independent Comprehensive Articulation Agreement courses taken by graduates obtaining Associate of Arts (A.A.) and Associate of Science degrees (A.S.) as well as Associate of Arts (A.A.) and Associate of Science (A.S.) diplomas. Effective Spring 2011, all students entering degree, diploma, or certificate programs at Randolph Community College are eligible for the Graduate Guarantee applicable to their degree program. For more information on this guarantee, see RCC's website at [www.randolph.edu/academics/policies/](http://www.randolph.edu/academics/policies/).

### Traffic & Parking Regulations

Under the provisions of Chapter 115D-21 of the General Statutes of North Carolina, RCC's school resource officers as well as other local or state law enforcement agencies can enforce the traffic regulations of the College. All of the provisions of Chapter 20 of the General Statutes relating to the operation of motor vehicles on the highways of the state of North Carolina shall apply to the streets, roads, alleys, and driveways on the RCC campus. Any person violating any of the provisions of the state traffic laws (Chapter 20 of the General Statutes) on the streets, roads, alleys, and driveways on the RCC campus may, upon conviction, be guilty of a state traffic offense, not just a campus traffic policy.

Parking control will also be the responsibility of RCC's school resource officers.

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

#### ■ Speed Limit

The speed limit on any street, road, alley, driveway, or parking lot on the campus is 10 miles per hour.

#### ■ Other Traffic Regulations

Other regulatory signs are posted on campus and can be enforced under the provision of N.C. traffic laws by any local or state law enforcement official.

No reckless driving of any type will be tolerated on campus.

Temporarily parking close to a building is allowed by staff or faculty for loading and unloading purposes. A loading/unloading permit should be displayed or the vehicle is subject to towing. Department heads will have a loading/unloading permit for their employees to use. RCC assumes no responsibility for damage to any vehicle while parked, towed, stored, or operated on the campus, or for the contents of vehicles on campus.

#### ■ Parking Zones and Overflow Parking

Parking is allowed only in lined parking spaces or in the overflow lot.

The following colors are used to designate parking:

- Yellow is reserved for faculty and staff. (The first five spaces of the main faculty/staff lot in front of the Administration/Education Center are reserved for official RCC vehicles only.)
- Blue is reserved for handicapped parking (with an approved N.C. handicap tag and an RCC handicap tag).
- Green is reserved for visitors.
- White is reserved for student parking.
- Red will be used to mark fire lanes and fire hydrant zones and other no parking zones. Fire lanes and fire hydrant zones are considered immediate towing zones.

### ■ Parking Permits

RCC charges a \$5 parking fee per student per semester. The fee will be collected from all curriculum students, except students enrolled in eligible high school programs and students enrolled exclusively in distance education courses. A parking permit (hang-tag) is required for each vehicle owned by an RCC employee (faculty and staff) and curriculum students. Parking permits will be color-coded to match the color of parking spaces in which that vehicle is authorized to park. Staff/faculty parking permits should be turned in with other school property upon the termination of employment.

### ■ Handicapped Parking

Parking in a handicap parking space will be ticketed under the provision of North Carolina Laws and is subject to fines by the city, county and or state.

### ■ Parking Penalties

Penalties for violations of the parking policy will result in a “warning ticket” on the first and second violation. However, a third parking violation by the same vehicle will result in a boot being placed on the wheel or the automobile being towed. The parking violation period will run each academic year from August to July.

Warning tickets may be issued for:

- Parking in a staff/faculty space without the proper hang-tag displayed.
- Student vehicles parking in the visitor parking spaces.
- Parking over the parking space lines.
- Parking in the grass, in any area that is not a designated parking spot, or in any area that is marked as “No Parking.”
- Any other unsafe or inappropriate parking.

The vehicle owner is responsible for any warning tickets placed on their vehicle, regardless of who is operating the vehicle at the time the violation occurs. The owner is also responsible for any cost or legal actions if the vehicle is towed.

**Immediate Towing Violations:** Vehicles may be towed immediately for blocking a fire hydrant, fire lane, driveway, street, road, alley or parking spaces on campus that would cause a delay of emergency vehicle access or cause any other safety hazard. Fire lanes will be marked with the lettering “Fire Lane” and a fire hydrant zone is defined as the area extending 15 feet on each side of a fire hydrant.

When a vehicle is towed, the officer will attempt to notify the owner where the vehicle is located and the procedures to reclaim it. If the owner cannot be located, the officer will notify the owner by telephone or mail. The notification will include information about the appeals of impoundment. All appeals of impoundment and towing will be heard by a Randolph County Magistrate, as required by General Statute 20-219.11.



### ■ Appeals

Appeals of parking penalties shall be submitted in writing to the director of safety & emergency preparedness or the office of the vice president of administration within three business days of the warning. A decision will be given in writing within five business days after the receipt of the appeal.

## Student Conduct & Regulations

### ■ Rights and Responsibilities

Randolph Community College is a learning community with specific expectations regarding student conduct. The college seeks to provide a safe and healthy environment that facilitates teaching, learning, and student success. When a student's conduct adversely affects the college community or the pursuit of RCC's educational objectives, disciplinary action will be taken – first, to resolve the problem, and then to help students learn from mistakes. Discipline issues will be resolved informally whenever possible. Students have the rights to: Education, Freedom of Expression, Participation, Safe Environment, Privacy, Record Review, Student Grievance (Due Process) Academic Integrity Appeal, Freedom from Discrimination. Students also have responsibilities, as part of the college community, including but not limited to: Civility, Academic Integrity, Safety, and Compliance. Additional information regarding these rights and responsibilities may be found at [www.randolph.edu/student-resources/student-code-of-conduct-rights-and-responsibilities.html](http://www.randolph.edu/student-resources/student-code-of-conduct-rights-and-responsibilities.html).

### ■ Be Informed

It is the responsibility of each student to be knowledgeable of all rules, regulations, and events as described in the Catalog. Each student will be held accountable for staying informed.

### ■ Campus Security

Randolph Community College is committed to maintaining a safe, healthy, and positive work and learning environment. Campus Security policies, procedures, and statements have been adopted by the College in compliance with federal and state mandates and in a good faith effort to ensure the health and safety of all members of the campus community. The following summary should aid in the understanding of and participation in ensuring a safe campus. The complete Campus Safety Report can be accessed at [www.randolph.edu/general-information/campussafety-and-security-report](http://www.randolph.edu/general-information/campussafety-and-security-report).

### Reporting Criminal Actions

During the hours of operation, individuals should report a crime/emergency by calling 911 first and then notifying the appropriate college official and/or the SRO at the campus location. Main Campus: Contact the switchboard operator at 336-633-0200, or in person at the Welcome Center (open Monday – Thursday 7:30 a.m. – 10 p.m., and Fridays 7:30 a.m. – 3 p.m.), or any College

official. Archdale Center: Contact the Information Desk at 336-862-7980 or any College official. The Archdale Center has a sworn law enforcement officer on campus through an agreement with the Archdale Police Department. The officer can be contacted through the Information Desk. ESTC: Contact Regina Brewer, director, at 336-628-4554 or any College official.

### **Access to Campus Facilities**

All of the College's campuses are open for business from 8 a.m. until 10 p.m., Monday through Thursday; 8 a.m. until 3 p.m. on Friday; and Saturdays by scheduled appointments. Students using classrooms and laboratories after scheduled class hours must obtain prior approval from the appropriate faculty/staff member.

### **Campus Law Enforcement Authority**

RCC has sworn law enforcement officers on campus through an agreement with the Randolph County Sheriff's Office. Their office is located in the Student Services Center. In situations where law enforcement authority is required, the School Resource Officers (SROs) can be reached through the switchboard at 336-633-0200 or 336-633-0220. In case of emergency, call 911 first.

### **College Policy on Campus Crime**

In accordance with the Student Right-to-Know, the Campus Security Act of 1990, and the Clery Act, RCC promotes zero tolerance toward violence on campus, including sexual assault, harassment or any sexual offense, aggravated assault, physical confrontations of any kind, verbal threats or intent to cause harm, harassment designed to intimidate another, hate crimes, robbery, burglary, and property crimes such as larceny, destruction, and theft.

### **Campus Security Act**

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

## History of Reported Crimes

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

ASHEBORO MAIN CAMPUS						
Criminal Offense/ Hate Crime	Crimes on Campus			Public Property		
	2015	2016	2017	2015	2016	2017
Murder/Negligent Manslaughter	0	0	0	0	0	0
Forcible Sex offense	0	0	0	0	0	0
Non-Forcible Sex offense	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Any other crime involving bodily injury	0	0	0	0	0	0
<b>Arrests and/or Disciplinary Action For:</b>						
Illegal Weapons	0	2	2	0	0	0
Drug Arrests	0	0	0	0	0	0
Liquor Violations	0	0	0	0	0	0
<b>VAWA (Violence Against Women Reauthorization Act)</b>						
Domestic Violence	0	1	0	0	0	0
Dating violence	0	1	0	0	0	0
Stalking	0	0	0	0	0	0

ARCHDALE CENTER							EMERGENCY SERVICES TRAINING CENTER (ESTC)						
Criminal Offense/ Hate Crime	Crimes on Campus			Public Property			Criminal Offense/ Hate Crime	Crimes on Campus			Public Property		
	2015	2016	2017	2015	2016	2017		2015	2016	2017	2015	2016	2017
Murder/Negligent Manslaughter	0	0	0	0	0	0	Murder/Negligent Manslaughter	0	0	0	0	0	0
Forcible Sex offense	0	0	0	0	0	0	Forcible Sex offense	0	0	0	0	0	0
Non-Forcible Sex offense	0	0	0	0	0	0	Non-Forcible Sex offense	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	Aggravated Assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	Burglary	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0	Motor Vehicle Theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0	Arson	0	0	0	0	0	0
Any other crime involving bodily injury	0	0	0	0	0	0	Any other crime involving bodily injury	0	0	0	0	0	0
<b>Arrests and/or Disciplinary Action For:</b>							<b>Arrests and/or Disciplinary Action For:</b>						
Illegal Weapons	0	0	0	0	0	0	Illegal Weapons	0	0	0	0	0	0
Drug Arrests	0	0	0	0	0	0	Drug Arrests	0	0	0	0	0	0
Liquor Violations	0	0	0	0	0	0	Liquor Violations	0	0	0	0	0	0
<b>VAWA (Violence Against Women Reauthorization Act)</b>							<b>VAWA (Violence Against Women Reauthorization Act)</b>						
Domestic Violence	0	0	0	0	0	0	Domestic Violence	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	Dating Violence	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	Stalking	0	0	0	0	0	0

### ■ Drugs & Alcohol

It is the policy of Randolph Community College to provide employees and students an environment that is free of drugs and alcohol. This policy is established to ensure the safety and well-being of employees and students of RCC, as well as the general public. All employees (full-time, permanent part-time, part-time, temporary, or employed under College Work Study Program) and students are covered by this policy.

It is the responsibility of all employees and students to become familiar with the expectations of RCC and to comply with the provisions of this policy and to report to their immediate supervisor or advisor any observed and/or suspected violations of this policy. While visiting campus, members of the public are also required to adhere to this policy.

Alcohol and drug abuse are legitimate concerns when they impact the College and College-related activities, whether on campus or at another location. The College maintains the right to conduct random drug testing of employees as a deterrent to drug usage/activity. Note: In the event of a conflict between the provisions of this policy and related federal/state laws or policies, the federal/state laws or policies shall always take precedence.

For information on the health risks associated with drug and alcohol use, see the RCC Campus Safety and Security report at [www.randolph.edu/general-information/campus-safety-and-security-report](http://www.randolph.edu/general-information/campus-safety-and-security-report).

### ■ Sexual Assault

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.

The college educates the student community about sexual assaults and date rape through new student orientations each semester. The college also requires all new hired employees to complete human resources policy training within the first thirty days of employment. This training includes RCC Policy VI B 9 Harassment and Discrimination. The policy defines harassment and discrimination and provides the appropriated steps to address any incident.

Additionally, all employees are required to complete human resources training on an annual basis which includes policy VI B 9. Completion of this training is documented in each employees personnel file. Educational material regarding the prevention of rape/sexual offenses is available through Student Services. Other crisis counseling may be available through services such as the Family Crisis Center, 336-629-4159, and Randolph County Mental Health Center, 336-633-7200.

*If you are the victim of rape or other sexual offenses*, proper authorities (local police or Sheriff's Office) should be notified immediately. The sooner a rape or sexual offense is reported, the sooner treatment may be provided. Remember to preserve physical evidence and do not shower, douche, or change clothes. The vice president for student services will provide assistance in such cases where the student requests help in notifying the proper authorities. Filing a police report will not obligate the victim to prosecute, nor will it subject the victim to scrutiny or judgmental opinions from officers.

Filing a police report will:

- Ensure that a victim of sexual assault receives the necessary medical treatment and tests.
- Provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later;
- Assure the victim has access to free confidential counseling from counselors specifically trained in the area of sexual assault crisis intervention

The College shall investigate and if necessary pursue disciplinary action against the alleged offender. Students who wish to bring disciplinary actions may contact the vice president for student services. Both the accuser and the accused are provided with information in case of such allegations and both parties shall be informed of the outcome of the disciplinary hearing.

Based on Randolph Community College's student grievance procedures (due process) policy (XII D 2), upon written request to the office of the vice president for student services, the college will disclose to the alleged victim of a title IX harassment incident the results of any disciplinary action against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the victim's next of kin may make the written request.

**Note:** The State Bureau of Investigation (SBI) maintains a registry of convicted sex offenders that can be accessed and searched at [http://ncregistry.ncsbi.gov/\(S\(zzkfd245n1cxbgqybbdejniq\)\)/Default.aspx](http://ncregistry.ncsbi.gov/(S(zzkfd245n1cxbgqybbdejniq))/Default.aspx).

### ■ Sexual Harassment

It is College policy that all employees and students have a right to work and study in an environment free of harassment and intimidation of any kind, including harassment based on

race, color, religion, gender, sex, sexual orientation, gender identity or expression, national origin, age, disability, genetic information, marital status, political affiliation, status as a covered veteran, or any other group legally protected in accordance with applicable federal, state and local laws. Randolph Community College prohibits sexual harassment of its employees and students in any form.

Such conduct may result in disciplinary action up to and including dismissal. Specifically, no supervisor/instructor shall threaten or insinuate, either explicitly or implicitly, that any employee's or student's submission to or rejection of sexual advances will in any way influence any decision regarding the employee's or student's (where applicable) employment, evaluation, salary, advancement, assigned duties, shifts, grades, or any other condition of employment, career, or educational development.

Other sexually harassing conduct in the workplace, whether physical or verbal, committed by supervisory or non-supervisory 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.

Retaliation or discrimination against an employee for reporting or complaining about harassment is also prohibited. However, employee and students should recognize that false accusations of harassment can have serious effects on innocent employees. This form of misconduct will result in disciplinary action. Employees who have complaints of sexual or other unlawful harassment should report such conduct to their supervisors. If this is not appropriate, they should report such conduct in writing to the Human Resource Officer. Students should report such conduct to the vice president of student services. All complaints of sexual or other unlawful harassment will be handled in a timely and confidential manner. Where investigations confirm the allegations, appropriate corrective action will be taken.

### ■ Weapons and Dangerous Instruments

It is the policy of Randolph Community College to prohibit the possession, carry, display and/or discharge of any weapon defined by GS 14-269(a) or firearm on any campus, property or remote training location of Randolph Community College, with the following exceptions:

1. "On-Duty" sworn law enforcement officers when acting in the discharge of their official duties.
2. Armed forces personnel, officers and soldiers of the militia and National Guard and any private police employed by an educational institution when acting in the discharge of their official duties and students and instructors using weapons in college approved instruction may have firearms as required.
3. "Off-Duty" sworn law enforcement officers provided they have prior written approval from the director of safety and emergency preparedness (if on the Asheboro Campus), the director of the Archdale Center (if at the Archdale Center) or the director of the

Emergency Services Training Center (if at the Training Center) and are in uniform or plain clothes with their official agency badge displayed with their weapon. The president or the vice president for administrative services can also grant approval.

4. Employees of Randolph Community College who are sworn law enforcement officers provided they have prior written approval from the College president or his designee.
5. A weapon used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program with prior written approval from the director of safety and emergency preparedness (if on the Asheboro Campus), the director of the Archdale Center (if at the Archdale Center) or the director of the Emergency Services Training Center (if at the Training Center).

House Bill 937/Session Law 2013-369 enacts: G.S. 14-269.2 (k) a firearm is permissible on a community college campus only under the following limited circumstances:

- a. The firearm is a handgun; AND
- b. The person has a valid concealed handgun permit or is exempt from the law requiring a permit; AND
- c. The handgun remains in either: a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle; AND
- d. The vehicle is only unlocked when the person with the permit is entering or exiting the vehicle; AND
- e. The firearm remains in the closed compartment at all times.

In addition to a violation of Randolph Community College policy, in some instances it may also be a violation of a North Carolina General Statute. In such cases, violators will be prosecuted accordingly.

**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.

In addition, anyone using the firing range at the Emergency Services Training Center who is not enrolled in a class will be required to sign a waiver of liability, an application for facility use, and a daily log form. The daily log form will state the associated agency, exact time of use on and off the range, and the qualified instructor acting as the supervisor.

For prevention and awareness activities related to the RCC Campus Safety and Security policies and Resources for students on and off campus, go to [www.randolph.edu/general-information/campus-safetyand-security-report](http://www.randolph.edu/general-information/campus-safetyand-security-report).

### ■ Student Conduct & Zero Tolerance

The College reserves the right to maintain a safe and orderly educational environment for students and staff. Therefore, when in the judgment of College officials, a student's conduct

disrupts or threatens to disrupt the College community, appropriate disciplinary action will be taken to restore and protect the safety of that community.

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and behavior. The purpose of this statement is to protect the rights of all students in their academic pursuits.

### Student Conduct

Students at Randolph Community College are considered responsible adults; therefore, each student should 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 and may result in immediate dismissal, arrest or other appropriate action. **Faculty and staff are authorized to handle minor violations. Any student whose behavior or other attribute is in violation of these provisions, the College official will take appropriate corrective and disciplinary action.**

The following types of student behavior are explicitly prohibited.

1. Violations of academic integrity – See *Academic Integrity policy for more information*.
2. Misuse, damage, or theft of College property.
3. Drug and alcohol use or possession.
4. Violations of civility (e.g., rude, disrespectful, lewd, indecent, or offensive conduct or apparel) – See policy VI B 11 in the RCC Personnel Handbook Policy manual at [www.randolph.edu/administration/publications/index.php](http://www.randolph.edu/administration/publications/index.php) for specific details.
5. Mental, physical, psychological, cyber or verbal abuse.
6. Harassment – See *Student Grievance Procedures (Due Process)*, for specific details.
7. Possession or use of a firearm, incendiary device, explosive, or other weapons – See *Weapons and Dangerous Instruments* for specific details.
8. Forgery.
9. Unlawful conduct.
10. Other misconduct – This type of student behavior is deemed by a College official to be a violation of commonly accepted standards of decency and safety or threatens the learning environment of students or the working environment of College employees.

### Zero Tolerance

Randolph Community College policy does NOT allow any individual(s) to disrupt or threaten its learning environment. While faculty and staff are authorized to handle minor violations of the Student Code of Conduct, there are behaviors that will be addressed by the appropriate College officials on a zero tolerance basis. The following types of student behavior will not be tolerated.

1. Weapons of any kind.
2. Illegal drug sales, transaction or use.
3. Gang activity – see details below.



4. Fighting.
5. Physical, cyber, or verbal abuse.
6. Threats of physical action against another individual.
7. Harassment (Title IX) - See *Student Grievance Procedures (Due Process)*, for specific details.

### **Corrective/Disciplinary Action**

If a minor act of misconduct continues or occurs at the Zero Tolerance level and threatens the health, well-being, function, or orderly conduct of a class, person, activity, or the College as a whole, then the following actions should be taken:

1. The instructor or other College official should immediately suspend the student from the class, function, or activity.
2. If necessary, the school resource officer or sheriff's department (if the SRO is unavailable) should be contacted to escort the student off campus.
3. Information regarding the incident should be provided to the appropriate dean, staff director, or school resource officer, as soon as possible after the incident.
4. The dean, staff director, or school resource officer will immediately forward to the vice president for student services for further action. After investigating, the vice president for student services will make the decision as to whether the student may return to campus, is suspended for a period of time appropriate to the infraction, or is permanently expelled.

**The president and the vice president for student services are authorized to expel immediately any student(s) who commit(s) behavior that is prohibited by federal, state, or local laws. An individual who is not a Randolph Community College student and who violates the procedures will be removed from campus immediately and not allowed to return. Any attempt to return to the campus will be considered trespassing. Randolph Community College maintains the right to file formal legal proceedings against any student or individual who commits behavior prohibited by federal, state, or local laws.**

### **Student Appeal**

After the vice president for student services decides the corrective/disciplinary action, if the student has grounds to believe the corrective action is unjust, then the student may appeal in writing to the president within 5 working days. The president may arrange a hearing with the student after receiving the student's request. The president's decision is final.

### **Gang Activity**

The Zero Tolerance Policy will apply to gang activity or gang related activity. This includes any activity which will lead college officials to reasonably believe that such behavior, apparel, activities, acts or other attributes are gang related and would materially interfere or substantially disrupt the College environment or activity and/or educational objectives. The following is prohibited at Randolph Community College:

- Wearing apparel of a gang related nature, including but not limited to clothing, clothing accessories, jewelry, hair accessories, tattoos, emblems, badges, symbols, signs, or items which indicate a student's membership in or affiliation with a gang.
- Presenting a physical safety hazard to self, students, staff, faculty or other persons on the College campus.
- Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
- Defacing College or personal property with gang-related graffiti, symbols, or slogans.
- Requiring payment for protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
- Soliciting others for gang membership.
- Committing any other illegal act or other violation of College policies that relate to gang activity.

### ■ Sales Personnel & Visitors on Campus

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

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

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

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

Membership drives and materials distribution must be limited to the mission of the College. The vice president for instructional services is charged with the determination of approval.

### ■ Loitering on Campus

Loitering is strictly prohibited. Individuals who are loitering will be asked to leave campus. Refusal to leave or returning to campus will be considered trespassing and law enforcement will be called.

### ■ News Media on Campus

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

### ■ Children on Campus

Non-RCC students under the age of 16 are not permitted on RCC campuses unless they are accompanied by a parent or guardian, and are not permitted in classes under any circumstances. Non-RCC students age 16-17 are considered adults and are responsible for their conduct. Randolph Early College High School students are considered RCC students.

### ■ Animals on Campus

Individuals are generally prohibited from bringing animals onto campus property. However, Randolph Community College welcomes the presence of service animals, as defined by the Americans with Disabilities Act (ADA), assisting individuals on campus. Animals that are part of instructional activities may also be permitted on campus property once approval from the vice president for instructional services has been granted. Students needing accommodations other than the use of a service animal should contact the disabilities coordinator in Student Services.

### ■ Food & Drink

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

- All beverages must have lids.
- All spills must be cleaned up immediately by the person responsible for the spill.
- All trash must be placed in appropriate receptacles.
- Outside groups may request permission for food and beverage on the Building Utilization Request Form.

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

- Administration/Education Center 018 and Photographic Technology (AE 135 through 154; AE 156 through 176)
- Assessment Center (Building 300)
- Business Education Center 107, 111, 113, 114, 116, and 117
- Campus Store
- Computer Technology Center 103, 104, 114, 118, and 120
- Design Center 102 (Testing Room), 103 (Computer Lab), 104 & 108 (Math Labs), 105A (CAD Lab), 109, 110, Resource Room, and Sample Room
- Greenhouse
- Health & Science Center Computer Lab, Nursing Lab, Biology Lab, and Chemistry Lab
- Learning Resources Center - First Floor: Auditorium, Library, Computer Lab; Second Floor: Lab Area, Writing Center, Classrooms
- Student Services Center Testing Center
- Vocational/Technical Center 201 and 203

- Archdale Center 107, 108
- CEIC 102, 103, 104, 106 (Computer Lab), 107, 108 (Computer Lab), 109, 117, 119, 121, 122, 124, 126, 127, 131 (Computer Lab), 151, 153, and 223.

### ■ Tobacco Free Policy

RCC is committed to providing its employees and students with a safe and healthy working and learning environment. RCC recognizes that the use of tobacco products on campus grounds is detrimental to the health and safety of students, staff, faculty, and visitors. RCC also recognizes that it has the legal authority to prohibit tobacco use pursuant to G.S. 115D-20.1 and G.S. 143-599.

Therefore, beginning July 1, 2010, RCC implemented the following policy:

1. Use of tobacco (including electronic cigarettes) is prohibited by students, staff, faculty, or visitors:
  - a. In all campus buildings, facilities or property owned or used by RCC, including outside areas; Tobacco use shall be permitted in personal vehicles as long as no tobacco litter is left on campus.
  - b. On campus grounds, facilities or vehicles that are the property of the campus.
  - c. At lectures, conferences, meetings, and social/cultural events held on school property or school grounds.
  - d. For the purposes of this policy, tobacco is defined as any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, hookahs, smokeless or spit tobacco or snuff, and electronic cigarettes.
2. The sale or free distribution of tobacco products, including merchandise, on campus or at school events is prohibited.
3. Student organizations are prohibited from accepting money or gifts from tobacco companies, including:
  - a. Parties sponsored by tobacco companies or allowing tobacco companies to distribute free, reduced-price, or fully-priced tobacco products (T-shirts, hats, etc.) on campus.
  - b. All tobacco advertising, such as billboards and signs owned and used by RCC.
4. Tobacco advertisements are prohibited in college-run publications and on grounds or facilities, including athletic facilities, owned or used by RCC.
5. Through existing health plans, the EAP, and community sponsors, RCC publicizes free, accessible tobacco cessation classes, seminars, and support groups on or off campus.
  - a. These tobacco cessation classes, seminars, and support groups appear regularly in student and staff publications. They are posted in buildings, through Student Services and through other appropriate means.
6. Implementation and compliance:
  - a. The college provides appropriate signage and other physical indicators of our policy.

- b. Smoking waste management products such as ashtrays were removed.
- c. Violators of the policy will be issued a verbal reminder of the policy. Visitors who repeatedly violate the policy will be asked to leave campus.
- d. Student Services is responsible for student compliance at all campus locations. See *Student Code of Conduct*.

### ■ Student Grievance Policy

#### Purpose of the Student Grievance Policy

The purpose of the student grievance policy is to provide due process for resolving student complaints. RCC has established three grievance procedures depending on the nature of the grievance. The procedures are:

- I. **Standard Grievance** – discrimination on the basis of age, sex, race, ethnicity, religion, national origin, disability, or other conditions or preferences; unfair treatment that is in violation of students’ basic rights, as set forth in the College Catalog.
- II. **Academic Grievance** – academic matters where students have a grievance. Areas for appeal include, but are not limited to, classroom procedures, charges of unfair treatment by an instructor, charges of unfair grades given by an instructor, course requirements that differ substantially from those set forth in the syllabus, and the right to participate in College sponsored activities.
- III. **Harassment Grievance (Title IX)** – harassment and intimidation, whether in the form of words, actions, or both, that may be inherently personal such as gender, sex, race, ethnicity, sexual orientation, etc. Sexual harassment may be Quid Pro Quo (i.e., benefits promised in exchange for sexual activity) or hostile environment (i.e., unwanted comments/touches, unreasonable expectations, stalking, dating violence, etc.).

*Notes: If any of the above are committed against a student by another student instead of a College employee, the offended student should report the matter immediately to a College official, who will report it to the Vice President for Student Services. The exception to this requirement is a harassment grievance which may be taken directly to the Student Services Counselor serving as the Title IX Coordinator. The incident will be investigated and action taken if a violation of the Student Code of Conduct occurred. Under no circumstances will retaliation be tolerated. Students requesting due process will not be harassed, intimidated, discouraged, or denied access to the Grievance Procedures (Due Process). When the situation warrants it, the President or the Vice President serving in any of the grievance procedures may make an interim decision concerning the student’s status during the appeal process by determining the feasibility of allowing the student to continue to attend class or removing the student from class/campus until the due process is completed.*

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

**1. The Offending Person**—The student must first make contact with the offending person to resolve their differences within five school days. The exception to this requirement is harassment complaints, which may be taken directly to the Student Services Counselor serving as the Title IX Coordinator, as described below.

**2. The Vice President for Student Services**—If the complaint is not resolved in the informal conference with the offending person, the student may then appeal in writing to the Vice President for Student Services within five working days, who will schedule a conference with the student and the other involved parties. Formal tracking is initiated with the Vice President for Student Services. If the grievance is academic in nature the student will be directed to follow the procedure for resolving an Academic Grievance as listed below.

**3. The Appeals Committee**—If the grievance is not resolved by the appropriate Vice President, the student may request a hearing in writing before the Appeals Committee.

A. The Vice President for Student Services will notify the chair of the Appeals Committee within five working days upon written receipt of the request for a hearing. The Appeals Committee is comprised of two faculty members, two staff members, a SGA officer, and any additional members appointed by the President of the College.

B. After receiving the student's letter of grievance, the Appeals Committee must grant a hearing no later than 5 working days after receiving the request.

C. The Appeals Committee will send the student an outline of the procedures to be followed in the hearing. These may include, but are not limited to, who may attend the hearing, who may speak before the committee, and any documentation that is requested.

D. The Appeals Committee must render a decision and respond to the student in writing within five working days following the hearing.

**4. The President**—If the grievance is not resolved to the student's satisfaction by the Appeals Committee, the student may request a meeting in writing before the President of the College. The student must present his/her grievance in a signed and dated document to the Office of the President within five working days of receiving the decision of the Appeals Committee. The President's decision is final.

**5. The Personnel Committee of the Board of Trustees**—The President's decision regarding the original grievance may not be appealed. The student may appeal to the Personnel committee of the Board of Trustees in writing only if there has been a violation of policy in the process of the College grievance procedure or because of actions that are prohibited by the First Amendment of the U.S. Constitution, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008. The student must make this request to the President in writing, signed and dated, within five working days of receiving the decision of the President. The Personnel Committee of the Board of Trustees will hear the student's grievance at the first convenient opportunity and will communicate its decision to the student within 10 working days. The student shall have

the burden of showing how a College policy or the student's constitutional rights have been specifically violated in the conduct of the grievance procedure. The Personnel Committee will not render a separate decision on the original grievance itself, but will determine whether the grievant has received a fair hearing from the College in accordance with the Student Grievance Policy and whether there has been a violation of the student's rights under the First Amendment of the U.S. Constitution, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008.

**6. The Board of Trustees**—If the Personnel Committee rules against the student, the student may appeal in writing to the ruling to the full Board of Trustees only if the student can provide evidence of discrimination (based on a violation of College policy or the student's constitutional rights) by the Personnel Committee of the Board of Trustees, but may not appeal to the full Board of Trustees merely because the grievant disagrees with the decision of the Personnel Committee. The student must present this request to the President in writing, signed and dated, within five working days of receiving the decision of the Personnel Committee of the Board of Trustees. The Board of Trustees will hear the student's grievance at the first convenient opportunity and will communicate its decision to the student within 10 working days. The Board of Trustees will not render a separate decision on the original grievance itself, but will determine whether the grievant has received a fair hearing from the College and the Personnel Committee in accordance with the Student Grievance Policy and whether there has been a violation of the student's rights under the First Amendment of the U.S. Constitution, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008.

**II. Academic Grievance Procedure** - An Academic Grievance must be initiated within 8 weeks of the completion of the curriculum course in question and within three months of the completion of the continuing education or adult basic education course in question. If the grievance is regarding an academic matter, the following steps must be followed:

**1. The Instructor**—The student must go first to the instructor with whom he/she has the grievance. A conference with the instructor will be held to resolve the grievance informally.

**2. Supervisory Chain** – If the informal conference with the instructor does not resolve the grievance, the student may appeal through the supervisory chain. Each appeal must be in writing within five working days from the date the student is notified of the decision.

a. For curriculum courses, the supervisory chain is the Department Head, Division Chair, Dean of Curriculum Programs, and Vice President for Instructional Services. Formal Tracking is initiated with the Vice President for Instructional Services.

b. For continuing education and adult basic education courses, the supervisory

chain is Coordinator (when applicable), Director, and Vice President for Workforce Development and Continuing Education. Formal Tracking is initiated with the Vice President for Workforce Development and Continuing Education.

The academic decision of the Vice President for Instructional Services or the Vice President for Workforce Development and Continuing Education is final. However, if the student can provide evidence of discrimination (based on a violation of College policy or the student's constitutional rights) or has not been allowed due process, then the student has access to the standard grievance procedure, beginning with the Appeals Committee.

**3. Standard Grievance Procedure: The Appeals Committee** – If the grievance is not resolved by the supervisory chain and the student provides evidence of discrimination or evidence that due process has not been given to the student, then the student has access to the standard grievance procedure beginning with the Appeals Committee, which must be initiated within five working days of notification of the Vice President's decision.

**III. Harassment (Title IX) Grievance Procedure** - The following procedure is used to investigate allegations of harassment (Title IX).

**Title IX Coordinator** – If the student grievance pertains to an allegation of harassment by either another student or an employee, the student may go directly to the Student Services Counselor serving as the Title IX Coordinator rather than to the offending person. Formal Tracking is initiated with the Student Services Counselor serving as the Title IX Coordinator. Any person who receives knowledge of a student allegedly being harassed must report it to the Student Services Counselor serving as the Title IX Coordinator who will conduct an investigation. The Title IX Coordinator may be able to remedy the situation and implement programming to prevent its re-occurrence. Based on the results of the investigation conducted by the Title IX Coordinator, the Vice President for Student Services will make the decision regarding appropriate disciplinary action. Both the accused and the accuser will be informed by the Title IX Coordinator, in writing, of the investigation's results. Students may choose to or decline to report allegations to law enforcement such as the School Resource Officer (SRO). Harassment grievances involving Randolph Early College High School (RECHS) students must be reported to RECHS teacher/staff. The employee harassment grievance procedures are in the Employment Matters, Harassment and Discrimination policy of the RCC Personnel Handbook and Policy Manual (VI B 9).

**1. Note:** The Title IX Coordinator will inform the Vice President for Student Services of the investigation. The Vice President of Student Services may make recommendations for remedies of the situation and program/policy changes that are beyond the scope of the Title IX Coordinator's responsibilities.

**2. Standard Grievance Procedure: The Appeals Committee** – If the grievance is not resolved by the Title IX Coordinator, then either the accused or the accuser have access to the standard grievance procedure beginning with the Appeals Committee, which must be initiated within five working days of notification of the Title IX Coordinator's decision.



**IV. Additional Resources-** If complaints are unable to be resolved through the RCC grievance procedures provided above, the following resources are available:

**1. North Carolina Community College System:**

North Carolina Post-Secondary Education Complaints  
c/o Student Complaints  
University of North Carolina General Administration  
910 Raleigh Road  
Chapel Hill, NC 27515-2688

[https://www.northcarolina.edu/sites/default/files/student\\_complaint\\_policy.pdf](https://www.northcarolina.edu/sites/default/files/student_complaint_policy.pdf)

For more information, call (919) 962-4550 or send an email to:  
[studentcomplaint@northcarolina.edu](mailto:studentcomplaint@northcarolina.edu).

**2. Southern Association of Colleges and Schools Commission on Colleges (SACSCOC):**

Southern Association of Colleges and Schools  
Commission on Colleges  
1866 Southern Lane  
Decatur, Georgia 30033-4097

<http://sacscoc.org/pdf/081705/complaintpolicy.pdf>

**■ Challenged Courses Policy**

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

Courses offered through Continuing Education are approved by the vice president for workforce development and continuing education and/or other state agencies or accrediting bodies. Challenges to the appropriateness of course content should be directed using the following sequence: appropriate director, vice president for workforce development and continued education.

If the complaint or concern regarding the course content is not resolved at either of these levels the following policy will be applied:

1. The individual or group making the complaint will be expected to make a formal statement to the president of the College that specifies the nature of the inappropriate materials and present specific evidence that justifies the claim;
2. The president will appoint an ad hoc committee that includes at least two individuals with academic or professional credentials in the field or a related discipline of the course under review;
3. The committee must review the course and render a recommendation to the president within 10 working days after receipt of the complaint;
4. The ad hoc committee will adhere to the following procedures:
  - Review the American Association of University Professor's Statement of Principles on Academic Freedom and Tenure;
  - Review any professional standards of academic freedom or professional standards specific to the area of concern;
  - Examine the course outline, syllabus, or other class materials in addition to the specific elements of the complaint;
  - Solicit responses from the instructor(s) and students as necessary;
  - Evaluate the materials, instructional interpretations, or method of presentation in the context of the course, professional standards, or within the definition of academic freedom;
  - Seek guidance from appropriate academic or professional organizations if necessary;
  - Submit a report of the committee's findings and recommendations to the president of the College. The decision concerning the complaint will reside with the president unless he/she determines Board of Trustee action is appropriate

### ■ Electronic Access Acceptable Use Policy

The College expects employees and students to use computers, networks, network access, telephones, and other information technologies in a responsible, considerate, ethical, and lawful manner. Compliance with policies that ensure the security and integrity of all College information systems is mandatory and critical to ensure continuing provision of technological resources to the entire RCC community. This policy applies to all students, faculty and staff of the College and to all users of technology resources provided by the College.

Randolph Community College understands that information technology has become vital in its mission of teaching and training. Thus, the College owns a variety of technological resources which are provided primarily to support the academic and administrative functions of the College. These technological resources enable users to locate and disseminate information, to communicate and collaborate with others in a global setting, and to build the necessary strategic technologies for the current and future needs of the College community.

Use of RCC technology resources shall be consistent with local, state, and federal law and in accordance with all College policies and procedures. Disregard for the rights of authorship, including plagiarism, invasion of privacy, unauthorized access, and copyright violations, may be grounds for sanctions against members of the College community. Access to technology

resources is a privilege, not a right, and as such, can be withdrawn from those who use it irresponsibly. Users of RCC technology resources who are determined by the College to have purposely violated any of the information technologies policies will be subject to disciplinary action up to and including suspension of access to technology resources, discharge, dismissal, suspension, expulsion, and/or legal action.

### ■ Guidelines for Network/Internet Access

The College provides network and Internet access to aid in the transfer of information electronically. These networks may be used for a wide variety of on- and off-campus communications relating to College business. This policy addresses acceptable use of network and Internet access.

Network resources should be used in an effective, efficient, ethical, considerate and lawful manner. Users of networks are expected to demonstrate respect for intellectual property, data ownership, system security, and individuals' rights to freedom from intimidation or harassment.

Network and Internet use shall comply with local, state, and federal law and RCC policies and procedures. Generally, a user's network and Internet use will not be monitored except in the following types of situations: the user gives prior consent, the College needs to ensure the security or operating performance of its systems or networks, the College has a reasonable concern that a violation of College policy or applicable law has occurred, or the College is complying with a valid subpoena or search warrant issued by a court of competent jurisdiction. While general content review will not typically be undertaken, monitoring of electronic information may occur for these reasons and others as necessary. For these reasons, the College cannot guarantee the privacy of electronic communications.

Network and Internet access is a privilege, not a right, and as such, can be withdrawn from those who use it irresponsibly. Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users or copyright violations may be considered theft pursuant to some state and federal laws.

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

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

6. Immediately inform Computer Services of any occurrence of a computer virus.

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

1. Intentionally using information systems or networks to send or receive offensive, insulting, harassing, attacking, or obscene text and/or images;
2. Engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating computer viruses, disrupting services, or damaging files on workstations or servers;
3. Using the computer to perpetrate any form of fraud, or software, film or music piracy;
4. Attempting to circumvent, subvert, or damage system software or security measures;
5. Using another person's user ID/password or trespassing in another user's files or folders without permission;
6. Intentionally wasting limited resources including network bandwidth;
7. Utilizing the network for commercial purposes;
8. Creating, modifying, executing, or retransmitting any computer program intended to obscure the true identity of the sender of electronic mail or electronic messages including, but not limited to, forgery of messages and/or alteration of system and/or user data used to identify the sender of messages;
9. Violating any copyright laws;
10. Engaging in personal social networking activities that conflict with work commitments and misusing state Internet resources for personal use;
11. Visiting Internet sites that contain obscene, hateful, pornographic or otherwise illegal material;
12. Publishing defamatory and/or knowingly false material about RCC, RCC employees and/or RCC students on social networking sites, 'blogs' (online journals), 'wikis' and any online publishing format.

### ■ Intellectual Property Policy

This policy addresses the ownership of 1) a copyright or patent resulting from the development of intellectual property by students/employees of Randolph Community College and 2) any rewards or recognition that result from that intellectual property. See RCC's website at [www.randolph.edu](http://www.randolph.edu) for the full policy.

## Unscheduled Closings/Delays

Announcements of unscheduled closings or changes in operating hours will be made as soon as possible through the RCC Alert system, RCC website and social media pages, and select television stations. RCC will request the following TV stations to broadcast information pertaining to closings or delays. (Note: If the College is operating on a normal schedule, no announcement will be made.)

### TV Stations:

WFMY (CBS) Greensboro ([www.wfmynews2.com](http://www.wfmynews2.com))

WGHP (Fox 8) High Point (<http://myfox8.com>)

WXII (NBC) Winston Salem ([www.wxii12.com](http://www.wxii12.com))

Spectrum News

Students, faculty, and staff may also call the College's main campus (336-633-0200), Archdale (336-328-1750), or Emergency Services Training Center (336-633-4165) to listen to the voice mail message, or visit the RCC website homepage ([www.randolph.edu](http://www.randolph.edu)).

**Note:** In the case of a delayed opening, students should report to the class or lab that would normally be in session at the time of the opening.

For unscheduled closings on Friday evenings or during weekends, the designated weekend director (Saturday) or appropriate instructor (Friday evenings and Sunday), will be contacted by the Director of Safety and Emergency Preparedness or the President if a decision is made to close. The weekend director or appropriate instructor may also contact the Director of Safety and Emergency Preparedness or the President if conditions deteriorate during the day or evening while they are on campus to assist with a decision to close. After the decision has been made, the same protocol for notifications of an unscheduled closing will be followed.

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

### Programs of Study (Curricula-Credit)

#### Curricula-Credit - Degrees, Diplomas & Certificates

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

##### ■ Associate in Applied Science

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

##### ■ Associate in Arts

Satisfactory completion of no fewer than 60 semester credit hours in general education and elective courses is required.

##### ■ Associate in Science

Satisfactory completion of no fewer than 60 semester credit hours in general education and elective courses is required. Emphasis is placed on courses in the areas of natural sciences and mathematics.

##### ■ Diplomas & Certificates

Randolph Community College awards diplomas and certificates for a wide variety of educational programs. Diplomas are issued for completion of an approved program of no fewer than 36 semester credit hours. Certificates are issued for the completion of approved programs of no fewer than 12 semester credit hours, but less than 19. The Cosmetology Instructor certificate program requires 24 credit hours.

#### Requirements for Degrees, Diplomas & Certificates

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

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

#### Curricula

Degrees, diplomas, and/or certificates are offered in the following areas of study by Randolph Community College. Programs are described on the following pages in the order listed here. Required courses for each program are listed by semester. Individuals interested in any of the following curriculum programs should contact the Welcome Center in Student Services at 336-633-0223 for assistance with an admissions application or for more information.

The Associate in Arts and Associate in Science programs provide opportunities for students to complete coursework that will transfer to four-year colleges and universities as baccalaureate credit. RCC complies with the 2014 Comprehensive Articulation Agreement between the North Carolina Community College System and the University of North Carolina System which guarantees transfer credit for students who complete degree requirements. These degrees are designed to prepare students to continue their education as juniors in their field of study at a four-year college or university.

### Essential Curriculum Competencies

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

AA/AS/AAS degree students will be able to use communication skills to:

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

AA/AS/AAS degree students will be able to use mathematics to:

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

AA/AS/AAS degree students will be able to use technology to:

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

AA/AS/AAS degree students will be able to use critical thinking to:

- CT1. Solve problems
- CT2. Make decisions

## Developmental Studies Courses

Developmental Studies courses provide an opportunity to improve students' academic skills in preparation for future coursework.

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

### DEVELOPMENTAL STUDIES

#### *Courses Offered*

		Hours /Week		Sem. Hrs.
		Class	Lab	Credit
DMA 010	Operations with Integers	0.75	0.50	1
DMA 020	Fractions and Decimals	0.75	0.50	1
DMA 030	Propor/Ratio/Rate/Percent	0.75	0.50	1
DMA 040	Express/Lin Equat/Inequal	0.75	0.50	1
DMA 050	Graphs/Equations of Lines	0.75	0.50	1
DMA 060	Polynomial/Quadratic Appl	0.75	0.50	1
DMA 070	Rational Express/Equation	0.75	0.50	1
DMA 080	Radical Express/Equations	0.75	0.50	1
DRE 096	Integrated Reading and Writing I	2.5	1	3
DRE 097	Integrated Reading and Writing II	2.5	1	3
DRE 097	Integrated Reading and Writing III	2.5	1	3
DRE 098	Integrated Reading and Writing III	2.5	1	3
SCI 095	Developmental Science	3	4	5



## Programs of Study (Curricula-Credit)

### Accounting and Finance

[A25800] Associate in Applied Science Degree; [D25800] Diploma; [C25800] Certificate

The Accounting and Finance curriculum is designed to provide students with the knowledge and skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. 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 and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

### Program Competencies

Upon successful completion of the Accounting and Finance program, the student should be able to:

1. Demonstrate the ability to interpret financial information.
2. Apply internet research tools to obtain and analyze financial information.
3. Communicate financial information to different users.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Accounting and Finance [A25800]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>13</b>	<b>6</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 121	Prin of Managerial Accounting	3	2	0	4
ACC 129	Individual Income Taxes	2	2	0	3
CTS 130	Spreadsheet	2	2	0	3
ENG 114	Prof Research & Reporting	3	0	0	3
OST 136	Word Processing	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>8</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
ACC 140	Payroll Accounting	1	3	0	2
ACC 150	Acct Software Appl	1	3	0	2
BUS 255	Org Behavior in Business	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>6</b>	<b>0</b>	<b>7</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ACC 130	Business Income Taxes	2	2	0	3
ACC 220	Intermediate Accounting I	3	2	0	4
ECO 252	Prin of Macroeconomics	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
---	Social/Behavioral Science Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>6</b>	<b>0</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
ACC 221	Intermediate Acct II	3	2	0	4
ACC 227	Practices in Accounting	3	0	0	3
	<b>OR</b>				
WBL 111A	Work-Based Learning I - ACC	0	0	10	1
BUS 225	Business Finance	2	2	0	3
DBA 110	Database Concepts	2	3	0	3
---	Humanities/Fine Arts Course	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13/10</b>	<b>7</b>	<b>0/10</b>	<b>16/14</b>

**Total Semester Hours Credit for Degree: 69 or 71**

## Programs of Study (Curricula-Credit)

### Accounting and Finance [D25800]

Courses for this diploma program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
OST 131	Keyboarding	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>13</b>	<b>6</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 121	Prin of Managerial Accounting	3	2	0	4
ACC 129	Individual Income Taxes	2	2	0	3
CTS 130	Spreadsheet	2	2	0	3
ENG 114	Prof Research & Reporting	3	0	0	3
OST 136	Word Processing	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>8</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
ACC 140	Payroll Accounting	1	3	0	2
ACC 150	Acct Software Appl	1	3	0	2
BUS 255	Org Behavior in Business	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>6</b>	<b>0</b>	<b>7</b>

**Total Semester Hours Credit for Diploma: 39**

### Accounting and Finance [C25800]

Courses for this certificate program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>2</b>	<b>0</b>	<b>7</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 121	Prin of Managerial Accounting	3	2	0	4
ACC 129	Individual Income Taxes	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>4</b>	<b>0</b>	<b>7</b>

**Total Semester Hours Credit for Certificate: 14**

### Advertising & Graphic Design

#### [A30100] Associate in Applied Science Degree; [C30100] Certificate; [C30100GD] Gaming Design Certificate

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.

#### Program Competencies

Upon successful completion of the Advertising & Graphic Design program, the student should be able to:

1. Utilize computer technology for principles of design development and production.
2. Demonstrate the ability to utilize knowledge of color theory.
3. Demonstrate concept development and illustration skills for promotional materials.
4. Utilize industry standard business practices and communication.
5. Demonstrate the ability to utilize knowledge of typography.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Advertising & Graphic Design [A30100]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hours
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ART 111	Art Appreciation <i>OR</i>	3	0	0	3
ART 114	Art History Survey I <i>OR</i>	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
GRA 151	Computer Graphics I	1	3	0	2
GRD 121	Drawing Fundamentals	1	3	0	2
GRD 141	Graphic Design I	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		<b>11</b>	<b>10</b>	<b>0</b>	<b>15</b>
<b>First Year:</b>	<b>Spring Semester</b>				
DES 115	Color Theory	2	2	0	3
GRA 152	Computer Graphics II	1	3	0	2
GRD 110	Typography I	2	2	0	3
GRD 131	Illustration I	1	3	0	2
GRD 142	Graphic Design II	2	4	0	4
GRD 167	Photographic Imaging I	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>18</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
GRA 153	Computer Graphics III	1	3	0	2
GRD 241	Graphic Design III	2	4	0	4
ENG 114	Prof. Research & Reporting <i>OR</i>	3	0	0	3
COM 110	Introduction to Communication	3	0	0	3
MAT 110	Math Measurement & Literacy	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>9</b>	<b>0</b>	<b>12</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
GRD 188	Graphic Design for Web I	2	3	0	3
GRD 252	Graphic Design IV	2	4	0	4
GRD 271	Multimedia Design I	1	3	0	2
GRD 281	Design of Advertising	1	3	0	2
WBL 112A	Work-Based Learning I - AGD	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		<b>6</b>	<b>13</b>	<b>20</b>	<b>13</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
GRA 154	Computer Graphics IV	1	3	0	2
GRD 273	New Media Design Communication	1	3	0	2
GRD 280	Portfolio Design	2	4	0	4
GRD 288	Graphic Design for Web II	2	3	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>13</b>	<b>0</b>	<b>14</b>

**Total Semester Hours Credit for Degree: 71**

## Programs of Study (Curricula-Credit)

### Advertising & Graphic Design Certificate [C30100]

Courses for this certificate program are offered day, evening, online and/or hybrid

Curriculum Courses by Semester		Hours/Week			Sem. Hours
First Year:	Fall Semester	Class	Lab	Wk. Exp.	Credit
GRA 151	Computer Graphics I	1	3	0	2
GRD 121	Drawing Fundamentals	1	3	0	2
GRD 141	Graphic Design I	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>10</b>	<b>0</b>	<b>8</b>
<b>First Year:</b>	<b>Spring Semester</b>				
GRA 152	Computer Graphics II	1	3	0	2
GRD 110	Typography I	2	2	0	3
GRD 142	Graphic Design II	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		<b>5</b>	<b>9</b>	<b>0</b>	<b>9</b>

**Total Semester Hours Credit for Certificate: 17**

### Advertising & Graphic Design - Intro to Gaming Design Certificate [C30100GD]

Courses for this certificate program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hours
First Year:	Fall Semester	Class	Lab	Wk. Exp.	Credit
GRD 121	Drawing Fundamentals	1	3	0	2
SGD 112	SGD Design	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>
<b>First Year:</b>	<b>Spring Semester</b>				
GRD 131	Illustration I	1	3	0	2
SGD 113	SGD Programming	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>
<b>First Year:</b>	<b>Summer Semester</b>				
SGD 114	3D Modeling	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 13**

### Agribusiness Technology

[A15100G] [A15100N] Associates in Applied Science Degree; [D15100G] Diploma; [C15100] [C15100HS] Certificate; [C15100A] [C15100HA] Agri-Accounting Certificate

The Agribusiness Technology curriculum is designed to provide the entrepreneurial and technical skills necessary to manage a profitable, environmentally sound, community based small farm or agricultural business. The objective is the development of a workplace knowledgeable in sustainable agricultural practices.

Students will learn the fundamental of agriculture, focusing on crop production and business. Emphasis is placed on entrepreneurial and field training. Students will also learn the basic principles of our economic systems and government policies and programs relating to agriculture.

Graduates should qualify for a variety of jobs in agricultural business such as equipment, feed, and agricultural supply sales; store management; farm operations; wholesale and retail produce management; nursery operations; and environmental and agricultural education.

More specifically, this program that prepares individuals to manage agricultural businesses and agriculturally related operations within diversified corporations. Potential course work includes instruction in agriculture, agricultural specialization, business management, accounting, finance, planning, human resources management, and other managerial responsibilities.

### Program Competencies

Upon successful completion of the Agribusiness Technology program, the student should be able to:

1. Describe the role of Agribusiness in the US and how it impacts the local community.
2. Describe sustainable land care practices and how they impact soil and water quality
3. Discuss various agriculture economic principles and articulate the impact that those principles have on domestic and global economics.
4. Explain the basic laws affecting the agriculture industry.
5. Explain the role of marketing in Agribusiness Technology and apply core marketing principles to the development of Agribusiness strategy and decision-making process.
6. Identify and treat soil and crop pest issues in the field of agriculture.
7. Create and maintain agribusiness records.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Agribusiness Technology [A15100G]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success <i>OR</i>	1	0	0	1
ACA 122-XXN	College Transfer Success	0	2	0	1
ACC 120	Prin of Financial Accounting	3	2	0	4
AGR 110	Agricultural Economics	3	0	0	3
AGR 139	Intro to Sustainable Ag	3	0	0	3
BUS 110	Introduction to Business	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15/16</b>	<b>2/4</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 180	Practices in Bookkeeping	3	0	0	3
AGR 170	Soil Science	2	2	0	3
BUS 153-XXN	Human Resource Management	3	0	0	3
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
ENG 112	Writing/Research I the Disc	3	0	0	3
MAT 110	Math/Measurement & Literacy <i>OR</i>	2	2	0	3
BIO 110	Principles of Biology <i>OR</i>	3	3	0	4
BIO 111	General Biology I	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		<b>13/14</b>	<b>4/5</b>	<b>0</b>	<b>15/16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
AGR 111	Basic Farm Maintenance	1	3	0	2
AGR 121	Biological Pest Mgmt	3	0	0	3
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>5</b>	<b>0</b>	<b>8</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
AGR 212	Farm Business Management	3	0	0	3
AGR 214	Agricultural Marketing	3	0	0	3
ETR 210	Intro to Entrepreneurship	3	0	0	3
HOR 162	Applied Plant Science	2	2	0	3
HUM 115	Critical Thinking	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
AGR 213	Ag Law & Finance	3	0	0	3
AGR 220	Ag Mechanization	2	2	0	3
AGR 261	Agronomy	2	2	0	3
ANS 110	Animal Science	3	0	0	3
S/BS	Social/ Behavioral Science	3	0	0	3
WBL 111G	Work-Based Learning I	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>13</b>	<b>4</b>	<b>10</b>	<b>16</b>

**Total Semester Hours Credit for Degree: 71 or 72**



## Programs of Study (Curricula-Credit)

### Agribusiness Technology [A15100N] NCSU Track

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hrs. Credit
		Class	Lab	Wk. Exp.	
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 122-XXN	College Transfer Success	0	2	0	1
ACC 120	Prin of Financial Accounting	3	2	0	4
AGR 139	Intro to Sustainable Ag	3	0	0	3
BIO 111	General Biology I	3	3	0	4
BUS 110	Introduction to Business	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>7</b>	<b>0</b>	<b>18</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 180	Practices in Bookkeeping	3	0	0	3
AGR 170	Soil Science	2	2	0	3
BUS 153-XXN	Human Resource Management	3	0	0	3
ECO 251	Prin of MicroEconomics	3	0	0	3
ENG 112	Writing/Research in the Disc.	3	0	0	3
MAT 171	PreCalculus Algebra	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
		<b>17</b>	<b>4</b>	<b>0</b>	<b>19</b>
<b>First Year:</b>	<b>Summer Semester</b>				
AGR 121	Biological Pest Mgmt	3	0	0	3
WBL 111G	Work-Based Learning I	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>3</b>	<b>0</b>	<b>10</b>	<b>4</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
AGR 110	Agricultural Economics	3	0	0	3
AGR 212	Farm Business Management	3	0	0	3
AGR 214	Agricultural Marketing	3	0	0	3
ETR 210	Intro to Entrepreneurship	3	0	0	3
HOR 162	Applied Plant Science	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
AGR 213	Ag Law & Finance	3	0	0	3
AGR 261	Agronomy	2	2	0	3
ANS 110	Animal Science	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
PHI 2**		<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>4</b>	<b>0</b>	<b>15</b>

**Total Semester Hours Credit for Degree: 71**

## Programs of Study (Curricula-Credit)

### Agribusiness Technology Diploma [D15100G]

Courses for this A.A.S. diploma program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACC 120	Prin of Financial Accounting	3	2	0	4
AGR 110	Agricultural Economics	3	0	0	3
AGR 139	Intro to Sustainable Ag	3	0	0	3
BUS 110	Introduction to Business	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>
<b>Frist Year:</b>	<b>Spring Semester</b>				
ACC 180	Practices in Bookkeeping	3	0	0	3
AGR 170	Soil Science	2	2	0	3
BUS 153-XXN	Human Resource Management	3	0	0	3
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
ENG 112	Writing/Research in the Disc	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>2</b>	<b>0</b>	<b>12</b>
<b>First Year:</b>	<b>Summer Semester</b>				
AGR 111	Basic Farm Maintenance	1	3	0	2
AGR 121	Biological Pest Mgmt	3	0	0	3
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>5</b>	<b>0</b>	<b>8</b>

**Total Semester Hours Credit for Diploma: 36**

### Agribusiness Technology Certificate [C15100]

Courses for this A.A.S. certificate program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours/Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
AGR 110	Agricultural Economics	3	0	0	3
BUS 110	Introduction to Business	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>First Year:</b>	<b>Spring Semester</b>				
BUS 153-XXN	Human Resource Management	3	0	0	3
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>2</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 12**

## Programs of Study (Curricula-Credit)

### Agri-Accounting Certificate [C15100A]

Courses for this A.A.S. certificate program are offered day, evening, online and/or hybrid

Curriculum Courses by Semester		Hours/Week			Sem. Hrs.
First Year:	Fall Semester	Class	Lab	Wk. Exp.	Credit
ACC 120	Prin of Financial Accounting	3	2	0	4
AGR 110	Agricultural Economics	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>2</b>	<b>0</b>	<b>7</b>
First Year:	Spring Semester				
ACC 180	Practices in Bookkeeping	3	0	0	3
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>2</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 13**

### Associate Degree Nursing

#### [A45110G] Associate in Applied Science Degree

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Course work includes and builds upon the concepts of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include acute, chronic, extended, industrial, and community health care facilities.

Admission to the college does not guarantee admission to the Associate Degree Nursing program. Admission to the nursing program is competitive.

#### Program Competencies

Upon successful completion of the ADN program, the student should be able to:

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

See [additional admissions policies and procedures](#) for more information.

*Randolph Community College's Associate Degree Nursing (ADN) program is fully approved by the North Carolina Board of Nursing. Address: 4516 Lake Boone Trail, Raleigh, N.C. 27607; phone: 919-782-3211; website: [www.ncbon.org](http://www.ncbon.org).*

*Further information regarding approval and accreditation status of the RCC ADN program can be obtained by contacting the department head for nursing at 336-633-0201.*



## Programs of Study (Curricula-Credit)

### Associate Degree Nursing [A45110G]

Courses for this A.A.S. degree program are offered day, evening, online, or hybrid.

Curriculum	Courses by Semester	Hours /Week		Wk. Exp.	Sem. Hrs. Credit
		Class	Lab		
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
BIO 168	Anatomy & Physiology I	3	3	0	4
ENG 111	Writing and Inquiry	3	0	0	3
NUR 111	Intro to Health Concepts	<u>4</u>	<u>6</u>	<u>6</u>	<u>8</u>
		<b>11</b>	<b>9</b>	<b>6</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
BIO 169	Anatomy & Physiology II	3	3	0	4
NUR 112	Health-Illness Concepts	3	0	6	5
NUR 114	Holistic Health Concepts	3	0	6	5
NUR 117	Pharmacology	1	3	0	2
PSY 150	General Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>6</b>	<b>12</b>	<b>19</b>
<b>First Year:</b>	<b>Summer Semester</b>				
ENG 112	Writing/ Research in the Disc <b>OR</b>	3	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	3
NUR 212	Health System Concepts	3	0	6	5
PSY 241	Developmental Psychology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>6</b>	<b>11</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
BIO 175	General Microbiology	2	2	0	3
NUR 113	Family Health Concepts	3	0	6	5
NUR 211	Health Care Concepts	<u>3</u>	<u>0</u>	<u>6</u>	<u>5</u>
		<b>8</b>	<b>2</b>	<b>12</b>	<b>13</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
NUR 213	Complex Health Concepts	4	3	15	10
---	Humanities/ Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>3</b>	<b>15</b>	<b>13</b>

### Total Semester Hours Credit for Degree: 72

Students **must obtain** a grade of "C" or better in all NUR Courses and "B" or better in BIO 168, BIO 169, BIO 175, PSY 150, and PSY 241. If a student does not maintain a "C" or better in all NUR Courses and "B" or better in BIO 168, BIO 169, PSY 150, and PSY 241 he/she will NOT be allowed to progress in the curriculum. A student must maintain a 2.5 cumulative GPA throughout the program. If a student does not maintain a cumulative GPA of 2.5, the student will not be allowed to progress in the curriculum.

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

Students may select one of the following Humanities/Fine Arts courses to fulfill the Humanities/Fine Arts requirement: ART 111, ART 114, ART 115, HUM 115, MUS 110, PHI 215, and PHI 240.

*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 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 service; (7) has willfully violated any provision of this Article; or (8) has willfully violated any rule enacted by the Board. (General Statutes Chapter 90 Article 9 Section 1 90-171.37)*

## Programs of Study (Curricula-Credit)

### Associate in Arts (College Transfer) [A10100] Degree (Day, Evening & Online)

The Associate in Arts (College Transfer) program is designed for students who plan to complete a Bachelor of Arts (BA) degree at a four-year college or university. Students who complete the program and receive the degree with an overall 2.0 GPA and a grade of “C” or better in each course will be able to transfer to any university or college, which endorses the Comprehensive Articulation Agreement (CAA) or the Independent Comprehensive Articulation Agreement (ICAA), with junior status. Included in the CAA or ICAA endorsing universities and colleges are the senior institutions within the University of North Carolina System and many other private institutions within the state. Within the 60 – 61 hours of coursework required for the degree is a 30-hour universal general education transfer component (UGETC) with courses in English Composition, Humanities/Fine Arts, Social/Behavioral Sciences, and Natural Sciences/Mathematics. Because institutions differ in admission requirements, students intending to transfer should contact the institution(s) of their choice to learn about specific admissions requirements.

The transcripts of students transferring prior to completing the UGETC will be evaluated on a course-by-course basis by the receiving institution. Students planning to transfer to a college or university that does not endorse the CAA or ICAA should consult the personnel at that institution for information regarding transferability of courses. The UGETC courses are listed below grouped by their specific discipline area.

#### English Composition

ENG 111 Writing and Inquiry

ENG 112 Writing/Research in the Disc

#### Humanities/Fine Arts

ART 111 Art Appreciation

ART 114 Art History Survey I

ART 115 Art History Survey II

COM 231 Public Speaking

DRA 111 Theater Appreciation

ENG 231 American Literature I

ENG 232 American Literature II

ENG 241 British Literature I

ENG 242 British Literature II

MUS 110 Music Appreciation

PHI 215 Philosophical Issues

PHI 240 Introduction to Ethics

#### Social/Behavioral Sciences

ECO 251 Prin of Microeconomics

ECO 252 Prin of Macroeconomics

HIS 111 World Civilizations I

HIS 112 World Civilizations II

HIS 131 American History I

HIS 132 American History II

POL 120 American Government

PSY 150 General Psychology

SOC 210 Introduction to Sociology

#### Natural Sciences

BIO 110 Principles of Biology

BIO 111 General Biology I

CHM 151 General Chemistry I

GEL 111 Geology

PHY 110/110A Conceptual Physics

#### Mathematics

MAT 143 Quantitative Literacy

MAT 152 Statistical Methods I

MAT 171 Precalculus Algebra

## Programs of Study (Curricula-Credit)

### Course Selection

Students should consult their academic advisor, and their transfer institution, for assistance with course selection. There are certain requirements that must be met. These include the following:

- ACA 122 is required for the degree.
- ENG 111 and ENG 112 are required.
- Within the Humanities/Fine Arts area, 9 hours are required, and courses must come from 2 different prefixes.
- Within the Social/Behavioral Sciences area, 9 hours are required, and courses must come from 2 different prefixes.
- Within the Mathematics area, one course is required.
- Within the Natural Sciences area, one course is required.

Students must meet the prerequisites to take certain courses. Developmental Studies courses are available for those who need them.

The general education/elective courses can be selected from any of the UGETC courses or from the following list of courses:

ACC 120 Prin of Financial Acct	ACC 121 Prin of Managerial Acct
BIO 112 General Biology II	BIO 163 Basic Anat & Physiology
BIO 168 Anatomy and Physiology I	BIO 169 Anatomy and Physiology II
BIO 175 General Microbiology	BUS 110 Introduction to Business
BUS 115 Business Law I	BUS 137 Principles of Management
CHM 152 General Chemistry II	CIS 110 Introduction to Computers
CIS 115 Intro. to Programming & Logic	CJC 111 Intro to Criminal Justice
CJC 121 Law Enforcement Operations	CJC 141 Corrections
COM 110 Intro. to Communication	CSC 139 Visual Basic Prog.
CTS 115 Info Sys Business Concept	DRA 111 Theatre Appreciation
EDU 144 Child Development I	EDU 145 Child Development II
EDU 216 Foundations of Education	EDU 221 Children With Exceptionalities
ENG 114 Prof. Research & Reporting	GEO 111 World Regional Geography
HIS 236 North Carolina History	HUM 110 Technology and Society
HUM 115 Critical Thinking	HUM 130 Myth in Human Culture
MAT 172 Precalculus Trigonometry	MAT 263 Brief Calculus
MAT 271 Calculus I	MAT 272 Calculus II
PED 110 Fit and Well for Life	PED 111 Physical Fitness I
PED 112 Physical Fitness II	PED 120 Walking for Fitness
PED 121 Walk, Jog, Run	PED 122 Yoga I
PED 123 Yoga II	PED 171 Nature Hiking
PED 172 Outdoor Living	PHY 151 College Physics I
PHY 152 College Physics II	PSY 241 Developmental Psychology
PSY 281 Abnormal Psychology	REL 110 World Religions
REL 212 Intro to New Testament	REL 221 Religion in America
SOC 225 Social Diversity	SPA 111 Elementary Spanish I
SPA 112 Elementary Spanish II	SPA 211 Intermediate Spanish I
SPA 212 Intermediate Spanish II	

Students are encouraged to follow the *Associate in Arts Program of Study Worksheet* as a guideline.

### Program Competencies

Upon successful completion of the Associate in Arts program, the student should be able to:

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



# Programs of Study (Curricula-Credit)

## Associate in Arts Program of Study Worksheet

Fall 2019

<b>UGETC - Universal General Education Transfer Component Courses</b>		<b>31-32 SHC</b>
<b>English Composition - 6 semester hours credit required</b>		
ENG 111 (3) _____	ENG 112 (3) _____	
<b>Humanities/Fine Arts - 9 semester hours credit required</b>		
<i>Select 3 courses from at least 2 different prefixes</i>		
<b>Art</b>	<b>Communication</b>	<b>Literature</b>
ART 111 (3) _____	COM 231 (3) _____	ENG 231 (3) _____
ART 114 (3) _____		ENG 232 (3) _____
ART 115 (3) _____	<b>Drama</b>	ENG 241 (3) _____
	DRA 111 (3) _____	ENG 242 (3) _____
		<b>Music</b>
		MUS 110 (3) _____
		<b>Philosophy</b>
		PHI 215 (3) _____
		PHI 240 (3) _____
<b>Social/Behavioral Sciences - 9 semester hours credit required</b>		
<i>Select 3 courses from at least 2 different prefixes</i>		
<b>Economics</b>	<b>History</b>	<b>Political Science</b>
ECO 251 (3) _____	HIS 111 (3) _____	POL 120 (3) _____
ECO 252 (3) _____	HIS 112 (3) _____	
	HIS 131 (3) _____	
	HIS 132 (3) _____	
		<b>Psychology</b>
		PSY 150 (3) _____
		<b>Sociology</b>
		SOC 210 (3) _____
<b>Natural Sciences - 4 semester hours credit required</b>		
<b>Biology</b>	<b>Chemistry</b>	<b>Geology</b>
BIO 110* (4) _____	CHM 151 (4) _____	GEL 111 (4) _____
BIO 111 (4) _____		
* preferred BIO		<b>Physics</b>
		PHY 110^ (3) _____
		PHY 110A^ (1) _____
		^ must take both courses
<b>Mathematics - 3-4 semester hours credit required</b>		
<i>Select 1 course from the following:</i>		
	MAT 143 (3) _____	
	MAT 152 (4) _____	
	MAT 171 (4) _____	
<b>GENERAL EDUCATION</b>		<b>45 SHC</b>
<i>Select 13-14 semester hours credit from any courses listed here or above.</i>		
<i>Courses should be selected based on your intended major and transfer university.</i>		
<b>Biology</b>	<b>Foreign Language</b>	<b>Mathematics</b>
BIO 112 (4) _____	SPA 111 (3) _____	MAT 172 (4) _____
	SPA 112 (3) _____	MAT 263 (4) _____
<b>Chemistry</b>	SPA 211 (3) _____	MAT 271 (4) _____
CHM 152 (4) _____	SPA 212 (3) _____	MAT 272 (4) _____
		<b>Religion</b>
		REL 110 (3) _____
		REL 212 (3) _____
		REL 221 (3) _____
<b>Computers</b>	<b>Geography</b>	<b>Physics</b>
CIS 110 (3) _____	GEO 111 (3) _____	PHY 151 (4) _____
CIS 115 (3) _____		PHY 152 (4) _____
	<b>Humanities</b>	<b>Psychology</b>
<b>Communication</b>	HUM 110 (3) _____	PSY 241 (3) _____
COM 110 (3) _____	HUM 115 (3) _____	PSY 281 (3) _____
	HUM 130 (3) _____	
<b>English Composition</b>		
ENG 114 (3) _____		
<b>DEGREE</b>		<b>60-61 SHC</b>
The following course is required:                      ACA 122 (1) _____		
<i>Select 14 semester hours credit from any courses listed above or below.</i>		
<i>Courses should be selected based on your intended major and transfer university.</i>		
ACC 120 (4) _____	BUS 110 (3) _____	CSC 139 (3) _____
ACC 121 (4) _____	BUS 115 (3) _____	CTS 115 (3) _____
BIO 163 (5) _____	BUS 137 (3) _____	EDU 144 (3) _____
BIO 168 (4) _____	CJC 111 (3) _____	EDU 145 (3) _____
BIO 169 (4) _____	CJC 121 (3) _____	EDU 216 (3) _____
BIO 175 (3) _____	CJC 141 (3) _____	EDU 221 (3) _____
		HIS 236 (3) _____
		PED 110 (2) _____
		PED (1) _____

### **Associate in General Education**

#### **[A10300] Degree**

The Associate in General Education curriculum is designed for the individuals wishing to broaden their education, with emphasis on personal interest, growth and development. The two-year General Education program provides students opportunities to study English, literature, fine arts, philosophy, social science, science, and mathematics.

Many of the courses are equivalent to college transfer courses; however, the program is not principally designed for college transfer. Courses must be at the 110-199 or 210-299 level. Within the degree program, the college shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic use of computers.

Diplomas and certificates are not allowed under this degree program.

#### **Program Competencies**

Upon successful completion of the Associate in General Education program, the student should be able to:

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

## Programs of Study (Curricula-Credit)

### Associate in General Education

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid

Curriculum Courses by Semester	Hours /Week		Sem. Hrs.		Hours /Week		Sem. Hrs.		
	Class	Lab	Credit		Class	Lab	Credit		
<b>General Education Core (44 Semester Hours Credit)*</b>				<b>Social/Behavioral Sciences (3 Semester Hours Credit)</b>					
<b>English Composition (6 Semester Hours Credit)</b>				<i>Select one course from those listed below:</i>					
<i>The following course is required:</i>				ECO 251	Prin of Microeconomics	3	0	3	
ENG 111	Writing and Inquiry	3	0	3	ECO 252	Prin of Macroeconomics	3	0	3
<i>The second composition course must be selected from the following:</i>				GEO 111	World Regional Geography	3	0	3	
ENG 112	Writing/ Research in the Disc	3	0	3	HIS 111	World Civilizations I	3	0	3
ENG114	Prof. Research & Reporting	3	0	3	HIS 131	American History I	3	0	3
<b>Humanities/ Fine Arts (3 Semester Hours Credit)</b>				HIS 132	American History II	3	0	3	
<i>Select one course from those listed below:</i>				HIS 236	North Carolina History	3	0	3	
ART 111	Art Appreciation	3	0	3	POL 120	American Government	3	0	3
ART 114	Art History Survey I	3	0	3	PSY 150	General Psychology	3	0	3
ART 115	Art History Survey II	3	0	3	PSY 241	Developmental Psychology	3	0	3
DRA111	Theatre Appreciation	3	0	3	SOC 210	Introduction to Sociology	3	0	3
ENG231	American Literature I	3	0	3	SOC 225	Social Diversity	3	0	3
ENG 232	American Literature II	3	0	3					
ENG 242	British Literature II	3	0	3					
HUM110	Technology and Society	3	0	3					
HUM115	Critical Thinking	3	0	3					
MUS 110	Music Appreciation	3	0	3					
PHI 215	Philosophical Issues	3	0	3					
PHI 240	Introduction to Ethics	3	0	3					
REL 110	World Religions	3	0	3					
REL 221	Religion in America	3	0	3					
SPA 111	Elementary Spanish I	3	0	3					
SPA 112	Elementary Spanish II	3	0	3					
SPA 211	Intermediate Spanish I	3	0	3					
SPA 212	Intermediate Spanish II	3	0	3					
<i>Introductory foreign language courses (SPA 111) cannot be used</i>									
<i>this requirement; however, these courses are credited under Other Required Hours.</i>									
<b>Natural Sciences/ Mathematics(3 Semester Credit Hours)</b>									
<b>Natural Sciences</b>									
BIO 110	Principles of Biology	3	3	4					
BIO 111	General Biology I	3	3	4					
BIO 112	General Biology II	3	3	4					
CHM 151	General Chemistry I	3	3	4					
CHM 152	General Chemistry II	3	3	4					
GEL 111	Introductory Geology	3	2	4					
PHY 110	Conceptual Physics	3	0	3					
PHY 110A	Conceptual Physics Lab	0	2	1					
PHY 151	College Physics I	3	2	4					
PHY 152	College Physics II	3	2	4					
<i>OR</i>									
				<b>Mathematics</b>					
				<i>Select one course from the following:</i>					
				CIS 110	Introduction to Computers	2	2	3	
				CIS 115	Intro. to Programming & Logic	2	2	3	
				MAT 143	Quantitative Literacy	2	2	3	
				MAT 152	Statistical Methods I	3	2	4	
				MAT 171	Precalculus Algebra	3	2	4	
				MAT 172	Precalculus Trigonometry	3	2	4	
				MAT 271	Calculus I	3	2	4	
				MAT 272	Calculus II	3	2	4	

## Programs of Study (Curricula-Credit)

### Other Required Courses to earn Associate in General Education Degree (49- 50 Semester Hours Credit)\*

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

ACA	ACC	AGR	AHR	ALT	ANS
ARC	ART	ARS	ATR	ATT	AUB
AUC	AUM	AUT	BIO	BUS	CHM
CIS	CJC	COM	CSC	CTS	DBA
DES	DFT	DRA	ECO	EDU	EGR
ELC	ELN	ENG	GEL	GEO	GRA
GRD	HIS	HMT	HOR	HSE	HUM
HYD	INT	ISC	JOU	LDD	MAC
MAT	MEC	MED	MKT	MNT	MUS
NET	NOS	OST	PED	PHI	PHO
PHY	POL	PSY	REL	SAB	SCI
SEC	SOC	SPA	TRN	WEB	WLD

**Total Semester Hours Credit: 64-65**

**Students who are awaiting admission into the Associate Degree Nursing, Radiography, or Medical Assisting programs may enroll in the Associate in General Education (AGE) curriculum.**

### Associate in General Education Courses for Associate Degree Nursing (ADN)

Courses required in the ADN program:		Hours/ Week		Sem. Hrs.
		Class	Lab	Credit
BIO 168	*Anatomy & Physiology I	3	3	4
BIO 169	*Anatomy & Physiology II	3	3	4
BIO 175	* General Microbiology	2	2	3
CIS 110	Introduction to Computers	2	2	3
ENG 111	Writing and Inquiry	3	0	3
ENG 112	Writing/Research in the Disc <b>OR</b>	3	0	3
ENG 114	Prof. Research & Reporting	3	0	3
PSY 150	General Psychology	3	0	3
PSY 241	Developmental Psychology	3	0	3
---	**Humanities/Fine Arts	3	0	3

\*Students planning to enroll in Associate Degree Nursing must obtain a grade of "B" or better in BIO 168, BIO 169, BIO 175, PSY 150 and PSY 241 in order to receive credit in the Nursing program. If a student earns less than a "B" in the course prior to admission into in the Nursing program, then the course must be repeated and the student must earn a grade of "B" or better.

\*\*The humanities/fine arts requirement may be met by selecting one of the following preferred humanities/fine arts courses: **HUM 110 Technology & Society, HUM 115 Critical Thinking, PHI 215 Philosophical Issues, or PHI 240 Introduction to Ethics.**

**Semester Hours Credit (See list above):**

**29**

**Semester Hours Credit:**

**35 or 36**

**Total Semester Hours Credit For Degree:**

**64 or 65**

## Programs of Study (Curricula-Credit)

### Associate in General Education Courses for Radiography- DAY

Courses Offered- Degree Courses required in the Radiography program	Hours/ Week		Sem. Hrs. Credit
	Class	Lab	
BIO 163 *Basic Anatomy & Physiology	4	2	5
ENG 111 Writing and Inquiry	3	0	3
ENG 114 Prof. Research & Report	3	0	3
PHI 240 Introduction to Ethics	3	0	3
PHY 110 Conceptual Physics +	3	0	3
PHY 110A Conceptual Physics Lab <b>OR</b>	0	2	1
MAT 171 Precalculus Algebra	3	2	4
PSY 150 General Psychology	3	0	3

\*Students planning to enroll in Radiography must obtain a grade of "B" or better in BIO 163, ENG 111, ENG 114, PHI 240, PHY 110, PHY 110A, MAT 171, and PSY 150 in order to receive credit in the Radiography program. If a student earns less than a "B" in the course prior to admission into the Radiography program, then the course must be repeated and the student must earn a grade of "B" or better.

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

<b>Semester Hours Credit (See above list):</b>	<b>21</b>
<b>Semester Hours Credit:</b>	<b>43 or 44</b>
<b>Total Semester Hours Credit For Degree:</b>	<b>64 or 65</b>

### Associate in General Education for Medical Assisting

Courses required in the Medical Assisting program	Hours/ Week		Sem. Hrs. Credit
	Class	Lab	
BIO 163 Basic Anatomy & Physiology	4	2	5
CIS 110 Introduction to Computers	2	2	3
ENG 111 Writing and Inquiry	3	0	3
ENG 114 Prof. Research & Report	3	0	3
MAT 110 Math Measurement & Literacy	2	2	3
PSY 150 General Psychology	3	0	3
--- Humanities/Fine Arts	3	0	3

<b>Semester Hours Credit (See above list):</b>	<b>23</b>
<b>Semester Hours Credit:</b>	<b>41 or 42</b>
<b>Total Semester Hours Credit For Degree:</b>	<b>64 or 65</b>

## Programs of Study (Curricula-Credit)

### Associate in General Education Courses for Funeral Service Education

Students wanting to transfer to Fayetteville Technical Community College (FTCC) for the Funeral Service Education program should apply as an Associate in General Education (A100300) major.

Courses Offered- Degree

**For North Carolina Funeral Home Director (Diploma), students take the following at RCC:**

	Hours/ Week		Sem. Hrs. Credit
	Class	Lab	
ACC 120 Principles of Financial Accounting	3	2	4
BUS 115 Business Law I	3	0	3
BUS 230 Small Business Management	3	0	3
CIS 110 Introduction to Computers	2	2	3
ENG 111 Writing and Inquiry	3	0	3
PSY 150 General Psychology	3	0	3
SOC 210 Introduction to Sociology	3	0	3

**Note:** Students need to have completed or tested out of at least through DMA 050 (or MAT 110) to continue in FSE courses at FTCC.

**For the Embalming (Degree), students take all of the above PLUS the following at RCC:**

	Hours/ Week		Sem. Hrs. Credit
	Class	Lab	
COM 231 Public Speaking	3	0	3
MAT 110 Math Measurement & Literacy <b>OR</b>	2	2	3
MAT 143 Quantitative Literacy	2	2	3
--- Humanities/ Fine Arts	3	0	3

**Note:** Students need to have BOTH a chemistry AND biology class (high school or college) and have gotten a "C" or better before taking embalming classes at FTCC. **If one or both are needed, students can take the following at RCC:**

	Hours/ Week		Sem. Hrs. Credit
	Class	Lab	
BIO 110 Principles of Biology <b>OR</b>	3	3	4
BIO 111 General Biology I	3	3	4
CHM 151 General Chemistry I	3	3	4

**For more information on the Funeral Services program, visit**

<http://www.faytechcc.edu/academics/public-service-programs/funeral-service-education/>.

## Programs of Study (Curricula-Credit)

### Federal Financial Aid Guidelines for AGE Students

Students who are receiving financial aid who are in the AGE program and awaiting admission into the Nursing or Radiography programs should limit taking courses to only those that transfer into the Nursing or Radiography programs to avoid jeopardizing financial aid eligibility.

For additional information, please review the Satisfactory Academic Progress Policy, particularly the Maximum Timeframe requirements, in the Financial Aid and Veterans Affairs section of this catalog or by visiting <https://www.randolph.edu/financial-aid/satisfactory-academic-progress.html>. You may also contact the Office of Financial Aid and Veterans Affairs at 336-633-0200.

### Additional Information

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

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

## Programs of Study (Curricula-Credit)

### Associate in Science (College Transfer)

#### [A10400] Degree (Day, Evening, and Online)

The Associate in Science (College Transfer) program is designed for students who plan to pursue a four-year degree in areas of study such as computer science, engineering, mathematics, the sciences or professional programs that require strong mathematics and science backgrounds. These students typically complete a Bachelor of Science (BS) degree at a four-year college or university. In order to earn the Associate in Science (AS) degree, students must have an overall GPA of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses. Students who complete the degree will be able to transfer to any university or college, which endorses the Comprehensive Articulation Agreement (CAA) or the Independent Comprehensive Articulation Agreement (ICAA), with junior status. Included in the CAA or ICAA endorsing universities and colleges are the senior institutions within the University of North Carolina System and many other private institutions within the state. Within the 60-61 hours of coursework required for the degree is a 30-hour universal general transfer component (UGETC) with courses in English composition, Humanities/Fine Arts, Social Sciences, Natural Sciences, and Mathematics. Because institutions differ in admission requirements, students intending to transfer should contact the institution(s) of their choice to learn about specific admissions requirements.

The transcripts of students transferring prior to completing the UGETC will be evaluated on course-by-course basis by the receiving institution. Students planning to transfer to a college or university that does not endorse the CAA or ICAA should consult the personnel at that institution for information regarding transferability of courses. The UGETC courses are listed below grouped by their specific discipline area.

#### English Composition

ENG 111 Writing and Inquiry

ENG 112 Writing/ Research in the Disc

#### Humanities/Fine Arts

ART 111 Art Appreciation

ART 114 Art History Survey I

ART 115 Art History Survey II

COM 231 Public Speaking

DRA 111 Theater Appreciation

ENG 231 American Literature I

ENG 232 American Literature II

ENG 241 British Literature I

ENG 242 British Literature II

MUS 110 Music Appreciation

PHI 215 Philosophical Issues

PHI 240 Introduction to Ethics

#### Social/Behavioral Sciences

ECO 251 Prin of Microeconomics

ECO 252 Prin of Macroeconomics

HIS 111 World Civilizations I

HIS 112 World Civilizations II

HIS 131 American History I

HIS 132 American History II

POL 120 American Government

PSY 150 General Psychology

SOC 210 Introduction to Sociology

#### Natural Sciences

BIO 110 Principles of Biology

BIO 111 General Biology I

and\*

BIO 112 General Biology II

CHM 151 General Chemistry I

and\*

CHM 152 General Chemistry II

GEL 111 Geology

PHY 110 Conceptual Physics

and\*

PHY 110A Conceptual Physics Lab

PHY 151 College Physics I

and\*

PHY 152 College Physics II

#### Mathematics

MAT 171 Precalculus Algebra

MAT 172 Precalculus Trigonometry

MAT 263 Brief Calculus

MAT 271 Calculus I

MAT 272 Calculus II

\*must take both



## Programs of Study (Curricula-Credit)

### Course selection

Students should consult their academic advisor and their transfer institution for assistance with course selection. There are certain requirements that must be met. These include the following:

- ACA 122 is required for the degree.
- ENG 111 and ENG 112 are required.
- Within the Humanities/Fine Arts are, 6 hours are required and courses must come from 2 different prefixes.
- Within the Social/Behavioral Sciences area, 6 hours are required and courses must come from 2 different prefixes.
- Within the Natural Sciences area, 8 hours are required. Students who take BIO 111, CHM 151, PHY 151, are required to take the second course of that prefix (BIO 112, CHM 152, PHY 152) to satisfy the UGETC mathematics requirement.
- Within the Mathematics area, 8 hours are required to satisfy the UGETC mathematics requirement. These courses include MAT 171, MAT 172, MAT 263, MAT 271, and MAT 272.

Students must meet the prerequisites to take certain courses. Developmental Studies courses are available for those who need them.

The general education/elective courses can be selected from any of the UGETC courses or from the following list of courses:

ACC 120 Prin of Financial Acct	ACC 121 Prin of Managerial Acct
BIO 163 Basic Anat & Physiology	BIO 168 Anatomy & Physiology I
BUS 110 Introduction to Business	BUS 115 Business Law I
BUS 137 Principles of Management	CIS 110 Intro to Criminal Justice
CIS 115 Intro. to Programming & Logic	CJC 111 Intro to Criminal Justice
CJC 121 Law Enforcement Operations	CJC 141 Corrections
COM 110 Intro. to Computers	CSC 139 Visual Basic Prog.
CTS 115 Info Sys Business Concepts	DRA 111 Theatre Appreciation
EDU 144 Child Development I	EDU 145 Child Development II
EDU 216 Foundations of Education	EDU 221 Children with Exceptionalities
ENG 114 Prof. Research & Reporting	GEO 111 World Regional Geography
HIS 236 North Carolina History	HUM 110 Technology and Society
HUM 115 Critical Thinking	HUM 130 Myth in Human Culture
MAT 143 Quantitative Literacy	MAT 152 Statistical Methods I
PED 110 Fit and Well for Life	PED 111 Physical Fitness I
PED 112 Physical Fitness II	PED 120 Walking for Fitness
PED 121 Walk, Jog, Run	PED 122 Yoga I
PED 123 Yoga II	PED 171 Nature Hiking
PED 172 Outdoor Hiking	PSY 241 Developmental Psychology
PSY 281 Abnormal Psychology	REL 110 World Religions
REL 212 Intro to New Testament	REL 221 Religion in America
SOC 225 Social Diversity	SPA 111 Elementary Spanish I
SPA 112 Elementary Spanish II	SPA 211 Intermediate Spanish I
SPA 212 Intermediate Spanish II	

Students are encouraged to follow the *Associate in Science Program of Study Worksheet* as a guideline.

### Program Competencies

Upon successful completion of the Associate in Science degree, the student should be able to:

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

# Programs of Study (Curricula-Credit)

## Associate in Science Program of Study Worksheet

Fall 2019

<b>UGETC - Universal General Education Transfer Component Courses</b>		<b>34 SHC</b>
<b>English Composition - 6 semester hours credit required</b>		
ENG 111 (3) _____	ENG 112 (3) _____	
<b>Humanities/Fine Arts - 6 semester hours credit required</b>		
<i>Select 2 courses from at least 2 different prefixes</i>		
<b>Art</b>	<b>Communication</b>	<b>Literature</b>
ART 111 (3) _____	COM 231 (3) _____	ENG 231 (3) _____
ART 114 (3) _____		ENG 232 (3) _____
ART 115 (3) _____	<b>Drama</b>	ENG 241 (3) _____
	DRA 111 (3) _____	ENG 242 (3) _____
		<b>Music</b>
		MUS 110 (3) _____
		<b>Philosophy</b>
		PHI 215 (3) _____
		PHI 240 (3) _____
<b>Social/Behavioral Sciences - 6 semester hours credit required</b>		
<i>Select 2 courses from at least 2 different prefixes</i>		
<b>Economics</b>	<b>History</b>	<b>Political Science</b>
ECO 251 (3) _____	HIS 111 (3) _____	POL 120 (3) _____
ECO 252 (3) _____	HIS 112 (3) _____	
	HIS 131 (3) _____	
	HIS 132 (3) _____	
		<b>Psychology</b>
		PSY 150 (3) _____
		<b>Sociology</b>
		SOC 210 (3) _____
<b>Natural Sciences - 8 semester hours credit required</b>		
<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
BIO 110 (4) _____	CHM 151 <sup>+</sup> (4) _____	PHY 110 <sup>+</sup> (3) _____
BIO 111 <sup>+</sup> (4) _____	CHM 152 <sup>+</sup> (4) _____	PHY 110A (1) _____
BIO 112 <sup>+</sup> (4) _____	<i>+must take both courses</i>	<i>*co-requisites; take together</i>
<i>+must take both courses</i>	<b>Geology</b>	PHY 151 <sup>+</sup> (4) _____
	GEL 111 (4) _____	PHY 152 <sup>+</sup> (4) _____
		<i>+must take both courses</i>
<b>Mathematics - 8 semester hours credit required</b>		
<i>Select 2 courses from the following:</i>		
MAT 171 (4) _____	MAT 271 (4) _____	
MAT 172 (4) _____	MAT 272 (4) _____	
MAT 263 (4) _____		
<b>GENERAL EDUCATION</b>		<b>45 SHC</b>
<i>Select 11 semester hours credit from any courses listed here or above.</i>		
<i>Courses should be selected based on your intended major and transfer university.</i>		
<b>Computers</b>	<b>Foreign Language</b>	<b>Humanities</b>
CIS 110 (3) _____	SPA 111 (3) _____	HUM 110 (3) _____
CIS 115 (3) _____	SPA 112 (3) _____	HUM 115 (3) _____
	SPA 211 (3) _____	HUM 130 (3) _____
	SPA 212 (3) _____	
<b>Communication</b>		<b>Mathematics</b>
COM 110 (3) _____		MAT 143 (3) _____
	<b>Geography</b>	MAT 152 (4) _____
<b>English Composition</b>	GEO 111 (3) _____	
ENG 114 (3) _____		
		<b>Religion</b>
		REL 110 (3) _____
		REL 212 (3) _____
		REL 221 (3) _____
		<b>Sociology</b>
		SOC 225 (3) _____
<b>DEGREE</b>		<b>60-61 SHC</b>
The following course is required:                      ACA 122 (1) _____		
<i>Select 14 semester hours credit from any courses listed above or below.</i>		
<i>Courses should be selected based on your intended major and transfer university.</i>		
ACC 120 (4) _____	BUS 110 (3) _____	CSC 139 (3) _____
ACC 121 (4) _____	BUS 115 (3) _____	CTS 115 (3) _____
BIO 163 (5) _____	BUS 137 (3) _____	EDU 144 (3) _____
BIO 168 (4) _____	CJC 111 (3) _____	EDU 145 (3) _____
BIO 169 (4) _____	CJC 121 (3) _____	EDU 216 (3) _____
BIO 175 (3) _____	CJC 141 (3) _____	EDU 221 (3) _____
		HIS 236 (3) _____
		PED 110 (2) _____
		PED (1) _____

### **Automotive Systems Technology**

**[A60160] Associate in Applied Science Degree; [D60160] Diploma; [C60160] Certificate; [C60160U] Undercar Certificate**

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

### **Automotive Systems Technology Apprenticeship Track**

**[A60160A] Associate in Applied Science Degree; [C60160HA] Certificate**

A program that prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. Includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

### **Automotive Light-Duty Diesel Technology**

**[D60430] Diploma; [C60430] Certificate**

A program that prepares individuals to apply technical knowledge and skills to diagnose, adjust, repair, or overhaul light duty diesel vehicles under one ton classification. Includes instruction in electrical systems, diesel-electric drive, engine performance, engine repair, emission systems, and all types of diesel engines related to the light duty diesel vehicle. Includes technicians working primarily with automobile diesel engines.

### **Program Competencies**

Upon successful completion of the Automotive Systems Technology program, the student should be able to:

1. Determine the cause of an illuminated Malfunction Indicator Light (MIL).
2. Prepare vehicle for wheel alignment on the alignment machine; perform a four-wheel alignment by checking and adjusting front and rear wheel caster, camber, and toe as required; as well as center steering wheel.
3. Demonstrate the proper use of a digital multimeter (DMM) during diagnosis of electrical circuit problems.

## Programs of Study (Curricula-Credit)

### Automotive Systems Technology [A60160]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs. Credit
		Class	Lab	Wk. Exp.	
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
AUT 151	Brake Systems	2	3	0	3
AUT 151A	Brake Systems Lab	0	3	0	1
ENG 111	Writing and Inquiry	3	0	0	3
TRN 110	Intro to Transportation	1	2	0	2
TRN 120	Basic Transportation Electricity	4	3	0	5
TRN 170	PC Skills for Transp	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>12</b>	<b>13</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Spring Semester</b>				
AUT 141	Suspension & Steering Sys	2	3	0	3
AUT 141A	Suspension & Steering Lab	0	3	0	1
AUT 163	Advanced Auto Electricity	2	3	0	3
AUT 181	Engine Performance I	2	3	0	3
AUT 181A	Engine Performance 1 Lab	0	3	0	1
PHY 110	Conceptual Physics <b>OR</b>	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
TRN 145	Adv Transp Electronics	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>11/10</b>	<b>18/20</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
TRN 140	Transportation Climate Control	1	2	0	2
TRN 140A	Transportation Climate Control Lab	1	2	0	2
AUT 183	Engine Performance 2	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>10</b>	<b>0</b>	<b>8</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
AUT 116	Engine Repair	2	3	0	3
AUT 116A	Engine Repair Lab <b>OR</b>	0	3	0	1
WBL 111F	Work-Based Learning I - AST	0	0	10	1
AUT 231	Manual Trans/Axles/Drtrains	2	3	0	3
ENG 116	Technical Report Writing	3	0	0	3
TRN 130	Intro to Sustainable Transp	2	2	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>11/8</b>	<b>0/10</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
ATT 140	Emerging Transp Tech	2	3	0	3
AUM 111	Managing Automotive Org	3	0	0	3
AUT 221	Automatic Transm.Transaxles	2	3	0	3
AUT 221A	Automatic Transm.Transax Lab <b>OR</b>	0	3	0	1
WBL 121F	Work-Based Learning II - AST	0	0	10	1
LDD 112	Intro to Light Duty Diesel	2	2	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>11/8</b>	<b>0/10</b>	<b>16</b>
<b>Total Semester Hours Credit for Degree: 74</b>					

## Programs of Study (Curricula-Credit)

### Humanities/Fine Arts Electives (choose one) Social/Behavioral Science Electives (choose one)

HUM 110 Technology and Society

ECO 251 Prin of Microeconomics

HUM 115 Critical Thinking

PSY 150 General Psychology

PHI 240 Introduction to Ethics

SOC 210 Introduction to Sociology

### Automotive Systems Technology [D60160]

Courses for this diploma program are offered day, evening, online, and/or hybrid

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
AUT 151	Brake Systems	2	3	0	3
AUT 151A	Brake Systems Lab	0	3	0	1
ENG 111	Writing and Inquiry	3	0	0	3
TRN 110	Intro to Transportation	1	2	0	2
TRN 120	Basic Transportation Electricity	4	3	0	5
TRN 170	PC Skills for Transp	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>12</b>	<b>13</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Spring Semester</b>				
AUT 141	Suspension & Steering Sys	2	3	0	3
AUT 141A	Suspension & Steering Lab	0	3	0	1
AUT 163	Advanced Auto Electricity	2	3	0	3
AUT 181	Engine Performance I	2	3	0	3
AUT 181A	Engine Performance 1 Lab	0	3	0	1
PHY 110	Conceptual Physics <b>OR</b>	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
TRN 145	Adv Transp Electronics	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>11/10</b>	<b>18/20</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
TRN 140	Transportation Climate Control	1	2	0	2
TRN 140A	Transportation Climate Control Lab	1	2	0	2
AUT 183	Engine Performance 2	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>10</b>	<b>0</b>	<b>8</b>

**Total Semester Hours Credit for Diploma: 42**

## Programs of Study (Curricula-Credit)

### Automotive Systems Technology [C60160]

Course for this certificate program are offered day and evening

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
AUT 151	Brake Systems	2	3	0	3
AUT 151A	Brake Systems Lab	0	3	0	1
TRN 120	Basic Transportation Electricity	<u>4</u>	<u>3</u>	<u>0</u>	<u>5</u>
		<b>6</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>First Year:</b>	<b>Spring Semester</b>				
AUT 141	Suspension & Steering Sys	2	3	0	3
AUT 141A	Suspension & Steering Lab	0	3	0	1
AUT 181	Engine Performance I	2	3	0	3
AUT 181A	Engine Performance 1 Lab	<u>0</u>	<u>3</u>	<u>0</u>	<u>1</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>

**Total Semester Hours Credit for Certificate: 17**

### Automotive Systems Technology Undercar Certificate [C60160U]

Course for this certificate program are offered day and evening

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
AUT 151	Brake Systems	2	3	0	3
AUT 151A	Brake Systems Lab	0	3	0	1
TRN 110	Intro to Transport Tech	1	2	0	2
TRN 120	Basic Transportation Electricity	<u>4</u>	<u>3</u>	<u>0</u>	<u>5</u>
		<b>7</b>	<b>11</b>	<b>0</b>	<b>11</b>
<b>First Year:</b>	<b>Spring Semester</b>				
AUT 141	Suspension & Steering Sys	2	3	0	3
AUT 141A	Suspension & Steering Lab	0	3	0	1
AUT 163	Advanced Auto Electricity	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>9</b>	<b>0</b>	<b>7</b>

**Total Semester Hours Credit for Certificate: 18**

## Programs of Study (Curricula-Credit)

### Automotive Light-Duty Diesel Technology [D60430]

Courses for this diploma program are offered day, evening, online and/or hybrid

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
LDD 112	Intro to Light Duty Diesel	2	2	0	3
LDD 181	LDD Fuel Systems	2	6	0	4
TRN 120	Basic Transportation Electricity	<u>4</u>	<u>3</u>	<u>0</u>	<u>5</u>
		<b>12</b>	<b>11</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
AUT 163	Advanced Auto Electricity	2	3	0	3
ENG 116	Technical Report Writing	3	0	0	3
LDD 183	Air, Exh, Emissions	2	6	0	4
LDD 284	LDD Test Diagnosis	2	3	0	3
TRN 110	Intro to Transportation	1	2	0	2
TRN 170	PC Skills for Transportation	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>11</b>	<b>16</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
LDD 116	Diesel-Electric-Drive	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>

**Total Semester Hours Credit for Diploma: 37**

### Automotive Light-Duty Diesel [C60430]

Courses for this certificate program are offered day and evening

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
LDD 112	Intro to Light Duty Diesel	2	2	0	3
LDD 181	LDD Fuel Systems	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>8</b>	<b>0</b>	<b>7</b>
<b>First Year:</b>	<b>Spring Semester</b>				
LDD 183	Air, Exh, Emissions	2	6	0	4
LDD 284	LDD Test and Diagnosis	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>9</b>	<b>0</b>	<b>7</b>

**Total Semester Hours Credit for Certificate: 14**



## Programs of Study (Curricula-Credit)

### Automotive Systems Technology [A60160A] Apprenticeship Track

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>Pre-Apprenticeship: Summer Semester</b>					
AUT 141	Suspension & Steering Sys	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Apprenticeship First Year: Fall Semester</b>					
TRN 110	Intro to Transportation	1	2	0	2
AUT 151	Brake Systems	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>5</b>	<b>0</b>	<b>5</b>
<b>First Year: Spring Semester</b>					
TRN 120	Basic Transportation Electricity	4	3	0	5
TRN 170	PC Skills for Transp	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>5</b>	<b>0</b>	<b>7</b>
<b>First Year: Summer Semester</b>					
AUT 163	Advanced Auto Electricity	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Second Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
AUT 116	Engine Repair	2	3	0	3
TRN 130	Intro to Sustainable Transp	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>5</b>	<b>0</b>	<b>7</b>
<b>Second Year: Spring Semester</b>					
AUT 181	Engine Performance 1	2	3	0	3
ATT 140	Emerging Transp Tech	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>Second Year: Summer Semester</b>					
TRN 140	Transportation Climate Control	1	2	0	2
TRN 140A	Transportation Climate Control Lab	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
<b>Third Year: Fall Semester</b>					
AUT 231	Manual Trans/xles/Drtrains	2	3	0	3
TRN 145	Adv. Transp Electronics	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>Third Year: Spring Semester</b>					
AUT 183	Engine Performance 2	2	6	0	4
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>6</b>	<b>0</b>	<b>7</b>
<b>Third Year: Summer Semester</b>					
MAT 110	Math Measurement & Literacy	2	2	0	3
WBL 111F	Work-Based Learning I	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>2</b>	<b>2</b>	<b>10</b>	<b>4</b>

## Programs of Study (Curricula-Credit)

Courses by Semester		Class	Hours /Week		Sem. Hrs.
			Lab	Wk. Exp.	Credit
<b>Fourth Year: Fall Semester</b>					
ENG 116	Technical Report Writing	3	0	0	3
LDD 112	Intro to Light Duty Diesel	2	2	0	3
WBL 121F	Work-Based Learning II	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>5</b>	<b>2</b>	<b>10</b>	<b>7</b>
<b>Fourth Semester: Spring Semester</b>					
AUT 221	Automatic Transm. Transaxles	2	3	0	3
H/FA	Humanities/Fine Arts	3	0	0	3
S/BS	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>3</b>	<b>0</b>	<b>9</b>

**Total Semester Hours Credit for Degree: 68**

### **Business Administration**

**[A25120B] Associates in Applied Science Degree; [D25120] Diploma; [C25120] Certificate; [C25120M] Marketing Certificate**

The Business Administration curriculum is designated 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, communications, 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.

#### **Program Competencies**

Upon successful completion of the Business Administration program, the student should be able to:

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

### **Business Administration Human Resource Management**

**[A25120HR] Associate in Applied Science Degree**

Human Resources Management is a concentration under the curriculum title of Business Administration. The curriculum is designed to meet the demands of business and service agencies. The objective is the development of generalists and specialists in the administration, training, and management of human resources. Course work includes studies in management, interviewing, placement, needs assessment, planning, compensation and benefits, and training techniques. Also included are topics such as people skills, learning approaches, skills building, and development of instructional and training materials.

Graduates from this program will have a sound business educational base for life-long learning. Students will be prepared for employment opportunities in personnel, training, and other human resources development areas.

#### **Program Competencies**

Upon successful completion of the Business Administration: Human Resource Management program, the student should be able to:

1. Explain basic knowledge of disciplines of marketing, management, accounting, law, and economics.
2. Apply accepted business theories of the above-mentioned disciplines to solve problems.
3. Examine the topics of human resource management in more detail: employment laws and regulations, training and development; recruitment, selection and personal planning; compensation and benefits.
4. Apply and practice the more specific topics of human resource management in a framework specific to the human resource management areas of business.

## Programs of Study (Curricula-Credit)

### Business Administration [A25120B]

Courses for this A.A.S. degree program are offered day, online, and/or hybrid

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 110	Intro to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>2</b>	<b>0</b>	<b>14</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 121	Prin of Managerial Accounting	3	2	0	4
BUS 116	Business Law II	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 114	Prof Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
CTS 135	Integrated Software Intro	2	4	0	4
MAT 110	Math Measurement & Literacy	2	2	0	3
MKT 120	Prin of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>6</b>	<b>0</b>	<b>10</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ACC 130	Business Income Taxes	2	2	0	3
BUS 225	Org Behavior in Business	3	0	0	3
ECO 25*	Prin of M*conomics	3	0	0	3
INT 110	International Business	3	0	0	3
MKT 220	Advising and Sales Promotion <i>OR</i>	3	0	0	3
MKT 223	Customer Service	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
BUS 153	Human Resource Mgmt	3	0	0	3
BUS 225	Business Finance	2	2	0	3
BUS 285	Business Management Issues	2	2	0	3
ETR 210	Intro to Entrepreneurship <i>OR</i>	3	0	0	3
WBL 111B	Work-Based Learning II - BA	0	0	10	1
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15/16</b>	<b>4</b>	<b>0/10</b>	<b>16/18</b>

\*Students can take either ECO 251 Prin of Microeconomics or ECO 252 Prin of Macroeconomics.

**Total Semester Hours Credit for Degree: 71 or 73**

## Programs of Study (Curricula-Credit)

### Humanities/Fine Arts Electives (choose one)    Social/Behavioral Science Electives (choose one)

ART 111 Art Appreciation	ECO 251 Prin of Microeconomics
HUM 110 Technology and Society	ECO 252 Prin of Macroeconomics
HUM 115 Critical Thinking	POL 120 American Government
MUS 110 Music Appreciation	PSY 150 General Psychology
PHI 240 Introduction to Ethics	SOC 210 Introduction to Sociology

### Business Administration [D25120]

Courses for this diploma program are offered day, online, and/or hybrid

Curriculum	Courses by Semester	Hours /Week		Wk. Exp.	Sem. Hrs. Credit
		Class	Lab		
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	3	0	0	3
ECO 25*	Prin of M*economics	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>2</b>	<b>0</b>	<b>14</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 121	Prin of Managerial Accounting	3	2	0	4
BUS 116	Business Law II	3	0	0	3
BUS 137	Principles of Management	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 114	Prof Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
CTS 135	Integrated Software Intro	2	4	0	4
MKT 120	Prin of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>4</b>	<b>0</b>	<b>7</b>

\*Students can take either ECO 251 Prin of Microeconomics or ECO 252 Prin of Macroeconomics.

**Total Semester Hours Credit for Degree: 37**

## Programs of Study (Curricula-Credit)

### Business Administration Certificate [C25120]

Courses for this certificate program are offered day, online, and/or hybrid

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	3	0	0	3
MKT 120	Prin of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>2</b>	<b>0</b>	<b>10</b>
<b>First Year:</b>	<b>Spring Semester</b>				
BUS 137	Principles of Management	3	0	0	3
CIS 110	Introduction to Computers	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>2</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 16**

### Business Administration/Marketing Certificate [C25120M]

Courses for this certificate program are offered day, online, and/or hybrid

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 115	Business Law I	3	0	0	3
MKT 120	Prin of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>2</b>	<b>0</b>	<b>10</b>
<b>First Year:</b>	<b>Spring Semester</b>				
BUS 137	Principles of Management	3	0	0	3
MKT 220	Advertising & Sales Promotion	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Degree: 16**

## Programs of Study (Curricula-Credit)

### Business Administration: Human Resource Management Track [A25120HR]

Courses for this A.A.S. degree program are offered day, online, and/or hybrid

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ACC 120	Prin of Financial Accounting	3	2	0	4
BUS 110	Intro to Business	3	0	0	3
BUS 115	Business Law I	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>2</b>	<b>0</b>	<b>14</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 121	Prin of Managerial Accounting	3	2	0	4
BUS 116	Business Law II	3	0	0	3
BUS 153	Human Resource Management	3	0	0	3
CIS 110	Introduction to Computers	2	2	0	3
ENG 114	Prof Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
<b>Total:</b>		<b>14</b>	<b>4</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
BUS 217	Employment Law and Regs	3	0	0	3
BUS 234	Training and Development	3	0	0	3
CTS 135	Integrated Software Intro	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
<b>Total:</b>		<b>8</b>	<b>4</b>	<b>0</b>	<b>10</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
BUS 256	Recruit, Selection, & Per Plan	3	0	0	3
BUS 258	Compensation and Benefits	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
MKT 120	Principles of Marketing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
<b>Total:</b>		<b>11</b>	<b>2</b>	<b>0</b>	<b>12</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
BUS 137	Principles of Management	3	0	0	3
BUS 259	HRM Application	3	0	0	3
ECO 25*	Prin of M*conomics	3	0	0	3
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>

\*Students can take either ECO 251 Prin of Microeconomics or ECO 252 Prin of Macroeconomics.

**Total Semester Hours Credit for Degree: 67**

<b>Humanities/Fine Arts Electives (choose one)</b>	<b>Social/Behavioral Science Electives (choose one)</b>
ART 111 Art Appreciation	ECO 251 Prin of Microeconomics
HUM 110 Technology and Society	ECO 252 Prin of Macroeconomics
HUM 115 Critical Thinking	POL 120 American Government
MUS 110 Music Appreciation	PSY 150 General Psychology
PHI 240 Introduction to Ethics	SOC 210 Introduction to Sociology

### **Collision Repair & Refinishing Technology**

**[A60130] Associates Degree; [D60130] Diploma; [C60130] Certificate**

Curriculum in the Mobile Equipment Maintenance and Repair pathway prepare individuals for employment as entry-level transportation service technicians. The program provides an introduction to transportation industry careers and increases student awareness of the diverse technologies associates with this dynamic and challenge field.

Course work may include transportation system theory, braking systems, climate controls, design parameters, drive trains, electrical/electronics systems, engine repairs, engine performance, environmental regulations, materials, product finish, safety, steering/suspension, transmission/trans-axle, and sustainable transportation, depending on the program major area chosen.

Graduates of this pathway should be prepared to take professional license exams, which correspond to certain programs of study, and to enter careers as entry-level technicians in the transportation industry.

A program that prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structure analysis, damage, repair, nonstructural analysis, mechanical electrical and electrical components, plastics and adhesives, panting and refinishing techniques, and damage analysis and estimating.

### **Program Competencies**

Upon successful completion of the Collision Repair and Refurnishing Technology Program, the student should be able to:

1. Construct welds according to industry standards.
2. Analyze damage, plan and conduct repairs.
3. Explain the preform refinishing procedures.
4. Prepare written estimates on damage vehicles.



## Programs of Study (Curricula-Credit)

### Collision Repair and Refinishing Technology [A60130]

Course for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
AUB 111	Painting and Refinishing	2	6	0	4
AUB 121	Non-Structural Damage I	1	4	0	3
AUB 131	Structural Damage I	2	4	0	4
TRN 110	Intro to Transportation	1	2	0	2
TRN 170	PC Skills for Transp	1	2	0	2
TRN 180	Basic Welding for Transp	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>22</b>	<b>0</b>	<b>19</b>
<b>First Year: Spring Semester</b>					
AUB 112	Painting & Refinishing II	2	6	0	4
AUB 122	Non-Structural Damage II	2	6	0	4
AUB 136	Plastics & Adhesive	1	4	0	3
ENG 111	Writing and Inquiry	3	0	0	3
PSY 110	Conceptual Physics <b>OR</b>	3	0	0	3
MAT 110	Math Measurement & Literacy	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>11/10</b>	<b>16/18</b>	<b>0</b>	<b>17</b>
<b>First Year: Summer Semester</b>					
AUB 114	Special Finishes	1	2	0	2
AUB 132	Structural Damage II	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>3</b>	<b>8</b>	<b>0</b>	<b>6</b>
<b>Second Year: Fall Semester</b>					
AUB 141	Mech & Elec Components	2	2	0	3
AUB 162	Autobody Estimating	1	2	0	2
AUM 111	Managing Automobile Org	3	0	0	3
ARS 112	Auto Restoration Research <b>OR</b>	3	0	0	3
WBL 111R	Work-Based Learning I CPR	0	0	10	1
ENG 116	Technical Report Writing	3	0	0	3
TRN 140	Transportation Climate Control	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>10/13</b>	<b>6</b>	<b>0/10</b>	<b>14/16</b>
<b>Second Year: Spring Semester</b>					
AUC 112	Auto Custom Fabrication	2	4	0	4
ARS 115	Restoration Skills <b>OR</b>	2	4	0	4
WBL 121R	Work Based Learning II CRR	0	0	10	1
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8/10</b>	<b>4/8</b>	<b>0/10</b>	<b>11/14</b>

**Total Semester Hours Credit for Degree: 67 or 72**

## Programs of Study (Curricula-Credit)

### Humanities/Fine Arts Electives (choose one) Social/Behavioral Science Electives (choose one)

HUM 110 Technology and Society

ECO 251 Prin of Microeconomics

HUM 115 Critical Thinking

PSY 150 General Psychology

PHI 240 Introduction to Ethics

PSY 241 Developmental Psychology

SOC 210 Introduction to Sociology

### Collision Repair and Refinishing Technology [D60130]

Course for this diploma program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
AUB 111	Painting and Refinishing	2	6	0	4
AUB 121	Non-Structural Damage I	1	4	0	3
AUB 131	Structural Damage I	2	4	0	4
TRN 110	Intro to Transportation	1	2	0	2
TRN 170	PC Skills for Transp	1	2	0	2
TRN 180	Basic Welding for Transp	1	4	0	3
		<b>9</b>	<b>22</b>	<b>0</b>	<b>19</b>
<b>First Year:</b>	<b>Spring Semester</b>				
AUB 112	Painting & Refinishing II	2	6	0	4
AUB 122	Non-Structural Damage II	2	6	0	4
AUB 136	Plastics & Adhesive	1	4	0	3
ENG 111	Writing and Inquiry	3	0	0	3
PSY 110	Conceptual Physics <i>OR</i>	3	0	0	3
MAT 110	Math Measurement & Literacy	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>11/10</b>	<b>16/18</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
AUB 114	Special Finishes	1	2	0	2
AUB 132	Structural Damage II	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>3</b>	<b>8</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Diploma: 42**

### Collision Repair and Refinishing Technology [C60130]

Course for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
AUB 111	Painting & Refinishing I	2	6	0	4
AUB 131	Structural Damage I	2	4	0	4
TRN 110	Intro to Transp Tech	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>12</b>	<b>0</b>	<b>10</b>
<b>First Year:</b>	<b>Spring Semester</b>				
AUB 121	Non-Structural Damage I	1	4	0	3
TRN 180	Basic Welding for Transp	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>8</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 16**

### Computer-Integrated Machining

[A50210] Associate in Applied Science Degree; [D50210] Diploma; [C50210TM] CNC Programming Turning & Milling Certificate; [C50210CM] CNC Milling Certificate; [C50210LA] CNC Turning Certificate; [C50210AM] Adv. Manufacturing Certificate

The Computer-Integrated Machining curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product.

Course work may include manual machining, computer applications, engineering design, computer-aided drafting (CAD), computer-aided machining (CAM), blueprint interpretation, advanced computerized numeric control (CNC) equipment, basic and advanced machining operations, precision measurement and high-speed multi-axis machining.

Graduates should qualify for employment as machining technicians in high-tech manufacturing, rapid-prototyping and rapid-manufacturing industries, specialty machine shops, fabrication industries, and high-tech or emerging industries such as aerospace, aviation, medical, and renewable energy, and to sit for machining certification examinations.

### Program Competencies

Upon successful completion of the Computer-Integrated Machining program, the student should be able to:

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

### Haas Technical Education Center

Randolph Community College's Computer-Integrated Machining program has been designated a Haas Technical Education Center by Haas Automation. Randolph Community College becomes only one of 1,100 schools nationwide to be awarded this designation. To qualified, a school must meet qualified standards established by Haas and the HTEC Council. Haas Automation is the largest Computer Numerical Control (CNC) machine tool builder in the world. This allows our students the opportunity to learn the latest CNC programming applications on Haas machines. This is the same type of programming and equipment students will be exposed to when they go to work in the machining industry.

#### Accreditation

Randolph Community College's Computer-Integrated Machining program is accredited by the National Institute for Metalworking Skills.

NIMS  
10565 Fairfax Boulevard, Suite 203  
Fairfax, VA 22030  
703-352-4971

*Please see list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Computer-Integrated Machining [A50210]

Course for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
MAC 111	Machining Technology I	2	12	0	6
MAC 131	Blueprint Reading/Mach I	1	2	0	2
MAC 151	Machining Calculations	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>16</b>	<b>0</b>	<b>14</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 114	Prof. 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	Adv. Machining Calc	1	2	0	2
MAC 171	Measure/Material & Safety	0	2	0	1
MEC 110	Intro to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>21</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
MAC 122	CNC Turning	1	3	0	2
MAC 143	Machining Appl III	2	6	0	4
MEC 231	Comp-Aided Manufact I	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>13</b>	<b>0</b>	<b>9</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
MAC 214	Machining Technology IV	2	12	0	6
MAC 224	Advanced CNC Milling	1	3	0	2
MAC 241	Jigs & Fixtures I	2	6	0	4
--	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>21</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
MAC 222	Advanced CNC Turning	1	3	0	2
MAC 242	Jigs & Fixtures II	1	9	0	4
MAC 245	Mold Construction I <i>OR</i>	2	6	0	4
WBL 111M	Work Based Learning I-CIM	0	0	10	1
PHY 110	Conceptual Physics <i>OR</i>	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
--	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7/10</b>	<b>14/18</b>	<b>0/10</b>	<b>13/16</b>

**Total Semester Hours Credit for Degree: 67 or 70**

## Programs of Study (Curricula-Credit)

### Computer-Integrated Machining [D50210]

Course for this diploma program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
MAC 111	Machining Technology I	2	12	0	6
MAC 131	Blueprint Reading/Mach I	1	2	0	2
MAC 151	Machining Calculations	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>16</b>	<b>0</b>	<b>14</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 114	Prof. 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	Adv. Machining Calc	1	2	0	2
MAC 171	Measure/Material & Safety	0	2	0	1
MEC 110	Intro to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>21</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
MAC 122	CNC Turning	1	3	0	2
MAC 143	Machining Appl III	2	6	0	4
MEC 231	Comp-Aided Manufact I	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>13</b>	<b>0</b>	<b>9</b>

**Total Semester Hours Credit for Diploma: 39**

## Programs of Study (Curricula-Credit)

### CNC Programming Turning & Milling Certificate [C50210TM]

Course for this certificate program are offered day and evening

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
MAC 131	Blueprint Reading/Mach I	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
<b>First Year:</b>	<b>Spring Semester</b>				
MAC 124	CNC Milling	1	3	0	2
MEC 110	Intro to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>2</b>	<b>5</b>	<b>0</b>	<b>4</b>
<b>First Year:</b>	<b>Summer Semester</b>				
MAC 122	CNC Turning	1	3	0	2
MEC 231	Comp-Aided Manufact I	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>7</b>	<b>0</b>	<b>5</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
MAC 224	Advanced CNC Milling	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
MAC 222	Advanced CNC Turning	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

**Total Semester Hours Credit for Certificate: 15**

### CNC Milling Certificate [C50210CM]

Course for this certificate program are offered day and evening.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
MAC 112*	Machining Technology II	2	12	0	6
MAC 124	CNC Milling	1	3	0	2
MAC 152*	Adv. Machining Calc	1	2	0	2
MEC 110	Intro to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>19</b>	<b>0</b>	<b>12</b>

**Total Semester Hours Credit for Certificate: 12**

*\*These courses have prerequisites that must be completed prior to enrolling in this certificate.*

## Programs of Study (Curricula-Credit)

### CNC Turning Certificate [C50210LA]

Course for this certificate program are offered day and evening

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
MAC 112*	Machining Technology II	2	12	0	6
MAC 152*	Adv. Machining Calc	1	2	0	2
MEC 110	Intro to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>4</b>	<b>16</b>	<b>0</b>	<b>10</b>
<b>First Year:</b>	<b>Summer Semester</b>				
MAC 122	CNC Turning	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

**Total Semester Hours Credit for Certificate: 12**

*\*These courses have prerequisites that must be completed prior to enrolling in this certificate*

### Adv. Machining Certificate [C50210AM]

Course for this certificate program are offered day and evening

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
MEC 231*	Comp-Aided Manufact I	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
<b>First Year:</b>	<b>Fall Semester</b>				
MAC 224*	Advanced CNC Milling	1	3	0	2
MAC 241*	Jigs and Fixtures I	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>3</b>	<b>9</b>	<b>0</b>	<b>6</b>
<b>First Year:</b>	<b>Spring Semester</b>				
MAC 222*	Advanced CNC Turning	1	3	0	2
MAC 242	Jigs & Fixtures II	<u>1</u>	<u>9</u>	<u>0</u>	<u>4</u>
		<b>2</b>	<b>12</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 15**

*\*These courses have prerequisites that must be completed prior to enrolling in this certificate.*

## Programs of Study (Curricula-Credit)

### Cosmetology

[A55140] Associate in Applied Science Degree; [D55140] Diploma; [C55140] Certificate

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

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

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

### Program Competencies

Upon successful completion of the Cosmetology Program, the student should be able to:

1. Determine the needs and preferences of clients in order to safely and competently deliver services as they relate to cosmetology services.
2. Demonstrate the proper practices of hair cutting and styling, shampooing, massage and scalp treatment, hair coloring and lightening, chemically restructuring hair, wig services, manicuring, pedicuring, nail application, and facial.
3. Interact and communicate successfully with coworkers as part of a working team.

### Special Program Requirements

1. Students must complete DRE 098 or have an acceptable reading placement score before enrolling in COS 111 or COS 112.
2. Purchase of the Cosmetology book bundle and required student kit will be made from the RCC Campus Store.
3. Purchase of shoes, uniforms, and name badges.
4. Students enrolled in the program should not be subject to color blindness or have sensitivity to chemicals.
5. Students should be physically able to use cosmetology equipment such as scissors and clippers, and should be able to stand for long periods of time.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

Randolph Community College's Cosmetology program complies with the rules and regulations of the North Carolina Board of Cosmetic Arts Examiners.

N.C. Board of Cosmetic Arts  
1207 Front Street, Suite 110  
Raleigh, NC 27609  
919-733-4117  
[www.nccosmeticarts.com](http://www.nccosmeticarts.com)



## Programs of Study (Curricula-Credit)

### Cosmetology [A55140]

COS courses for this A.A.S. degree program are offered day only; other courses may be offered evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	0	24	0	8
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>24</b>	<b>0</b>	<b>16</b>
<b>First Year: Spring Semester</b>					
BUS 230	Small Business Management	3	0	0	3
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 223	Contemporary Hair Coloring	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>27</b>	<b>0</b>	<b>17</b>
<b>First Year: Summer Semester</b>					
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>Second Year: Fall Semester</b>					
CIS 110	Intro to Computers	2	2	0	3
COS 117	Cosmetology Concepts IV	2	0	0	2
COS 118	Salon IV	0	21	0	7
COS 240	Contemporary Design	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>26</b>	<b>0</b>	<b>14</b>
<b>Second Year: Spring Semester</b>					
ENG 114	Prof Research & Reporting	3	0	0	3
--	Humanities/Fine Arts	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
SOC 210	Intro to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>2</b>	<b>0</b>	<b>12</b>

**Total Semester Hours Credit for Degree: 67**

Students **must** obtain a grade of "C" or better in all COS courses to able to process to the next level. If a student does not earn a "C" or better in a COS course, he/she **must repeat the course to earn the minimal "C" before enrolling in the higher level course.**

#### Legal Limitations of Licensure

Students who enroll in the cosmetology program should be aware that the application for licensure at the completion of the program might be denied or restricted by the North Carolina Board of Cosmetic Arts. Please reference 21 NCAC 141.0401 Application/Licensure/Individuals Who Have Been Convicted of Felony at the following website: [www.nccosmeticarts.com](http://www.nccosmeticarts.com).

## Programs of Study (Curricula-Credit)

### Cosmetology [D55140]

Courses for this diploma program are offered day only; other courses may be offered evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	0	24	0	8
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>24</b>	<b>0</b>	<b>16</b>
<b>First Year: Spring Semester</b>					
BUS 230	Small Business Management	3	0	0	3
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 223	Contemporary Hair Coloring	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>27</b>	<b>0</b>	<b>17</b>
<b>First Year: Summer Semester</b>					
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>

#### Total Semester Hours Credit for Diploma: 41

Students **must** obtain a grade of "C" or better in all COS courses to able to process to the next level. If a student does not earn a "C" or better in a COS course, he/she **must repeat the course to earn the minimal "C" before enrolling in the higher level course.**

### Cosmetology [C55140]

Courses for this certificate program are offered day only; other courses may be offered evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	<u>0</u>	<u>24</u>	<u>0</u>	<u>8</u>
		<b>4</b>	<b>24</b>	<b>0</b>	<b>12</b>
<b>First Year: Spring Semester</b>					
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 223	Contemporary Hair Coloring	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>27</b>	<b>0</b>	<b>14</b>
<b>First Year: Summer Semester</b>					
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>

#### Total Semester Hours Credit for Certificate: 34

Students **must** obtain a grade of "C" or better in all COS courses to able to process to the next level. If a student does not earn a "C" or better in a COS course, he/she **must repeat the course to earn the minimal "C" before enrolling in the higher level course.**

## Programs of Study (Curricula-Credit)

### Cosmetology [C55140EV] Evening Layout

Courses for this certificate program are offered day only; other courses may be offered evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs. Credit
		Class	Lab	Wk. Exp.	
<b>First Year:</b>	<b>Fall Semester</b>				
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112AB	Salon I	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>First Year:</b>	<b>Spring Semester</b>				
COS 112BB	Salon I	0	12	0	4
COS 113	Cosmetology Concepts II	<u>4</u>	<u>0</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>First Year:</b>	<b>Summer Semester</b>				
COS 114AB	Salon II	<u>0</u>	<u>8</u>	<u>0</u>	<u>2.67</u>
		<b>0</b>	<b>8</b>	<b>0</b>	<b>2.67</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
COS 114BB	Salon II	<u>0</u>	<u>16</u>	<u>0</u>	<u>5.33</u>
		<b>0</b>	<b>16</b>	<b>0</b>	<b>5.33</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
COS 115	Cosmetology Concepts III	4	0	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>Second Year:</b>	<b>Summer Semester</b>				
COS 223	Contemporary Hair Coloring	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

**Total Semester Hours Credit for Certificate: 34**

Students **must** obtain a grade of "C" or better in all COS courses to be able to progress to the next level. If a student does not earn a "C" or better in a COS course, he/she **must repeat the course to earn the minimal "C" before enrolling in the higher level course.**

## Programs of Study (Curricula-Credit)

### Cosmetology [A55140S] Spring Admissions Curriculum

Courses for this A.A.S. degree program are offered day only; other courses may be offered evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Spring Semester</b>				
ACA 111	College Student Success	1	0	0	1
CIS 110	Intro to Computers	2	2	0	3
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	<u>0</u>	<u>24</u>	<u>0</u>	<u>8</u>
		<b>7</b>	<b>26</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
COS 115	Cosmetology Concepts II	4	0	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>First Year:</b>	<b>Fall Semester</b>				
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 223	Contemporary Hair Coloring	1	3	0	2
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>27</b>	<b>0</b>	<b>17</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
BUS 230	Small Business Management	3	0	0	3
COS 117	Cosmetology Concepts IV	2	0	0	2
COS 118	Salon IV	0	21	0	7
COS 240	Contemporary Design	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>6</b>	<b>24</b>	<b>0</b>	<b>14</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ENG 114	Prof Research & Reporting	3	0	0	3
--	Humanities/Fine Arts	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
SOC 210	Intro to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>2</b>	<b>0</b>	<b>12</b>

**Total Semester Hours Credit for Degree: 67**

**\*Spring admission track highly recommended for students seeking A.A.S. degree**

Students **must** obtain a grade of "C" or better in all COS courses to able to process to the next level. If a student does not earn a "C" or better in a COS course, he/she **must repeat the course to earn the minimal "C" before enrolling in the higher level course.**

#### Legal Limitations of Licensure

Students who enroll in the cosmetology program should be aware that the application for licensure at the completion of the program might be denied or restricted by the North Carolina Board of Cosmetic Arts. Please reference 21 NCAC 141.0401 Application/Licensure/Individuals Who Have Been Convicted of Felony at the following website: [www.nccosmeticarts.com](http://www.nccosmeticarts.com).

## Programs of Study (Curricula-Credit)

### Cosmetology [D55140S] Spring Admission Curriculum

COS courses for this diploma program are offered day only; other courses may be offered evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Spring Semester</b>					
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	<u>0</u>	<u>24</u>	<u>0</u>	<u>8</u>
		<b>8</b>	<b>24</b>	<b>0</b>	<b>16</b>
<b>First Year: Summer Semester</b>					
COS 115	Cosmetology Concepts II	4	0	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>First Year: Fall Semester</b>					
BUS 230	Small Business Management	3	0	0	3
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 223	Contemporary Hair Coloring	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>8</b>	<b>27</b>	<b>0</b>	<b>17</b>

**Total Semester Hours Credit for Degree: 41**

*Students **must** obtain a grade of "C" or better in all COS courses to able to process to the next level. If a student does not earn a "C" or better in a COS course, he/she **must** repeat the course to earn the minimal "C" before enrolling in the higher level course.*

### Cosmetology [C55140S] Spring Admission Curriculum

Courses for this certificate program are offered day only; other courses may be offered evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Spring Semester</b>					
COS 111	Cosmetology Concepts I	4	0	0	4
COS 112	Salon I	<u>0</u>	<u>24</u>	<u>0</u>	<u>8</u>
		<b>4</b>	<b>24</b>	<b>0</b>	<b>12</b>
<b>First Year: Summer Semester</b>					
COS 115	Cosmetology Concepts II	4	0	0	4
COS 116	Salon III	<u>0</u>	<u>12</u>	<u>0</u>	<u>4</u>
		<b>4</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>First Year: Fall Semester</b>					
COS 113	Cosmetology Concepts II	4	0	0	4
COS 114	Salon II	0	24	0	8
COS 223	Contemporary Hair Coloring	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>27</b>	<b>0</b>	<b>14</b>

**Total Semester Hours Credit for Degree: 34**

*Students **must** obtain a grade of "C" or better in all COS courses to able to process to the next level. If a student does not earn a "C" or better in a COS course, he/she **must** repeat the course to earn the minimal "C" before enrolling in the higher level course.*

### **Criminal Justice Technology**

#### **[A55180] Associate in Applied Science Degree; [C55180] Certificate**

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.

#### **Program Competencies**

Upon successful completion of the Criminal Justice Technology Program, the student should be able to:

1. Discuss the processes, techniques and law involved in investigating, prosecuting, and housing offenders.
2. Determine how theories of criminal behavior affect treatment options.
3. Demonstrate the ability to accurately interpret case law.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Criminal Justice Technology [A55180]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success <i>OR</i>	1	0	0	1
ACA 122	College Transfer Success	0	2	0	1
CIS 110	Intro to Computers	2	2	0	3
CJC 111	Intro to Criminal Justice	3	0	0	3
CJC 112	Criminology	3	0	0	3
CJC 141	Corrections	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>17/18</b>	<b>2/4</b>	<b>0</b>	<b>19</b>
<b>First Year:</b>	<b>Spring Semester</b>				
CJC 113	Juvenile Justice	3	0	0	3
CJC 121	Law Enforce. Operations	3	0	0	3
CJC 131*	Criminal Law	3	0	0	3
CJC 132*	Court Procedures and Evidence	3	0	0	3
ENG 112	Writing/Research in the Disciplines <i>OR</i>	3	0	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
CJC 212	Ethics & Comm. Rel.	3	0	0	3
CJC 215	Org. & Administration	3	0	0	3
CJC 231*	Investigative Principles	3	2	0	4
PSY 150	General Psychology	3	0	0	3
---	Math/Natural Science Elective	<u>2/3</u>	<u>2/3</u>	<u>0</u>	<u>3/4</u>
		<b>14/15</b>	<b>2/3</b>	<b>0</b>	<b>15/16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
CJC 160	Terrorism	3	0	0	3
CJC 214	Victimology	3	0	0	3
CJC 221*	Investigative Principles	3	2	0	4
POL 120	American Government	3	0	0	3
SOC 210	Introduction to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>

**Total Semester Hours Credit for Degree: 65 or 66**

*\* Credit granted for successful completion of BLET (after January 2000)*

Math/Natural Science Elective must be taken from one of these courses: BIO 110, BIO 111, CHM 131 and CHM 131A, CHM 151, GEL 111, MAT 110, MAT 143, MAT 152, PHY 110 and PHY 110A

## Programs of Study (Curricula-Credit)

### Criminal Justice Technology [C55180]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
CJC 111	Intro to Criminal Justice	3	0	0	3
CJC 141	Corrections	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>First Year:</b>	<b>Spring Semester</b>				
CJC 121	Law Enforce. Operations	3	0	0	3
CJC 132*	Court Procedures and Evidence	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Degree: 12**

*\* Credit granted for successful completion of BLET (after January 2000)*



### Early Childhood Education

[A55220G] Associate in Applied Science Degree; [A55220TL] Associate in Applied Science Degree Transfer with Licensure; [A55220NL] Associate in Applied Science Degree Transfer with No Licensure; [D55220] Diploma; [C55220] Certificate; [C55290] Infant/Toddler Care; [C55850] Early Childhood Administration Certificate

The Early Childhood Education curriculum prepares individuals to work with children from birth through age eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

Graduates of the Transfer with Licensure and Transfer with No Licensure programs, who have earned 60 semester hours in approved transfer courses with a grade of “C” or better and an overall GPA of at least 2.0 on a 4.0 scale, will receive at least 60 semester hours of academic credit upon admission to a UNC institution.

**Students must meet all English/Reading prerequisites for all EDU courses.**

### Early Childhood Credentials Track for State Certificates

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

1. In order to meet the minimum North Carolina credential requirements to teach in a childcare center, students must take EDU 119 (Early Childhood Education).
2. In order to meet the minimum North Carolina School-Age credential requirements, students must take EDU 145 (Child Development I) and EDU 235 (School-Age Development). EDU 144 is not a prerequisite for EDU 145.
3. Early Childhood Administration Credential I & II - Completion of these courses will meet the minimum credential requirement to be a director of a childcare center.

**Note: EDU 119 is required as either a prerequisite or a corequisite.**

### Certificate, Diploma and Degree Tracks

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

The Early Childhood Education diploma may be obtained by taking 13 courses, earning a total of 38 semester hours of academic credit.

The Early Childhood Education degree may be earned in two years as a full-time day student or in three years as a part-time evening student. Degree students earn 69 or 70 hours of academic credit. The Early Childhood Education Transfer with Licensure and Transfer with No Licensure degree tracks may be earned in two years as a full-time day student or in three years as a part-time evening student. Students earn 71 hours of academic credit.

### Program Competencies

Upon successful completion of the Early Childhood Education Program, the graduate should be able to:

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

## Programs of Study (Curricula-Credit)

### Early Childhood Education [A55220G]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Childhood Development I ( <i>first 8-weeks</i> )	3	0	0	3
EDU 145	Childhood Development II ( <i>Second 8-weeks</i> )	3	0	0	3
EDU 146	Childhood Guidance	3	0	0	3
EDU 261	Early Childhood Admin I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>First Year:</b>	<b>Spring Semester</b>				
EDU 151	Creative Activities	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
EDU 262	Early Childhood Admin II	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>18</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
EDU 251	Exploration Activities	3	0	0	3
EDU 259	Curriculum Planning	3	0	0	3
EDU 280	Language & Literacy Exp	3	0	0	3
ENG 112	Writing/Research in the Disc <b>OR</b>	3	0	0	3
ENG 114	Prof. Research & Reporting	3	0	0	3
SPA 120	Spanish for the Workplace	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
BIO 110	Principles of Biology <b>OR</b>	3	3	0	4
BIO 111	General Biology I <b>OR</b>	3	3	0	4
GEL 111	Introductory Geology <b>OR</b>	3	2	0	4
MAT 143	Quantitative Literacy	2	2	0	3
EDU 235	School Age Development	3	0	0	3
EDU 284	Early Child Capstone Prac	1	9	0	4
PSY 150	General Psychology	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12/13</b>	<b>11/12</b>	<b>0</b>	<b>16/17</b>

**Total Semester Hours Credit for Degree: 69 or 70**

#### Humanities/Fine Arts Electives (choose one)

ART 111 Art Appreciation

ART 115 Art History Survey II

PHI 215 Philosophical Issues

ART 114 Art History Survey I

MUS 110 Music Appreciation

PHI 240 Introduction to Ethics

## Programs of Study (Curricula-Credit)

### Early Childhood Education - Transfer No Licensure [A55220NL]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 122	College Student Success	0	2	0	1
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Childhood Development I ( <i>first 8-weeks</i> )	3	0	0	3
EDU 145	Childhood Development II ( <i>Second 8-weeks</i> )	3	0	0	3
EDU 146	Childhood Guidance	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>19</b>	<b>2</b>	<b>0</b>	<b>20</b>
<b>First Year:</b>	<b>Spring Semester</b>				
BIO 110	Principles of Biology <b>OR</b>	3	3	0	4
BIO 111	General Biology I	3	3	0	4
EDU 151	Creative Activities	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
ENG 112	Writing/Research in the Disc <b>OR</b>	3	0	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>18</b>	<b>3</b>	<b>0</b>	<b>19</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
EDU 261	Early Childhood Admin I	3	0	0	3
EDU 280	Language & Literacy Exp	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
---	Natural Science Elective	3	3	0	4
---	Social/Behavior Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>5</b>	<b>0</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
COM 231	Public Speaking	3	0	0	3
EDU 262	Early Childhood Admin II	3	0	0	3
EDU 284	Early Child Capstone Prac	1	9	0	4
PSY 150	General Psychology	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>9</b>	<b>0</b>	<b>16</b>

**Total Semester Hours Credit for Degree: 71**

#### Humanities/Fine Arts Electives (choose one)

ART 111 Art Appreciation  
 ART 114 Art History Survey I  
 ART 115 Art History Survey II  
 MUS 110 Music Appreciation  
 PHI 215 Philosophical Issues  
 PHI 240 Introduction to Ethics

#### Natural Science Electives (choose one)

CHM 151 General Chemistry I  
 GEL 111 Introductory Geology  
 PHY 110 Conceptual Physics & Lab (PHY 110-A)

#### Social/Behavioral Science Electives (choose one)

ECO 251 Principles of Microeconomics  
 ECO 252 Principles of Macroeconomics  
 HIS 111 World Civilizations I  
 HIS 112 World Civilizations II  
 HIS 131 American History I  
 HIS 132 American History II  
 POL 120 American Government  
 SOC 210 Introduction to Sociology

## Programs of Study (Curricula-Credit)

### Early Childhood Education - Transfer with Licensure [A55220TL]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 122	College Student Success	0	2	0	1
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Childhood Development I ( <i>first 8-weeks</i> )	3	0	0	3
EDU 145	Childhood Development II ( <i>Second 8-weeks</i> )	3	0	0	3
EDU 146	Childhood Guidance	3	0	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>19</b>	<b>2</b>	<b>0</b>	<b>20</b>
<b>First Year:</b>	<b>Spring Semester</b>				
BIO 110	Principles of Biology <b>OR</b>	3	3	0	4
BIO 111	General Biology I	3	3	0	4
EDU 151	Creative Activities	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
ENG 112	Writing/Research in the Disc <b>OR</b>	3	0	0	3
ENG 114	Prof. Research & Reporting	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>18</b>	<b>3</b>	<b>0</b>	<b>19</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
EDU 216	Foundation of American Ed.	3	0	0	3
EDU 280	Language & Literacy Exp	3	0	0	3
MAT 143	Quantitative Literacy	2	2	0	3
---	Natural Science Elective	3	3	0	4
---	Social/Behavior Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>5</b>	<b>0</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
COM 231	Public Speaking	3	0	0	3
EDU 250	Teacher Licensure Preparation	3	0	0	3
EDU 284	Early Child Capstone Prac	1	9	0	4
PSY 150	General Psychology	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>9</b>	<b>0</b>	<b>16</b>

**Total Semester Hours Credit for Degree: 71**

#### Humanities/Fine Arts Electives (choose one)

ART 111 Art Appreciation  
 ART 114 Art History Survey I  
 ART 115 Art History Survey II  
 MUS 110 Music Appreciation  
 PHI 215 Philosophical Issues  
 PHI 240 Introduction to Ethics

#### Natural Science Electives (choose one)

CHM 151 General Chemistry I  
 GEL 111 Introductory Geology  
 PHY 110 Conceptual Physics & Lab (PHY 110-A)

#### Social/Behavioral Science Electives (choose one)

ECO 251 Principles of Microeconomics  
 ECO 252 Principles of Macroeconomics  
 HIS 111 World Civilizations I  
 HIS 112 World Civilizations II  
 HIS 131 American History I  
 HIS 132 American History II  
 POL 120 American Government  
 SOC 210 Introduction to Sociology

## Programs of Study (Curricula-Credit)

### Early Childhood Education [D55220]

Courses for this diploma program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Childhood Development I ( <i>first 8-weeks</i> )	3	0	0	3
EDU 145	Childhood Development II ( <i>Second 8-weeks</i> )	3	0	0	3
EDU 146	Childhood Guidance	3	0	0	3
EDU 261	Early Childhood Admin I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>20</b>	<b>0</b>	<b>0</b>	<b>20</b>
<b>First Year: Spring Semester</b>					
EDU 151	Creative Activities	3	0	0	3
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 221	Children with Exceptionalities	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	3	0	0	3
EDU 262	Early Childhood Admin II	3	0	0	3
ENG 111	Writing and Inquiry	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>21</b>	<b>0</b>	<b>0</b>	<b>21</b>

**Total Semester Hours Credit for Diploma: 41**

### Early Childhood Education [C55220]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 144	Childhood Development I ( <i>first 8-weeks</i> )	3	0	0	3
EDU 146	Childhood Guidance	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>First Year: Spring Semester</b>					
EDU 151	Creative Activities	3	0	0	3
EDU 153	Health, Safety, & Nutrition	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 16**

## Programs of Study (Curricula-Credit)

### Infant/Toddler Care Certificate [C55290]

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

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

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

### Early Childhood Infant/Toddler [C55290]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 131	Child, Family & Community	3	0	0	3
EDU 144	Childhood Development I ( <i>first 8-weeks</i> )	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>First Year:</b>	<b>Spring Semester</b>				
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 234	Infants, Toddlers, & Twos	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 16**

### Early Childhood Administration Certificate [C55220A]

This curriculum prepares individuals pursuing administrative roles in diverse child care settings to work effectively with children, families and teachers. The certificate is composed of learning opportunities in developmental theories, competency and evidence-based professional knowledge, administrative skills and leadership qualities.

Course work includes foundations in early childhood education, physical/nutritional needs of young children, safety issues in the care of young children; communication and leadership skills with teachers, families and children; programming and staffing, budgeting/financial management and marketing, and rules and regulations of early childhood programs.

Employment opportunities include entrepreneurship and/or management of child development and child care programs, preschools, public and private schools, recreational centers, Early Head Start and Head Start programs, and other programs.

### Early Childhood Administration Certificate [C55220A]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
EDU 119	Intro to Early Child Educ	4	0	0	4
EDU 131	Child, Family & Community	3	0	0	3
EDU 261	Early Childhood Admin I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>0</b>	<b>0</b>	<b>10</b>
<b>First Year:</b>	<b>Spring Semester</b>				
EDU 153	Health, Safety, & Nutrition	3	0	0	3
EDU 262	Early Childhood Admin II	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 16**

### Electrical Systems Technology

[A35130] Associate in Applied Science Degree; [D35130] Diploma; [C35130] Certificate; [C35130A] PLC Certificate; [C35130B] Wiring Certificate

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

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

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

### Program Competencies

Upon successful completion of the Electrical Systems Technology program, the student should be able to:

1. Plan and construct Residential/Commercial/Industrial wiring circuits.
2. Analyze, explain, program and troubleshoot electrical, electronics, and fluid controls including programmable logic controllers and robotics used in industry.
3. Solve, construct, analyze, and troubleshoot electronic circuits.
4. Classify, analyze, explain, and troubleshoot DC and AC circuits.
5. Show proficiency in the use of digital and analog test equipment.

## Programs of Study (Curricula-Credit)

### Electrical Systems Technology [A35130]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ELC 111	Intro to Electricity	2	2	0	3
ELC 113	Residential Writing	2	6	0	4
ELC 125	Diagrams & Schematics	1	2	0	2
ENG 111	Writing and Inquiry	3	0	0	3
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		<b>11</b>	<b>10</b>	<b>0</b>	<b>15</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ELC 112	DC/AC Electricity	3	6	0	5
ELC 115	Industrial Writing	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
ELC 128	Intro to PLC	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>21</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
ELC 215	Electrical Maintenance	2	3	0	3
ELN 131	Analog Electronics I	3	3	0	4
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>6</b>	<b>0</b>	<b>10</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
AHR 215	Commercial HVAC Controls	1	3	0	2
ALT 120	Renewable Energy Tech	2	2	0	3
ELC 116	Telecom Cabling	1	2	0	2
ELC 228	PLC Applications	2	6	0	4
ENG 114	Prof Research & Reporting <b>OR</b>	3	0	0	3
ENG 116	Technical Report Writing	3	0	0	3
HYD 110	Hydraulics/Pneumatics	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>16</b>	<b>0</b>	<b>17</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
ATR 212	Industrial Robots	2	3	0	3
ELN 133	Digital Electronics	3	3	0	4
ELN 229	Industrial Electronics <b>OR</b>	3	3	0	4
WBL 111E	Work Based Learning I-EST	0	0	10	1
MAT 110	Math Measurement & Literacy <b>OR</b>	2	2	0	3
PHY 110	Conceptual Physics	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11/13</b>	<b>6/11</b>	<b>10/0</b>	<b>14/17</b>

### Total Semester Hours Credit for Degree: 72 or 75

<b>Humanities/Fine Arts Electives (choose one)</b>	<b>Social/Behavioral Science Electives (choose one)</b>
HUM 110 Technology and Society	ECO 251 Prin of Microeconomics
HUM 115 Critical Thinking	PSY 150 General Psychology
PHI 240 Introduction to Ethics	SOC 210 Introduction to Sociology



## Programs of Study (Curricula-Credit)

### Electrical Systems Technology [D35130]

Courses for this diploma program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
ELC 111	Intro to Electricity	2	2	0	3
ELC 113	Residential Writing	2	6	0	4
ELC 125	Diagrams & Schematics	1	2	0	2
ENG 111	Writing and Inquiry	3	0	0	3
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		<b>11</b>	<b>10</b>	<b>0</b>	<b>15</b>
<b>First Year: Spring Semester</b>					
ELC 112	DC/AC Electricity	3	6	0	5
ELC 115	Industrial Writing	2	6	0	4
ELC 117	Motors and Controls	2	6	0	4
ELC 128	Intro to PLC	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>21</b>	<b>0</b>	<b>16</b>
<b>First Year: Summer Semester</b>					
ELC 215	Electrical Maintenance	2	3	0	3
ELN 131	Analog Electronics I	3	3	0	4
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>6</b>	<b>0</b>	<b>10</b>

**Total Semester Hours Credit for Diploma: 41**

### Electrical Systems Technology [C35130]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ELC 111	Intro to Electricity	2	2	0	3
ELC 113	Residential Writing	2	6	0	4
ELC 125	Diagrams & Schematics	1	2	0	2
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		<b>7</b>	<b>10</b>	<b>0</b>	<b>11</b>
<b>First Year: Spring Semester</b>					
ELC 112	DC/AC Electricity	<u>3</u>	<u>6</u>	<u>0</u>	<u>5</u>
		<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>

**Total Semester Hours Credit for Certificate: 16**

## Programs of Study (Curricula-Credit)

### Electrical Systems Technology PLC Certificate [C35130A]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit	
<b>First Year:</b>	<b>Fall Semester</b>					
ELC 111	Intro to Electricity	2	2	0		3
ELC 125	Diagrams & Schematics	<u>1</u>	<u>2</u>	<u>0</u>		<u>2</u>
		<b>3</b>	<b>4</b>	<b>0</b>		<b>5</b>
<b>First Year:</b>	<b>Spring Semester</b>					
ELC 128	Intro to PLC	<u>2</u>	<u>3</u>	<u>0</u>		<u>3</u>
		<b>2</b>	<b>3</b>	<b>0</b>		<b>3</b>
<b>First Year:</b>	<b>Summer Semester</b>					
ELC 228	PLC Application	<u>2</u>	<u>6</u>	<u>0</u>		<u>4</u>
		<b>2</b>	<b>6</b>	<b>0</b>		<b>4</b>

**Total Semester Hours Credit for PLC Certificate: 12**

### Electrical Systems Technology Writing Certificate [C35130B]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit	
<b>First Year:</b>	<b>Fall Semester</b>					
ELC 111	Intro to Electricity	2	2	0		3
ELC 113	Residential Writing	2	6	0		4
ELC 125	Diagrams & Schematics	<u>1</u>	<u>2</u>	<u>0</u>		<u>2</u>
		<b>5</b>	<b>10</b>	<b>0</b>		<b>9</b>
<b>First Year:</b>	<b>Spring Semester</b>					
ELC 112	DC/AC Electricity	3	6	0		5
ELC 115	Industrial Writing	<u>2</u>	<u>6</u>	<u>0</u>		<u>4</u>
		<b>5</b>	<b>12</b>	<b>0</b>		<b>9</b>

**Total Semester Hours Credit for Writing Certificate: 18**

### Healthcare Management Technology

[A25200] Associate in Applied Science Degree; [D25200] Diploma; [C25200] Certificate

The Healthcare Management Technology curriculum prepares individuals for employment in healthcare business and financial operations in areas such as general healthcare management, entrepreneurship, and long-term care.

Course work includes medical office management, financial management, legal aspects of healthcare, medical insurance and billing analysis, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of healthcare settings including hospitals, medical offices, outpatient clinics, long-term care facilities, and insurance companies. Industry recognized certifications may be available for graduates with work experience.

### Program Competencies

Upon successful completion of the Healthcare Management Technology program, the student should be able to:

1. Demonstrate the ability to use financial reports to understand and solve operational and financial problems in a healthcare setting.
2. Demonstrate an understanding of various third party payers and the requirements of each for the medical insurance billing cycle.
3. Demonstrate an understanding of the legal and regulatory healthcare environment (including HIPAA).

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Healthcare Management Technology [A25200]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ACC 120	Prin of Financial Acct	3	2	0	4
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HMT 110	Intro to Healthcare Mgt	3	0	0	3
OST 141	Med Office Terms I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>4</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ACC 121	Prin of Managerial Acct	3	2	0	4
ENG 112	Writing/Research in the Disc <i>OR</i>	3	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	3
HMT 210	Medical Insurance	3	0	0	3
OST 142	Med Office Terms II	3	0	0	3
OST 149	Medical Legal Issues	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Summer Semester</b>				
ACC 140	Payroll Accounting	1	2	0	2
HMT 220	Healthcare Financial Management	4	0	0	4
HMT 225	Practice Management Simulation	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>4</b>	<b>0</b>	<b>9</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
BUS 255	Org Behavior in Business	3	0	0	3
HMT 211	Long-Term Care Administration	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
MKT 120	Principles of Marketing	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14</b>	<b>2</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
BUS 153	Human Resource Management	3	0	0	3
CTS 130	Spreadsheet	2	2	0	3
MKT 231	Healthcare Marketing	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>2</b>	<b>0</b>	<b>12</b>

**Total Semester Hours Credit for Degree: 69**

## Programs of Study (Curricula-Credit)

### Healthcare Management Technology [D25200]

Courses for this diploma program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
ACC 120	Prin of Financial Acct	3	2	0	4
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HMT 110	Intro to Healthcare Mgt	3	0	0	3
OST 141	Med Office Terms I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>4</b>	<b>0</b>	<b>17</b>
<b>First Year: Spring Semester</b>					
ACC 121	Prin of Managerial Acct	3	2	0	4
ENG 112	Writing/Research in the Disc <i>OR</i>	3	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	3
HMT 210	Medical Insurance	3	0	0	3
OST 142	Med Office Terms II	3	0	0	3
OST 149	Medical Legal Issues	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>2</b>	<b>0</b>	<b>16</b>
<b>First Year: Summer Semester</b>					
ACC 140	Payroll Accounting	1	2	0	2
HMT 220	Healthcare Financial Management	4	0	0	4
HMT 225	Practice Management Simulation	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>4</b>	<b>0</b>	<b>9</b>

**Total Semester Hours Credit for Diploma: 42**

### Healthcare Technology Management [C25200]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Introduction to Computers	2	2	0	3
HMT 110	Intro to Healthcare Mgt	3	0	0	3
OST 141	Med Office Terms I	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>2</b>	<b>0</b>	<b>9</b>
<b>First Year: Spring Semester</b>					
OST 142	Med Office Terms II	3	0	0	3
OST 149	Medical Legal Issues	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 15**

### **Human Services Technology**

**[A45380] Associate in Applied Science Degree; [C45380] Certificate**

The Human Services Technology curriculum prepares students for entry-level positions in institutions and agencies which provide social, community, and educational services. Along with core courses, students take courses which prepare them for specialization in specific human service areas.

Students will take courses from a variety of disciplines. Emphasis in core courses is placed on development of relevant knowledge, skills, and attitudes in human services. Fieldwork experience will provide opportunities for application of knowledge and skills learned in the classroom.

Graduates should qualify for positions in mental health, child care, family services, social services, rehabilitation, correction, and educational agencies. Graduates choosing to continue their education may select from a variety of transfer programs at senior public and private institutions.

### **Program Competencies**

Upon successful completion of the Human Services Technology program, students will be able to:

1. Identify different communications within group settings and how these impact people.
2. Demonstrate effective communication, which promotes understanding of self, other people, and personal growth.
3. Demonstrate different roles of human services workers and best practices when working with human service agencies.

## Programs of Study (Curricula-Credit)

### Human Services Technology [A45380]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
HSE 110	Intro to Human Services	2	2	0	3
MAT 110	Math Measurement & Literacy <i>OR</i>	2	2	0	3
MAT 152	Statistical Methods I	3	2	0	4
PSY 150	General Psychology	3	0	0	3
SAB 110	Substance Abuse Overview	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>14/15</b>	<b>4</b>	<b>0</b>	<b>16/17</b>
<b>First Year: Spring Semester</b>					
ENG 112	Writing/Research in the Disc <i>OR</i>	3	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	3
HSE 112	Group Process I	1	2	0	2
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
HSE 225	Crisis Intervention	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>6</b>	<b>0</b>	<b>14</b>
<b>First Year: Summer Semester</b>					
PSY 241	Developmental Psychology	3	0	0	3
SOC 210	Intro to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Second Year: Fall Semester</b>					
CIS 110	Intro to Computers	2	2	0	3
H/FA	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
HSE 120	Interpersonal Relations	3	0	0	3
HSE 210	Human Services Issues	2	0	0	2
HSE 220	Case Management	2	2	0	3
SAB 137	Co-Dependency	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>4</b>	<b>0</b>	<b>17</b>
<b>Second Year: Spring Semester</b>					
HSE 226	Intellectual Disabilities	3	0	0	3
PSY 265	Behavioral Modification	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3
SOC 225	Social Diversity	3	0	0	3
WBL 111H	Work-Based Learning I-HST	0	0	10	1
WBL 115H	Work-Based Learning Seminar I	1	0	0	1
		<b>12</b>	<b>2</b>	<b>10</b>	<b>14</b>

**Total Semester Hours Credit for Degree: 67-68**

## Programs of Study (Curricula-Credit)

### Human Services Technology-Substance Abuse Certificate [C45380]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
SAB 110	Substance Abuse Overview	3	0	0	3
SAB 137	Co-Dependency	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>First Year: Spring Semester</b>					
SAB 210	Substance Abuse Counseling	2	2	0	3
HSE 225	Crisis Intervention	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>2</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 12**



### **Human Services Technology/Substance Abuse Concentration**

#### **[A4538E] Associate in Applied Science Degree the Human Services Technology/Substance Abuse**

The Human Services Technology/Substances Abuse concentration prepares students to assist in drug and alcohol counseling, prevention-oriented educational activities, rehabilitation with recovering clients, managing community-based programs, counseling in residential facilities, and pursuit of four-year degrees.

Course work includes classroom and experiential activities oriented toward an overview of chemical dependency, psychological/sociological process, the twelve Core Functions, intervention techniques with individuals in groups, and follow-up activities with recovering clients.

Graduates should qualify for positions as substance abuse counselors, DUI counselors, halfway house workers, residential facility employees, and substance education specialists. With educational and clinical experiences, graduates can obtain certification by the North Carolina Substance Abuse Board.

## Programs of Study (Curricula-Credit)

### Human Services Technology/Substance Abuse Concentration [A4538E]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
CIS 110	Intro to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
HSE 110	Intro to Human Services	2	2	0	3
MAT 110	Math Measurement & Literacy <i>OR</i>	2	2	0	3
MAT 152	Statistical Methods I	3	2	0	4
SAB 110	Substance Abuse Overview	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13/14</b>	<b>6</b>	<b>0</b>	<b>16/17</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 112	Writing/Research in the Disc <i>OR</i>	3	0	0	3
ENG 114	Prof Research & Reporting	3	0	0	3
HSE 123	Interviewing Techniques	2	2	0	3
HSE 125	Counseling	2	2	0	3
PSY 150	General Psychology	3	0	0	3
SAB 210	Substance Abuse Counseling	2	2	0	3
		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>
<b>First Year:</b>	<b>Summer Semester</b>				
H/fa	Humanities/Fine Arts	3	0	0	3
SOC 110	Intro to Sociology	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
HSE 210	Human Services Issues	2	0	0	2
PSY 281	Abnormal Psychology	3	0	0	3
SAB 125	SA Case Management	2	2	0	3
SAB 137	Co-Dependency	3	0	0	3
SOC 225	Social Diversity	3	0	0	3
WBL 1110	Work-Based Learning I	0	0	10	1
WBL 1150	Work Exp. Seminar I	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
		<b>14</b>	<b>2</b>	<b>10</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
HSE 112	Group Process I	1	2	0	2
HSE 225	Crisis Intervention	3	0	0	3
SAB 120	Intake and Assessment	3	0	0	3
SAB 135	Addictive Process	3	0	0	3
SAB 140	Pharmacology	3	0	0	3
SAB 240	SAB Issues in Client Serv	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>16</b>	<b>2</b>	<b>0</b>	<b>17</b>

**Total Semester Hours Credit for Degree: 70-71**

## Programs of Study (Curricula-Credit)

### Humanities/Fine Arts and Social/Behavioral Sciences

The following are approved Humanities/Fine Arts and Social/Behavioral Sciences courses for the Associate in Applied Science Degree. Some programs have specific courses that are to be taken. Please refer to that program.

<b>Humanities /Fine Arts</b>		<b>Hours /Week</b>			<b>Sem. Hrs.</b>
		<b>Class</b>	<b>Lab</b>	<b>Wk. Exp.</b>	<b>Credit</b>
<b>First Year: Fall Semester</b>					
ART 111	Art Appreciation	3	0	0	3
ART 114	Art History Survey I	3	0	0	3
ART 115	Art History Survey II	3	0	0	3
DRA 111	Theatre Appreciation	3	0	0	3
ENG 231	American Literature I	3	0	0	3
ENG 232	American Literature II	3	0	0	3
ENG 241	British Literature I	3	0	0	3
ENG 242	British Literature II	3	0	0	3
HUM 110	Technology And Society	3	0	0	3
HUM 115	Critical Thinking	3	0	0	3
HUM130	Myth in Human Culture	3	0	0	3
MUS 110	Music Appreciation	3	0	0	3
PHI 215	Philosophical Issues	3	0	0	3
PHI 240	Introduction to Ethics	3	0	0	3
REL 110	World Religion	3	0	0	3
REL 212	Intro to New Testament	3	0	0	3
REL 221	Religion in America	3	0	0	3
<b>Social/Behavior Sciences</b>		<b>Hours /Week</b>			<b>Sem. Hrs.</b>
		<b>Class</b>	<b>Lab</b>	<b>Wk. Exp.</b>	<b>Credit</b>
<b>First Year: Fall Semester</b>					
ECO 251	Prin of Microeconomics	3	0	0	3
ECO 252	Prin of Macroeconomics	3	0	0	3
GEO 111	World Regional Geography	3	0	0	3
HIS 111	World Civilizations I	3	0	0	3
HIS 112	World Civilizations II	3	0	0	3
HIS 131	American History I	3	0	0	3
HIS 132	American History II	3	0	0	3
HIS 236	North Carolina History	3	0	0	3
POL 120	American Government	3	0	0	3
PSY 150	General Psychology	3	0	0	3
PSY 241	Developmental Psych	3	0	0	3
PSY 281	Abnormal Psychology	3	0	0	3
SOC 210	Intro to Sociology	3	0	0	3
SOC 225	Social Diversity	3	0	0	3

### **Industrial Systems Technology – Mechatronics Technician**

**[A50240] Associate in Applied Science Degree; [D50240] Diploma; [C50240] Certificate**

The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems. Students will learn multi-craft technical skills in print reading, mechanical systems maintenance, electricity, hydraulics/pneumatics, welding, machining or fabrication, and includes various diagnostic and repair procedures. Practical application in these industrial systems will be emphasized and additional advanced course work may be offered.

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

### **Program Competencies**

Upon successful completion of the Industrial Systems Technology-Mechatronics Technician program, the student should be able to:

1. Plan and construct Commercial and Industrial wiring circuits.
2. Identify, explain and troubleshoot hydraulic/pneumatic circuits.
3. Create various simple PLC programs using the appropriate instruction set and apply appropriate troubleshooting methods to PLCs.
4. Understand the basic concepts and demonstrate knowledge of automation, robotic and data communication systems.
5. Demonstrate proper use of general mechanical maintenance knowledge.

## Programs of Study (Curricula-Credit)

### Industrial Systems Technology – Mechatronics Technician [A50240]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
AHR 120	HVACR Maintenance	1	3	0	2
ELC 125	Diagrams & Schematics	1	2	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2
MAC 141	Machining Application I	2	6	0	4
H/FA	Humanities/Fine Art Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>14</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ATR 112	Intro to Automation	2	3	0	3
ELC 115	Industrial Writing	2	6	0	4
ELC 128	Intro to PLC	2	3	0	3
ELC 131	Circuit Analysis I	3	3	0	4
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>15</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
MNT 110	Intro to Maint Procedures	1	3	0	2
MNT 220	Rigging and Moving	1	3	0	2
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>3</b>	<b>9</b>	<b>0</b>	<b>6</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ELC 228	PLC Applications	2	6	0	4
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
ENG 116	Technical Report Writing	3	0	0	3
S/BS	Social/Behavioral Science Elective	3	0	0	3
PHY 110	Conceptual Physics <i>OR</i>	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
MNT 160	Industrial Fabrication	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>11/12</b>	<b>11/9</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
ATR 218	Work Cell Integration	2	3	0	3
DFT 119	Basic CAD	1	2	0	2
ELC 117	Motors and Controls	2	6	0	4
MNT 240	Indust Equip Troubleshoot	1	3	0	2
MNT 250	PLC Interfacing	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		<b>8</b>	<b>18</b>	<b>0</b>	<b>15</b>

### Total Semester Hours Credit for Degree: 70

#### Humanities/Fine Arts Electives (choose one)

HUM 110 Technology and Society

HUM 115 Critical Thinking

PHI 240 Introduction to Ethics

#### Social/Behavioral Science Electives (choose one)

ECO 251 Prin of Microeconomics

PSY 150 General Psychology

SOC 210 Introduction to Sociology

## Programs of Study (Curricula-Credit)

### Industrial Systems Technology [D50240]

Courses for this diploma program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
AHR 120	HVACR Maintenance	1	3	0	2
ELC 125	Diagrams and Schematics	1	2	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
ISC 112	Industrial Safety	2	0	0	2
MAC 141	Machining Applications I	2	6	0	4
H/FA	Humanities/Fine Art Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>14</b>	<b>0</b>	<b>17</b>
<b>First Year: Spring Semester</b>					
ATR 112	Intro to Automation	2	3	0	3
ELC 115	Industrial Writing	2	6	0	4
ELC 128	Intro to PLC	2	3	0	3
ELC 131	Circuit Analysis I	3	3	0	4
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>15</b>	<b>0</b>	<b>17</b>
<b>First Year: Summer Semester</b>					
MNT 110	Intro to Maint Procedures	1	3	0	2
MNT 220	Rigging and Moving	1	3	0	2
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>3</b>	<b>9</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Diploma: 40**

### Industrial Systems Technology [C50240]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ELC 125	Diagrams & Schematics	1	2	0	2
HYD 110	Hydraulics/Pneumatics I	2	3	0	3
ISC 112	Industrial Safety	<u>2</u>	<u>0</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>5</b>	<b>0</b>	<b>7</b>
<b>First Year: Spring Semester</b>					
ATR 112	Intro to Automation	2	3	0	3
ELC 128	Intro to PLC	2	3	0	3
ELC 131	Circuit Analysis I	<u>3</u>	<u>3</u>	<u>0</u>	<u>4</u>
		<b>7</b>	<b>9</b>	<b>0</b>	<b>10</b>

**Total Semester Hours Credit for Certificate: 17**

### Information Technology

#### [A25590] Associate in Applied Science Degree; [C25590] Certificate

The Information Technology (IT) curriculum prepares graduates for employment in the technology sector as designers, testers, support technicians, system administrators, developers, or programmers who use computer software and/or hardware to design, process, implement and manage information systems in specialties such as database services, security, business intelligence, healthcare informatics and others depending on the technical path selected within this curriculum.

Course work includes development of a student's ability to create, store, communicate, exchange and use information to solve technical issues related to information support and services, interactive media, network systems, programming and software development, information security and other emerging technologies based on the selected area of study.

Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to design and manage information. The program will incorporate the competencies of industry-recognized certification exams.

#### Program Competencies

Upon successful completion of the Information Technology program, the student should be able to:

1. Explain terminology and concepts used by computer technicians.
2. Use interpersonal skills to interact with business users on computer issue
3. Effectively communicate and exchange ideas and information with others through oral, written, or visual means.

## Programs of Study (Curricula-Credit)

### Information Technology - Network and Cyber Security Specialist [A25590N]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
CIS 110	Intro to Computers	2	2	0	3
CTI 110	Web, Pgm., & DB Foundation	2	2	0	3
CTI 120	Network and Sec Foundation	2	2	0	3
NET 125	Introduction to Networks	1	4	0	3
NOS 110	Operating Systems Concepts	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>13</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
CTS 115	Info System Business Concepts	3	0	0	3
CTS 120	Hardware/Software Support	2	3	0	3
ENG 111	Writing and Inquiry	3	0	0	3
NET 126	Routing Basics	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>7</b>	<b>0</b>	<b>12</b>
<b>First Year:</b>	<b>Summer Semester</b>				
CIS 115	Intro to Programming & Logic	2	3	0	3
NOS 130	Window Single User	2	2	0	3
SEC 110	Security Concepts	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>7</b>	<b>0</b>	<b>9</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ENG 112	Writing/Research in the Disc	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
NET 225	Routing & Switching I	1	4	0	3
NOS 120	Linux/UNIX Single User	2	2	0	3
SEC 160	Security Administration I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>10</b>	<b>0</b>	<b>15</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
CTI 289	CTI Capstone Project	1	6	0	3
NET 226	Routing & Switching II	1	4	0	3
SEC 260	Security Admin II	2	2	0	3
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>12</b>	<b>0</b>	<b>15</b>

**Total Semester Hours Credit for Degree: 67**

#### Humanities/Fine Arts Electives (choose one)

ART 111 Art Appreciation <sup>u</sup>

HUM 110 Technology and Society

HUM 115 Critical Thinking

MUS 110 Music Appreciation <sup>u</sup>

PHI 240 Introduction to Ethics <sup>u</sup>

#### Social/Behavioral Science Electives (choose one)

ECO 251 Prin of Microeconomics <sup>u</sup>

ECO 252 Prin of Macroeconomics <sup>u</sup>

POL 120 American Government <sup>u</sup>

PSY 150 General Psychology <sup>u</sup>

SOC 210 Introduction to Sociology <sup>u</sup>

<sup>u</sup> indicates a Universal General Education Transfer Component (UGETC) course included in the Comprehensive Articulation Agreement. UGETC courses are guaranteed to transfer to any of the sixteen University of North Carolina senior institutions as equivalent credit within defined distribution limits.



## Programs of Study (Curricula-Credit)

### Information Technology - Network and Cyber Security Specialist Certificate [C25590N]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
CTI 120	Network and Sec Foundation	2	2	0	3
NOS 110	Operating Systems Concepts	2	3	0	3
NET 125	Networking Basics	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>First Year:</b>	<b>Spring Semester</b>				
CTS 120	Hardware/Software Support	2	3	0	3
NET 126	Routing Basics	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>3</b>	<b>7</b>	<b>0</b>	<b>6</b>
<b>First Year:</b>	<b>Summer Semester</b>				
SEC 110	Security Concepts	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 18**

## Programs of Study (Curricula-Credit)

### Information Technology-IT Support Specialist [A25590S]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
CIS 110	Intro to Computers	2	2	0	3
CTI 110	Web, Pgm., & DB Foundation	2	2	0	3
CTI 120	Network and Sec Foundation	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
NOS 110	Operating Systems Concepts	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>9</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
CTS 115	Info System Business Concepts	3	0	0	3
CTS 120	Hardware/Software Support	2	3	0	3
CTS 130	Spreadsheet	2	2	0	3
DBA 110	Database Concepts	2	3	0	3
MAT 110	Math Measurement & Literacy	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>10</b>	<b>0</b>	<b>15</b>
<b>First Year:</b>	<b>Summer Semester</b>				
CIS 115	Intro to Programming & Logic	2	3	0	3
NOS 130	Window Single User	2	2	0	3
SEC 110	Security Concepts	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>7</b>	<b>0</b>	<b>9</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ENG 112	Writing/Research in the Disc	3	0	0	3
NET 125	Introduction to Networks	1	4	0	3
NOS 120	Linux/UNIX Single User	2	2	0	3
NOS 230	Windows Administration I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>8</b>	<b>0</b>	<b>12</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
CTI 289	CTI Capstone Project	1	6	0	3
CTS 217	Computer Training/Support <i>OR</i>	2	2	0	3
WBL 111S	Work-Based Learning I-ITSS	0	0	10	1
WEB 110	Internet/Web Fundamentals	2	2	0	3
---	Humanities/Fine Arts	3	0	0	3
---	Social/Behavior Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9/11</b>	<b>8/10</b>	<b>0/10</b>	<b>13/15</b>

**Total Semester Hours Credit for Degree: 65-67**

## Programs of Study (Curricula-Credit)

### Information Technology – Support Specialist Certificate [C25590S]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
CIS 110	Intro to Computers	2	2	0	3
CTI 110	Web, Pgm., & DB Foundation	2	2	0	3
CTI 120	Network and Sec Foundation	2	2	0	3
NOS 110	Operating Systems Concepts	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>9</b>	<b>0</b>	<b>12</b>
<b>First Year:</b>	<b>Spring Semester</b>				
CTS 115	Info System Business Concepts	3	0	0	3
CTS 120	Hardware/Software Support	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>3</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 18**

### Information Technology - Virtualization Specialization Specialist Certificate [C25590V]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
NOS 130	Windows Single User	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<b>First Year:</b>	<b>Fall Semester</b>				
NET 125	Introduction to Networks	1	4	0	3
NOS 120	Linux/UNIX Single User	2	2	0	3
NOS 230	Windows Administration I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>8</b>	<b>0</b>	<b>9</b>
<b>First Year:</b>	<b>Spring Semester</b>				
CTS 217	Computer Training/Support	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 15**

### Interior Design

#### [A30220] Associate in Applied Science Degree; [C30220] Certificate

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 and design process.

Curriculum content includes residential and nonresidential interior design, architectural drafting, computer-aided design, and universal design. Also included are basic design, code standards, history of interiors and furnishings, color theory, products, business practices, visual presentations, and sustainable principles.

Graduates should qualify for interior design opportunities in numerous residential and commercial environments such as hospitality, corporate, mercantile, educational, and healthcare. Interior designers also have employment opportunities in real estate, entertainment, visual merchandising, government, sales and marketing, and other specialties dealing with interiors.

#### Program Competencies

Upon successful completion of the Interior Design program, the student should be able to:

1. Utilize the fundamental principles and elements of design to create a unified environment.
2. Design an environment using sound space planning principles.
3. Visually communicate design concepts.
4. Create harmonious hue schemes.
5. Identify and design interiors based on historical periods or design styles.
6. Apply ethical business practices.

*Please see a list of [Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Interior Design [A30220]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs. Credit
		Class	Lab	Wk. Exp.	
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ARC 111	Intro to Architectural Technology	1	6	0	3
ART 114	Art History Survey I	3	0	0	3
DES 135	Prin. and Elements of Design	2	4	0	4
DES 235	Products	2	2	0	3
ENG 111	Writing and Inquiry	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>12</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ARC 114	Architectural CAD	1	3	0	2
ART 115	Art History Survey II	3	0	0	3
DES 125	Visual Presentation I	0	6	0	2
DES 136	Prin. and Elements of Design II	2	4	0	4
DES 220	Interior Design Fundamentals	1	6	0	3
ENG 114	Prof. Research and Reporting <i>OR</i>	3	0	0	3
COM 110	Intro to Communication	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>19</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
DES 130	Digital App/Interior Design	2	3	0	3
DES 230	Residential Design I	1	6	0	3
DES 240	Commercial/Contract Design I	1	6	0	3
DES 265	Lighting/Interior Design	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>17</b>	<b>0</b>	<b>11</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
DES 210	Professional Practices/Int Design	2	0	0	2
DES 231	Residential Design II	1	6	0	3
DES 241	Commercial/Contract Design II	1	6	0	3
DES 255	History/Interior & Furn. I	3	0	0	3
MAT 110	Math Measurement & Literacy	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>14</b>	<b>0</b>	<b>14</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
ARC 235	Architectural Portfolio	2	3	0	3
DES 225	Textiles for Interior	2	2	0	3
DES 256	History/Interior & Furn. II	3	0	0	3
WBL 112I	Work-Based Learning I-ID	0	0	20	2
---	Social Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>5</b>	<b>20</b>	<b>14</b>

**Total Semester Hours Credit for Degree: 73**

## Programs of Study (Curricula-Credit)

### Interior Design - Architectural Technology and Design Certificate [C30220]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ARC 111	Intro to Architectural Technology	1	6	0	3
DES 135	Prin. and Elements of Design	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		<b>3</b>	<b>10</b>	<b>0</b>	<b>7</b>
<b>First Year: Spring Semester</b>					
ARC 114	Architectural CAD	1	3	0	2
DES 125	Visual Presentation I	0	6	0	2
DES 220	Interior Design Fundamentals	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>15</b>	<b>0</b>	<b>7</b>
<b>First Year: Summer Semester</b>					
DES 230	Residential Design I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 17**

### Interior Design - Digital Imaging and Design Certificate [C30220D]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ARC 111	Intro to Architectural Technology	1	6	0	3
DES 135	Prin. and Elements of Design	<u>2</u>	<u>4</u>	<u>0</u>	<u>4</u>
		<b>3</b>	<b>10</b>	<b>0</b>	<b>7</b>
<b>First Year: Spring Semester</b>					
ARC 114	Architectural CAD	1	3	0	2
DES 125	Visual Presentation I	0	6	0	2
DES 220	Interior Design Fundamentals	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>15</b>	<b>0</b>	<b>7</b>
<b>First Year: Summer Semester</b>					
DES 130	Digital App/Interior Design	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 17**

## Programs of Study (Curricula-Credit)

### Manicuring/Nail Technology [C55400] Certificate

The Manicuring/Nail Technology curriculum provides competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the nail technology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional nail technology, business/computer principles, product knowledge, and other related topics.

Graduates should be prepared to take the North Carolina Cosmetology State Board Licensing Exam and upon passing be licensed and qualify for employment in beauty and nail salons, as a platform artist, and in related businesses.

### Program Competencies

Upon successful completion of the Manicuring/Nail Technology Certificate program, the student should be able to:

1. Safely and competently, perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.
2. Demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, decorations, and sanitation and infection control procedures.

### Special Program Requirements

1. General College admissions requirements.
2. Purchase of books and kit from RCC Campus Store.
3. Specific uniform and shoes are required.
4. Students are exposed to many products and should not be overly sensitive to nail products.

### Manicuring/Nail Technology Certificate [C55400]

Courses for this certificate program are offered day only.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
COS 121	Manicure/Nail Technology I	<u>4</u>	<u>6</u>	<u>0</u>	<u>6</u>
		<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>First Year: Spring Semester</b>					
COS 222	Manicure/Nail Technology II	<u>4</u>	<u>6</u>	<u>0</u>	<u>6</u>
		<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 12**

### **Manufacturing Technology**

**[A50320] Associate in Applied Science Degree; [C50320] Certificate**

This curriculum is designed to prepare students through the study and application of the principles for developing, implementing and improving integrated systems involving people, materials, equipment and information as leaders in an industrial or manufacturing setting.

Course work includes mathematics, systems analysis, leadership and management skills, quality and productivity improvement methods, cost analysis, facilities planning, manufacturing materials and processes, and computerized production methods.

More specifically, a course of study that prepares students to use basic engineering principles and technical skills to identify and resolve production problems in the manufacture of products. Includes instruction in machine operations and CNC principles, production line operations, instrumentation, computer-aided manufacturing (CAM) and other computerized production techniques, manufacturing planning, quality control, quality assurance and informational infrastructure.

Graduates should qualify for employment as a manufacturing technician, quality assurance technician, CAD/CAM technician, team leader, or research and development technician.

This program is offered as a part of the Apprenticeship Randolph initiative with area high schools and local manufacturing industries. For more information about Apprenticeship Randolph, please visit <http://apprenticeshiprandolph.com/>

### **Program Competencies**

Upon successful completion of the manufacturing Technology program, the student should be able to:

1. Apply basic industrial safety concepts including basic electrical and fire safety, PPE (personal protective equipment) and hazardous communication requirements.
2. Demonstrate efficiency in computer-aided manufacturing (CAM) and other computerized production techniques.
3. Demonstrate competency with manufacturing techniques and processes.
4. Identify and resolve production problems in the manufacture of products.



## Programs of Study (Curricula-Credit)

### Manufacturing Technology - Machining [A50320CM]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Summer Semester</b>				
ISC 112	Industrial Safety	2	0	0	2
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<b>First Year:</b>	<b>Fall Semester</b>				
ISC 132AB	Mfg. Quality Control	1	1.5	0	1.5
MAC 111AB	Machining Technology I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>7.5</b>	<b>0</b>	<b>4.5</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ISC 132BB	Mfg. Quality Control	1	1.5	0	1.5
MAC 111BB	Machining Technology I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>7.5</b>	<b>0</b>	<b>4.5</b>
<b>Second Year:</b>	<b>Summer Semester</b>				
MEC 145	Mfg. Materials I	2	3	0	3
WBL 111W	Work-Based Learning I-APPRN	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>2</b>	<b>3</b>	<b>10</b>	<b>4</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ISC 220	Lean Manufacturing	2	2	0	3
MEC 151	Mechanical Mfg. Systems	1	3	0	2
WBL 121W	Work-Based Learning I-APPRN	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>3</b>	<b>5</b>	<b>10</b>	<b>6</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
ATR 112	Intro to Automation	2	3	0	3
DFT 119	Basic CAD	1	2	0	2
---	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>5</b>	<b>0</b>	<b>8</b>
<b>Third Year:</b>	<b>Summer Semester</b>				
ACA 111	College Student Success	1	0	0	1
MAC 131	Blueprint Reading/Mach I	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<b>Third Year:</b>	<b>Fall Semester</b>				
ENG 111	Writing and Inquiry	3	0	0	3
MAC 112AB	Machining Technology II	1	6	0	3
MAC 151	Machining Calculations	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>8</b>	<b>0</b>	<b>8</b>

## Programs of Study (Curricula-Credit)

Curriculum Courses by Semester	Hours /Week			Sem. Hrs.	
	Class	Lab	Wk. Exp.	Credit	
<b>Third Year: Spring Semester</b>					
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
ENG 116	Technical Report Writing	3	0	0	3
MAC 122BB	Machining Technology II	1	6	0	3
MAC 152	Adv Machining Calc	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>8</b>	<b>0</b>	<b>8</b>
<b>Fourth Year: Summer Semester</b>					
MAC 122	CNC Turning	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<b>Fourth Year: Fall Semester</b>					
MAC 124	CNC Milling	1	3	0	2
MAC 143AB	Machining Appl III	2	3	0	3
---	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>6</b>	<b>0</b>	<b>8</b>
<b>Fourth Year: Spring Semester</b>					
MAC 143BB	Machining Appl III	0	3	0	1
MAT 121	Algebra/Trigonometry I	2	3	0	3
MEC 110	Intro to CAD/CAM	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>3</b>	<b>7</b>	<b>0</b>	<b>6</b>
<b>Fifth Year: Summer Semester</b>					
MEC 231	Comp-Aided Manufact I	<u>1</u>	<u>4</u>	<u>0</u>	<u>3</u>
		<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
<b>Total Semester Hours Credit for Degree:</b>		<b>69</b>			

### Humanities/Fine Arts Electives

HUM 110	Technology and Society
HUM 115	Critical Thinking
PHI 240	Introduction to Ethics

### Social/Behavioral Science Electives

ECO 251	Prin of Microeconomics
GEO 111	World Regional Geography
PSY 150	General Psychology
SOC 210	Introduction to Sociology

## Programs of Study (Curricula-Credit)

### Manufacturing Technology - Mechatronics [A50320MT]

Courses for this A.A.S. degree program are offered day, evening, online and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Summer Semester</b>				
ISC 112	Industrial Safety	2	0	0	2
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<b>First Year:</b>	<b>Fall Semester</b>				
ISC 132AB	Mfg. Quality Control	1	1.5	0	1.5
MAC 111AB	Machining Technology I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>7.5</b>	<b>0</b>	<b>4.5</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ISC 132BB	Mfg. Quality Control	1	1.5	0	1.5
MAC 111BB	Machining Technology I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>7.5</b>	<b>0</b>	<b>4.5</b>
<b>Second Year:</b>	<b>Summer Semester</b>				
MEC 145	Mfg. Materials I	2	3	0	3
WBL 111W	Work-Based Learning I-APPRN	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>2</b>	<b>3</b>	<b>10</b>	<b>4</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ISC 220	Lean Manufacturing	2	2	0	3
MEC 151	Mechanical Mfg. Systems	1	3	0	2
WBL 121W	Work-Based Learning I-APPRN	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>
		<b>3</b>	<b>5</b>	<b>10</b>	<b>6</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
ATR 112	Intro to Automation	2	3	0	3
DFT 119	Basic CAD	1	2	0	2
---	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>5</b>	<b>0</b>	<b>8</b>
<b>Third Year:</b>	<b>Summer Semester</b>				
ACA 111	College Student Success	1	0	0	1
MNT 110	Intro to Maint Procedures	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Third Year:</b>	<b>Fall Semester</b>				
ELC 125	Diagrams and Schematics	1	2	0	2
ENG 111	Writing and Inquiry	3	0	0	3
HYD 110	Hydraulics/Pneumatics I	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>6</b>	<b>5</b>	<b>0</b>	<b>8</b>

## Programs of Study (Curricula-Credit)

Curriculum Courses by Semester	Hours /Week			Sem. Hrs.	
	Class	Lab	Wk. Exp.	Credit	
<b>Third Year: Spring Semester</b>					
ELC 131	Circuit Analysis I	3	3	0	4
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
ENG 116	Technical Report Writing	3	0	0	3
MAT 121	Algebra/Trigonometry I	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>5</b>	<b>0</b>	<b>10</b>
<b>Fourth Year: Summer Semester</b>					
ELN 231	Industrial Controls	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>Fourth Year: Fall Semester</b>					
ELN 260	Prog Logic Controllers	3	3	0	4
MEC 130	Mechanisms	2	2	0	3
---	Social/Behavioral Science Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>8</b>	<b>5</b>	<b>0</b>	<b>10</b>
<b>Fourth Year: Spring Semester</b>					
ATR 214	Advanced PLCs	3	3	0	4
MNT 240	Indust Equip Troubleshoot	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>
<b>Fifth Year: Summer Semester</b>					
MNT 220	Rigging and Moving	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<b>Total Semester Hours Credit for Degree:</b>					<b>73</b>

### Humanities/Fine Arts Electives

HUM 110	Technology and Society
HUM 115	Critical Thinking
PHI 240	Introduction to Ethics

### Social/Behavioral Science Electives

ECO 251	Prin of Microeconomics
GEO 111	World Regional Geography
PSY 150	General Psychology
SOC 210	Introduction to Sociology

## Programs of Study (Curricula-Credit)

### Manufacturing Technology [C50320]

Courses for this certificate program are offered day, evening, online and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.	
		Class	Lab	Wk. Exp.	Credit	
<b>First Year: Summer Semester</b>						
ISC 112	Industrial Safety	2	0	0	2	
WLD 112	Basic Welding Processes	<u>1</u>	<u>3</u>	<u>0</u>	<u>2</u>	
		<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>	
<b>First Year: Fall Semester</b>						
ISC 132AB	Mfg. Quality Control	1	1.5	0	1.5	
MAC 111AB	Machining Technology I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>	
		<b>2</b>	<b>7.5</b>	<b>0</b>	<b>4.5</b>	
<b>First Year: Spring Semester</b>						
ISC 132BB	Mfg. Quality Control	1	1.5	0	1.5	
MAC 111BB	Machining Technology I	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>	
		<b>2</b>	<b>7.5</b>	<b>0</b>	<b>4.5</b>	
<b>Second Year: Summer Semester</b>						
MEC 145	Mfg. Materials I	2	3	0	3	
WBL 111W	Work-Based Learning I-APPRN	<u>0</u>	<u>0</u>	<u>10</u>	<u>1</u>	
		<b>2</b>	<b>3</b>	<b>10</b>	<b>4</b>	
<b>Total Semester Hours Credit for Certificate:</b>		<b>17</b>				

## Programs of Study (Curricula-Credit)

### Medical Assisting

#### [A45400G] Associate in Applied Science Degree

The Medical Assisting curriculum prepares multi-skilled health care professionals qualified to perform administrative, clinical, and laboratory procedures.

Course work includes instruction in scheduling appointments, coding and processing insurance accounts, billing, collections, computer operations; assisting with examinations/treatments, performing routine laboratory procedures, electrocardiography, supervised medication administration; and ethical/legal issues associated with patient care.

Graduates of CAAHEP-accredited medical assisting programs may be eligible to sit for the American Association of Medical Assistants' Certification Examination to become Certified Medical Assistants. Employment opportunities include physicians' offices, health maintenance organizations, health departments, and hospitals.

### Program Competencies

Upon successful completion of the Medical Assisting program, the student should be able to:

1. Demonstrate critical thinking based on knowledge of subject matter required for competence in the profession.
2. Communicate professionally and effectively, both orally and in writing, while demonstrating respect for individual diversity.
3. Incorporate cognitive knowledge implementing psychomotor domains in performing clinical and laboratory procedures.
4. Demonstrate cognitive knowledge and awareness of providing patient care in accordance with local, state, and federal regulations, policies, laws, and patient rights, in the practice setting.
5. Incorporate protective practices and quality control measures, relating to health and safety policies and procedures, to prevent accidents and maintain a safe work environment.

See [Additional Admissions Policies & Procedures](#) for additional Medical Assisting requirements.

Please see a list of [Humanities/Fine Arts](#) courses approved for this program.

**NOTE: The Medical Assisting program is offered at RCC's Archdale Center. For more information, contact Kia Vang; 336-328-1753; [kyvang@randolph.edu](mailto:kyvang@randolph.edu) or Melinda Morgan; 336-328-1754; [mwmorgan@randolph.edu](mailto:mwmorgan@randolph.edu).**

#### Accreditation Statement

The Randolph Community College Medical Assisting program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of Medical Assistant Education Review Board (MAERB).

Commission on Accreditation of Allied Health Education Programs  
25400 US Highway 19 North, Suite 158  
Clearwater, FL 33763  
727-210-2350  
[www.caahep.org](http://www.caahep.org)

## Programs of Study (Curricula-Credit)

### Medical Assisting [A45400G]

Courses for this A.A.S. degree program are offered day only at the Archdale Center.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
CIS 110	Intro to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
MED 110	Orientation to Medical Assisting	1	0	0	1
MED 118	Medical Law and Ethics	2	0	0	2
MED 121	Medical Terminology I	3	0	0	3
MED 130	Administration Office Procedures I	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>15</b>	<b>6</b>	<b>0</b>	<b>18</b>
<b>First Year:</b>	<b>Spring Semester</b>				
BIO 163	Basic Anatomy & Physiology	4	2	0	5
ENG 114	Prof Research & Reporting	3	0	0	3
MED 122	Medical Terminology II	3	0	0	3
MED 131	Administration Office Procedures II	1	2	0	2
MED 183	Electronic Medical Records	<u>3</u>	<u>2</u>	<u>3</u>	<u>5</u>
		<b>14</b>	<b>4</b>	<b>3</b>	<b>18</b>
<b>First Year:</b>	<b>Summer Semester</b>				
MED 140	Exam Room Procedures I	3	4	0	5
MED 232	Medical Insurance Coding	1	3	0	2
MED 276	Patient Education	<u>1</u>	<u>2</u>	<u>0</u>	<u>2</u>
		<b>5</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
MED 150	Laboratory Procedures I	3	4	0	5
MED 240	Exam Room Procedures II	3	4	0	5
MED 270	Symptomatology	2	2	0	3
MED 272	Drug Therapy	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>11</b>	<b>10</b>	<b>0</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
MED 260	MED Clinical Practicum	0	0	15	5
MED 262	Clinical Perspectives	1	0	0	1
MED 264	Medical Assisting Overview	2	0	0	2
PSY 150	General Psychology	3	0	0	3
---	Humanities/Fine Arts Elective	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>15</b>	<b>14</b>

**Total Semester Hours Credit for Degree: 75**

Students must earn a minimum grade of "C" in all the courses with the prefixes of MED, and "B" or better for BIO, CIS, and MAT. Any student not meeting a minimum grade of "C" in all courses with the prefix of MED, and "B" or better for BIO, CIS, and MAT will be dismissed from the Medical Assisting program.

### Medical Office Administration

**[A25310] Associate in Applied Science Degree; [D25310] Diploma; [C25310] Certificate**

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Course work includes medical terminology, computer applications, medical office management, medical coding, medical insurance and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations. Upon graduation, students may be eligible to sit for industry recognized certification exams.

### Program Competencies

Upon successful completion of the Medical Office Administration program, the student should be able to:

1. Demonstrate ability to understand charges on encounter form and apply those charges to the patient's account.
2. Demonstrate ability to accurately complete a medical insurance claim form.
3. Demonstrate ability to use a medical practice management package to schedule, bill, and maintain patient records.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*



## Programs of Study (Curricula-Credit)

### Medical Office Administration [A25310]

Courses for this A.A.S. degree program are offered day, evening, online, and/or hybrid.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
OST 131	Keyboarding	1	2	0	2
OST 141	Med Office Terms I	3	0	0	3
OST 161	Medical Ofc Procedures	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 114	Prof Research & Reporting	3	0	0	3
OST 142	Med Office Terms II	3	0	0	3
OST 148	Med Ins & Billing	3	0	0	3
OST 149	Medical Legal Issues	3	0	0	3
OST 164	Office Editing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>First Year:</b>	<b>Summer Semester</b>				
OST 136	Word Processing	2	2	0	3
OST 243	Medical Office Simulation	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>4</b>	<b>0</b>	<b>6</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
ACC 120	Prin of Financial Accounting	3	2	0	4
OST 247	Procedural Coding	2	2	0	3
OST 248	Diagnostic Coding	2	2	0	3
OST 263	Healthcare Customer Relations	3	0	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>6</b>	<b>0</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
CTS 130	Spreadsheet	2	2	0	3
MAT 110	Math Measurement & Literacy	2	2	0	3
OST 286	Professional Development	3	0	0	3
OST 288	Medical Office Admin Capstone	2	2	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>

**Total Semester Hours Credit for Degree: 67**

## Programs of Study (Curricula-Credit)

### Medical Office Administration [D25310]

Courses for this diploma program are offered day, evening, online, and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
CIS 110	Introduction to Computers	2	2	0	3
ENG 111	Writing and Inquiry	3	0	0	3
OST 131	Keyboarding	1	2	0	2
OST 141	Med Office Terms I	3	0	0	3
OST 161	Medical Ofc Procedures	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>12</b>	<b>6</b>	<b>0</b>	<b>15</b>
<b>First Year: Spring Semester</b>					
ENG 114	Prof Research & Reporting	3	0	0	3
OST 142	Med Office Terms II	3	0	0	3
OST 148	Med Ins & Billing	3	0	0	3
OST 149	Medical Legal Issues	3	0	0	3
OST 164	Office Editing	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>15</b>	<b>0</b>	<b>0</b>	<b>15</b>
<b>First Year: Summer Semester</b>					
OST 136	Word Processing	2	2	0	3
OST 243	Medical Office Simulation	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>4</b>	<b>0</b>	<b>6</b>

**Total Semester Hours Credit for Diploma: 36**

### Medical Office Administration [C25310]

Courses for this A.A.S. degree program are offered day, evening, online, and/or hybrid.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
CIS 110	Introduction to Computers	2	2	0	3
OST 141	Med Office Terms I	3	0	0	3
OST 161	Medical Ofc Procedures	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>4</b>	<b>0</b>	<b>9</b>
<b>First Year: Spring Semester</b>					
OST 142	Med Office Terms II	3	0	0	3
OST 148	Med Ins & Billing	3	0	0	3
OST 149	Medical Legal Issues	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>

**Total Semester Hours Credit for Certificate: 18**

### **Photographic Technology Commercial Photography**

[A30280CP] Associate in Applied Science 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.

### **Program Competencies**

Upon successful completion of all Photographic Technology Concentrations, the student should be able to:

1. Demonstrate the ability to control photographic exposure.
2. Execute photographic imaging processes.
3. Demonstrate proficiency in digital photography workflow.
4. Utilize lighting equipment.
5. Utilize design elements to produce photographs.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Photographic Technology: Commercial Photography [A30280CP]

Courses for this A.A.S. degree program are offered day, evening, online, and/or hybrid with the exception of PHO courses. They are only offered during the day.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
PHO 110	Fundamentals of Photography	3	6	0	5
PHO 112	Design Laboratory I	0	3	0	1
PHO 113	History of Photography	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>9</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
COM 110	Introduction to Communications	3	0	0	3
MAT 110	Math Measurement & Literacy <i>OR</i>	2	2	0	3
MAT 143	Quantitative Literacy	2	2	0	3
PHO 122	Design Laboratory II	0	3	0	1
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photo Material and Processes	3	3	0	4
PHO 132	Small Format Photography	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>10</b>	<b>20</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
PHO 134	Custom Color Printing	1	2	0	2
PHO 135	Product Lighting	0	3	0	1
PHO 139	Introduction to Digital Imaging	1	3	0	2
PHO 143	Multimedia I	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>11</b>	<b>0</b>	<b>8</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
PHO 215	Photographic Illustration	2	8	0	6
PHO 241	Digital Image Technology	2	3	0	3
WBL 112N	Work-Based Learning - PHOCP	0	0	20	2
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>11</b>	<b>20</b>	<b>14</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
PHO 220	Business of Photography	3	0	0	3
PHO 229	Advertising Photography	2	8	0	6
PHO 244	Multimedia II Commercial Photo	2	3	0	3
WBL 122N	Work-Based Learning - PHOCP	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		<b>7</b>	<b>11</b>	<b>20</b>	<b>14</b>
<b>Second Year:</b>	<b>Summer Semester</b>				
PHO 231	Commercial Portfolio Prep.	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
		<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>

**Total Semester Hours Credit for Degree: 71**

*ART 111 or ART 114 is the preferred Humanities/Fine Arts Course Students will take WBL-112N and WBL-122N.*

### **Photographic Technology- Photojournalism**

#### **[A30280PJ] Associate in Applied Science 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.

#### **Program Competencies**

Upon successful completion of all Photographic Technology Concentrations, the student should be able to:

1. Demonstrate the ability to control photographic exposure.
2. Execute photographic imaging processes.
3. Demonstrate proficiency in digital photography workflow.
4. Utilize lighting equipment.
5. Utilize design elements to produce photographs.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Photographic Technology: Photojournalism [A30280PJ]

Courses for this A.A.S. degree program are offered day, evening, online, and/or hybrid with the exception of PHO courses. They are only offered during the day.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
PHO 110	Fundamentals of Photography	3	6	0	5
PHO 112	Design Laboratory I	0	3	0	1
PHO 113	History of Photography	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>9</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
COM 110	Introduction to Communications	3	0	0	3
MAT 110	Math Measurement & Literacy <i>OR</i>	2	2	0	3
MAT 143	Quantitative Literacy	2	2	0	3
PHO 122	Design Laboratory II	0	3	0	1
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photo Material and Processes	3	3	0	4
PHO 132	Small Format Photography	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>10</b>	<b>20</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
PHO 134	Custom Color Printing	1	2	0	2
PHO 135	Product Lighting	0	3	0	1
PHO 139	Introduction to Digital Imaging	1	3	0	2
PHO 143	Multimedia I	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>11</b>	<b>0</b>	<b>8</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
JOU 120	JOU/Theory & Production	2	2	0	3
PHO 217	Photojournalism I	1	6	0	4
PHO 241	Digital Image Technology	2	3	0	3
PHO 243	Multimedia II Photojournalism	2	3	0	3
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>14</b>	<b>0</b>	<b>16</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
PHO 220	Business of Photography	3	0	0	3
PHO 227	Photojournalism II	2	12	0	8
WBL 112P	Work-Based Learning - PHOPJ	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		<b>5</b>	<b>12</b>	<b>20</b>	<b>13</b>
<b>Second Year:</b>	<b>Summer Semester</b>				
PHO 232	Photojournalism Portfolio Prep.	0	6	0	2
WBL 122P	Work-Based Learning - PHOPJ	<u>0</u>	<u>0</u>	<u>20</u>	<u>2</u>
		<b>0</b>	<b>6</b>	<b>20</b>	<b>4</b>

**Total Semester Hours Credit for Degree: 74**

*ART 111 or ART 114 is the preferred Humanities/Fine Arts Course Students will take WBL-112P and WBL-122P.*

### **Photographic Technology – Portrait Studio Management**

#### **[A30280PS] Associate in Applied Science 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.

#### **Program Competencies**

Upon successful completion of all Photographic Technology Concentrations, the student should be able to:

1. Demonstrate the ability to control photographic exposure.
2. Execute photographic imaging processes.
3. Demonstrate proficiency in digital photography workflow.
4. Utilize lighting equipment.
5. Utilize design elements to produce photographs.

*Please see a list of [Humanities/Fine Arts and Social/Behavioral Sciences](#) courses approved for this program.*

## Programs of Study (Curricula-Credit)

### Photographic Technology: Studio Management [A30280PS]

Courses for this A.A.S. degree program are offered day, evening, online, and/or hybrid with the exception of PHO courses. They are only offered during the day.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs. Credit
		Class	Lab	Wk. Exp.	
<b>First Year:</b>	<b>Fall Semester</b>				
ACA 111	College Student Success	1	0	0	1
ENG 111	Writing and Inquiry	3	0	0	3
PHO 110	Fundamentals of Photography	3	6	0	5
PHO 112	Design Laboratory I	0	3	0	1
PHO 113	History of Photography	3	0	0	3
---	Social/Behavioral Science	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>13</b>	<b>9</b>	<b>0</b>	<b>16</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 114	Prof Research & Reporting <i>OR</i>	3	0	0	3
COM 110	Introduction to Communications	3	0	0	3
MAT 110	Math Measurement & Literacy <i>OR</i>	2	2	0	3
MAT 143	Quantitative Literacy	2	2	0	3
PHO 122	Design Laboratory II	0	3	0	1
PHO 125	Basic Object Lighting	0	3	0	1
PHO 126	Basic Portrait Lighting	0	3	0	1
PHO 127	Photo Material and Processes	3	3	0	4
PHO 132	Small Format Photography	<u>2</u>	<u>6</u>	<u>0</u>	<u>4</u>
		<b>10</b>	<b>20</b>	<b>0</b>	<b>17</b>
<b>First Year:</b>	<b>Summer Semester</b>				
PHO 134	Custom Color Printing	1	2	0	2
PHO 135	Product Lighting	0	3	0	1
PHO 139	Introduction to Digital Imaging	1	3	0	2
PHO 143	Multimedia I	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>11</b>	<b>0</b>	<b>8</b>
<b>Second Year:</b>	<b>Fall Semester</b>				
PHO 210	Professional Wedding Photography	1	6	0	3
PHO 211	Professional Portraiture I	2	12	0	8
PHO 241	Digital Image Technology	2	3	0	3
PHO 245	Multimedia II Portrait Photo	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>24</b>	<b>0</b>	<b>17</b>
<b>Second Year:</b>	<b>Spring Semester</b>				
PHO 220	Business of Photography	3	0	0	3
PHO 221	Professional Portraiture II	1	8	0	5
WBL 112S	Work-Based Learning - PHOCPS	0	0	20	2
---	Humanities/Fine Arts	<u>3</u>	<u>0</u>	<u>0</u>	<u>3</u>
		<b>7</b>	<b>8</b>	<b>20</b>	<b>13</b>
<b>Second Year:</b>	<b>Summer Semester</b>				
PHO 228	Advanced Correction & Finishing	1	3	0	2
PHO 233	Portrait Portfolio Preparation	<u>0</u>	<u>6</u>	<u>0</u>	<u>2</u>
		<b>1</b>	<b>9</b>	<b>0</b>	<b>4</b>

**Total Semester Hours Credit for Degree: 75**

*ART 111 or ART 114 is the preferred Humanities/Fine Arts Course*



### Radiography

#### [A45700] Associate in Applied Science Degree

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

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

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

#### Program Competencies

Upon successful completion of the Radiography program,

1. Students will demonstrate clinical competence.
2. Students will learn to think critically and how to apply problem-solving strategies.
3. Students will model professionalism.
4. Students will communicate proficiently.

*The Randolph Community College Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, Phone 312-704-5300, or at [www.jrcert.org](http://www.jrcert.org).*

## Programs of Study (Curricula-Credit)

### Radiography [A45700]

Courses for this A.A.S. degree program are offered day only.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
ACA 111	College Student Success	1	0	0	1
BIO 163	Basic Anatomy & Physiology**	4	2	0	5
ENG 111	Writing and Inquiry	3	0	0	3
RAD 110	Radiography Intro & Patient Care	2	3	0	3
RAD 111	RAD Procedures I	3	3	0	4
RAD 113	RAD Lab Elective	0	3	0	1
RAD 151	RAD Clinical Education I	<u>0</u>	<u>0</u>	<u>6</u>	<u>2</u>
		<b>13</b>	<b>11</b>	<b>6</b>	<b>19</b>
<b>First Year: Spring Semester</b>					
ENG 114	Prof Research & Reporting	3	0	0	3
PHY 110	Conceptual Physics +	3	0	0	3
PHY 110 A	Conceptual Physics Lab <b>OR</b>	0	2	0	1
MAT 171	Precalculus Algebra	3	2	0	4
RAD 112	RAD Procedures II	3	3	0	4
RAD 121	Image Production I	2	3	0	3
RAD 161	RAD Clinical Education II	<u>0</u>	<u>0</u>	<u>15</u>	<u>5</u>
		<b>11</b>	<b>8</b>	<b>15</b>	<b>19</b>
<b>First Year: Summer Semester</b>					
RAD 122	Image Production II	1	3	0	2
RAD 141	Radiation Safety	2	0	0	2
RAD 171	RAD Clinical Education III	<u>0</u>	<u>0</u>	<u>9</u>	<u>3</u>
		<b>3</b>	<b>3</b>	<b>9</b>	<b>7</b>
<b>Second Year: Fall Semester</b>					
PHI 240	Introduction to Ethics	3	0	0	3
RAD 211	RAD Procedures III	2	3	0	3
RAD 231	Image Production III	1	3	0	2
RAD 251	RAD Clinical Education IV	<u>0</u>	<u>0</u>	<u>21</u>	<u>7</u>
		<b>6</b>	<b>6</b>	<b>21</b>	<b>15</b>
<b>Second Year: Spring Semester</b>					
PSY 150	General Psychology	3	0	0	3
RAD 261	RAD Clinical Education V	0	0	21	7
RAD 271	RAD Capstone	<u>2</u>	<u>3</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>3</b>	<b>21</b>	<b>13</b>

**Total Semester Hours Credit for Degree: 73**

*Students must obtain a grade of "C" or better in all RAD courses, "B" or better in BIO 163, ENG 111, ENG 114, PHI 240, PHY 110, PHY 110A, MAT 171, and PSY 150 in order to progress in the Radiography program.*

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

### **Welding Technology**

#### **[D50420] Diploma; [C50420M] MIG Certificate; [C50420T] TIG Certificate**

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

Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and nondestructive testing providing the student with industry-standard skills developed through classroom training and practical application.

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.

### **Program Competencies**

Upon successful completion of the Welding Technology program, the student should be able to:

1. Properly perform welds to industry standards.
2. Demonstrate the ability to identify common weld defects.
3. Show proficiency in setting up of welding machines.

**NOTE: The Welding Technology program is offered at RCC's Archdale Center.**

## Programs of Study (Curricula-Credit)

### Welding Technology [D50420]

Courses for this diploma program are offered at the Archdale Center.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
WLD 110	Cutting Processes	1	3	0	2
WLD 115	SMAW (Stick) Plate	2	9	0	5
WLD 121	GMAW (MIG) FCWA Plate	2	6	0	4
WLD 131	GTAW(TIG) Plate	2	6	0	4
WLD 141	Symbols & Specifications	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>9</b>	<b>26</b>	<b>0</b>	<b>18</b>
<b>First Year:</b>	<b>Spring Semester</b>				
ENG 102	Applied Communications	3	0	0	3
MAT 110	Math Measurements & Literacy	2	2	0	3
WLD 116	SMAW (Stick) Plate/Pipe	1	9	0	4
WLD 122	GMAW (MIG) Plate/Pipe	1	6	0	3
WLD 132	GTAW (TIG) Plate/Pipe	1	6	0	3
WLD 262	Inspection and Testing	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>10</b>	<b>25</b>	<b>0</b>	<b>19</b>
<b>First Year:</b>	<b>Summer Semester</b>				
WLD 151	Fabrication I	2	6	0	4
WLD 221	GMAW (MIG) Pipe	1	6	0	3
WLD 231	GTAW (TIG) Pipe	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>4</b>	<b>18</b>	<b>0</b>	<b>10</b>

**Total Semester Hours Credit for Diploma: 47**

### Welding Technology - MIG [C50420M]

Courses for this diploma program are offered at the Archdale Center.

Curriculum	Courses by Semester	Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year:</b>	<b>Fall Semester</b>				
WLD 110	Cutting Processes	1	3	0	2
WLD 121	GMAW (MIG) FCWA Plate	2	6	0	4
WLD 141	Symbols & Specifications	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>11</b>	<b>0</b>	<b>9</b>
<b>First Year:</b>	<b>Spring Semester</b>				
WLD 122	GMAW (MIG) Plate/Pipe	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 12**

## Programs of Study (Curricula-Credit)

### Welding Technology - TIG [C50420T]

Courses for this diploma program are offered at the Archdale Center.

Curriculum Courses by Semester		Hours /Week			Sem. Hrs.
		Class	Lab	Wk. Exp.	Credit
<b>First Year: Fall Semester</b>					
WLD 110	Cutting Processes	1	3	0	2
WLD 131	GTAW(TIG) Plate	2	6	0	4
WLD 141	Symbols & Specifications	<u>2</u>	<u>2</u>	<u>0</u>	<u>3</u>
		<b>5</b>	<b>11</b>	<b>0</b>	<b>9</b>
<b>First Year: Summer Semester</b>					
WLD 132	GTAW (TIG) Plate/Pipe	<u>1</u>	<u>6</u>	<u>0</u>	<u>3</u>
		<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 12**

The University Center of Randolph County was established in 2008, and is a collaborative effort between Randolph Community College and area four-year colleges and universities. Courses are offered in particular disciplines, creating an opportunity for students to complete a baccalaureate degree or graduate degree without leaving the county. Operating under the University Center banner, the four-year institutions offer courses on RCC's Asheboro Campus or online.

### **Cabarrus College of Health Sciences (Radiography)**

#### **Bachelor of Science in Medical Imaging (B.S.)**

The agreement has been established to maximize students' transfer of credit from Randolph Community College (RCC) toward a Bachelor of Science degree in Imaging at Cabarrus College. RCC graduates who meet the following criteria will be eligible to enter the program: cumulative GPA of 2.5 or higher; either current active registry or registry eligible status with the ARRT; two professional references, with one from a current supervisor or imaging faculty member.

### **Fayetteville State University**

#### **Bachelor of Science in Accounting**

This dual degree articulation agreement assures students at Randolph Community College (RCC) that if they complete all courses outlined in the dual degree plan with a grade of C or better, they will receive an associate's degree from RCC and a bachelor's degree from Fayetteville State University (FSU) in the specified discipline.

To qualify for this program, an individual must complete an associate's degree at RCC, submit all application materials to FSU, and meet all requirements for transfer admissions. Upon receipt of the student's transcript, FSU will award transfer credit for all courses included in the dual degree plan in which the student earned a final grade of C or higher. For more information, please contact RCC's department head for Accounting.

### **North Carolina State University (NCSU)**

#### **Bachelor of Science in Agricultural Business (B.S.)**

PackTrac is offered through the College of Agriculture and Life Sciences at NCSU. This agreement has been established to offer RCC's Agribusiness Technology students the option to transfer seamlessly to NCSU after one year to pursue a Bachelor of Science in Agricultural Business degree. The Associate in Applied Science degree in Agribusiness Technology at RCC will be awarded through Reverse Transfer upon successful completion of required coursework at NCSU.

### **Pfeiffer University**

#### **Bachelor of Arts in Elementary Education (B.A.)**

#### **Bachelor of Arts in Special Education (B.A.)**

The Pfeiffer University bachelor's degrees are four-year degrees offered on Randolph Community College's Asheboro Campus and/or online through Pfeiffer University. The collaborative agreement between Pfeiffer University and Randolph Community College began in spring of 2008, as part of Randolph Community College's University Center of Randolph County. The general education courses are offered through Randolph Community College. The major courses are offered, and bachelor's degrees are granted, by Pfeiffer University.

## University Center of Randolph County

Students must complete a total of 124 hours in order to obtain the B.A. degree, with up to 64 credits transferring into the program. The 64 transferable hours can come from other colleges or can be taken at Randolph Community College. Remaining required credits are offered through Pfeiffer University. These classes are typically held on Monday evenings at Randolph Community College's Asheboro Campus or are conducted online. Class meetings occasionally occur during the day at a school setting. Pfeiffer classes are taught at Pfeiffer tuition rates with financial aid negotiated through Pfeiffer University.

Students who wish to enroll in the Pfeiffer Elementary Education Program must complete an RCC application with an intended major of Associate in Arts. Pfeiffer students must submit high school and college transcripts. Proof of placement testing or a transfer credit evaluation is also required before becoming active in the program. An application can be found by clicking on Admissions at [www.randolph.edu](http://www.randolph.edu).

Students should complete many RCC general education classes before applying to Pfeiffer University. At least 24 hours of required credits must be completed before beginning the Pfeiffer class cohort. Students may enroll in the RCC general education classes while taking the Pfeiffer University classes. An application can be found by clicking on Admissions at [www.pfeiffer.edu](http://www.pfeiffer.edu). Students will not receive a four-year degree until they have successfully completed both the RCC and Pfeiffer University requirements.

The following are required RCC courses, but some substitutions are acceptable:

- ACA 122 College Transfer Success
- BIO 111 General Biology
- CHM 151 General Chemistry I
- CHM 152 General Chemistry II
- MAT 143 Quantitative Literacy
- MAT 171 Precalculus Algebra (or higher math)
- ENG 111 Writing and Inquiry
- ENG 112 Writing/Research in the Disciplines
- ENG 231 or above, a Literature
- HIS 236 North Carolina History
- HIS 131 American History I or HIS 132 American History II
- SOC 210 Introduction to Sociology (or another Psychology or Sociology course)
- REL \*\*\* any 3 credit Religion course
- PED courses if under 25 years old
- PED 110 Fit and Well for Life
- PED \*\*\* any 1 credit activity course
- PED \*\*\* any 1 credit activity course

\*\*\* 3 College Transfer elective courses

More information about the Pfeiffer University Elementary Education degree can be found at [www.randolph.edu/university-center](http://www.randolph.edu/university-center).

Interested students should contact Maria LeBaron, RCC psychology instructor/Pfeiffer elementary education liaison, at [mblebaron@randolph.edu](mailto:mblebaron@randolph.edu) or 336-633-0226; or Dr. Angela H. Kern, Pfeiffer associate professor of elementary education at [angie.kern@pfeiffer.edu](mailto:angie.kern@pfeiffer.edu) or 704-463-3173.

### **Pfeiffer University**

#### **Master of Science in Elementary Education (M.S.) & Master of Arts in Teaching Special Education (M.A.)**

The Master of Science degree in Elementary Education offered by the University Center of Randolph County and Pfeiffer University is for teachers with an elementary license looking to enrich their content knowledge and refine their ability to design and deliver effective instruction. The Master of Arts degree in Teaching Special Education is for teachers with an elementary license looking to provide research-based instruction for students with mild disabilities.

The same full-time, high-quality faculty who teach Pfeiffer's on-campus programs will teach the University Center classes. The program will be offered in hybrid format, a mix of traditional classroom meetings and online learning opportunities. Classes will meet one night weekly and the course load is six semester hours per term, with students finishing in six semesters or two years.

Admissions requirements include a Pfeiffer application, official transcripts, writing sample, three recommendations, a copy of the applicant's teaching license, and the Miller Analogies Test, which Pfeiffer will offer on the RCC campus. The program uses a cohort model, which means students will work through the program with the same group for every class.

The program is accredited by the National Council for the Accreditation of Teacher Education and approved by the N.C. Department of Public Instruction. Financial aid is available for those who qualify. Candidates currently working in school settings are eligible for a 40% tuition-reduction scholarship.

For more information, contact Dr. Christopher Boe, director of graduate programs, [christopher.boe@pfeiffer.edu](mailto:christopher.boe@pfeiffer.edu), 704-945-7352.

### **University of North Carolina at Greensboro**

#### **Co-Admission Agreement**

The UNCG-RCC "Spartan Passage" partnership expands opportunities for transfer students, regardless of location, to access and complete their baccalaureate degrees in a selection of nearly 60 popular majors including, Business Administration, Biology, Psychology, and Computer Science.

Application for the "Spartan Passage" program has been streamlined to benefit students with a waived application fee for UNCG; access to campus facilities, events, activities, and services, including the UNCG University Library (in-house and online) and the new Leonard J. Kaplan Center for Health and Wellness; as well as academic advising, among other benefits. For more information, visit <https://admissions.uncg.edu/applycoadmissions-programs.php>.

#### **Bachelor of Fine Arts in Interior Architecture**

This program-specific agreement has been established to improve access toward completion of a bachelor's degree in Interior Architecture. RCC graduates will be admitted as candidates for the articulation program in Interior Architecture. A maximum of 64 hours of credit can be earned and awarded for transfer from RCC. Students transferring with at least 60 hours will be classified



as Junior status. RCC Interior Design graduates with 64 semester hours of credit accepted from RCC will have no more than 63 semester hours of credit remaining for degree completion. Based on a portfolio review, an Interior Design graduate from RCC may be awarded credit for additional hours toward degree completion.

### **University of North Carolina at Pembroke**

#### **Bachelor of Arts in Criminal Justice (B.A.)**

#### **Bachelor of Arts in Sociology (B.A.)**

This agreement has been established between the University of North Carolina at Pembroke and Randolph Community College for students who complete the required hours for the Associate in Applied Science degree in Criminal Justice. For more information, please contact RCC's department head for Criminal Justice.

### **University of North Carolina Wilmington**

#### **Pathway to Excellence Program**

This program is a partnership between the University of North Carolina at Wilmington (UNCW) and Randolph Community College (RCC). It is a pathway for guaranteed admission to UNCW for students completing an Associate in Arts or Associate in Science with a cumulative GPA of at least a 2.5 (on a 4.0 scale) in transferrable, college-level coursework from RCC. Guaranteed admission to the university does not constitute admission to a professional school or specific program.

Students entering the pathway will be expected to indicate their plan by submitting their letter of intent to UNCW Transfer Admission; 601 South College Road; Wilmington NC 28403-5904 or [UNCWTransfer@uncw.edu](mailto:UNCWTransfer@uncw.edu). Students entering under the agreement who have earned an AA or AS degree meet the requirements of the NC Comprehensive Articulation Agreement (CAA) and will receive a waiver of Foundations and Approaches & Perspective requirements (with the exception of PE, foreign language, and three credits from Living in Our Diverse Nation or Living in a Global Society).

### **Winston-Salem State University**

#### **Bachelor of Science in Nursing (B.S.)**

The RN-BSN Outreach Option offered at Randolph Community College by Winston-Salem State University recognizes registered nurses as adult learners with experience in nursing and an active personal life. This is a very student-friendly program with enough flexibility to meet your specific needs. While the RN-BSN option functions within the parameters of the generic nursing curriculum, course objectives are met with critical thinking, imagination, and creativity. Students must be self-directed and actively involved in the process of learning. Winston-Salem State offers classes at 15 off-site locations (including RCC) as well as an online option. Depending on the location, a new class is admitted each year, every semester, including spring (January), summer (May), and fall (August).

RCC's class begins in January. Students may attend the program at any site on a full-time basis and online on a part-time basis. The BSN and RN-BSN Option programs in the Division of Nursing at Winston-Salem State University are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the North Carolina Board of Nursing. The graduate

receives a Bachelor of Science Degree in Nursing. One hundred twenty-eight (128) semester hours are required for graduation with a minimum of 30 semester hours of WSSU courses.

RN-BSN Option eligibility is met through the following criteria:

- Admission as a student to WSSU
- Current, unrestricted license to practice as a registered nurse in North Carolina. (The license must be maintained throughout course of study.)
- A grade of C or better for all courses transferred
- A cumulative GPA of 2.0 or higher is required for admission

Space is limited and awarded first to students meeting all the criteria. Verification of admission to the university comes to the student by letter from WSSU. Upon recommendation of the RN-BSN Option Committee, WSSU sends the student (by letter) verification of invitation into the RN-BSN Option. Contact Beth Stafford (336-750-2563) for further information on the process of eligibility and admission to the program.

## North Carolina Community System: College Transfer Articulation Agreements

### Comprehensive Articulation Agreement

The North Carolina Comprehensive Articulation Agreement (CAA) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities and has as its objective the smooth transfer of students.

### Independent Articulation Agreement

The Independent Comprehensive Articulation Agreement (ICAA) between the North Carolina Community College System (NCCCS) and the Signatory Institutions of North Carolina Independent Colleges and Universities (NCICU) is intended to provide smooth transfer for community college students who wish to continue their education at an NCICU Signatory Institution. The ultimate goal of this agreement is the seamless articulation from the community college to the NCICU institution with minimal loss of credit or repetition of work.

### Uniform Articulation Agreement (Associate in Early Childhood)

The Early Childhood Education Articulation Agreement is a statewide academic progression agreement that will promote educational advancement opportunities for early childhood education (ECE) students matriculating from the North Carolina Community College System to the constituent institutions of the University of North Carolina in order to complete a bachelor's degree in Birth-Kindergarten teaching licensure program or a bachelor's degree in a related Early Education non-licensure program.

### Uniform Articulation Agreement RN to BSN Programs

Uniform Articulation Agreement between The University of North Carolina RN to BSN Programs:

The Uniform Articulation Agreement promotes educational advancement opportunities for registered nurses moving between North Carolina Community Colleges and the constituent

institutions of The University of North Carolina in order to complete Bachelor of Science in Nursing degrees.

### **Uniform Articulation Agreement Between North Carolina Independent Colleges and Universities RN to BSN Programs**

The Uniform Articulation Agreement promotes educational advancement opportunities for registered nurses moving between North Carolina Community Colleges and the signatory campuses of the North Carolina Independent Colleges and Universities (NCICU) in order to complete Bachelor of Science in Nursing degrees.

## Career and College Promise (High School)

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

### ■ **College Transfer Pathway**

1. The Career and College Promise Pathway requires the completion of a transfer pathway approved by the State Board of Community Colleges including transfer courses in English and mathematics and ACA 122 College Transfer Success.
2. To be eligible for enrollment, a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
  - b. Have unweighted GPA of 2.8 on high school courses;or
  - c. Demonstrate college readiness on an approved assessment or placement test (See attachment A for college readiness scores).
3. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation, and
  - b. Maintain a 2.0 GPA in college coursework after completing two courses.
  - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
4. A student may only enroll in one College Transfer Pathway and may not substitute courses in one program for courses in another
5. A student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.
6. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student who completes a College Transfer Pathway, while still enrolled in high school, may continue to earn college transfer credits leading to the completion of the Associate in Arts, Science, Engineering, AGE-Nursing, or AFA-Visual Arts. The AA/AS/AE/AGE-Nursing/AFA-Visual Arts degree may not be awarded prior to high school graduation verification.
7. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
  - a. One College Transfer Pathway and one Career Technical Education Pathway  
or
  - b. One College Transfer Pathway and one Workforce Continuing Education Pathway
8. CCP students may not enroll in developmental courses.
9. CCP students may enroll in supplemental courses.

## Career and College Promise (High School)

10. CCP students may not audit courses.
11. CCP Students may not be enrolled in the Associate in General Education or General Occupational Technology programs.
12. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

Effective Term  
Fall 2019

### Career and College Promise College Transfer Pathway Leading to the Associate in Arts (P1012C)

The CCP College Transfer Pathway Leading to the Associate in Arts is designed for high school juniors and seniors who wish to begin study toward the Associate in Arts degree and a baccalaureate degree in a non-STEM major.

<b>GENERAL EDUCATION (31-32 SHC)</b>		
The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC) component of the Comprehensive Articulation Agreement.		
<b>English Composition (6 SHC)</b>		
<i>The following two English composition courses are required.</i>		
ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)
<hr/>		
<i>Select three courses from the following from at least two different disciplines (9 SHC)</i>		
<b>Communication</b>		
COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)
<b>Humanities/Fine Arts</b>		
ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)
<hr/>		
<b>Social/Behavioral Sciences (9 SHC)</b>		
<i>Select three courses from the following from at least two different disciplines:</i>		
ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)

## Career and College Promise (High School)

HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)
<b>Math (3-4 SHC)</b>		
<i>Select one course from the following:</i>		
MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Precalculus Algebra	(4 SHC)
<b>Natural Sciences (4 SHC)</b>		
<i>Select 4 SHC from the following course(s):</i>		
AST 111 Descriptive Astronomy (3 SHC) <i>and</i> AST 111A Descriptive Astronomy Lab (1 SHC)		
AST 151 General Astronomy I (3 SHC) <i>and</i> AST 151A General Astronomy Lab I (1 SHC)		
BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I	(4 SHC)
CHM 151	General Chemistry I	(4 SHC)
GEL 111	Introductory Geology	(4 SHC)
PHY 110 Conceptual Physics (3 SHC) <i>and</i> PHY 110A Conceptual Physics Lab (1 SHC)		
<b>Total General Education Hours Required: 32</b>		
<b>Academic Transition (1 SHC)</b>		
<i>The following course is required:</i>		
ACA 122	College Transfer Success	(1 SHC)
<b>*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)</b>		
A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.		
<b>Total Semester Hours Credit (SHC) in Program: 32- 41*</b>		

High school students in the CCP College Transfer Pathway Leading to the Associate in Arts must complete the entire pathway before taking additional courses in the Associate in Arts degree with the exception of mathematics courses beyond MAT 171 in the Associate in Arts.

Please see CC16-025 at <https://www.nccommunitycolleges.edu/numbered-memos/cc16-025> for direct placement criteria for MAT 271 Calculus I.

# Career and College Promise (High School)

Effective Term  
Fall 2019

## Career and College Promise College Transfer Pathway Leading to the Associate in Science (P1042C)

The CCP College Transfer Pathway Leading to the Associate in Science is designed for high school juniors and seniors who wish to begin study toward the Associate in Science degree and a baccalaureate degree in a STEM or technical major.

<b>GENERAL EDUCATION (34 SHC)</b>		
The general education requirement includes study in courses selected from the Universal General Education Transfer Component (UGETC).		
<b>English Composition (6 SHC)</b>		
<i>The following two English composition courses are required.</i>		
ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)
<hr/>		
<i>Select two courses from the following from at least two different disciplines (6 SHC)</i>		
<b>Communication</b>		
COM 120	Introduction to Interpersonal Communication	(3 SHC) or
COM 231	Public Speaking	(3 SHC)
<b>Humanities/Fine Arts</b>		
ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
DRA 111	Theatre Appreciation	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
ENG 241	British Literature I	(3 SHC)
ENG 242	British Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)
<hr/>		
<b>Social/Behavioral Sciences (6 SHC)</b>		
<i>Select two courses from the following from at least two different disciplines:</i>		
ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)

## Career and College Promise (High School)

HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)
<b>Math (8 SHC)</b>		
<i>Select two courses from the following:</i>		
MAT 171	Precalculus Algebra	(4 SHC)
MAT 172	Precalculus Trigonometry	(4 SHC)
MAT 263	Brief Calculus	(4 SHC)
MAT 271	Calculus I	(4 SHC)
MAT 272	Calculus II	(4 SHC)
<b>Natural Sciences (8 SHC)</b>		
<i>Select 8 SHC from the following course(s):</i>		
AST 151	General Astronomy I (3 SHC)	<i>and</i> AST151A General Astronomy Lab I (1 SHC)
BIO 110	Principles of Biology	(4 SHC)
BIO 111	General Biology I (4 SHC)	<i>and</i> BIO 112 General Biology II (4 SHC)
CHM 151	General Chemistry I (4 SHC)	<i>and</i> CHM 152 General Chemistry II (4 SHC)
GEL 111	Introductory Geology	(4 SHC)
PHY 110	Conceptual Physics (3 SHC)	<i>and</i> PHY 110A Conceptual Physics Lab (1 SHC)
PHY 151	College Physics I (4 SHC)	<i>and</i> PHY 152 College Physics II (4 SHC)
PHY 251	General Physics I (4 SHC)	<i>and</i> PHY 252 General Physics II (4 SHC)
<b>Total General Education Hours Required: 34</b>		
<b>Academic Transition (1 SHC)</b>		
<i>The following course is required:</i>		
ACA 122	College Transfer Success	(1 SHC)
<b>*OPTIONAL GENERAL EDUCATION HOURS (0-8 SHC)</b>		
A student may take up to 8 SHC of foreign language courses and accompanying labs, in a single language, designated as General Education in the CAA as a part of this pathway. These courses are not a part of the Universal General Education Transfer Component. Students who complete these courses with a grade of "C" or better will receive transfer credit. The receiving university will determine whether the courses will count as general education, pre-major, or elective credit.		
<b>Total Semester Hours Credit (SHC) in Pathway: 35-43*</b>		

**High school students in the CCP College Transfer Pathway Leading to the Associate in Science must complete the entire pathway before taking additional courses in the Associate in Science degree with the exception of mathematics courses beyond MAT 271.**

Please see CC16-025 at <https://www.nccommunitycolleges.edu/numbered-memos/cc16-025> for direct placement criteria for MAT 271 Calculus I.



# Career and College Promise (High School)

## Attachment A

### \*CCP Program Eligibility Benchmarks on Approved Diagnostic Assessment Tests

Test	PSAT 10 and PSAT/NMSQT (2015 and Future)	SAT (March 2016 and Future)	Pre-ACT and ACT	NC DAP (NCCCS Cut Score)	RISE Placement Test
<b>English</b>	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 composite score for Evidenced-Based Reading and Writing	18	Composite score of 151 or higher	75 or higher on Tier 1 <b><u>and</u></b> Tier 2 <i>(See RISE placement Guide)</i>
<b>Reading</b>	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		
<b>Mathematics</b>	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	75 or higher on Tier 1 <b><u>and</u></b> Tier 2 <b><u>and</u></b> Tier 3 <i>(See RISE placement Guide)</i>
<b>Advanced Placement (AP)</b>		<b>International Baccalaureate (IB)</b>		<b>Cambridge International Examinations</b>	
English, Language and Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher Level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading, and mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidenced based reading and writing to demonstrate college readiness.				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

## Career and College Promise (High School)

### ■ Career Technical Education Pathways (Juniors and Seniors)

1. The Career and College Promise Career Technical Education Pathway for juniors and seniors leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment in a Career and Technical Education pathway *with or without* UGETC (Universal General Education Transfer Component) course(s), a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
    - i. Have an unweighted GPA of 2.8 on high school courses  
or
    - ii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.);
3. To be eligible for enrollment in a Career and Technical Education pathway *without* UGETC (Universal General Education Transfer Component) course(s), a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
    - i. have the recommendation of the high school principal or his/her designee;  
*and*
    - ii. Have the high school principal or his/her designee's rationale for recommendation in place of GPA requirement
    - iii. NOTE: Principal (or designee) recommendation is not allowed for CTE pathways that include UGETC (Universal General Education Transfer Component) course(s) included in the pathways.
4. High school counselors should consider students' assessment scores in making pathway recommendations.
5. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
6. To maintain eligibility for continued enrollment, a student must
  - a. Continue to make progress toward high school graduation and
  - b. Maintain a 2.0 in college coursework after completing two courses.
  - c. A student who falls below a 2.0 GPA after completing two college courses will be subject to the college's policy for satisfactory academic progress.
7. A student may be awarded a certificate or diploma prior to high school graduation.
8. The AAS degree may not be awarded prior to high school graduation verification.
9. A student may only enroll in one pathway and may not substitute courses in one program for courses in another.
10. The student may change his or her pathway major with approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator. The college's chief academic officer or chief student development administrator shall approve a change in pathway based on verification provided by the student that the program change allows the student to meet their newly chosen career path. Verification could include (but is not limited to) a bachelor degree plan published by the university, a career pathway plan, career information published in the Occupational Outlook Handbook and/or information published in the North Carolina Career Cluster Guide, etc.

## Career and College Promise (High School)

11. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
  - a. One College Transfer Pathway and one Career Technical Education Pathway  
*or*
  - b. Two Career Technical Education Pathways  
*or*
  - c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
12. A student who completes the CTE certificate or diploma may continue in the same traditional AAS program of study as long as they are still eligible for CCP. In order to continue, the program code should be changed to reflect the traditional AAS program code. The student type will remain CCP and their student code will remain CTE.
13. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific programs.
14. CCP students may not enroll in developmental courses.
15. CCP students may enroll in supplemental courses.
16. CCP students may not audit courses.
17. Students enrolled in Adult High School, Adult Basic Education, or Adult Secondary Education are not eligible for Career and College Promise.

### ■ **Workforce Continuing Education Pathway: (Juniors and Seniors)**

The Appropriations Act of 2017, S.L. 2017-57, amended NC General Statutes 115D-20(4)a.2 to allow “Academic transition pathways for qualified junior and senior high school students that lead to a career in technical education certificate, diploma or State or industry-recognized credential.”

1. The Workforce Continuing Education Pathway for juniors and seniors leads to a State or industry-recognized credential aligned with a high school Career Cluster.
2. To be eligible for enrollment a high school student must meet the following criteria:
  - a. Be a high school junior or senior;
    - i. Have an unweighted GPA of 2.8 on high school courses;  
*or*
    - ii. Demonstrate college readiness in English, reading and mathematics on an assessment (See Attachment A for college readiness scores.); or
    - iii. Have the recommendation of the high school principal or his/her designee and have the high school principal or his/her designee's rationale for recommendation in place of GPA requirement
3. High school counselors should consider students' assessment scores in making pathway recommendations.
4. Where possible, students should be granted articulated credit based on the colleges' CE to CU articulation agreement or alternate 'credit for prior learning' options.
5. To maintain eligibility for continued enrollment, a student must:
  - a. Continue to make progress toward high school graduation,
  - b. Continue to make progress toward successful completion of the Workforce Continuing Education pathway as defined with the pathway syllabus
  - c. A student who doesn't meet these criteria will be subject to the college's policy for satisfactory progress.

## Career and College Promise (High School)

6. A student may be awarded a WCE certificate of completion prior to high school graduation.
7. A WCE student is not required to demonstrate college readiness on an assessment or placement test to be eligible for WCE pathways. However, some courses may have pre-requisite requirements which must be met. When this is the case, the student should demonstrate college readiness via an approved assessment or placement test prior to enrolling in the course. Students are encouraged to complete college readiness assessments prior to entry to the WCE pathway. CCP students may not enroll in developmental courses.
8. With approval of the high school principal or his/her designee and the college's chief academic officer or chief student development administrator, a student may concurrently enroll in:
  - a. Two Workforce Continuing Education Pathways  
or
  - b. One College Transfer Pathway and one Workforce Continuing Education Pathway  
or
  - c. One Career Technical Education Pathway and one Workforce Continuing Education Pathway
9. Colleges are responsible for adhering to external agency guidelines that may restrict CCP students from enrolling in specific WCE pathways.

### Career and Technical Education Pathway Accounting and Finance [C25800HS]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
ACC 120 Prin. Of Financial Acct.	<u>4</u>	ACC 121 Prin. Of Managerial Acct.	<u>4</u>
<b>Total Hours:</b>	<b>4</b>	<b>Total Hours:</b>	<b>4</b>
Second Year: Fall Semester	Credit	Second Year: Spring Semester	Credit
BUS 115 Business Law I	<u>3</u>	ACC 129 Individual Income Taxes	<u>3</u>
<b>Total Hours:</b>	<b>3</b>	<b>Total Hours:</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 14**

### Career & Technical Education Pathway Advertising & Graphic Design [C30100HS]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
GRD 121 Drawing Fundamentals	2	GRD 110 Typography I	3
GRD 141 Graphic Design I	4	GRD 142 Graphic Design II	4
GRA 151 Computer Graphics I	<u>2</u>	GRA 152 Computer Graphics II	<u>2</u>
<b>Total Hours:</b>	<b>8</b>	<b>Total Hours:</b>	<b>9</b>

**Total Semester Hours Credit for Certificate: 17**

## Career and College Promise (High School)

### Career & Technical Education Pathway Advertising & Graphic Design-Intro to Gaming Design [C30100HG]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
GRD 121 Drawing Fundamentals	2	GRD 131 Illustration I	2
SGD 112 SGD Design	<u>3</u>	SGD 113 SGD Programming	<u>3</u>
<b>Total Hours:</b>	<b>5</b>	<b>Total Hours:</b>	<b>5</b>
First Year: Summer Semester	Credit		
SGD 114 3D Modeling	<u>3</u>		
<b>Total Hours:</b>	<b>3</b>		

**Total Semester Hours Credit for Certificate: 13**

### Career & Technical Education Pathway Agribusiness Technology [C15100HS]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
AGR 110 Agricultural Economics	3	BUS 153-XXN Human Resource Management	3
BUS 110 Introduction to Business	<u>3</u>	CIS 110 Introduction to Computers	<u>3</u>
<b>Total Hours:</b>	<b>6</b>	<b>Total Hours:</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 12**

### Career & Technical Education Pathway Agri-Accounting [C15100HA]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
ACC 120 Prin of Financial Accounting	4	ACC 180 Practices in Bookkeeping	3
AGR 110 Agricultural Economics	<u>3</u>	CIS 110 Introduction to Computers	<u>3</u>
<b>Total Hours:</b>	<b>7</b>	<b>Total Hours:</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 13**

### Career & Technical Education Pathway Automotive Systems Technology [C60160HA] Apprenticeship Certificate – CCP Only

Pre-Apprenticeship: Summer Semester	Credit	First Year: Fall Semester	Credit
AUT 141 Suspension & Steering Sys	<u>3</u>	TRN 110 Intro to Transportation	2
<b>Total Hours:</b>	<b>3</b>	AUT 151 Brake Systems	<u>3</u>
		<b>Total Hours:</b>	<b>5</b>
First Year: Spring Semester	Credit	First Year: Summer Semester	Credit
TRN 120 Basic Transportation Electricity	5	AUT 163 Advanced Auto Electricity	<u>3</u>
TRN 170 PC Skills for Transp	<u>2</u>	<b>Total Hours:</b>	<b>3</b>
<b>Total Hours:</b>	<b>7</b>		

**Total Semester Hours Credit for Certificate: 18**

## Career and College Promise (High School)

### Career & Technical Education Pathway Automotive Systems Technology [C60160HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
TRN 120 Basic Transportation Elec.	<u>5</u>	AUT 141 Suspension & Steering Sys.	3
<b>Total Hours:</b>	<b>5</b>	AUT 141A Susp. & Steering Lab	<u>1</u>
		<b>Total Hours:</b>	<b>4</b>
<u>Second Year: Fall Semester</u>	<u>Credit</u>	<u>Second Year: Spring Semester</u>	<u>Credit</u>
AUT 151 Brake Systems	3	AUT 181 Engine Performance I	3
AUT 151A Brake Systems Lab	<u>1</u>	AUT 181A Engine Performance I Lab	<u>1</u>
<b>Total Hours:</b>	<b>4</b>	<b>Total Hours:</b>	<b>4</b>

**Total Semester Hours Credit for Certificate: 17**

### Career & Technical Education Pathway Automotive Systems Technology-Undercar [C60160HU]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
AUT 151 Brake Systems	3	AUT 141 Suspensions and Steering Sys	3
AUT 151A Brake Systems Lab	1	AUT 141A Susp. & Steering Lab	<u>1</u>
TRN 110 Intro to Transport Tech	<u>2</u>	<b>Total Hours:</b>	<b>4</b>
<b>Total Hours:</b>	<b>6</b>		
<u>Second Year: Fall Semester</u>		<u>Second Year: Spring Semester</u>	
TRN 120 Basic Transp Electricity	<u>5</u>	AUT 163 Advanced Auto Electricity	<u>3</u>
<b>Total Hours:</b>	<b>5</b>	<b>Total Hours:</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 18**

### Career & Technical Education Pathway Business Administration-Marketing [C25120HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
ACC 120 Prin of Financial Acct	4	BUS 137 Principles of Management	3
BUS 115 Business Law I	3	MKT 220 Adv & Sales Promotion	<u>3</u>
MKT 120 Prin of Marketing	3	<b>Total Hours:</b>	<b>6</b>
<b>Total Hours:</b>	<b>10</b>		

**Total Semester Hours Credit for Certificate: 16**

## Career and College Promise (High School)

### Career & Technical Education Pathway Collision Repair and Refinishing Technology [C60130HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
AUB 131 Structural Damage I	4	AUB 121 Non-Structural Damage I	3
TRN 110 Intro to Transp Tech	<u>2</u>	TRN 180 Basic Welding for Transp	<u>3</u>
<b>Total Hours:</b>	<b>6</b>	<b>Total Hours:</b>	<b>6</b>

<u>Second Year: Fall Semester</u>	<u>Credit</u>
AUB 111 Painting & Refinishing I	<u>4</u>
<b>Total Hours:</b>	<b>4</b>

**Total Semester Hours Credit for Certificate: 16**

### Career & Technical Education Pathway Collision Repair and Refinishing Technology [C60130HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
AUB 131 Structural Damage I	4	AUB 121 Non-Structural Damage I	3
TRN 110 Intro to Transp Tech	<u>2</u>	TRN 180 Basic Welding for Transp	<u>3</u>
<b>Total Hours:</b>	<b>6</b>	<b>Total Hours:</b>	<b>6</b>

<u>Second Year: Fall Semester</u>	<u>Credit</u>
AUB 111 Painting & Refinishing I	<u>4</u>
<b>Total Hours:</b>	<b>4</b>

**Total Semester Hours Credit for Certificate: 16**

### Career & Technical Education Pathway Computer-Integrated Machining- Fundamental Machining [C50210HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
MAC 111A Machining Tech I	3	MAC 111B Machining Tech I	3
MAC 131 Blueprint Reading/ Mach I	2	MAC 124 CNC Milling	<u>2</u>
MAC 151 Machining Calculations	<u>2</u>	<b>Total Hours:</b>	<b>5</b>
<b>Total Hours:</b>	<b>7</b>		

<u>First Year: Summer Semester</u>	<u>Credit</u>
MAC 122 CNC Turning	<u>2</u>
<b>Total Hours:</b>	<b>2</b>

**Total Semester Hours Credit for Certificate: 14**

## Career and College Promise (High School)

### Career & Technical Education Pathway Cosmetology [C55140HE]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
COS 111 Cosmetology Concepts I	4	COS 112BB Salon I	4
COS 112AB Salon I	<u>4</u>	COS 113 Cosmetology Concepts II	<u>4</u>
<b>Total Hours:</b>	<b>8</b>	<b>Total Hours:</b>	<b>8</b>
<u>First Year: Summer Semester</u>	<u>Credit</u>	<u>Second Year: Fall Semester</u>	<u>Credit</u>
COS 114AB Salon II	<u>8</u>	COS 114BB Salon II	<u>8</u>
<b>Total Hours:</b>	<b>8</b>	<b>Total Hours:</b>	<b>8</b>
<u>Second Year: Spring Semester</u>	<u>Credit</u>	<u>Second Year: Summer Semester</u>	<u>Credit</u>
COS 115 Cosmetology Concepts II	4	COS 223 Contemporary Hair Coloring	<u>2</u>
COS 116 Salon III	<u>4</u>	<b>Total Hours:</b>	<b>2</b>
<b>Total Hours:</b>	<b>8</b>		

**Total Semester Hours Credit for Certificate: 42**

### Career & Technical Education Pathway Criminal Justice Technology [C55180HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
CJC 111 Intro to Criminal Justice	<u>3</u>	CJC 121 Law Enforcement Operations	<u>3</u>
<b>Total Hours:</b>	<b>3</b>	<b>Total Hours:</b>	<b>3</b>
<u>Second Year: Fall Semester</u>	<u>Credit</u>	<u>Second Year: Spring Semester</u>	<u>Credit</u>
CJC 141 Intro to Corrections	<u>3</u>	CJC 132 Court Procedures & Evidence	<u>3</u>
<b>Total Hours:</b>	<b>3</b>	<b>Total Hours:</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 12**

### Career & Technical Education Pathway Early Childhood Education Foundation [C55220HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
EDU 119 Intro to Early Child Edu.	4	EDU 151 Creative Activities	<u>3</u>
EDU 144 Child Development I	<u>3</u>	<b>Total Hours:</b>	<b>3</b>
<b>Total Hours:</b>	<b>7</b>		
<u>Second Year: Fall Semester</u>	<u>Credit</u>	<u>Second Year: Spring Semester</u>	<u>Credit</u>
EDU 146 Child Guidance	<u>3</u>	EDU 153 Health, Safety & Nutrition	<u>3</u>
<b>Total Hours:</b>	<b>3</b>	<b>Total Hours:</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 16**



## Career and College Promise (High School)

### Career & Technical Education Pathway Electrical Systems Technology Wiring [C35130HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
ELC 111 Intro to Electricity	3	ELC 112 DC/AC Electricity	<u>5</u>
ELC 125 Diagrams and Schematics	<u>2</u>	<b>Total Hours:</b>	<b>5</b>
<b>Total Hours:</b>	<b>5</b>		

<u>Second Year: Fall Semester</u>	<u>Credit</u>	<u>Second Year: Spring Semester</u>	<u>Credit</u>
ELC 113 Residential Wiring	<u>4</u>	ELC 115 Industrial Wiring	<u>4</u>
<b>Total Hours:</b>	<b>4</b>	<b>Total Hours:</b>	<b>4</b>

**Total Semester Hours Credit for Certificate: 18**

### Career & Technical Education Pathway Electrical Systems Technology PLC Certificate [C35130HP]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
ELC 111 Intro to Electricity	3	ELC 128 Introduction to PLC	<u>3</u>
ELC 125 Diagrams and Schematics	<u>2</u>	<b>Total Hours:</b>	<b>3</b>
<b>Total Hours:</b>	<b>5</b>		

<u>First Year: Summer Semester</u>	<u>Credit</u>
ELC 228 PLC Applications	<u>4</u>
<b>Total Hours:</b>	<b>4</b>

**Total Semester Hours Credit for Certificate: 12**

### Career & Technical Education Pathway Healthcare Management Technology [C25200HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
HMT 110 Intro to Healthcare Mgt.	<u>3</u>	OST 149 Medical Legal Issues	<u>3</u>
<b>Total Hours:</b>	<b>3</b>	<b>Total Hours:</b>	<b>3</b>

<u>Second Year: Fall Semester</u>	<u>Credit</u>	<u>Second Year: Spring Semester</u>	<u>Credit</u>
OST 141 Medical Office Term I	3	OST 142 Medical Office Term II	<u>3</u>
CIS 110 Introduction to Computers	<u>3</u>	<b>Total Hours:</b>	<b>3</b>
<b>Total Hours:</b>	<b>6</b>		

**Total Semester Hours Credit for Certificate: 15**

## Career and College Promise (High School)

### Career & Technical Education Pathway Human Services Substance Abuse Certificate [C45380HS]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
SAB 137 Co-Dependency	3	HSE 225 Crisis Intervention	3
SAB 110 Substance Abuse Overview	<u>3</u>	SAB 210 Substance Abuse Counseling	<u>3</u>
<b>Total Hours:</b>	<b>6</b>	<b>Total Hours:</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 12**

### Career & Technical Education Pathway Industrial Systems Technology: Mechatronics Technician (C50420HS)

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
ELC 125 Diagrams and Schematics	2	ATR 112 Intro to Automation	3
HYD 110 Hydraulics/Pneumatics I	3	ELC 128 Intro to PLC	3
ISC 112 Industrial Safety	<u>2</u>	ELC 131 Circuit Analysis I	<u>4</u>
<b>Total Hours:</b>	<b>7</b>	<b>Total Hours:</b>	<b>10</b>

**Total Semester Hours Credit for Certificate: 17**

### Career & Technical Education Pathway Information Technology- Network and Cyber Security Specialist [C25590N]

<u>First Year: Fall Semester</u>	<u>Credit</u>	<u>First Year: Spring Semester</u>	<u>Credit</u>
CTI 120 Network and Sec Foundation	3	CTS 120 Hardware/Software Support	3
NET 125 Introduction to Networks	3	NET 126 Routing Basics	<u>3</u>
NOS 110 Operating Systems Concepts	<u>3</u>	<b>Total Hours:</b>	<b>6</b>
<b>Total Hours:</b>	<b>9</b>		

<u>First Year: Summer Semester</u>	<u>Credit</u>
SEC 110 Security Concepts	<u>3</u>
<b>Total Hours:</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 18**

## Career and College Promise (High School)

### Career & Technical Education Pathway Information Technology- Virtualization Specialist Certificate [C25590HV]

First Year: Summer Semester	Credit	First Year: Fall Semester	
NOS 130 Windows Single User	<u>3</u>	NET 125 Introduction to Networks	3
<b>Total Hours:</b>	<b>3</b>	NOS 120 Linux/UNIX Single User	3
		NOS 230 Windows Administration I	<u>3</u>
		<b>Total Hours:</b>	<b>9</b>

Second Year: Spring Semester	Credit
CTS 217 Computer Training/ Support	<u>3</u>
<b>Total Hours:</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 15**

### Career & Technical Education Pathway Interior Design- Architectural Technology and Design [C30220HS]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
ARC 111 Intro to Arch. Tech.	3	ARC 114 Architectural CAD	2
DES 135 Prin & Elements of Design	<u>4</u>	DES 125 Visual Presentation I	2
<b>Total Hours:</b>	<b>7</b>	DES 220 Interior Design Fund.	<u>3</u>
		<b>Total Hours:</b>	<b>7</b>

First Year: Summer Semester	Credit
DES 230 Residential Design I	<u>3</u>
<b>Total Hours:</b>	<b>3</b>

**Total Semester Hours Credit for Certificate: 17**

### Career & Technical Education Pathway Interior Design- Digital Imaging and Design [C30220HD]

First Year: Summer Semester	Credit	First Year: Fall Semester	Credit
DES 130 Digital App for the Int Des	<u>3</u>	ARC 111 Intro to Arch. Tech.	3
<b>Total Hours:</b>	<b>3</b>	DES 135 Prin. & Elements of Design I	<u>4</u>
		<b>Total Hours:</b>	<b>7</b>

First Year: Spring Semester	Credit
ARC 114 Architectural CAD	2
DES 125 Visual Presentation I	2
DES 220 Interior Design Fund.	<u>3</u>
<b>Total Hours:</b>	<b>7</b>

**Total Semester Hours Credit for Certificate: 17**

## Career and College Promise (High School)

### Career & Technical Education Pathway Manicuring/Nail Technology [C55400HS]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
COS 121 Manicuring/Nail Tech. I	<u>6</u>	COS 222 Manicuring/ Nail Tech. II	<u>6</u>
<b>Total Hours:</b>	<b>6</b>	<b>Total Hours:</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 12**

### Career & Technical Education Pathway Manufacturing Technology [C50320HS]

First Year: Summer Semester	Credit	First Year: Fall Semester	Credit
ISC 112 Industrial Safety	2	ISC 132AB Mfg. Quality Control	1.5
WLD 112 Basic Welding Processes	<u>2</u>	MAC 111AB Machining Tech I	<u>3</u>
<b>Total Hours:</b>	<b>4</b>	<b>Total Hours:</b>	<b>4.5</b>

First Year: Spring Semester	Credit	Second Year: Summer Semester	Credit
ISC 132BB Mfg. Quality Control	1.5	MED 145 Mfg. Materials I	3
MAC 111BB Machining Tech I	<u>3</u>	WBL 111W Work-Based Learning I	<u>1</u>
<b>Total Hours:</b>	<b>4.5</b>	<b>Total Hours:</b>	<b>4</b>

**Total Semester Hours Credit for Certificate: 17**

### Career & Technical Education Pathway Medical Office Administration [C25310HS]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
OST 141 Medical Office Term I	<u>3</u>	OST 142 Medical Office Term II	<u>3</u>
<b>Total Hours:</b>	<b>3</b>	<b>Total Hours:</b>	<b>3</b>

Second Year: Fall Semester	Credit	Second Year: Spring Semester	Credit
OST 161 Medical Ofc Procedures	3	OST 148 Med. Ins. & Billing	3
CIS 110 Introduction to Computers	<u>3</u>	OST 149 Medical Legal Issues	<u>3</u>
<b>Total Hours:</b>	<b>6</b>	<b>Total Hours:</b>	<b>6</b>

**Total Semester Hours Credit for Certificate: 18**

## Career and College Promise (High School)

### Career & Technical Education Pathway Therapeutic & Diagnostic Services- Nursing [D45970HN]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
ENG 111 Writing & Inquiry	3	ENG 112 Writing/ Research	3
HUM 115 Critical Thinking	<u>3</u>	PSY 150 General Psychology	3
<b>Total Hours:</b>	<b>6</b>	CIS 110 Introduction to Computers	<u>3</u>
		<b>Total Hours:</b>	<b>9</b>
First Year: Summer Semester	Credit	Second Year: Fall Semester	Credit
MED 120 Survey of Med. Term.	2	BIO 168 Anatomy & Phys. I	4
MED 180 CPR Certification	<u>1</u>	PSY 241 Developmental Psych.	<u>3</u>
<b>Total Hours:</b>	<b>3</b>	<b>Total Hours:</b>	<b>7</b>
Second Year: Spring Semester	Credit	Second Year: Summer Semester	Credit
BIO 169 Anatomy & Phys. II	4	NAS 102 Nursing Assistant II	<u>6</u>
NAS 101 Nursing Assistant I	<u>6</u>	<b>Total Hours:</b>	<b>6</b>
<b>Total Hours:</b>	<b>10</b>		

**Total Semester Hours Credit for Diploma: 41**

For these courses BIO and PSY to transfer into Nursing degree you will need to make a “B” or better.

### Career & Technical Education Pathway Therapeutic & Diagnostic Services- Medical Assistant [D45970HM]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
ENG 111 Writing & Inquiry	3	ENG 114 Prof. Research & Report	3
MAT 110 Math Measurement & Lit.	<u>3</u>	CIS 110 Introduction to Computers	3
<b>Total Hours:</b>	<b>6</b>	PSY 150 General Psychology	<u>3</u>
		<b>Total Hours:</b>	<b>9</b>
First Year: Summer Semester	Credit	Second Year: Fall Semester	Credit
BIO 163 Basic Ana. & Physiology	5	MED 121 Medical Term. I	3
MED 180 CPR Certification	<u>1</u>	HUM 115 Critical Thinking	<u>3</u>
<b>Total Hours:</b>	<b>6</b>	<b>Total Hours:</b>	<b>6</b>
Second Year: Spring Semester	Credit	Second Year: Summer Semester	Credit
MED 122 Medical Term. II	3	NAS 102 Nursing Assistant II	<u>6</u>
NAS 101 Nursing Assistant I	<u>6</u>	<b>Total Hours:</b>	<b>6</b>
<b>Total Hours:</b>	<b>9</b>		

**Total Semester Hours Credit for Diploma: 42**

For these courses BIO, ENG, PSY and MAT to transfer into Medical Assistant degree you will need to make a “B” or better.

## Career and College Promise (High School)

### Career & Technical Education Pathway Therapeutic & Diagnostic Services- Radiography [D45970HR]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
ENG 111 Writing & Inquiry	3	ENG 114 Prof. Research & Report	3
PSY 150 General Psychology	<u>3</u>	CIS 110 Introduction to Computers	3
<b>Total Hours:</b>	<b>6</b>	MAT 171 Precalculus Algebra	<u>4</u>
		<b>Total Hours:</b>	<b>10</b>
First Year: Summer Semester	Credit	Second Year: Fall Semester	Credit
MED 120 Survey of Med. Term.	2	BIO 163 Basic Ana. & Physiology	<u>5</u>
MED 180 CPR Certification	<u>1</u>	<b>Total Hours:</b>	<b>5</b>
<b>Total Hours:</b>	<b>3</b>		
Second Year: Spring Semester	Credit	Second Year: Summer Semester	Credit
PHI 240 Introduction to Ethics	3	NAS 102 Nursing Assistant II	<u>6</u>
NAS 101 Nursing Assistant I	<u>6</u>	<b>Total Hours:</b>	<b>6</b>
<b>Total Hours:</b>	<b>9</b>		

**Total Semester Hours Credit for Diploma: 39**

### Career & Technical Education Pathway Welding Technology- MIG [C50420HM]

First Year: Fall Semester	Credit	First Year: Spring Semester	Credit
WLD 110 Cutting Process	2	WLD 122 GMAW (MIG) Plate/ Pipe	3
WLD 121 GMAW (MIG) FCAW/Plate	4	<b>Total Hours:</b>	<b>6</b>
WLD 141 Symbols & Specs	<u>3</u>		
<b>Total Hours:</b>	<b>9</b>		

**Total Semester Hours Credit for Certificate: 12**

### Career & Technical Education Pathway Welding Technology- TIG [C50420HT]

First Year: Spring Semester	Credit	First Year: Summer Semester	Credit
WLD 110 Cutting Process	2	WLD 132 GTAW (TIG) Plate/Pipe	<u>3</u>
WLD 131 GTAW (TIG) Plate	4	<b>Total Hours:</b>	<b>3</b>
WLD 141 Symbols & Specifications	<u>3</u>		
<b>Total Hours:</b>	<b>9</b>		

**Total Semester Hours Credit for Certificate: 12**

### **Workforce Development and Continuing Education- Career Credit Programs**

Randolph Community College offers career credit courses in a variety of program areas at both the Asheboro Campus and Archdale Center in addition to many locations throughout the county. These areas include occupational, community service, and College and Career Readiness programs (Adult Basic Education, Adult Secondary Education, Adult High School Diploma, English for Speakers of Other Languages, and Adult Basic Life-Skills Education). Business and Industry training programs within Continuing Education are the Human Resources Development program, Small Business Center, and the Customized Training Program. Online delivery is available for some courses.

### **College and Career Readiness Programs**

The College and Career Readiness program (CCR) is located at the main campus in Asheboro and at the Randleman and Archdale Centers as well as various businesses, schools, churches and community centers throughout the county. All classes and study materials are FREE of charge and are offered Monday – Saturday in the mornings, afternoons and evenings to accommodate busy schedules. Randolph Community College is dedicated to helping students reach their educational goals!

#### **■ Program Structure**

The areas of study in the CCR Program include Adult Basic Education (ABE), Adult High School (AHS), GED® and High School Equivalency Preparation (HSE), Adult Basic Life-Skills Education (ABLE) (formerly known as Compensatory Education), and English for Speakers of Other Languages (ESOL).

#### **■ Program Entry Requirements**

Students are required to attend an orientation and complete a TABE or CASAS assessment to determine academic skills and abilities to ensure proper placement in our programs. Orientations are offered during the day and evening. Regular attendance is vital for student success.

#### **■ Adult Basic Education**

Our ABE pathway is designed for adult learners who need to improve their reading, writing and math skills before transitioning into our GED®/HSE or AHS pathway. ABE is also available to students with a high school diploma that wish to increase or review needed skills. Students will develop the basic skills needed for the workplace or secondary education completion.

#### **■ Adult High School**

With the help of our programming and experienced instructors, our AHS pathway can assist adult learners in earning their high school diploma. A student's high school transcript will be evaluated to determine how many classes are needed to earn a diploma. For a student's convenience, multiple platforms are available such as online, face-to-face or hybrid classes. RCC awards the AHS Diploma by affiliation agreements with Asheboro City Schools and Randolph County Schools. Both of these systems are governed by the North Carolina Department of Public Instruction and its Board and by the local boards of education. Both are accredited by the Commission on High Schools of the Southern Association of Colleges and Schools.

#### **■ GED®/High School Equivalency Diploma**

Adult learners who have not graduated from high school and want to get ready for the GED®/ HSE Diploma can attend classes to prepare for success. These in-depth classes will ensure students have the necessary skills in reading, writing, social studies, science and math to earn their diploma. RCC's Assessment Center is an authorized testing center that administers these exams.

### ■ Distance Learning

Our Distance Learning program can assist adult learners in completing their GED®/HSE or AHS diploma at their own pace. Students can work mainly from home or attend our instructor facilitated labs at the Archdale Center or Asheboro Campus.

Students interested in enrolling in our ABE, GED®/HSE, or Distance Learning pathways can call 336-633-0106 to schedule an orientation appointment or for more information. Se habla Espanol? LLame 336-633-0152.

A FREE Randolph Community College class is awarded to students who earn their GED®/HSE or Adult High School Diploma in the College and Career Readiness program.

### ■ Assessment Center

Enrollment in our CCR Program is not a requirement to take your GED®/HSE exam at the Assessment Center. To complete GED®/HSE testing, log on to GED.com to register for a free account and access the exam schedule at Randolph Community College's Assessment Center. Call 336-633-0321 for more information.

### ■ Minors (16 and 17 year olds)

Minors can enroll in our programs. Call 336-633-0106 for more information for ABE, GED® or AHS pathways.

### ■ Adult Basic Life-Skills Education (ABLE)

Our ABLE pathway (formerly known as Compensatory Education) is ideal for disabled adult learners ages 17 or older who want to achieve a higher level of independence and increase their academic skills by focusing on educational, social, vocational and life skills in a supportive academic setting. Call 336-633-0106 for more information.

### ■ Career College

Our Career College pathway is a one-year integrative certificate-bearing program in the medical, hospitality, automotive, and trades and industry fields. Students receive hands-on experience within their program of study. Career College allows students to explore career pathways in Continuing Education and College and Career Readiness classes at the same time. Career College is highly recommended for students with intellectual disabilities or for students interested in skills needed for highly competitive employment. Call 336-633-0106 to begin the application process or for more information.

### ■ Basic Skills Plus

This program provides an opportunity for students to earn their high school diploma or high school equivalency certificate while simultaneously preparing for a career specific pathway. In addition to obtaining or increasing academic skills, participants will develop employability and job-specific occupational and technical skills. Upon completion of



this program, students will earn their high school equivalency or adult high school diploma, college credit and/or a career specific certification. Qualified students can participate in this FREE program.

### ■ English for Speakers of Other Languages (ESOL)

Our ESOL pathway can assist non-native English speaking adult learners to improve reading, writing and speaking skills. This program provides beginning to advanced classes for learners to gain the essential skills to communicate more effectively at home and in the community. With the help of our dedicated instructors, language learners will increase their skills to help prepare them to find a job, advance professionally and become more involved in their children's education and community. Classes are also available for students who are interested in obtaining their U.S. Citizenship. Se habla Espanol? LLame 336-633-0152.

## Business & Industry Training

Randolph Community College is the number one corporate training and workforce preparedness provider in Randolph County. Many training programs and services are available to area businesses and industries, governmental agencies, and public service organizations. Business and industry programs are available to all area firms. Call the College for more information on business and industry programs.

### ■ Small Business Center

The Small Business Center supports the development of new business and the growth of existing businesses by being a community-based provider of training, counseling, resource information, networking and referral. The objective of the SBC is to increase the success rate and the number of viable small businesses in Randolph County by providing high quality, readily accessible assistance to prospective and existing small business owners. The vision of the SBC is to foster and support entrepreneurship, small business training, and economic development in the community. The SBC offers a wide variety of seminars to help businesses be successful. Seminars offered through the Center include marketing, management, record keeping, how to start and manage a small business, financing your business, how to write a business plan, business taxes, how to find your customers, social media based marketing, sales, forming a nonprofit, grant writing, and many more. The SBC provides free, confidential counseling services for new and existing businesses. These services act as a sounding board for ideas and concerns you may have about your business.

The SBC professional staff will help you find solutions to your challenging business questions.

The Small Business Center has a library of professional resources including books, pamphlets, magazines, trade journals, templates, and wireless access to the Internet. Confidential counseling services and access to resource libraries are free of charge. Most seminars are free.

### ■ Customized Training Program

The NC Works Customized Training Program supports the economic development efforts of Randolph County by providing education and training opportunities for eligible businesses and industries. Our Customized Training Program shall offer programs and training services to assist new and existing business and industry to remain productive, profitable, and within Randolph County.

The program was developed in recognition of the fact that one of the most important factors for a business or industry considering locating, expanding, or remaining in Randolph County is the ability of the state to ensure the presence of a well-trained workforce. The program is designed to react quickly to the needs of businesses and to respect the confidential nature of proprietary processes and information within those businesses.

### **Purpose**

The purpose of the Customized Training Program is to provide customized training assistance in support of full-time production and direct customer service positions created in the state of North Carolina, thereby enhancing the growth potential of companies located in the state while simultaneously preparing North Carolina's workforce with the skills essential to successful employment in emerging industries.

### **Eligibility**

Randolph County businesses and industries eligible for support through the Customized Training Program include Manufacturing, Technology Intensive (i.e., Information Technology, Life Sciences), Regional or National Warehousing and Distribution Centers, Customer Support Centers, Air Courier Services, National Headquarters with operations outside North Carolina, and Civil Service employees providing technical support to U.S. military installations located in North Carolina.

In order to receive assistance, eligible businesses and industries must demonstrate two or more of the following criteria:

- The business is making an appreciable capital investment;
- The business is deploying new technology;
- The business is creating jobs, expanding an existing workforce, or enhancing the productivity and profitability of the operations within the state; and,
- The skills of the workers will be enhanced by the assistance.

Resources may support training assessment, instructional design, instructional costs, and training

Delivery for personnel involved in the direct production of goods and services. Production and technology support positions are also eligible for training support.

Full-time probationary employees of qualified Customized Training companies are eligible for training delivered by the community college. The use of Customized Training funds requires that trainees are paid by the company for all time during training hours.

Our programs, services, and courses are designed for all working shifts—seven days a week—and they can be delivered on company site or at one of our convenient campus locations.

### Occupational Extension

Randolph Community College offers occupational extension courses that teach employment-related skills required to obtain and upgrade full-time or part-time employment. Typical courses and certificate programs are basic law enforcement training, emergency medical technician, fire, police upgrading, pharmacy assistant, industrial maintenance, heating, ventilation and air conditioning, welding, power equipment, motorcycle safety, pottery, taxidermy, computers, career readiness and planning, hospitality and tourism, administrative assistant, and insurance. For more information, call the Corporate and Continuing Education office at 336-633-0268.

#### ■ Human Resources Development (HRD)/Employability Success

Individuals in transition, dislocated workers, unemployed, WIA eligible, and anyone interested in self-improvement find assistance through this program. The goal of the Human Resources Development program is to educate and train individuals for success in the workplace. The program focuses on upgrading job skills, enhancing and developing educational skills, increasing economic self-sustainability, training the workforce for jobs and the changing workplace, and assisting participants in obtaining meaningful employment and training opportunities. Core services available for individuals include instruction and training, assessments, career counseling, job search assistance, resume preparation, and links to supportive services. For employers and agencies, core services available include skills training, resume writing, interviewing, and applications; pre-hire assessments; pre- and post-employment training services, and pool of applicants for hire. Fees for HRD courses are waived for those who are unemployed, who have received notification of pending layoff, or who meet income eligibility requirements. For additional information or to register for HRD classes, please call 336-633-0268.

#### ■ Community Service/Personal Enrichment

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

#### ■ Continuing Education Credits

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

#### ■ Basic Law Enforcement Training

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

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

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

### Program Competencies

Upon successful completion of the Basic Law Enforcement Training, the student should be able to

1. Use essential skills required for entry-level employment as sworn law enforcement officers.

*This program is offered during the day in the fall and spring semesters 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; and availability of reference materials.***

***A copy of this accreditation may be obtained by calling the director of BLET at 336-628-4552.***

## 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; number of class, laboratory, clinical/shop/work experience (if any), and credit hours; and the semester in which the course is offered - FA (Fall), SP (Spring), and SU (Summer).

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>■ ACA – Academic Related</b>				
<b>ACA-111 College Student Success</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
This course introduces the college’s physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, and communication. Upon completion, students should be able to function effectively within the college environment to meet their educational objectives. (FA or SP). National ID (CIP) 37.0101.				
<b>ACA-115 Success &amp; Study Skill</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course provides an orientation to the campus resources and academic skills necessary to achieve educational objectives. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting, and critical thinking. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. (FA or SP). National ID (CIP) 37.0101.				
<b>ACA-122 College Transfer Success</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course provides information and strategies necessary to develop clear academic and professional goals beyond the community college experience. Topics include the CAA, college policies and culture, career exploration, gathering information on senior institutions, strategic planning, critical thinking, and communications skills for a successful academic transition. Upon completion, students should be able to develop an academic plan to transition successfully to senior institutions.				
<b>Competencies</b>				
1. Develop a strategic plan for completing community college academic goals, including certificates, diplomas, and/or associate degrees.				
2. Develop a strategic plan for transferring to a university and preparing for a new career.				
3. Identify the rights and responsibilities of transfer students under the Comprehensive Articulation Agreement (CAA), including Universal General Education Transfer Component (UGETC) designated courses, the Transfer Assured Admissions Policy (TAAP), the CAA appeals process, and university tuition surcharge.				
4. Evaluate learning strategies, including note-taking, test-taking, information processing, time management, and memorization techniques, and identify strategies for improvement.				
5. Identify essential college resources, including financial aid, advising, registration, tutoring, library services, computer labs, and counseling services and recognize the importance of these resources on student success.				
6. Identify essential college policies and procedures, including academic integrity such as avoiding plagiarism; calculating a GPA, and maintaining satisfactory academic progress for financial aid eligibility and/or good academic standing.				
This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA and SP). National ID (CIP) 37.0101.				
<b>■ ACC – Accounting</b>				
<b>ACC-120 Prin of Financial Accounting</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
This course introduces business decision-making using accounting information systems. Emphasis is placed on analyzing, summarizing, reporting, and interpreting financial information. Upon completion, students should be able to prepare financial statements, understand the role of financial information in decision-making and address ethical considerations. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
the ICAA as a premajor and/or elective course requirement. (FA and SP). National ID (CIP) 52.0301 Accounting.				
<b>ACC-121 Prin of Managerial Accounting</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product-costing systems. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State prerequisite: Take ACC-120.</b> (FA and SP). National ID (CIP) 52.0301 Accounting.				
<b>ACC-129 Individual Income Taxes</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms. (SP). National ID (CIP) 52.0301 Accounting.				
<b>ACC-130 Business Income Taxes</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the relevant laws governing business and fiduciary income taxes. Topics include tax law relating to business organizations, electronic research and methodologies, and the use of technology for the preparation of business tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various business tax forms. (FA). National ID (CIP) 52.0301 Accounting.				
<b>ACC-140 Payroll Accounting</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology. <b>State prerequisites: Take one: ACC-115 or ACC-120.</b> (SU). National ID (CIP) 52.0301 Accounting.				
<b>ACC-150 Accounting Software Appl</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces microcomputer applications related to accounting systems. Topics include general ledger, accounts receivable, accounts payable, inventory, payroll, and correcting, adjusting, and closing entries. Upon completion, students should be able to use a computer accounting package to solve accounting problems. <b>State prerequisites: Take one: ACC-115 or ACC-120.</b> (SU). National ID (CIP) 52.0301 Accounting.				
<b>ACC-180 Practices in Bookkeeping</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides advanced instruction in bookkeeping and record-keeping functions. Emphasis is placed on mastering adjusting entries, correction errors, depreciation, payroll, and inventory. Upon completion, students should be able to conduct all key bookkeeping functions for small business. <b>State prerequisites: Take ACC-120.</b> (SP). National ID (CIP) 52.0301 Accounting.				
<b>ACC-220 Intermediate Accounting I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
This course is a continuation of the study of accounting principles with in-depth coverage of theoretical concepts and financial statements. Topics include generally accepted accounting principles and extensive analysis 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. <b>State prerequisite: Take ACC-120.</b> (FA). National ID (CIP) 52.0301 Accounting.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>ACC-221 Intermediate Acct II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principals involved and display an analytical problem-solving ability for the topics covered. <b>State prerequisite: Take ACC-220.</b> (SP). National ID (CIP) 52.0301 Accounting.				
<b>ACC-227 Practices in Accounting</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an advanced in-depth study of selected topics in accounting using case studies and individual and group problem solving. Topics include cash flow, financial statement analysis, individual and group problem solving, and practical approaches to dealing with clients, ethics, and critical thinking. Upon completion, students should be able to demonstrate competent analytical skills and effective communication of their analysis in written and/or oral presentations. <b>State prerequisite: Take ACC-220.</b> (SP). National ID (CIP) 52.0301 Accounting.				
<b>■ AGR- Agricultural Courses</b>				
<b>AGR-110 Agricultural Economics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an introduction to basic economic principles in agriculture. Topics include supply and demand, the role of agriculture in the economy, economic systems, and micro- and macroeconomics. Upon completion, students should be able to explain economic systems, interpret supply and demand curves, and complete cost revenue production schedules. (FA). National ID (CIP) 01.0103				
<b>AGR-111 Basic Farm Maintenance</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers fundamentals of maintenance and repair of farm facilities and equipment. Topics include safe use of hand tools and farm machinery, carpentry, concrete, painting, wiring, welding, plumbing, and calculating costs and materials needed. Upon completion, students should be able to answer theoretical questions on topics covered and assist with maintenance and repair of farm facilities and equipment. (SU). National ID (CIP) 01.0205 Agricultural Mechanics and Equipment/Machine Technology				
<b>AGR-121 Biological Pest Mgmt</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course will emphasize the building and maintain of healthy soil, plant and insect biological cycles as the key to pest and disease management. Course content includes study of major pests and diseases, including structure life cycle, and favored hosts; and biological and least toxic methods of chemical control. Upon completion, students will be able to identify and recommend methods of prevention and control of selected insect and diseases.				
<b>Competencies (Student Learning Outcomes)</b>				
1. Identify soil properties and discuss how they relate to pest management.				
2. Identify major pests and diseases in production agriculture.				
3. Create a pest management plan using sustainable practices.				
(SU). National ID (CID) 01.1105 Plant Protection and Integrated Pest Management.				
<b>AGR-139 Intro to Sustainable Ag</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course will provide students with a clear perspective on the principles, history and practices of sustainable agriculture in our local and global communities. Students will be introduced to the economic, environmental and social impacts of agriculture. Upon completion, students will be able to identify the principles of sustainable agriculture as they relate to basic production practices.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Identify sustainable practices in production agriculture.				
2. Explain the impact of sustainable agriculture on our environment and our economy.				
3. Demonstrate application of sustainable agriculture in a traditional farm management plan.				
(FA). National ID (CID) 01.0308 Agroecology and Sustainable Agriculture.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>AGR-170 Soil Science</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the basic principles of soil management and fertilization. Topics include liming, fertilization, soil management, biological properties of soil (including beneficial microorganisms), sustainable land care practices and the impact on soils, and plant nutrients. Upon completion, students should be able to analyze, evaluate, and properly amend soils/media according to sustainable practices.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Identify the biological properties of soil.				
2. Describe sustainable land care practices and how they impact soil quality.				
3. Select and apply fertilizers according to sustainable practices.				
(SP). National ID (CID) 01.1201 Soil Science and Agronomy, General.				
<b>AGR-220 Ag Mechanization</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course is a study of farm machinery and agricultural equipment. Topics include selection and operation of tractors, materials handling equipment, tillage and harvesting equipment, and irrigation systems. Upon completion, students should be able to identify equipment parts and explain the basic principles of machinery operation and management. (SP). National ID (CIP) 01.0205 Agricultural Mechanics and Equipment/Machine Technology.				
<b>AGR-212 Farm Business Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces budgeting, farm analysis, production costs, business organizations, and general management principles. Topics include enterprise budgets, partial budgets, whole farm budgets, income analysis, and business organizations. Upon completion, students should be able to prepare and analyze a farm budget. (FA) National ID (CIP) 01.0102 Agribusiness/Agricultural Business Operations.				
<b>AGR-213 Ag Law and Finance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the basic law and financial aspects affecting agriculture. Topics include environmental laws, labor laws, contractual business operations, assets, liabilities, net worth, and funding sources. Upon completion, students should be able to complete loan application procedures and explain basic laws affecting the agricultural industry. (SP). National ID (CID) 01.0102 Agribusiness/Agricultural Business Operations.				
<b>AGR-214 Agricultural Marketing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers basic marketing principles for agricultural products. Topics include buying, selling, processing, standardizing, grading, storing, and marketing of agricultural commodities. Upon completion, students should be able to construct a marketing plan for an agricultural product. (FA). National ID (CID) 01.0102 Agribusiness/Agricultural Business Operations.				
<b>AGR-215 Agritourism</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides a survey in starting and operating farms or ranches for agritourism ventures. Topics include assessing potential, business planning, regulatory compliance, risk management, hospitality and cost-effective marketing. Upon completion, students should be able to determine feasibility and develop agritourism business plan.				
<b>AGR-261 Agronomy</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides a basic introduction to field and forage crops. Topics include forage crops, field crops, seed selection, fertility management, field preparation, harvesting, and storage. Upon completion, students should be able to demonstrate a knowledge of forage and field crop production practices. (SP). National ID (CID) 01.1102.				
<b>■ AHR – Air Conditioning &amp; Refrigeration</b>				
<b>AHR-120 HVACR Maintenance</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
completion, students should be able to perform routine preventive maintenance tasks, maintain records, and assist in routine equipment repairs. (FA). National ID (CIP) 47.0201				
<b>AHR-215 Commercial HVAC Controls</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces HVAC control systems used in commercial applications. Topics include electric/electronic control systems, pneumatic control systems, DDC temperature sensors, humidity sensors, pressure sensors, wiring, controllers, actuators, and controlled devices. Upon completion, students should be able to verify or correct the performance of common control systems with regard to sequence of operation and safety. <b>State prerequisites: Take one: AHR-111, ELC-111, or ELC-112.</b> (FA). National ID (CIP) 47.0201 Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician.				
<b>■ ALT – Alternative Energy Technology</b>				
<b>ALT-120 Renewable Energy Tech</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides an introduction to multiple technologies that allow for the production and conservation of energy from renewable sources. Topics include hydroelectric, wind power, passive and active solar energy, tidal energy, appropriate building techniques, and energy conservation methods. Upon completion, students should be able to demonstrate an understanding of renewable energy production and its impact on humans and their environment. (FA). National ID (CIP) 14.9999 Engineering, Other.				
<b>■ ANS- Animal Science</b>				
<b>ANS-110 Animal Science</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the livestock industry. Topics include nutrition, reproduction, production practices, diseases, meat processing, sustainable livestock production, and marketing. Upon completion, students should be able to demonstrate a basic understanding of livestock production practices and the economic impact of livestock locally, regionally, state-wide, and internationally.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Describe the importance of animal production and explain the major issues related to the production of livestock on an international, national, and state level.				
2. Explain the relationship of science and animal production through the studies of biotechnology, technology, genetics, physiology, nutrition, and health.				
3. Describe the basic physiology and terminology of the animal industries.				
4. Describe the production (including sustainable production) methodologies of the swine, beef, and dairy, sheep and horse industries.				
5. Recognize the requirements of production animals, and the benefits of proper care, nutrition, genetics, and the environment to the animal's productivity levels.				
(SP). National ID (CIP) 01.0901 Animal Sciences, General.				
<b>■ ARC – Architecture</b>				
<b>ARC-111 Intro to Arch Technology</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
This course introduces basic architectural drafting techniques, lettering, use of architectural and engineer scales, and sketching. Topics include orthographic, axonometric, and oblique drawing techniques using architectural plans, elevations, sections, and details; reprographic techniques; and other related topics. Upon completion, students should be able to prepare and print scaled drawings within minimum architectural standards. (FA). National ID (CIP) 15.0101 Architectural Engineering Technology/Technician.				
<b>ARC-114 Architectural CAD</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces basic architectural CAD techniques. Topics include basic commands and system hardware and software. Upon completion, students should be able to prepare and plot architectural				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
drawings to scale within accepted architectural standards. <b>RCC prerequisite: ARC 111.</b> (SP). National ID (CIP) 15.0101 Architectural Engineering Technology/Technician.				
<b>ARC-235 Architectural Portfolio</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers the methodology for the creation of an architectural portfolio. Topics include preparation of marketing materials and a presentation strategy using conventional and/or digital design media. Upon completion, students should be able to produce an architectural portfolio of selected projects. <b>RCC prerequisites: DES-231 and DES-241.</b> (SP). National ID (CIP) 15.0101 Architectural Engineering Technology/Technician.				
<b>■ ARS – Automotive Restoration</b>				
<b>ARS-112 Auto Restoration Research</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers identification and collection of information needed to restore classic automobiles. Emphasis is placed on using books, numbers, emblems, titles, bills of sale, and other documents as resources. Upon completion, students should be able to use reference materials in the area of auto restoration to restore classic vehicles. (FA). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>ARS-115 Restoration Skills II</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
This course covers advanced mechanical, electrical, and upholstery restoration. Emphasis is placed on advanced techniques applied to engines, transmissions, brakes, starters, generators, distributors, and replacement or fabrication of upholstery. Upon completion, students should be able to apply advanced techniques to restore, rebuild, or replace specific components of a wide range of classic vehicles. (SP). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>■ ART – Art</b>				
<b>ART-111 Art Appreciation</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms including but not limited to sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 50.0701 Art/Art Studies, General. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>ART-114 Art History Survey I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the development of art forms from ancient times to the Renaissance. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 50.0701 Art/Art Studies, General. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>ART-115 Art History Survey II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the development of art forms from the Renaissance to the present. Emphasis is placed on content, terminology, design, and style. Upon completion, students should be able to demonstrate an historical understanding of art as a product reflective of human social development. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (SP only). National ID (CIP) 50.0701 Art/Art Studies, General. This is a Universal General Education Transfer				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>■ ATR – Automation &amp; Robotics</b>				
<b>ATR-112 Intro to Automation</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces the basic principles of automated systems and describes the tasks that technicians perform on the job. Topics include the history, development, and current applications of robots and automated systems including their configuration, operation, components, and controls. Upon completion, students should be able to understand the basic concepts of automation and robotic systems. (SP and SU). National ID (CIP) 15.0406 Automation Engineer Technology/Technician.				
<b>ATR-212 Industrial Robots</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers the operation of industrial robots. Topics include the classification of robots, activators, grippers, work envelopes, computer interfaces, overlapping work envelopes, installation, and programming. Upon completion, students should be able to install, program, and troubleshoot industrial robots. (SP). National ID (CIP) 15.0406 Automation Engineer Technology/Technician.				
<b>ATR-214 Advanced PLCs</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course introduces the study of high-level programming languages and advanced I/O modules. Topics include advanced programming languages; system networking; computer interfacing; analog and other intelligent I/O modules; and system troubleshooting. Upon completion, students should be able to write and troubleshoot systems using high-level languages and complex I/O modules. (SP). National ID (CIP) 15.0406 Automation Engineer Technology/Technician.				
<b>ATR-218 Work Cell Integration</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces high technology systems which are currently being used in new automated manufacturing facilities. Topics include integration of robots and work cell components, switches, proxies, vision and photoelectric sensors, with the automated control and data gathering systems. Upon completion, students should be able to install, program, and troubleshoot an automated manufacturing cell and its associated data communications systems. (SP). National ID (CIP) 15.0406 Automation Engineer Technology/Technician.				
<b>■ ATT- Alternative Transportation Tec.</b>				
<b>ATT-140 Emerging Transp Tech</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers emerging technologies in the automotive industry and diagnostic procedures associated with those technologies. Topics include exploring new technologies, diagnostic tools, methods and repairs. Upon completion, students should be able to demonstrate practical skills applicable to emerging automotive technologies. (SP). National ID (CIP) 47.0614 Alternative Fuel Vehicle Technology/ Technician.				
<b>■ AUB – Automotive Body Repair</b>				
<b>AUB-111 Painting &amp; Refinishing I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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. (FA/SP evening only). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-112 Painting &amp; Refinishing II</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers advanced painting techniques and technologies with an emphasis on identifying problems encountered by the refinishing technician. Topics include materials application, color matching, correction of refinishing problems, and other related topics. Upon completion, students should be able to perform spot, panel, and overall refinishing repairs and identify and correct refinish problems. <b>State</b>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>prerequisite: Take AUB-111.</b> (SP). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-114 Special Finishes</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course introduces multistage finishes, custom painting, and protective coatings. Topics include base coats, advanced intermediate coats, clear coats, and other related topics. Upon completion, students should be able to identify and apply specialized finishes based on accepted industry standards. <b>State prerequisite: Take AUB-111.</b> (SU). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-121 Non-Structural Damage I</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
This course introduces safety, tools, and the basic fundamentals of body repair. Topics include shop safety, damage analysis, tools and equipment, repair techniques, materials selection, materials usage, and other related topics. Upon completion, students should be able to identify and repair minor direct and indirect damage including removal/repairing/ replacing of body panels to accepted standards. (FA). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-122 Non-Structural Damage II</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers safety, tools, and advanced body repair. Topics include shop safety, damage analysis, tools and equipment, advanced repair techniques, materials selection, materials usage, movable glass, and other related topics. Upon completion, students should be able to identify and repair or replace direct and indirect damage to accepted standards including movable glass and hardware. RCC prerequisite: Take AUB-121. (SP). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-131 Structural Damage I</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
This course introduces safety, equipment, structural damage analysis, and damage repairs. Topics include shop safety, design and construction, structural analysis and measurement, equipment, structural glass, repair techniques, and other related topics. Upon completion, students should be able to analyze and perform repairs to a vehicle which has received light/moderate structural damage. (FA/SP evening only). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-132 Structural Damage II</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course provides an in-depth study of structural damage analysis and repairs to vehicles that have received moderate to heavy structural damage. Topics include shop safety, structural analysis and measurement, equipment, structural glass, advanced repair techniques, structural component replacement and alignment, and other related topics. Upon completion, students should be able to analyze and perform repairs according to industry standards. <b>State and RCC prerequisites: Take AUB-131 and TRN-180.</b> (SU). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-136 Plastics &amp; Adhesives</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
This course covers safety, plastic and adhesive identification, and the various repair methods of automotive plastic components. Topics include safety, identification, preparation, material selection, and the various repair procedures including refinishing. Upon completion, students should be able to identify, remove, repair, and/or replace automotive plastic components in accordance with industry standards. (SP). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-141 Mech &amp; Elec Components I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the basic principles of automotive mechanical and electrical components. Topics include personal and environmental safety and suspension and steering, electrical, brake, heating and air-conditioning, cooling, drive train, and restraint systems. Upon completion, students should be able				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
to identify system components and perform basic system diagnostic checks and/or repairs according to industry standards. (SU). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
<b>AUB-162 Autobody Estimating</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course provides a comprehensive study of autobody estimating. Topics include collision damage analysis, industry regulations, flat-rate and estimated time, and collision estimating manuals. Upon completion, students should be able to prepare and interpret a damage report. <b>RCC prerequisites: Take AUB-111, AUB-121, AUB-131, TRN-180.</b> (FA). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
■ <b>AUC – Automotive Customizing</b>				
<b>AUC-112 Auto Custom Fabrication</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>2</b>
This course covers modifications of existing vehicle components, as well as fabrication of new vehicle components. Emphasis is placed on basic customizing techniques used on factory original parts, as well as fabrication of custom components using machining processes and customizing techniques. Upon completion, students should be able to modify existing factory components and create custom-fabricated components using auto customizing techniques. <b>RCC prerequisites: Take AUB-121 and TRN-180.</b> (SP). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician.				
■ <b>AUM – Automotive Management</b>				
<b>AUM-111 Managing Automotive Org</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course will cover the principles and procedures involved in managing an automotive facility. Emphasis is placed on record maintenance, facility layout, technical service training, personnel management, parts management, and computer-based shop management systems. Upon completion, students should be able to demonstrate procedures used in the day-to-day operations of an automotive facility. (FA/SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
■ <b>AUT – Automotive</b>				
<b>AUT-116 Engine Repair</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers the theory, construction, inspection, diagnosis, and repair of internal combustion engines and related systems. Topics include fundamental operating principles of engines and diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. (FA). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT-116A Engine Repair Lab</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include diagnosis, inspection, adjustment, and repair of automotive engines using appropriate service information. Upon completion, students should be able to perform basic diagnosis, measurement and repair of automotive engines using appropriate tools, equipment, procedures, and service information. <b>State corequisite: Take AUT-116.</b> (FA). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT-141 Suspension &amp; Steering Sys</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers principles of operation, types, and diagnosis/repair of suspension and steering systems to include steering geometry. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels. (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>AUT-141A Suspension &amp; Steering Lab</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include manual and power steering systems and standard and electronically controlled suspension and steering systems. Upon completion, students should be able to service and repair steering and suspension components, check and adjust alignment angles, repair tires, and balance wheels. <b>State corequisite: Take AUT-141.</b> (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT-151 Brake Systems</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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. (FA). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT-151A Brakes Systems Lab</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include drum and disc brakes involving hydraulic, vacuum-boost, hydra-boost, electrically powered boost, and anti-lock, parking brake systems and emerging brake systems technologies. Upon completion, students should be able to diagnose, service, and repair various automotive braking systems. <b>State corequisite: Take AUT-151.</b> (FA). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT 163 Adv Auto Electricity</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers electronic theory, wiring diagrams, test equipment, and diagnosis, repair, and replacement of electronics, lighting, gauges, horn, wiper, accessories, and body modules. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, and troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns. <b>State prerequisite: Take TRN-120.</b> (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT-181 Engine Performance 1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information. (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT-181A Engine Performance 1 Lab</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related drivability problems using appropriate test equipment/service information. <b>State corequisite: Take AUT-181.</b> (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.				
<b>AUT-183 Engine Performance</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers study of the electronic engine control systems, the diagnostic process used to locate				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p>engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and inter-related electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information. <b>State prerequisite: Take AUT-181.</b> (SU). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.</p>				
<p><b>AUT-221 Auto Transm/Transaxles</b></p> <p>This course covers operation, diagnosis, service, and repair of automatic transmissions/transaxles. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair automatic drive trains. (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.</p>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p><b>AUT-221A Auto Transm/Transax Lab</b></p> <p>This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include hydraulic, pneumatic, mechanical, and electrical/electronic operation of automatic drive trains and the use of appropriate service tools and equipment. Upon completion, students should be able to diagnose and repair automatic drive trains. <b>State corequisite: Take AUT-221.</b> (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.</p>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
<p><b>AUT-231 Man Trans/Axles/Drtrains</b></p> <p>This course covers the operation, diagnosis, and repair of manual transmissions/transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains. (FA). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.</p>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p>■ <b>BIO – Biology</b></p>				
<p><b>BIO-110 Principles of Biology</b></p> <p>This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. (FA or SP). National ID (CIP) 26.0101. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<p><b>BIO-111 General Biology I</b></p> <p>This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, molecular and cellular biology, metabolism and energy transformation, genetics, evolution, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>RCC prerequisite: Take one set: Set 1: RED-090; Set 2: DRE-098 or acceptable placement score.</b> (FA). National ID (CIP) 26.0101. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<p><b>BIO-112 General Biology II</b></p> <p>This course is a continuation of BIO 111. Emphasis is placed on organisms, evolution, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to</p>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
demonstrate comprehension of life at the organismal and ecological levels. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>State prerequisite: Take BIO-111.</b> (SP only). National ID (CIP) 26.0101. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>BIO-163 Basic Anat &amp; Physiology</b>	<b>4</b>	<b>2</b>	<b>0</b>	<b>5</b>
This course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>RCC prerequisite: Take one set: Set 1: RED-090; Set 2: DRE-098; or acceptable placement score.</b> (FA and SP). National ID (CIP) 26.0403.				
<b>BIO-168 Anatomy and Physiology I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>RCC prerequisite: Take one set: Set 1: RED-090; Set 2: DRE-098; or acceptable placement score.</b> (FA only). National ID (CIP) 26.0403.				
<b>BIO-169 Anatomy and Physiology II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State prerequisite: Take BIO-168.</b> (SP only). National ID (CIP) 26.0403.				
<b>BIO-175 General Microbiology</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers principles of microbiology with emphasis on microorganisms and human disease. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance, and immunity. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process as well as aseptic and sterile techniques. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State prerequisites: Take one: BIO-110, BIO-111, BIO-163, BIO-165, or BIO-168.</b> (FA and SP). National ID (CIP) 26.0502.				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>■ BUS – Business</b>				
<b>BUS-110 Introduction to Business</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>Competencies</b>				
Student Learning Outcomes:				
<ol style="list-style-type: none"> <li>1. Identify various forms of business organizations.</li> <li>2. Define business vocabulary.</li> <li>3. Describe the basics of business ethics.</li> <li>4. Explain basic management principles.</li> </ol>				
<b>BUS-115 Business Law I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the student to the legal and ethical framework of business. Contracts, negotiable instruments, the law of sales, torts, crimes, constitutional law, the Uniform Commercial Code, and the court systems are examined. Upon completion the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA and SP). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>Competencies</b>				
Student Learning Outcomes				
<ol style="list-style-type: none"> <li>1. Identify the elements of a contract.</li> <li>2. Describe the structure of the U.S. court system.</li> <li>3. Identify laws, conditions and regulations in national and international work environments.</li> </ol>				
<b>BUS-116 Business Law II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course includes the study of the legal and ethical framework of business. Business Organizations, property law, intellectual property law, agency and employment law, consumer law, secured transactions, and bankruptcy are examined. Upon completion, the student should be able to identify legal and ethical issues that arise in business decisions and the laws that apply to them. <b>State prerequisite: Take BUS-115.</b> (FA and SP). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>BUS-137 Principles of Management</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (SP). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>Competencies</b>				
Student Learning Outcomes				
<ol style="list-style-type: none"> <li>1. Explain strategic management in business operations.</li> <li>2. Define management, quality management, and project management.</li> <li>3. Identify relevant issues in human resource management.</li> </ol>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p><b>BUS-153 Human Resource Management</b></p> <p>This course introduces the functions of personnel/human resource management within an organization. Topics include equal opportunity and the legal environment, recruitment and selection, performance appraisal, employee development, compensation planning, and employee relations. Upon completion, students should be able to anticipate and resolve human resource concerns. (SP). National ID (CIP) 52.0201 Business Administration and Management, General.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>BUS-217 Employment Law and Regs</b></p> <p>This course introduces the principle laws and regulations affecting public and private organizations and their employees or prospective employees. Topics include fair employment practices, EEO, affirmative action, and employee rights and protections. Upon completion, students should be able to evaluate organization policy for compliance and assure that decisions are not contrary to law. (SU). National ID (CIP) 52.0201 Business Administration and Management, General.</p> <p><b>Competencies</b> Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Define fair employment practices, EEO, affirmative action.</li> <li>2. Identify employee rights and protections.</li> <li>3. Evaluate organization policy for compliance.</li> <li>4. Evaluate decisions to assure they are not contrary to law.</li> </ol>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>BUS-225 Business Finance</b></p> <p>This course provides an overview of business financial management. Emphasis is placed on financial statement analysis, time value of money, management of cash flow, risk and return, and sources of financing. Upon completion, students should be able to interpret and apply the principles of financial management. <b>State prerequisite: Take ACC-120.</b> (SP). National ID (CIP) 52.0201 Business Administration and Management, General.</p>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p><b>BUS-230 Small Business Management</b></p> <p>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. (FA and SP). National ID (CIP) 52.0201 Business Administration and Management, General.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>BUS-234 Training and Development</b></p> <p>This course covers developing, conducting, and evaluating employee training with attention to adult learning principles. Emphasis is placed on conducting a needs assessment, using various instructional approaches, designing the learning environment, and locating learning resources. Upon completion, students should be able to design, conduct, and evaluate a training program. (SU). National ID (CIP) 52.0201 Business Administration and Management, General.</p> <p><b>Competencies</b> Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Design, conduct, and evaluate a training program.</li> <li>2. Define the steps for conducting a needs assessment.</li> <li>3. Identify instructional approaches.</li> <li>4. Design a learning environment.</li> </ol>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>BUS-255 Org Behavior in Business</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>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. (FA and SU). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>BUS-256 Recruit Select &amp; Per Plan</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the basic principles involved in managing the employment process. Topics include personnel planning, recruiting, interviewing and screening techniques, maintaining employee records; and voluntary and involuntary separations. Upon completion, students should be able to acquire and retain employees who match position requirements and fulfill organizational objectives. (FA). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>Competencies</b>				
Student Learning Outcomes				
<ol style="list-style-type: none"> <li>1. Identify recruiting, interviewing and screening techniques.</li> <li>2. Describe processes to acquire and retain employees who match position requirement and fulfill organizational objectives.</li> <li>3. Describe personnel planning.</li> <li>4. Identify procedures for maintaining employee records.</li> </ol>				
<b>BUS-258 Compensation and Benefits</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is designed to study the basic concepts of pay and its role in rewarding performance. Topics include wage and salary surveys, job analysis, job evaluation techniques, benefits, and pay for-performance programs. Upon completion, students should be able to develop and manage a basic compensation system to attract, motivate, and retain employees. (FA). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>Competencies</b>				
Student Learning Outcomes				
<ol style="list-style-type: none"> <li>1. Describe job analysis and job evaluation techniques.</li> <li>2. Describe benefits and pay-for-performance programs.</li> <li>3. Develop and manage a basic compensation system to attract, motivate, and retain employees.</li> <li>4. Define wage and salary surveys.</li> </ol>				
<b>BUS-259 HRM Applications</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course provides students in the Human Resource Management concentration the opportunity to reinforce their learning experiences from preceding HRM courses. Emphasis is placed on application of day-to-day HRM functions by completing in-basket exercises and through simulations. Upon completion, students should be able to determine the appropriate actions called for by typical events that affect the status of people at work. <b>State prerequisites: Take All: BUS-217, BUS-234, BUS-256, and</b></p>				
<b>BUS-258. (SP). National ID (CIP) 52.0201 Business Administration and Management, General.</b>				
<b>Competencies</b>				
Student Learning Outcomes				
<ol style="list-style-type: none"> <li>1. Apply day-to-day HRM functions to exercises and simulations.</li> <li>2. Determine the appropriate actions called for by typical events that affect the status of people at work.</li> </ol>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>BUS-285 Business Management Issues</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>This course covers contemporary issues that affect successful businesses and their managers and employees. Emphasis is placed on using case studies and exercises to develop analytical and problem-solving skills, ethics, quality management concepts, team skills, and effective communication. Upon completion, students should be able to apply the specific knowledge and skills covered to become more effective managers and employees. <b>State prerequisite: Take BUS-137.</b> (SP). National ID (CIP) 52.0201 Business Administration and Management, General.</p>				
<b>■ CCT – CyberCrime Technology</b>				
<b>CCT-110 Intro to Cyber Crime</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces and explains the various types of offenses that qualify as cyber crime activity. Emphasis is placed on identifying cyber crime activity and the response to these problems from both the private and public domains. Upon completion, students should be able to accurately describe and define cyber crime activities and select an appropriate response to deal with the problem. (SP). National ID (CIP) 43.0116 Cyber/Computer Forensics and Counterterrorism.</p>				
<b>■ CHM – Chemistry</b>				
<b>CHM-151 General Chemistry I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<p>This course covers fundamental principles and laws of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, gas laws, and solutions. Upon completion, students should be able to demonstrate an understanding of fundamental chemical laws and concepts as needed in CHM 152. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>RCC prerequisite: Take one set: Set 1: DMA-010, DMA-020, and DMA-030; Set 2: MAT-060.</b> (FA). National ID (CIP) 40.0501 Chemistry, General. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>CHM-152 General Chemistry II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<p>This course provides a continuation of the study of the fundamental principles and laws of chemistry. Topics include kinetics, equilibrium, ionic and redox equations, acid-base theory, electrochemistry, thermodynamics, introduction to nuclear and organic chemistry, and complex ions. Upon completion, students should be able to demonstrate an understanding of chemical concepts as needed to pursue further study in chemistry and related professional fields. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>State prerequisite: Take CHM-151.</b> (SP). National ID (CIP) 40.0501 Chemistry, General. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>■ CIS – Information Systems</b>				
<b>CIS-110 Introduction to Computers</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). (FA, SP, SU). National ID (CIP) 11.0103 Information Technology.</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>CIS-113 Computer Basics</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course introduces basic computer usage for non-computer majors. Emphasis is placed on developing basic personal computer skills. Upon completion, students should be able to demonstrate competence in basic computer applications. (FA, SP, SU). National ID (CIP) 11.0103 Information Technology.				
<b>CIS-115 Intro to Prog &amp; Logic</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem-solving methods, algorithm design, and logic control structures. Upon completion, students should be able to use top-down algorithm design and implement algorithmic solutions in a programming language. <b>State prerequisites: Take one set: Set 1: DMA-010, DMA-020, DMA-030, and DMA-040; Set 2: MAT-121; Set 3: MAT-171.</b> This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). (SU). National ID (CIP) 11.0103 Information Technology.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Apply control structures.				
2. Apply top-down algorithmic design.				
3. Implement algorithmic solutions in a programming language.				
<b>CIS-160 MM Resources Integration</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the peripherals and attendant software needed to create stand-alone or networked interactive multimedia applications. Emphasis is placed on using audio, video, graphic, and network resources; using peripheral-specific software; and understanding file formats. Upon completion, students should be able to utilize multimedia peripherals to create various sound and visual files to create a multimedia application. (FA only). National ID (CIP) 11.0103 Information Technology.				
<b>CIS-162 MM Presentation Software</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course is designed to integrate visual and audio resources using presentation software in a simple interactive multimedia project. Emphasis is placed upon design and audience considerations, general prototyping, and handling of media resources. Upon completion, students should be able to demonstrate an original interactive multimedia presentation implementing all of these resources in a professional manner. (SP only). National ID (CIP) 11.0103 Information Technology.				
<b>■ CJC – Criminal Justice</b>				
<b>CJC-111 Intro to Criminal Justice</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the components and processes of the criminal justice system. Topics include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-112 Criminology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response. (FA). National ID (CIP) 43.0107 Criminal Justice/Political Science.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>CJC-113 Juvenile Justice</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition. (SP). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-121 Law Enforcement Operations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (SP). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-131 Criminal Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements. (SP). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-132 Court Procedure &amp; Evidence</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence. (SP). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-141 Corrections</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-160 Terrorism: Underlying Issues</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course identifies the fundamental reasons why America is a target for terrorists, covering various domestic/international terrorist groups and ideologies from a historical aspect. Emphasis is placed upon recognition of terrorist crime scene; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning considerations involving threat assessments. Upon completion, students should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents. (SP). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-212 Ethics &amp; Comm Relations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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				

## Course Descriptions

	Hours/Week			Semester Hours Credit
	Class	Lab	Wk. Exp.	
criminal justice situations. (FA). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-214 Victimology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the study of victims. Emphasis is placed on roles/characteristics of victims, victim interaction with the criminal justice system and society, current victim assistance programs, and other related topics. Upon completion, students should be able to discuss and identify victims, the uniqueness of victims' roles, and current victim assistance programs. (SP). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-215 Organization &amp; Administration</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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. (FA). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-221 Investigative Principles</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
This course introduces the theories and fundamentals of the investigative process. Topics include crime scene/incident processing, information gathering techniques, collection/preservation of evidence, preparation of appropriate reports, court presentations, and other related topics. Upon completion, students should be able to identify, explain, and demonstrate the techniques of the investigative process, report preparation, and courtroom presentation. (SP). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>CJC-231 Constitutional Law</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
The course covers the impact of the Constitution of the United States and its amendments on the criminal justice system. Topics include the structure of the Constitution and its amendments, court decisions pertinent to contemporary criminal justice issues, and other related topics. Upon completion, students should be able to identify/discuss the basic structure of the United States Constitution and the rights/procedures as interpreted by the courts. (FA). National ID (CIP) 43.0107 Criminal Justice/Political Science.				
<b>■ COM – Communication</b>				
<b>COM-110 Introduction to Communication</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. (FA and SP). National ID (CIP) 09.0100.				
<b>COM-231 Public Speaking</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides instruction and experience in preparation and delivery of speeches within a public setting and group discussion. Emphasis is placed on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Upon completion, students should be able to prepare and deliver well-organized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved for transfer under the CAA as a general education course in Communication. This course has been approved for transfer under the ICAA as a general education course in Communication. <b>RCC prerequisites: Take one set: Set 1: ENG-090 and RED-090; Set 2: DRE-</b>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>098; or acceptable placement score.</b> (FA, SP, and SU). National ID (CIP) 09.0101 Speech Communication and Rhetoric. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>■ COS – Cosmetology</b>				
<b>COS-111 Cosmetology Concepts I</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
This course introduces basic cosmetology concepts. Topics include safety, first aid, sanitation, bacteriology, anatomy, diseases and disorders, hygiene, product knowledge, chemistry, ethics, manicures, and other related topics. Upon completion, students should be able to safely and competently apply cosmetology concepts in the salon setting. <b>RCC prerequisites: Take one set: Set 1: RED-090; Set 2: DRE-098; or acceptable placement score. State corequisite: Take COS-112.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-112 Salon I</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services. <b>RCC prerequisites: Take one set: Set 1: RED-090; Set 2: DRE-098; or acceptable placement score. State corequisite: Take COS-111.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-112AB Salon I</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>4</b>
<b>COS-112BB Salon I</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>4</b>
This course introduces basic salon services. Topics include scalp treatments, shampooing, rinsing, hair color, design, haircutting, permanent waving, pressing, relaxing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate salon services. <b>RCC prerequisites: Take one set: Set 1: RED-090; Set 2: DRE-098; or acceptable placement score. COS 112AB is a prerequisites for COS 112BB. State corequisite: Take COS-111.</b> National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-113 Cosmetology Concepts II</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, chemistry, manicuring, chemical restructuring, and hair coloring. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-114 Salon II</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>8</b>
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-114AB Salon II</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>2.67</b>
<b>COS-114BB Salon II</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>5.33</b>
This course provides experience in a simulated salon setting. Topics include basic skin care, manicuring, nail application, scalp treatments, shampooing, rinsing, hair color, design, haircutting, chemical restructuring, pressing, wigs, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. <b>State prerequisites: Take all: COS-111 and COS-112 or COS 112AB and COS 112BB. RCC prerequisites: COS 114AB is a prerequisites for COS 114BB.</b> National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>COS-115 Cosmetology Concepts III</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
This course covers more comprehensive cosmetology concepts. Topics include safety, product knowledge, salon management, salesmanship, skin care, electricity/light therapy, wigs, thermal hair styling, lash and brow tinting, superfluous hair removal, and other related topics. Upon completion, students should be able to safely and competently apply these cosmetology concepts in the salon setting. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (SU). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-116 Salon III</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>4</b>
This course provides comprehensive experience in a simulated salon setting. Emphasis is placed on intermediate-level of skin care, manicuring, scalp treatments, shampooing, hair color, design, haircutting, chemical restructuring, pressing, and other related topics. Upon completion, students should be able to safely and competently demonstrate these salon services. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (SU). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-117 Cosmetology Concepts IV</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
This course covers advanced cosmetology concepts. Topics include chemistry and hair structure, advanced cutting and design, and an overview of all cosmetology concepts in preparation for the licensing examination. Upon completion, students should be able to demonstrate an understanding of these cosmetology concepts and meet program completion requirements. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-118 Salon IV</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entrylevel employment requirements. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-121 Manicure/Nail Technology I</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>
This course covers techniques of nail technology, hand and arm surface manipulation, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, surface manipulation, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, surface manipulations, decorating and artificial applications in a salon setting. (FA) National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-222 Manicure/Nail Tech. II</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>6</b>
This course covers advanced techniques of nail technology and hand and arm surface manipulation. Topics include OSHA/safety, product knowledge, customer service, salesmanship, artificial applications, nail art, and other related topics. Upon completion, students should be able to demonstrate competence necessary for the licensing examination, including advanced nail care, artificial enhancements, and decorations. <b>State prerequisite: Take COS-121.</b> (SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-223 Contemp Hair Coloring</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers basic color concepts, hair coloring problems, and application techniques. Topics include color theory, terminology, contemporary techniques, product knowledge, and other related topics. Upon completion, students should be able to identify a client's color needs and safely and competently perform color applications and correct problems. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>COS-240 Contemporary Design</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers methods and techniques for contemporary designs. Emphasis is placed on contemporary designs and other related topics. Upon completion, students should be able to demonstrate and apply techniques associated with contemporary design. <b>State prerequisites: Take all: COS-111 and COS-112.</b> (FA or SP). National ID (CIP) 12.0401 Cosmetology/Cosmetologist, General.				
<b>COS-271 Instructor Concepts I</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
This course introduces the basic cosmetology instructional concepts. Topics include orientation, theories of education, unit planning, daily lesson planning, laboratory management, student assessment, record keeping, and other related topics. Upon completion, students should be able to identify theories of education, develop lesson plans, demonstrate supervisory techniques, and assess student performance in a classroom setting. <b>State corequisite: Take COS-272.</b> (FA). National ID (CIP) 12.0413 Cosmetology, Barber/Styling, and Nail Instructor.				
<b>COS-272 Instructor Practicum I</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
This course covers supervisory and instructional skills for teaching entry-level cosmetology students in a laboratory setting. Topics include demonstrations of services, supervision, and entry-level student assessment. Upon completion, students should be able to demonstrate salon services and instruct and objectively assess the entry-level student. <b>State corequisite: Take COS-271.</b> (FA). National ID (CIP) 12.0413 Cosmetology, Barber/Styling, and Nail Instructor.				
<b>COS-273 Instructor Concepts II</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>
This course covers advanced cosmetology instructional concepts. Topics include practical demonstrations, lesson planning, lecture techniques, development and administration of assessment tools, record keeping, and other related topics. Upon completion, students should be able to develop lesson plans, demonstrate supervision techniques, assess student performance in a classroom setting, and keep accurate records. <b>State prerequisites: Take all: COS-271 and COS-272. State corequisite: Take COS-274.</b> (SP). National ID (CIP) 12.0413 Cosmetology, Barber/Styling, and Nail Instructor.				
<b>COS-274 Instructor Practicum II</b>	<b>0</b>	<b>21</b>	<b>0</b>	<b>7</b>
This course is designed to develop supervisory and instructional skills for teaching advanced cosmetology students in a laboratory setting. Topics include practical demonstrations, supervision, and advanced student assessment. Upon completion, students should be able to demonstrate competence in the areas covered by the Instructor Licensing Examination and meet program completion requirements. <b>State prerequisite: Take all: COS-271 and COS-272. State corequisite: Take COS-273.</b> (SP). National ID (CIP) 12.0413 Cosmetology, Barber/Styling, and Nail Instructor.				
<b>■ CTI – Computer Technology Integration</b>				
<b>CTI-110 Web, Pgm, &amp; Db Foundation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the introduction of the tools and resources available to students in programming, mark-up language and services on the Internet. Topics include standard mark-up language Internet services, creating web pages, using search engines, file transfer programs; and database design and creation with DBMS products. Upon completion students should be able to demonstrate knowledge of programming tools, deploy a web-site with mark-up tools, and create a simple database table. (FA only). National ID (CIP) 11.0103 Information Technology.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Apply basic principles of programming logic.				
2. Create a simple website with mark-up tools.				
3. Create a simple database table.				

## Course Descriptions

	Hours/Week			Semester Hours Credit
	Class	Lab	Wk. Exp.	
<b>CTI-120 Network &amp; Sec Foundation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>This course introduces students to the Network concepts, including networking terminology and protocols, local and wide area networks, and network standards. Emphasis is placed on securing information systems and the various implementation policies. Upon completion, students should be able to perform basic tasks related to networking mathematics, terminology, media and protocols. (FA only). National ID (CIP) 11.0103 Information Technology.</p> <p><b>Competencies</b> Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Perform basic calculations necessary for network operations.</li> <li>2. Identify the components of local and wide area networks.</li> <li>3. Identify security risks to a networked information system.</li> </ol>				
<b>CTI-289 CTI Capstone Project</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<p>This course provides students an opportunity to complete a significant integrated technology project from the design phase through implementation with minimal instructor support. Emphasis is placed on technology policy, process planning, procedure definition, systems architecture, and security issues to create projects for the many areas in which computer technology is integrated. Upon completion, students should be able to create, implement, and support a comprehensive technology integration project from the planning and design phase through implementation. <b>State Prerequisites: Take all: CTI-110, CTI-120, and CTS-115.</b> (SP). National ID (CIP) 11.0103 Information Technology.</p>				
<p>■ <b>CTS – Computer Information Technology</b></p>				
<b>CTS-115 Info Sys Business Concepts</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>The course introduces the role of IT in managing business processes and the need for business process and IT alignment. Emphasis is placed on industry need for understanding business challenges and developing/managing information systems to contribute to the decision making process based on these challenges. Upon completion, students should be able to demonstrate knowledge of the ‘hybrid business manager’ and the potential offered by new technology and systems. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (SP). National ID (CIP) 11.0103 Information Technology.</p> <p><b>Competencies</b> Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Identify the relationship between the business objectives and the IT requirements of an enterprise.</li> <li>2. Identify attributes that make up a “hybrid business manager.”</li> <li>3. Assess the role of technology options for managing business processes.</li> </ol>				
<b>CTS-120 Hardware/Software Support</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p>This course covers the basic hardware of a personal computer, including installation, operations and interactions with software. Topics include component identification, memory-system, peripheral installation and configuration, preventive maintenance, hardware diagnostics/repair, installation and optimization of system software, commercial programs, system configuration, and device-drivers. Upon completion, students should be able to select appropriate computer equipment and software, upgrade/maintain existing equipment and software, and troubleshoot/repair non-functioning personal computers. (SP). National ID (CIP) 11.0103 Information Technology.</p> <p><b>Competencies</b> Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Identify appropriate computer equipment and software based on organizational needs.</li> <li>2. Demonstrate ability to upgrade/maintain existing equipment and software.</li> <li>3. Repair non-functioning personal computers.</li> </ol>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>CTS-130 Spreadsheet</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces basic spreadsheet design and development. Topics include writing formulas, using functions, enhancing spreadsheets, creating charts, and printing. Upon completion, students should be able to design and print basic spreadsheets and charts. (FA, SP, SU). National ID (CIP) 11.0103 Information Technology.				
<b>CTS-135 Integrated Software Intro</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
This course instructs students in the Windows or Linux based program suites for word processing, spreadsheet, database, personal information manager, and presentation software. This course prepares students for introductory level skills in database, spreadsheet, personal information manager, word processing, and presentation applications to utilize data sharing. Upon completion, students should be able to design and integrate data at an introductory level to produce documents using multiple technologies. <b>RCC prerequisite: Take CIS-110.</b> (SU). National ID (CIP) 11.0103 Information Technology.				
<b>CTS-217 Computer Training/Support</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces computer training and support techniques. Topics include methods of adult learning, training design, delivery, and evaluation, creating documentation, and user support methods. Upon completion, students should be able to design and implement training and provide continued support for computer users. (SP). National ID (CIP) 11.0103 Information Technology.				
<b>■ DBA – Database Management Technology</b>				
<b>DBA-110 Database Concepts</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces database design and creation using a DBMS product. Emphasis is placed on data dictionaries, normalization, data integrity, data modeling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. (SP). National ID (CIP) 11.0802 Data Modeling/Warehousing and Database Administration.				
<b>■ DES – Design: Creative</b>				
<b>DES-115 Color Theory</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the element of color as a major design factor. Emphasis is placed on the physical, psychological, and other implications of color in design. Upon completion, students should be able to demonstrate knowledge of color and its effects on the human environment. (SP). National ID (CIP) 50.0408 Interior Design.				
<b>DES-125 Visual Presentation I</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>
This course introduces visual presentation techniques for communicating ideas. Topics include drawing, perspective drawing, rendering and mixed media. Upon completion, students should be able to present a design concept through graphic media. (SP). National ID (CIP) 50.0408 Interior Design.				
<b>DES-130 Digital App/Interior Design</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces digital applications using current appropriate software and emerging technologies. Emphasis is placed on the operation of computer software in interior design applications. Upon completion, students should be able to use digital media to prepare a design solution. <b>RCC prerequisite: ARC-114.</b> (SU). National ID (CIP) 50.0408 Interior Design.				
<b>DES-135 Prin &amp; Elem of Design I</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
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				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
demonstrate an understanding of the principles covered through 2D and 3D exploration. (FA). National ID (CIP) 50.0408 Interior Design.				
<b>DES-136 Prin &amp; Elem of Design II</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
This course provides advanced study of design principles and elements. Emphasis is placed on color theory, pattern, and texture as used in design as well as an investigation of the psychology of color. Upon completion, students should be able to originate a color program for 2D and 3D exploration. State prerequisite: Take DES-135. (SP). National ID (CIP) 50.0408 Interior Design.				
<b>DES-210 Professional Practices/Int Des</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
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 demonstrate an understanding of basic business practices as they relate to the interior design profession. (FA). National ID (CIP) 50.0408 Interior Design.				
<b>DES-220 Interior Design Fundamentals</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
This course provides an introduction to the application of interior design principles. Emphasis is placed on spatial relationships, material selections, craftsmanship, and visual presentation techniques. Upon completion, students should be able to apply interior design principles and illustrate design solutions through visual communication. <b>State prerequisites: Take one set: Set 1: DES-135 and ARC-111; Set 2: DES-110; Set 3: DFT-115.</b> (SP). National ID (CIP) 50.0408 Interior Design.				
<b>DES-225 Textiles for Interiors</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course includes the study of textiles and their applications for a variety of interiors. Emphasis is placed on history, manufacturing processes, fiber characteristics, and residential and non-residential applications. Upon completion, students should be able to specify appropriate textiles. (SP). National ID (CIP) 50.0408 Interior Design.				
<b>DES-230 Residential Design I</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
This course includes principles of interior design for various residential design solutions. Emphasis is placed on visual presentation and selection of appropriate styles to meet specifications. Upon completion, students should be able to present scaled floor plans, elevations, specifications, color schemes finishes and furniture selection. <b>RCC prerequisite: Take DES-220.</b> (SU). National ID (CIP) 50.0408 Interior Design.				
<b>DES-231 Residential Design II</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
This course provides advanced projects with a client profile that utilizes the skills developed in DES 230. Emphasis is placed on a total concept and the presentation of appropriate and creative design solutions. Upon completion, students should be able to complete a detailed floorplan, space planning, furniture plan, specifications, program schedules, finishes, and detailed window treatments. <b>State prerequisite: Take DES-230.</b> (FA). National ID (CIP) 50.0408 Interior Design.				
<b>DES-235 Products</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides an overview of interior products. Topics include floor coverings; wall coverings and finishes; ceilings, moldings, and furniture construction techniques; and other interior components. Upon completion, students should be able to identify and select appropriate materials and furnishings for interior spaces based on application. (FA). National ID (CIP) 50.0408 Interior Design.				
<b>DES-240 Commercial/Contract Design I</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
This course is designed to focus on commercial/contract design including retail, office, institutional, healthcare and hospitality design. Emphasis is placed on ADA requirements, building codes and				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit

standards, space planning, and selection of appropriate materials for non-residential interiors. Upon completion, students should be able to analyze design and present non-residential projects. **State prerequisite: Take DES-220.** (SU). National ID (CIP) 50.0408 Interior Design.

**DES-241 Comm/Contract Design II** 1      6      0      3

This course provides an in-depth study of non-residential design exploring more comprehensive design solutions such as health care facilities, furniture gallery design, and large office complexes. Emphasis is placed on design of commercial interiors and suitability of materials to meet ADA requirements, codes, and standards. Upon completion, students should be able to design non-residential spaces meeting ADA requirements and select furniture, materials, fabrics, and accessories meeting codes and flammability standards. **State prerequisite: Take DES-240.** (FA). National ID (CIP) 50.0408 Interior Design.

**DES-255 History of Interiors & Furn I** 3      0      0      3

This course introduces architecture, interiors, and furnishings in a variety of historic styles from Prehistoric to Neoclassical. Emphasis is placed on vocabulary, chronology, and style recognition. Upon completion, students should be able to recognize, classify and describe major styles of furniture, interiors, and architecture. (FA). National ID (CIP) 50.0408 Interior Design.

**DES-256 History of Interiors & Furn II** 3      0      0      3

This course continues the study of architecture, interiors, and furnishings from a variety of historic styles from Colonial to Contemporary. Emphasis is placed on style recognition, vocabulary, and chronology. Upon completion, students should be able to recognize, classify and describe major styles of furniture, interiors, and exteriors. (SP). National ID (CIP) 50.0408 Interior Design.

**DES-265 Lighting/Interior Design** 1      2      0      2

This course introduces theory and contemporary concepts in lighting. Topics include light levels, light quality, lamps and fixtures, and their use and application in interior design. Upon completion, students should be able to visually communicate light concepts and requirements based on national standards and select solutions for specific lighting scenarios. (SU). National ID (CIP) 50.0408 Interior Design.

■ **DFT – Drafting**

**DFT-119 Basic CAD** 1      2      0      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. (SP). National ID (CIP) 15.1302 CAD/CADD Drafting and/or Design Technology/Technician.

■ **DMA – Developmental Mathematics**

**DMA-010 Operations With Integers** .75      .50      0      1

This course provides a conceptual study of integers and integer operations. Topics include integers, absolute value, exponents, square roots, perimeter and area of basic geometric figures, Pythagorean theorem, and use of the correct order of operations. Upon completion, students should be able to demonstrate an understanding of pertinent concepts and principles and apply this knowledge in the evaluation of expressions. (FA and SP).

**Competencies**

1. Visually represent an integer and its opposite on the number line
2. Explain the concept of the absolute value of an integer
3. Demonstrate the conceptual understanding of operations with integers to solve application problems
4. Correctly apply commutative and associative properties to integer operations
5. Apply the proper use of exponents and calculate the principal square root of perfect squares
6. Simplify multi-step expressions using the rules for order of operations

## Course Descriptions

	Hours/Week		Semester Hours	
	Class	Lab	Wk. Exp.	Credit

7. Solve geometric application problems involving area and perimeter of rectangles and triangles, angles, and correctly apply the Pythagorean Theorem.

### Student Learning Outcomes

- 1.1 Demonstrate an understanding of the concept of integers within contextual application problems
  - 1.2 Correctly represent integers on a number line
  - 1.3 Demonstrate the correct use of additive inverses
  - 1.4 Evaluate the absolute value of a number
  - 1.5 Apply integer operations in solving contextual application problems
  - 1.6 Correctly apply the associative and commutative properties
  - 1.7 Demonstrate understanding of exponents by converting between exponential and expanded form
  - 1.8 Evaluate exponents
  - 1.9 Calculate the square root of numbers containing perfect squares
  - 1.10 Evaluate integer expressions by using the correct order of operations
  - 1.11 Distinguish between appropriate use of area and perimeter formulas to solve geometric application problems
  - 1.12 Use the Pythagorean Theorem to solve geometric problems
  - 1.13 Represent the events of a geometric application problem included in this module pictorially and evaluate the correct solution using the appropriate formula
  - 1.14 Demonstrate an understanding of what a variable represents
  - 1.15 Evaluate variable expressions and formulas
- National ID (CIP) 32.0104 Developmental/Remedial Mathematics.

<b>DMA-020 Fractions and Decimals</b>	.75	.50	0	1
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This course provides a conceptual study of the relationship between fractions and decimals and covers related problems. Topics include application of operations and solving contextual application problems, including determining the circumference and area of circles with the concept of pi. Upon completion, students should be able to demonstrate an understanding of the connections between fractions and decimals. (FA and SP).

### Competencies

1. Solve contextual application problems involving operations with fractions and decimals
2. Visually represent fractions and their decimal equivalents
3. Simplify fractions
4. Find the lowest common denominator of two fractions
5. Correctly perform arithmetic operations on fractions
6. Explain the relationship between a number and its reciprocal
7. Correctly order fractions and decimals on a number line
8. Convert decimals between standard notation and word form
9. Round decimals to a specific place value
10. Estimate sums, differences, products, and quotients with decimals
11. Demonstrate an understanding of the connection between fractions and decimals
12. Convert between standard notation and scientific notation
13. Solve geometric applications involving the circumference and area of circles

### Student Learning Outcomes

- 2.1 Solve conceptual problems involving fractions and decimals
- 2.2 Visually represent fractions and decimals
- 2.3 Simplify fractions
- 2.4 Visually represent equivalent fractions and correctly place the values on the number line
- 2.5 Add and subtract fractions with like denominators
- 2.6 Write an equivalent fraction with a given denominator
- 2.7 Add and subtract fractions with unlike denominators using the correct LCD
- 2.8 Visually represent the sum and difference of two fractions with unlike denominators
- 2.9 Multiply fractions

## Course Descriptions

	Hours/Week		Semester Hours	
Class	Lab	Wk. Exp.	Credit	

- 2.10 Visually represent multiplication of fractions
- 2.11 Divide fractions using reciprocals
- 2.12 Correctly round decimals to a specific place value
- 2.13 Estimate sums, differences, products, and quotients with decimals
- 2.14 Demonstrate an understanding of the connection between fractions and decimals
- 2.15 Distinguish between the appropriate use of circumference and area of a circle in solving geometric applications
- 2.16 Represent events in geometric problems pictorially and evaluate the solution using correct formulas
- 2.17 Correlate negative exponents to fractions and decimals in base 10
- 2.18 Convert between standard notation and scientific notation

**State prerequisite:** Take DMA-010. National ID (CIP) 32.0104 Developmental/Remedial Mathematics.

**DMA-030 Propor/Ratio/Rate/Percent** **.75** **.50** **0** **1**

This course provides a conceptual study of the problems that are represented by rates, ratios, percent, and proportions. Topics include rates, ratios, percent, proportion, conversion of English and metric units, and applications of the geometry of similar triangles. Upon completion, students should be able to use their understanding to solve conceptual application problems. (FA and SP).

**Competencies**

1. Apply the concepts of ratio, rates, proportions, and percents to application problems
2. Recognize and choose the correct units in application problems using ratios, rates, and proportions
3. Calculate a unit rate
4. Convert measurements within and between the U.S. customary and metric system using unit analysis
5. Compare percents, decimals, and fractions
6. Apply the concepts of part, whole, and percent to solve contextual applications

**Student Learning Outcomes**

- 3.1 Demonstrate an understanding of the concepts of ratios, rates, proportions, and percents in the context of application problems
- 3.2 Write a ratio using a variety of notations
- 3.3 Distinguish between events in a problem that should be represented by a ratio or a rate
- 3.4 Calculate a unit rate
- 3.5 Convert measurements within the U.S. customary and metric system using unit analysis
- 3.6 Convert measurements between the U.S customary and metric systems using unit analysis
- 3.7 Represent percent as "parts of 100"
- 3.8 Correctly convert between fractions, decimals, and percents
- 3.9 Solve application problems using ratios, rates, proportions, and percents
- 3.10 Recognize that two triangles are similar and solve for unknown sides using proportions in contextual applications

**State prerequisites:** Take all: DMA-010 and DMA-020. National ID (CIP) 32.0104 Developmental/Remedial Mathematics.

**DMA-040 Express/Lin Equat/Inequal** **.75** **.50** **0** **1**

This course provides a conceptual study of problems involving linear expressions, equations, and inequalities. Emphasis is placed on solving contextual application problems. Upon completion, students should be able to distinguish between simplifying expressions and solving equations and apply this knowledge to problems involving linear expressions, equations, and inequalities. (FA and SP).

**Competencies**

1. Differentiate between expressions, equations, and inequalities
2. Simplify and evaluate, when appropriate, expressions, equations, and inequalities
3. Effectively apply algebraic properties of equality
4. Correctly represent the solution to an inequality on the number line
5. Represent the structure of application problems pictorially and algebraically
6. Apply effective problem solving strategies to contextual application problems



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit

7. Demonstrate conceptual knowledge by modeling and solving applications using linear equations and inequalities

### Student Learning Outcomes

- 4.1 Demonstrate the use of a problem solving strategy to include multiple representations of the situation, organization of the information, and algebraic representation of linear equations or inequalities
- 4.2 Represent verbal statements as algebraic expressions, equations, and inequalities
- 4.3 Distinguish between problem events that use expressions, equations, or inequalities
- 4.4 Solve linear equations and inequalities in one variable using algebraic properties of equality
- 4.5 Demonstrate an understanding of the meaning of solutions to problems, i.e. identity, contradiction, conditional
- 4.6 Represent solutions of inequalities on a number line

**State prerequisites: Take one set: Set 1: DMA-010, DMA-020, and DMA-030; Set 2: DMA-025.**  
National ID (CIP) 32.0104 Developmental/Remedial Mathematic

<b>DMA-050 Graphs/Equations of Lines</b>	.75	.50	0	1
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This course provides a conceptual study of problems involving graphic and algebraic representations of lines. Topics include slope, equations of lines, interpretation of basic graphs, and linear modeling. Upon completion, students should be able to solve contextual application problems and represent real-world situations as linear equations in two variables. (FA and SP).

### Competencies

1. Read and interpret basic graphs to solve problems
2. Apply the concept of slope as a rate of change in real-world situations
3. Write and graph linear equations in two variables to model real-world situations
4. Represent real-world situations as linear equations in two variables in tabular form, graphically, and algebraically

### Student Learning Outcomes

- 5.1 Analyze and interpret basic graphs to solve problems
- 5.2 Represent real world situations in tabular, graphical, and algebraic equation form using two variables
- 5.3 Generate a table of values given an equation in two variables and plot in Cartesian plane to graph a line
- 5.4 Demonstrate an understanding of the concept of slope as a rate of change in real world situations using the slope formula
- 5.5 Find and interpret the x- and y-intercepts of linear models in real world situations
- 5.6 Graph linear equations using a variety of strategies
- 5.7 Given a contextual application, write a linear equation and use the equation to make predictions
- 5.8 Demonstrate a conceptual understanding of horizontal and vertical lines in terms of slope and graphically
- 5.9 Demonstrate a conceptual understanding of the concept of an algebraic function

**State prerequisites: Take one set: Set 1: DMA-010, DMA-020, DMA-030, and DMA-040; Set 2: DMA-025 and DMA-040.** National ID (CIP) 32.0104 Developmental/Remedial Mathematics.

<b>DMA-060 Polynomial/Quadratic Appl</b>	.75	.50	0	1
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This course provides a study of problems involving algebraic representations of quadratic equations. Topics include basic polynomial operations, factoring polynomials, and solving polynomial equations by means of factoring. Upon completion, students should be able to find algebraic solutions to contextual problems with quadratic applications. (FA and SP).

### Competencies

1. Represent real-world applications as quadratic equations.
2. Apply exponent rules.
3. Solve application problems involving polynomial operations.
4. Apply the principles of factoring when solving problems.
5. Analyze the graph of a quadratic function.

# Course Descriptions

	Hours/Week		Semester Hours
Class	Lab	Wk. Exp.	Credit

## Student Learning Outcomes

1. Demonstrate the use of a problem solving strategy to include multiple representations of the situation, organization of the information, and algebraic representation of quadratic equations.
2. Add and subtract polynomials.
3. Apply exponent rules.
4. Multiply polynomials.
5. Divide a polynomial by a monomial.
6. Factor trinomials using multiple methods.
7. Factor the difference of two squares.
8. Solve quadratic applications using the zero product property and critique the reasonableness of solutions found.
9. Given the graph of a parabola, identify the vertex and x-intercepts.

**State prerequisites: Take one set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, and DMA-050; Set 2: DMA-010, DMA-020, DMA-030, and DMA-045; Set 2: DMA-025, DMA-040, and DMA-050; Set 3: DMA-025 and DMA-045.** National ID (CIP) 32.0104 Developmental/Remedial Mathematics.

<b>DMA-070 Rational Express/Equation</b>	.75	.50	0	1
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This course provides a study of problems involving algebraic representations of rational equations. Topics include simplifying and performing operations with rational expressions and equations, understanding the domain, and determining the reasonableness of an answer. Upon completion, students should be able to find algebraic solutions to contextual problems with rational applications. (FA and SP).

## Competencies

1. Represent and solve contextual application problems involving operations on rational expressions and/or equations.
2. Explain the reasonableness of solutions found.

## Student Learning Outcomes

1. Demonstrate the use of a problem solving strategy to include multiple representations of the situation, organization of the information, and algebraic representation of rational equations.
2. Identify the domain of a rational expression.
3. Multiply and divide rational expressions.
4. Add and subtract rational expressions.
5. Solve basic rational equations.

**State prerequisites: Take one set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-060; Set 2: DMA-010, DMA-020, DMA-030, DMA-045, and DMA-060; Set 3: DMA-025, DMA-040, DMA-050 and DMA-060; Set 4: DMA-025, DMA-045, and DMA-060.** National ID (CIP) 32.0104 Developmental/Remedial Mathematics.

<b>DMA-080 Radical Express/Equations</b>	.75	.50	0	1
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This course provides a study of problems involving algebraic representations of the manipulation of radical expressions and the application of radical equations. Topics include simplifying and performing operations with radical expressions and rational exponents, solving radical equations, and determining the reasonableness of a solution. Upon completion, students should be able to find algebraic solutions to contextual problems with radical applications. (FA and SP).

## Competencies

1. Solve radical equations.
2. Explain the reasonableness of solutions found.
3. Perform operations with radical expressions.

## Student Learning Outcomes

1. Use rational exponents to rewrite radical expressions.
2. Simplify radical expressions.
3. Add and subtract radical expressions.

# Course Descriptions

	Hours/Week		Semester Hours	
	Class	Lab	Wk. Exp.	Credit

4. Multiply radical expressions.
5. Divide radical expressions.
6. Solve radical equations with one radical term.
7. Solve quadratic equations and applications using the quadratic formula.

**State prerequisites: Take one set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, and DMA-070; Set 2: DMA-010, DMA-020, DMA-030, DMA-045, DMA-060, and DMA-070; Set 3: DMA-025, DMA-040, DMA-050, DMA-060, and DMA-070; Set 4: DMA-025, DMA-045, DMA-060, and DMA-070.** National ID (CIP) 32.0104 Developmental/Remedial Mathematics.

■ **DRA – Drama/Theater**

**DRA-111 Theatre Appreciation** 3 0 0 3

This course provides a study of the art, craft, and business of the theatre. Emphasis is placed on the audience's appreciation of the work of the playwright, director, actor, designer, producer, and critic. Upon completion, students should be able to demonstrate a vocabulary of theatre terms and to recognize the contributions of various theatre artists. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 50.0501.

■ **DRE – Developmental Reading/English**

**DRE-096 Integrated Reading and Writing** 2.50 1.00 0 3

This course is designed to develop proficiency in specific integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are primarily taught at the introductory level using texts primarily in a Lexile (TM) range of 960 to 1115. Upon completion, students should be able to apply those skills toward understanding a variety of academic and career-related texts and composing effective paragraphs. Please note: (TM) stands for registered trademark.

**Competencies**

1. Students will demonstrate the use of pre-reading, reading, and post-reading strategies, including using previewing strategies to comprehend texts; activating prior knowledge; identifying text attributes; using context clues; identifying stated main ideas in paragraph-length texts; and making text-to-self connections.
  2. Students will demonstrate the use of the writing process (prewriting, drafting, revising, editing, and proofreading), including narrowing the focus of the text, establishing a clear main idea, generating supporting details, and determining appropriate organization.
  3. Students will apply critical thinking strategies in reading and writing and demonstrate an understanding of technical and academic language, including the difference between formal and informal language.
  4. Students will demonstrate an understanding of purpose, point of view, and tense.
  5. Students will demonstrate an understanding of fact and opinion in reading and by writing paragraphs using facts and opinions for support of main ideas.
  6. Students will recognize inferences in texts and analyze and evaluate graphic materials in a text.
  7. Students will recognize and compose well-developed, coherent, and unified texts, including writing clear topic sentences and relevant body sentences; demonstrating an understanding of specific and adequate supporting information; and analyzing and evaluating body sentences in texts and student writings for specific and adequate support.
  8. Students will demonstrate an understanding of coherence through organizational patterns, including employing a variety of organizational patterns to draft texts; and using transitions, key words, and synonyms to connect ideas and achieve coherence in writing.
  9. Students will apply the conventions of Standard Written English.
- (FA). National ID (CIP) 32.0108 Developmental/Remedial English.

## Course Descriptions

	Hours/Week		Semester Hours	
Class	Lab	Wk. Exp.	Credit	

This course is designed for delivery in 8 weeks, with 7 contact hours per week

<b>DRE-097 Integrated Reading Writing II</b>	2.50	1.00	0	3
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This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; except where noted, these topics are taught at a reinforcement level using texts primarily in a Lexile (TM) range of 1070 to 1220. Upon completion, students should be able to demonstrate and apply those skills toward understanding a variety of complex academic and career texts and composing essays incorporating relevant, valid evidence. Please note: (TM) represents registered trademark.

### Competencies

1. Students will demonstrate the use of pre-reading, reading, and post-reading strategies, including applying a variety of previewing strategies to complex texts; activating prior knowledge; identifying important text attributes; using context clues; distinguishing between connotative and denotative meanings and between informal language and Standard Written English; employing introductory metacognitive strategies; identifying stated and implied main ideas at the introductory level; recognizing organizational patterns; responding in writing to complex texts using text-to-text connections; and paraphrasing and summarizing texts at an introductory level.
2. Students will demonstrate the use of the writing process (prewriting, drafting, revising, editing, and proofreading), including narrowing the focus of the text; establishing a clear main idea (thesis statement); generating supporting details for a specific purpose and audience; determining appropriate organization; composing and revising drafts; and using MLA or APA guidelines.
3. Students will apply critical thinking strategies to analyze complex texts and to inform and strengthen their writing, including making logical conclusions based on prior knowledge and inference; understanding the difference between formal and informal language; using types of technical and academic language in complex texts; recognizing figurative language/simile, metaphor, and personification; determining the author's purpose, point of view, and tone in complex texts; identifying fact and opinion statements in complex texts; demonstrating an understanding of verbal and situational irony; and understanding bias, logical fallacies, and propaganda techniques.
4. Students will identify and write clear thesis statements, including identifying thesis statements in multiparagraph complex texts, and writing clear, focused thesis statements for essays.
5. Students will demonstrate an understanding of specific and adequate supporting information, including analyzing and evaluating body paragraphs in complex texts and student writings for specific and adequate support; assessing, synthesizing, and integrating relevant and valid evidence from assigned readings to support a main idea; avoiding plagiarism by paraphrasing; and documenting source material using MLA or APA guidelines.
6. Students will achieve unity and coherence in essays, including identifying points that are off-topic in complex texts, and composing body paragraphs that support the thesis statement of an essay.
7. Students will apply the conventions of Standard Written English.
8. Students will employ appropriate technology when composing texts.

**State prerequisite: Take DRE-096.** (FA and SP). National ID (CIP) 32.0108 Developmental/Remedial English.

This course is designed for delivery in 8 weeks, with 7 contact hours per week.

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>DRE-098 Integrated Reading Writing III</b>	<b>2.50</b>	<b>1.00</b>	<b>0</b>	<b>3</b>

This course is designed to develop proficiency in integrated and contextualized reading and writing skills and strategies. Topics include reading and writing processes, critical thinking strategies, and recognition and composition of well-developed, coherent, and unified texts; these topics are taught using texts primarily in the Lexile (TM) range of 1185 to 1385. Upon completion, students should be able to apply those skills toward understanding a variety of texts at the career and college ready level and toward composing a documented essay. Note: (TM) represents registered trademark.

### Competencies

1. Students will demonstrate the use of pre-reading, reading, and post-reading strategies to comprehend texts at the career and college ready level, including activating prior knowledge; identifying important text attributes; using context clues; distinguishing between connotative and denotative meanings and between informal language and Standard Written English; employing metacognitive strategies; identifying stated and implied main ideas and details in career and college ready texts and student writing; recognizing organizational patterns in career and college ready texts; summarizing; and responding to texts using text-to-world connections.
2. Students will demonstrate the use of the writing process (prewriting, drafting, revising, editing, and proofreading), including narrowing the focus of the text; establishing a clear main idea; generating supporting details for a specific purpose and audience; determine appropriate organization; composing and revising drafts; using editing and proofreading strategies to reflect Standard Written English; using MLA or APA guidelines.
3. Students will apply critical thinking strategies to analyze texts at the career and college ready level and to inform and strengthen writing, including comprehending figurative language--simile, metaphor, personification; interpreting imagery, symbols, and analogies; determining the author's purpose and point of view; identifying fact and opinion statements; using inference skills; demonstrating an understanding of verbal and situational irony; understanding bias, logical fallacies, and propaganda techniques; and demonstrating consistent point of view, clear purpose, appropriate tone, and appropriate use of facts and expert opinions.
4. Students will recognize and compose well-developed, coherent, and unified texts, including clear thesis statements and specific and adequate supporting information; analyzing and evaluating body paragraphs in texts at the career and college ready level and student writing; assessing, synthesizing, and integrating relevant and valid evidence; employing a variety of organizational patterns to draft texts and using transitional strategies to connect ideas and achieve coherence; avoiding plagiarism by paraphrasing; and documenting source material using MLA or APA guidelines.
5. Students will apply the conventions of Standard Written English.
6. Students will employ appropriate technology when composing texts.

**State prerequisite: Take DRE-097.** (FA, SP, and SU). National ID (CIP) 32.0108 Developmental/Remedial English. This course is designed for delivery in 8 weeks, with 7 contact hours per week.

### ■ ECO – Economics

<b>ECO-251 Prin of Microeconomics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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This course introduces economic analysis of individual, business, and industry in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA, SP, and SU). National ID (CIP) 45.0601. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>ECO-252 Prin of Macroeconomics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA or SP). National ID (CIP) 45.0601. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>■ EDU – Education</b>				
<b>EDU-119 Intro to Early Child Educ</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<p>This course introduces the foundations of early childhood education, the diverse educational settings for young children, professionalism and planning intentional developmentally appropriate experiences for each child. Topics include theoretical foundations, national early learning standards, NC Foundations for Early Learning and Development, state regulations, program types, career options, professionalism, ethical conduct, quality inclusive environments, and curriculum responsive to the needs of each child/family. Upon completion, students should be able to design a career/professional development plan, and appropriate environments, schedules, and activity plans. (FA, SP, and SU). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>				
<b>EDU-131 Child, Family, &amp; Community</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course covers the development of partnerships between culturally, linguistically and ability diverse families, children, schools and communities through the use of evidence-based strategies. Emphasis is placed on developing skills and identifying benefits for establishing, supporting, and maintaining respectful, collaborative relationships between diverse families, programs/schools, and community agencies/resources reflective of the NAEYC Code of Ethical Conduct. Upon completion, students should be able to identify appropriate relationship building strategies between diverse families, children, schools, and communities and demonstrate a variety of communication skills including appropriate use of technology to support every child.  <b>State Corequisites: Take One: DRE 097, ENG-002, or ENG-111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>				
<b>EDU-144 Child Development I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from conception through approximately 36 months. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement.  <b>State corequisite: Take One: DRE 097, ENG-002, or ENG-111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>				
<b>EDU-145 Child Development II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course includes the theories of child development, observation and assessment, milestones, and factors that influence development, from preschool through middle childhood. Emphasis is placed on knowledge, observation and assessment of developmental sequences in approaches to play/learning, emotional/social, health/physical, language/communication and cognitive domains. Upon completion, students should be able to compare/contrast typical/atypical developmental characteristics, explain biological and environmental factors that impact development, and identify evidence-based strategies</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
for enhancing development for children that are culturally, linguistically, and ability diverse. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State corequisite: Take One: DRE 097, ENG-002, or ENG-111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.				
<b>EDU-146 Child Guidance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces evidence-based strategies to build nurturing relationships with each child by applying principles and practical techniques to facilitate developmentally appropriate guidance. Topics include designing responsive/supportive learning environments, cultural, linguistic and socio-economic influences on behavior, appropriate expectations, the importance of communication with children/families including using technology and the use of formative assessments in establishing intentional strategies for children with unique needs. Upon completion, students should be able to demonstrate direct/indirect strategies to encourage social skills, self-regulation, emotional expression and positive behaviors while recognizing the relationship between children's social, emotional and cognitive development. <b>State corequisite: Take One: DRE 097, ENG-002, or ENG-111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.				
<b>EDU-151 Creative Activities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces developmentally supportive creative learning environments with attention to divergent thinking, creative problem-solving, evidence-based teaching practices, and open-ended learning materials while applying NC Foundations for Early Learning and Development. Emphasis is placed on observation of process driven learning experiences in art, music, creative movement, dance, and dramatics for every young child age birth through eight, integrated through all domains and academic content. Upon completion, students should be able to examine, create, and adapt developmentally creative learning materials, experiences, and environments for children that are culturally, linguistically, and ability diverse. <b>State corequisite: Take One: DRE 097, ENG-002, or ENG-111.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.				
<b>EDU-153 Health, Safety, &amp; Nutrition</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers promoting and maintaining the health and well-being of every child. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, health benefits of active play, recognition and reporting of abuse/neglect, and state regulations. Upon completion, students should be able to apply knowledge of NC Foundations for Early Learning and Development for health, safety, nutritional needs and safe learning environments. <b>State corequisite: Take One: DRE 097, ENG-002, or ENG-111.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.				
<b>EDU-216 Foundations of Education</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the examination of the American educational systems and the teaching profession. Topics include the historical and philosophical influences on education, various perspectives on educational issues, and experiences in birth through grade 12 classrooms. Upon completion, students should be able to reflect on classroom observations, analyze the different educational approaches, including classical/traditional and progressive, and have knowledge of the various roles of educational systems at the federal, state and local level. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State corequisite: Take One: DRE 098, ENG-002, or ENG-111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.				
<b>EDU-221 Children with Exceptionalities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers atypical patterns of child development, inclusive/diverse settings, evidenced-based educational/family plans, differentiated instruction, adaptive materials, and assistive technology.				

## Course Descriptions

	Hours/Week			Semester Hours Credit
	Class	Lab	Wk. Exp.	
<p>Emphasis is placed on the characteristics of exceptionalities and delays, early intervention/special education, transitions, observation, developmental screening, formative assessment of children, and collaborating with families and community partners. Upon completion, students should be able to recognize diverse abilities, describe the referral process, identify community resources, explain the importance of collaboration with families/professionals, and develop appropriate strategies/adaptations to support children in all environments with best practices as defined by laws, policies and the NC Foundations for Early Learning and Development. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State prerequisites: Take one set: Set 1: EDU-144, EDU-145; Set 2: PSY-244, PSY-245. State corequisite: Take DRE-098.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>				
<p><b>EDU-234 Infants, Toddlers, &amp; Twos</b></p> <p>This course covers the development of high-quality, individualized, responsive/engaging relationships and experiences for infants, toddlers, and twos. Emphasis is placed on typical and atypical child development, working with diverse families to provide positive, supportive, and engaging early learning activities and interactions through field experiences and the application of the NC Foundations for Early Learning and Development. Upon completion, students should be able to demonstrate responsive curriculum planning, respectful relationships and exposure to a variety of developmentally appropriate experiences/materials that support a foundation for healthy development and growth of culturally, linguistically and ability diverse children birth to 36 months. <b>State prerequisite: EDU-119. State corequisite: Take One: DRE 098, ENG-002, or ENG-111.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>EDU-235 School-Age Develop &amp; Program</b></p> <p>This course includes developmentally appropriate practices in group settings for school-age children. Emphasis is placed on principles of development, environmental planning, and positive guidance techniques and program development. Upon completion, students should be able to discuss developmental principles for culturally, linguistically, and ability diverse children ages five to twelve and plan and implement developmentally appropriate programs and activities. <b>State corequisite: Take One: DRE 098, ENG-002, or ENG-111.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>EDU-250 Teacher Licensure Preparation</b></p> <p>This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology based portfolio assessment, and secondary admissions processes to the school of education at a senior institution. <b>State corequisites: Take one set: Set 1: ENG-111 and MAT-143; Set 2: ENG-111 and MAT-152; Set 3: ENG-111 and MAT-171.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>EDU-251 Exploration Activities</b></p> <p>This course covers fundamental concepts in the content areas of science, technology, engineering, math and social studies through investigative experiences. Emphasis is placed on exploring fundamental concepts, developmentally appropriate scope and sequence, and teaching strategies to engage each child in the discovery approach. Upon completion, students should be able to understand major concepts in each content area and implement appropriate experiences for young children. <b>State corequisite: Take One: DRE 098, ENG-002, or ENG-111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>EDU-259 Curriculum Planning</b></p> <p>This course is designed to focus on using content knowledge to build developmentally effective</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p>approaches for culturally/linguistically/ability diverse young children. Topics include components of curriculum, a variety of curriculum models, authentic observation and assessment, and planning developmentally appropriate experiences aligned with the NC Foundations for Early Learning and Development. Upon completion, students should be able to understand, evaluate, and use curriculum to plan for individual/group needs. <b>State prerequisite: EDU-119. State corequisite: Take One: DRE 098, ENG-002, or ENG-111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>				
<p><b>EDU-261 Early Childhood Admin I</b></p> <p>This course introduces principles and practices essential to preparing and supporting child care administrators. Topics include program philosophy, policies and procedures, NC Child Care Law and Rules, business planning, personnel and fiscal management, and NAEYC Code of Ethical Conduct Supplement for Early Childhood Program Administration. Upon completion, students should be able to articulate a developmentally appropriate program philosophy, locate current state licensing regulations, analyze a business plan and examine comprehensive program policies and procedures. <b>State corequisites: Take one set: Set One: EDU-119 and DRE-098. Set Two: EDU-119 and ENG 002. Set Three: EDU 119 and ENG 111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	3	0	0	3
<p><b>EDU-262 Early Childhood Admin II</b></p> <p>This course focuses on advocacy/leadership, public relations/community outreach and program quality/evaluation for diverse early childhood programs. Topics include program evaluation/accreditation, involvement in early childhood professional organizations, leadership/mentoring, family, volunteer and community involvement and early childhood advocacy. Upon completion, students should be able to define and evaluate all components of early childhood programs, develop strategies for advocacy and integrate community into programs. <b>State prerequisites: Take one set: Set One: DRE-098, EDU-119 and EDU-261. Set Two: ENG 002, EDU 119 and EDU 261. Set Three: ENG 111, EDU 119 and EDU 261.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	3	0	0	3
<p><b>EDU-280 Language/Literacy Experiences</b></p> <p>This course provides evidence-based strategies for enhancing language and literacy experiences that align with NC Foundations for Early Learning and Development. Topics include developmental sequences for children's emergent receptive and expressive language, print concepts, appropriate observations/assessments, literacy enriched environments, quality selection of diverse literature, interactive media, and inclusive practices. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate language and literacy experiences for children who are culturally, linguistically and ability diverse. <b>State corequisite: Take DRE-098, ENG 002, or ENG 111.</b> (FA). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	3	0	0	3
<p><b>EDU-284 Early Child Capstone Prac</b></p> <p>This course is designed to allow students to demonstrate acquired skills in a three star (minimum) or NAEYC accredited or equivalent, quality early childhood environment. Emphasis is placed on designing, implementing and evaluating developmentally appropriate activities and environments for all children; supporting/engaging families; and modeling reflective and professional practices based on national and state guidelines. Upon completion, students should be able to apply NC Foundations for Early Learning and Development to demonstrate developmentally appropriate plans/assessments, appropriate guidance techniques and ethical/professional behaviors, including the use of appropriate technology, as indicated by assignments and onsite faculty assessments. <b>State prerequisites: Take one set: Set 1: EDU-119, EDU-144, EDU-145, EDU-146, and EDU-151; Set 2: EDU-119, PSY-244, PSY-245, EDU-146, and EDU-151; Set 3: EDU-119, EDU-144, PSY 245, EDU-146, and EDU-151; Set 4: EDU-119, PSY-244, EDU-145, EDU-146, and EDU-151. State corequisite: Take DRE-098, ENG 002, or ENG 111.</b> (SP). National ID (CIP) 13.1210 Early Childhood Education and Teaching.</p>	1	9	0	4

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>■ ELC – Electricity</b>				
<b>ELC-111 Intro to Electricity</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the fundamental concepts of electricity and test equipment to non-electrical/electronics majors. Topics include basic DC and AC principles (voltage, resistance, current, impedance); components (resistors, inductors, and capacitors); power; and operation of test equipment. Upon completion, students should be able to construct and analyze simple DC and AC circuits using electrical test equipment. (FA). National ID (CIP) 46.0302 Electrician.				
<b>ELC-112 DC/AC Electricity</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>
This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment; and other related topics. Upon completion, students should be able to construct, verify, and analyze simple DC/AC circuits. <b>RCC Prerequisites: Take ELC-111 or ELC-126.</b>				
<b>Student Learning Outcomes</b>				
1. Demonstrate safe practices and procedures with tools, materials, and industry accepted test equipment covered in the course.				
2. Demonstrate appropriate use of test equipment, evaluate circuit performance and apply appropriate troubleshooting techniques to electrical circuits.				
3. Construct and analyze series, parallel and combinations circuits using appropriate components.				
4. Use appropriate laws and formulas to perform circuit calculations.				
5. Interpret electrical schematics.				
6. Describe the characteristics of various power sources. (SP). National ID (CIP) 46.0302 Electrician.				
<b>ELC-113 Residential Wiring</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course introduces the care/usage of tools and materials used in residential electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical print 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 residential electrical installations.				
<b>Student Learning Outcomes</b>				
1. Identify and demonstrate safe practices and procedures with tools, materials and industry accepted test equipment covered in the course.				
2. Demonstrate appropriate use of test equipment, evaluate circuit performance and apply appropriate troubleshooting techniques to residential electrical circuits.				
3. Draw, plan and interpret electrical plans and symbols used in residential applications				
4. Identify, size, and install wiring and electrical distribution equipment and devices associated with residential electrical installations in accordance with the National Electrical Code.				
5. Recognize and demonstrate appropriate use of tools and materials that are used in residential wiring. (FA). National ID (CIP) 46.0302 Electrician.				
<b>ELC-115 Industrial Wiring</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers layout, planning, and installation of wiring systems in industrial facilities. Emphasis is placed on industrial wiring methods and materials. Upon completion, students should be able to install industrial systems and equipment. <b>RCC Prerequisite: Take ELC-111 or ELC-126.</b>				
<b>Student Learning Outcomes</b>				
1. Identify and demonstrate safe practices and procedures with tools, materials and industry accepted test equipment covered in the course.				
2. Demonstrate appropriate use of test equipment, evaluate circuit performance and apply appropriate troubleshooting techniques to industrial electrical circuits.				
3. Draw, plan, and interpret electrical plans and symbols used in industrial applications.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit

4. Identify, size, and install wiring and electrical distribution equipment and devices associated with industrial electrical installations in accordance with the National Electrical Code.
5. Recognize and demonstrate appropriate use of tools and materials that are used in industrial wiring. (SP). National ID (CIP) 46.0302 Electrician.

<b>ELC-116 Telecom Cabling</b>	1	2	0	2
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This course introduces the theory and practical application of both copper and fiber cabling for telecom systems. Topics include transmission theory, noise, standards, cable types and systems, connectors, physical layer components, installation, and ground/shielding techniques. Upon completion, students should be able to choose the correct cable, install, test, and troubleshoot cabling for telecom. (FA). National ID (CIP) 46.0302 Electrician.

<b>ELC-117 Motors and Controls</b>	2	6	0	4
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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.

### Student Learning Outcomes

1. Demonstrate safe practices and procedures with tools, materials and industry accepted test equipment covered in the course.
  2. Demonstrate appropriate use of test equipment, evaluate circuit performance and apply appropriate troubleshooting techniques to control circuits.
  3. Interpret and use ladder and wiring diagrams, symbols, and schematics.
  4. Demonstrate and describe the use of relays, contactors, motor starters and pilot devices in electrical control circuits.
  5. Describe principles and operations related to electrical control circuits.
  6. Describe the concepts of rotating electrical machinery.
- (SP). National ID (CIP) 46.0302 Electrician.

<b>ELC-125 Diagrams and Schematics</b>	1	2	0	2
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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. (FA). National ID (CIP) 46.0302 Electrician.

<b>ELC-127 Software for Technicians</b>	1	3	0	2
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This course introduces computer software which can be used to solve electrical/electronics problems. Topics include electrical/electronics calculations and applications. Upon completion, students should be able to utilize a personal computer for electrical/electronics- related applications. (SU). National ID (CIP) 46.0302 Electrician.

<b>ELC-128 Intro to PLC</b>	2	3	0	3
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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 understand basic PLC systems and create simple programs. **RCC prerequisite: Take**

### ELC-125.

#### Competencies

#### Student Learning Outcomes

1. Identify and demonstrate safe practices and procedures with tools, materials and industry accepted test equipment covered in the course.
2. List and describe the hardware components used in PLC systems.

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
3. Utilize numbering systems as applied to PLCs.				
4. Demonstrate and describe the use of various PLC instruction sets.				
5. Create various simple PLC programs using the appropriate instruction set.				
6. Apply appropriate troubleshooting methods to PLCs.				
(SP). National ID (CIP) 46.0302 Electrician.				
<b>ELC-131 Circuit Analysis I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course introduces DC and AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC and AC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, verify, and analyze DC/AC circuits; and properly use test equipment.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Identify and describe the operation of components used in DC/AC circuits.				
2. Apply math formulas and circuit theorems in the analyses of DC/AC Circuits.				
3. Locate and select DC/AC devices using component specifications based on circuit requirements.				
4. Construct series, parallel and combination circuits.				
5. Select and demonstrate the use of appropriate test equipment to analyze circuit operation.				
6. Using appropriate troubleshooting techniques evaluate circuit performance applying suitable repair methods.				
7. Identify and demonstrate safe workplace practices.				
(FA and SP). National ID (CIP) 46.0302 Electrician.				
<b>ELC-213 Instrumentation</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
This course covers the fundamentals of instrumentation used in industry. Emphasis is placed on electric, electronic, and other instruments. Upon completion, students should be able to install, maintain, and calibrate instrumentation. (FA). National ID (CIP) 46.0302 Electrician.				
<b>ELC-215 Electrical Maintenance</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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. (SU). National ID (CIP) 46.0302 Electrician.				
<b>ELC-228 PLC Applications</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers programming and applications of programmable logic controllers. Emphasis is placed on programming techniques, networking, specialty I/O modules, and system troubleshooting. Upon completion, students should be able to specify, implement, and maintain complex PLC controlled systems. <b>RCC prerequisite: Take ELC-128.</b> (SU). National ID (CIP) 46.0302 Electrician.				
<b>■ ELN – Electronics</b>				
<b>ELN-131 Analog Electronics I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot analog circuits using appropriate techniques and test equipment. <b>RCC prerequisite: Take ELC-112.</b>				
<b>Student Learning Outcomes</b>				
1. Identify and describe operation of semiconductor devices.				
2. Analyze where and how analog components are used.				
3. Locate and select analog devices using component specifications based on circuit requirements.				
4. Construct operational circuits using analog devices.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
5. Select and demonstrate the use of appropriate test equipment to analyze circuit operation.				
6. Using appropriate troubleshooting techniques evaluate circuit performance applying suitable repair methods.				
7. Identify and demonstrate safe workplace practices.				
(SU). National ID (CIP) 14.1001 Electrical and Electronics Engineering.				
<b>ELN-133 Digital Electronics</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, medium scale integration (MSI) and large scale integration (LSI) circuits, analog to digital (AD) and digital to analog (DA) conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment.				
<b>Student Learning Outcomes</b>				
1. Identify and describe the operation of digital electronic devices and circuits.				
2. Analyze where and how digital electronics circuits are used.				
3. Locate and select digital electronic devices using component specifications based on circuit requirements.				
4. Construct operational circuits using digital devices.				
5. Select and demonstrate the use of appropriate test equipment to analyze circuit operation.				
6. Using appropriate troubleshooting techniques evaluate circuit performance applying suitable repair methods.				
7. Identify and demonstrate safe workplace practices.				
(FA). National ID (CIP) 14.1001 Electrical and Electronics Engineering.				
<b>ELN-229 Industrial Electronics</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to construct and/or troubleshoot these devices for proper operation in an industrial electronic circuit.				
<b>Student Learning Outcomes</b>				
1. Identify and demonstrate safe practices and procedures with tools, materials and industry accepted test equipment covered in the course.				
2. Demonstrate appropriate use of test equipment, evaluate circuit performance and apply appropriate troubleshooting techniques to semiconductor devices.				
3. Describe the properties and operation of semiconductors.				
4. Identify the schematic symbols associated with semiconductor devices.				
5. Construct and analyze operational circuits using semiconductor devices.				
(SP). National ID (CIP) 14.1001 Electrical and Electronics Engineering.				
<b>ELN-231 Industrial Controls</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces the fundamental concepts of 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 schematics and demonstrate an understanding of electromechanical and electronic control of rotating machinery. (SU).				
<b>ELN-260 Prog Logic Controllers</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course provides a detailed study of PLC applications, with a focus on design of industrial controls using the PLC. Topics include PLC components, memory organization, math instructions, documentation, input/output devices, and applying PLCs in industrial control systems. Upon completion, students should be able to select and program a PLC system to perform a wide variety of industrial control functions.				
<b>■ ENG – English</b>				
<b>ENG-102 Applied Communications II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p>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. (SP; Archdale Center only). National ID (CIP) 23.1301 Writing, General.</p>				
<p><b>ENG-111 Writing and Inquiry</b></p> <p>This course is designed to develop the ability to produce clear writing in a variety of genres and formats using a recursive process. Emphasis includes inquiry, analysis, effective use of rhetorical strategies, thesis development, audience awareness, and revision. Upon completion, students should be able to produce unified, coherent, well-developed essays using standard written English.</p> <p><b>Competencies</b> Student Learning Outcomes</p> <ol style="list-style-type: none"> <li>1. Demonstrate writing as a recursive process.</li> <li>2. Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats.</li> <li>3. Students will reflect upon and explain their writing strategies.</li> <li>4. Demonstrate the critical use and examination of printed, digital, and visual materials.</li> <li>5. Locate, evaluate, and incorporate relevant sources with proper documentation.</li> <li>6. Compose texts incorporating rhetorically effective and conventional use of language.</li> <li>7. Collaborate actively in a writing community.</li> </ol> <p>This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. (FA, SP, and SU). <b>State prerequisites: Take one: DRE-098 or ENG 002.</b> National ID (CIP) 23.1301 Writing, General. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>ENG-112 Writing/Research in the Disc</b></p> <p>This course, the second in a series of two, introduces research techniques, documentation styles, and writing strategies. Emphasis is placed on analyzing information and ideas and incorporating research findings into documented writing and research projects. Upon completion, students should be able to evaluate and synthesize information from primary and secondary sources using documentation appropriate to various disciplines. This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. <b>State prerequisite: Take ENG-111.</b> (FA, SP, and SU). National ID (CIP) 23.1301 Writing, General. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>ENG-114 Prof Research &amp; Reporting</b></p> <p>This course, the second in a series of two, is designed to teach professional communication skills. Emphasis is placed on research, listening, critical reading and thinking, analysis, interpretation, and design used in oral and written presentations. Upon completion, students should be able to work individually and collaboratively to produce well-designed business and professional written and oral presentations. This course has been approved for transfer under the CAA as a general education course in English Composition. This course has been approved for transfer under the ICAA as a general education course in English Composition. <b>State prerequisite: Take ENG-111.</b> (FA, SP, and SU). National ID (CIP) 23.1303.</p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p><b>ENG-116 Technical Report Writing</b></p> <p>This course, the second in a series of two, introduces layout and design of technical reports used in business and industry. Emphasis is placed on audience analysis, data collection and analysis, technical writing style and organization, oral presentation of technical data, and the appropriate use of graphics in written and oral presentations. Upon completion, students should be able to produce written and oral reports using a variety of technical communication models. <b>State prerequisites: Take One: ENG-110</b></p>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit

or **ENG-111.** (FA). National ID (CIP) 23.1303.

<b>ENG-231 American Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts.

### Competencies

#### Student Learning Outcomes

1. Describe, analyze, interpret and evaluate features of literary texts in several genres, applying appropriate literary and cultural terms.
2. Critically analyze and interpret American literature from its beginnings to 1865 within historical and cultural contexts.
3. Write critical essays about American literature that integrate primary and secondary sources using MLA documentation and standard academic written conventions.

This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. **State prerequisites: Take one: ENG-112, ENG-113, or ENG-114.** (FA and SP). National ID (CIP) 23.1402. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]

<b>ENG-232 American Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to analyze and interpret literary works in their historical and cultural contexts.

### Competencies

#### Student Learning Outcomes

1. Describe, analyze, interpret, and evaluate features of literary texts in several genres, applying appropriate literary and cultural terms.
2. Critically analyze and interpret American literature from 1865 to the present within historical and cultural contexts.
3. Write critical essays about American literature that integrate primary and secondary sources using MLA documentation and standard academic written conventions.

This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. **State prerequisites: Take one: ENG-112, ENG-113, or ENG-114.** (FA and SP). National ID (CIP) 23.1402. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]

<b>ENG-241 British Literature I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
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This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. **State prerequisites: Take one: ENG-112, ENG-113, or ENG-114.** (FA). National ID (CIP) 23.1404.

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>ENG-242 British Literature II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisites: Take one: ENG-112, ENG-113, or ENG-114.</b> (FA and SP). National ID (CIP) 23.1404.</p>				
<b>■ ETR – Entrepreneurship</b>				
<b>ETR-210 Intro to Entrepreneurship</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course provides a survey of the starting and operating of an entrepreneurial venture. Topics include new venture creation, the business plan, economics of the business, determining resource needs and acquiring resources, marketing, technology, leadership skills, and business ethics. Upon completion, students should be able to demonstrate an understanding of entrepreneurship concepts and how to use the entrepreneurial mindset to succeed in their careers. (SP). National ID (CIP) 52.0701 Entrepreneurship/Entrepreneurial Studies.</p>				
<b>■ GEL – Geology</b>				
<b>GEL-111 Geology</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
<p>This course introduces basic landforms and geological processes. Topics include rocks, minerals, volcanoes, fluvial processes, geological history, plate tectonics, glaciers, and coastal dynamics. Upon completion, students should be able to describe basic geological processes that shape the earth. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. (FA and SP). National ID (CIP) 40.0601. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>Competencies</b>				
<ol style="list-style-type: none"> <li>1. Explain fundamental geologic concepts including earth structure, plate tectonics, rocks and minerals, rock cycle, crustal deformation, surficial processes, earth resources and geohazards.</li> <li>2. Apply the basic methods of scientific inquiry in the context of geology.</li> <li>3. Recognize and quantify the operation of Earth system processes over geologic and human timescales and over local, regional and global spatial scales.</li> <li>4. Manipulate, interpret and construct visualizations of geologic data using maps, graphs, and contemporary technology.</li> <li>5. Demonstrate an appreciation for the societal relevance of geology and the impact of humans on the earth system.</li> </ol>				
<b>■ GEO – Geography</b>				
<b>GEO-111 World Regional Geography</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the regional concept which emphasizes the spatial association of people and their environment. Emphasis is placed on the physical, cultural, and economic systems that interact to produce the distinct regions of the earth. Upon completion, students should be able to describe variations in physical and cultural features of a region and demonstrate an understanding of their functional relationships. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA and SP). National ID (CIP) 45.0701.</p>				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>■ GRA – Graphic Arts</b>				
<b>GRA-151 Computer Graphics I</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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. (FA). National ID (CIP) 50.0409 Graphic Design.				
<b>GRA-152 Computer Graphics II</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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. <b>State prerequisite: Take GRA 151.</b> (SP). National ID (CIP) 50.0409 Graphic Design.				
<b>GRA-153 Computer Graphics</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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. <b>State prerequisite: Take GRA-152.</b> (SU). National ID (CIP) 50.0409 Graphic Design.				
<b>GRA-154 Computer Graphics IV</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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. <b>State prerequisite: Take GRA-153. RCC corequisite: Take GRD-280.</b> (SP). National ID (CIP) 50.0409 Graphic Design.				
<b>■ GRD – Graphic Design</b>				
<b>GRD-110 Typography I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the history and mechanics of type and its application to layout and design. Topics include typographic fundamentals, anatomy, measurements, composition, identification, and terminology. Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements. (SP). National ID (CIP) 50.0402 Commercial and Advertising Art.				
<b>GRD-121 Drawing Fundamentals I</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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. (FA and SP). National ID (CIP) 50.0402 Commercial and Advertising Art.				
<b>GRD-131 Illustration I</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces the application of rendering techniques to create illustrations. Emphasis is placed on controlling various media, methods, surfaces, design problems, and the appropriate media selection process. Upon completion, students should be able to produce quality illustrations from conception through finished artwork. <b>State prerequisites: Take one: ART-131, DES-125, or GRD-121.</b> (SP). National ID (CIP) 50.0402 Commercial and Advertising Art.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p><b>GRD-141 Graphic Design I</b></p> <p>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. (FA). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
<p><b>GRD-142 Graphic Design II</b></p> <p>This course covers the application of visual elements and design principles in advertising and graphic design. Topics include creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design. Upon completion, students should be able to effectively apply design principles and visual elements to projects. <b>State prerequisites: Take one: ART-121, DES-135, or GRD-141.</b> (SP). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
<p><b>GRD-167 Photographic Imaging I</b></p> <p>This course introduces basic camera operations and photographic production. Topics include subject composition, depth of field, shutter control, light control, color, photo-finishing, and digital imaging, correction and output. Upon completion, students should be able to produce traditional and/or digital photographic prints with acceptable technical and compositional quality. (SP). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
<p><b>GRD-188 Graphic Design for Web I</b></p> <p>This course introduces the application of graphic design principles to web sites and graphics for web/mobile device delivery. Emphasis is placed on visual communication and presentation principles applied to web sites, including page layout, typography, color theory, navigation, responsive design, and image optimization. Upon completion, students should be able to apply the principles of design in the creation of full and mobile websites. <b>State prerequisite: Take GRD-141.</b> (FA). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p><b>GRD-241 Graphic Design III</b></p> <p>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. <b>State prerequisites: Take one: DES-136 or GRD-142. RCC prerequisite: GRA-151.</b> (SU). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
<p><b>GRD-242 Graphic Design IV</b></p> <p>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. <b>State prerequisite: Take GRD-241.</b> (FA). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
<p><b>GRD-271 Multimedia Design I</b></p> <p>This course introduces the fundamentals of multimedia design and production for computer-related presentations. Topics include interface design, typography, storyboarding, scripting, simple animation, graphics, digital audiovideo, and copyright issues. Upon completion, students should be able to design and produce multimedia presentations. <b>State prerequisites: Take one: GRD-151 or GRA-151.</b> (FA). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>GRD-273 New Media Design Communication 1</b>	<b>3</b>	<b>0</b>	<b>2</b>	
<p>This course is designed to cover new media visual design communication, as well as computer-related interactivity production for implementation and presentation. Topics include graphic design for user interactivity, data visualization and motion graphics, social media, digital imaging for user content, mobile devices, and global information services, and creative direction for imaging, 2D and 3D modeling media design solutions. Upon completion, students should be able to design and produce various complex media with computer software imaging technologies that enable digital interactivity as well as motion graphics for global information services. <b>State prerequisite: Take one set: Set 1: DES-135 and GRD-271; Set 2: GRD-142 and GRD-271.</b> (SP). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>				
<b>GRD-280 Portfolio Design</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
<p>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 resume 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. <b>State prerequisites: Take one set: Set 1: GRD-142 and GRD-152; Set 2: GRD-142 and GRA-152. RCC corequisite: GRA-154.</b> (SP). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>				
<b>GRD-281 Design of Advertising</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<p>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 produce advertising for various media and demonstrate an understanding of the complexities and relationships involved in advertising design. (FA). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>				
<b>GRD-288 Graphic Design for the Web II</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p>This course covers the advanced use of graphic design principles in front-end design for the multipage websites. Emphasis is placed on online branding, responsive design, project management, UI/UX, web design using current web standards, and designing for content management systems. Upon completion, students should be able to employ the principles of design in the creation of websites across multiple platforms and devices. <b>State prerequisite: Take GRD-188.</b> (SP). National ID (CIP) 50.0402 Commercial and Advertising Art.</p>				
<b>■ HCT – Health Care Technology</b>				
<b>HCT-101 Health Care Technology</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>9</b>
<p>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. (FA). National ID (CIP) 51.9999 Health Professions and Related Clinical Sciences, Other.</p>				
<b>HCT-102 Basic Phlebotomy and EKG</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>
<p>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 as 12-lead EKG. Upon completion, students should be able to perform phlebotomy and EKG skills. <b>State corequisites: Take one set: Set 1: HCT-101; Set 2: HSE-215 and NAS-102.</b> (SP). National ID (CIP) 51.9999 Health Professions and Related Clinical Sciences, Other.</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>HCT-104 Restorative Care</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>
<p>This course covers the principles of move, 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. <b>State corequisite: Take HCT-101.</b> (SP). National ID (CIP) 51.2604.</p>				
<b>■ HIS – History</b>				
<b>HIS-111 World Civilizations I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA and SP). National ID (CIP) 54.0101. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>HIS-112 World Civilizations II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA and SP). National ID (CIP) 54.0101. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>HIS-131 American History I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is a survey of American history from pre-history through the Civil War era. Topics include the migrations to the Americas, the colonial and revolutionary periods, the development of the Republic, and the Civil War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early American history. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA, SP, and SU). National ID (CIP) 54.0102. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>HIS-132 American History II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA, SP, and SU). National ID (CIP) 54.0102. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>HIS-236 North Carolina History</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is a study of geographical, political, economic, and social conditions existing in North Carolina from America's discovery to the present. Topics include native and immigrant backgrounds; colonial, antebellum, and Reconstruction periods; party politics; race relations; and the transition from an agrarian to an industrial economy. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in North Carolina. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. RCC prerequisite: Take ENG-111. (SP). National ID (CIP) 54.0102.</p>				
<b>■ HMT – Healthcare Management</b>				
<b>HMT-110 Intro to Healthcare Mgt</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the functions, practices, organizational structures, and professional issues in healthcare management. Emphasis is placed on planning, controlling, directing, and communicating within health and human services organizations. Upon completion, students should be able to apply the concepts of management within a healthcare service environment. (FA). National ID (CIP) 51.0705 Medical Office Management/Administration.</p>				
<b>HMT-210 Medical Insurance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the concepts of medical insurance. Topics include types and characteristics of third-party payers, coding concepts, payment systems, and manual/electronic claims form preparation. Upon completion, students should be able to process third-party claims forms. (SP). National ID (CIP) 51.0701 Health/Health Care Administration/Management.</p>				
<b>HMT-211 Long-Term Care Admin</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the administration of long-term care facilities and services. Emphasis is placed on nursing home care, home health care, hospice, skilled nursing facilities, and other long-term care services. Upon completion, students should be able to distinguish between the different long-term care offerings, criteria for use, and benefits of the patient, resident, and participant. (FA). National ID (CIP) 51.0701 Health/Health Care Administration/Management.</p>				
<b>HMT-220 Healthcare Financial Mgmt</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
<p>This course covers the methods and techniques utilized in the financial management of healthcare programs. Topics include cost determination, pricing of services, financial statement analysis, forecasting/projections, third-party billing, reimbursement, Medicare, Medicaid, and budgeting. Upon completion, students should be able to interpret and apply the principles of financial management in a healthcare environment. <b>State prerequisites: Take all: HMT-110 and ACC-120.</b> (SU). National ID (CIP) 51.0701 Health/Health Care Administration/Management.</p>				
<b>HMT-225 Practice Mgmt. Simulation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>This course introduces medical systems used to process and analyze information in the automated office. Emphasis is placed on daily processing of patient services, management reporting used to monitor productivity, and interactive database reporting and analysis. Upon completion, students should be able to process daily services, generate and interpret management reports and utilize key indicators for monitoring practice productivity. <b>State prerequisite: Take HMT-210. State corequisite: Take HMT-220.</b> (SU). National ID (CIP) 51.0705 Medical Office Management/Administration.</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>■ HOR- Horticulture</b>				
<b>HOR- 162 Applied Plant Science</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the basic concepts of botany as they apply to horticulture. Topics include nomenclature, physiology, morphology, and anatomy as they apply to plant culture. Upon completion, students should be able to apply the basic principles of botany to horticulture. (FA). National ID (CIP) 01.0601 Applied Horticulture/Horticulture Operations.				
<b>■ HSE – Human Services</b>				
<b>HSE-110 Intro to Human Services</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the human services field, including the history, agencies, roles, and careers. Topics include personal/professional characteristics, diverse populations, community resources, disciplines in the field, systems, ethical standards, and major theoretical and treatment approaches. Upon completion, students should be able to identify the knowledge, skills, and roles of the human services worker. (FA). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>HSE-112 Group Process I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course introduces interpersonal concepts and group dynamics. Emphasis is placed on self-awareness facilitated by experiential learning in small groups with analysis of personal experiences and the behavior of others. Upon completion, students should be able to show competence in identifying and explaining how people are influenced by their interactions in group settings. (SP). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>HSE-120 Interpersonal Relations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the interpersonal and communication skills used in helping relationships and professions. Topics include self-understanding; growth techniques; assertive, passive, and aggressive behaviors; and effective communications in the helping role. Upon completion, students should be able to demonstrate skills for effective communications in helping relationships which promote understanding of self, other people, and personal growth. (FA). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>HSE-123 Interviewing Techniques</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the purpose, structure, focus, and techniques employed in effective interviewing. Emphasis is placed on observing, attending, listening, responding, recording, and summarizing of personal histories with instructor supervision. Upon completion, students should be able to perform the basic interviewing skills needed to function in the helping relationship. (SP). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>HSE-125 Counseling</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the major approaches to psychotherapy and counseling, including theory, characteristics, and techniques. Emphasis is placed on facilitation of self-exploration, problem solving, decision making, and personal growth. Upon completion, students should be able to understand various theories of counseling and demonstrate counseling techniques. (SP). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>HSE-210 Human Services Issues</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
This course covers current issues and trends in the field of human services. Emphasis is placed on contemporary topics with relevance to special issues in a multi-faceted field. Upon completion, students should be able to integrate the knowledge, skills, and experiences gained in classroom and clinical experiences with emerging trends in the field. (FA). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>HSE-220 Case Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the variety of tasks associated with professional case management. Topics include treatment planning, needs assessment, referral procedures, and follow-up and integration of services. Upon completion, students should be able to effectively manage the care of the whole person from initial contact through termination of services. <b>State prerequisites: Take HSE-110.</b> (FA). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>HSE-225 Crisis Intervention</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion, students should be able to assess crisis situations and respond appropriately. (SP and SU). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>HSE-226 Intellectual Disabilities</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers intellectual disabilities and related issues. Emphasis is placed on the theoretical perspectives, causes, prevention, and treatment of intellectual disabilities. Upon completion, students should be able to demonstrate a general knowledge of individuals with intellectual disabilities. (SP). National ID (CIP) 51.1599 Mental and Social Health Services and Allied Professions, Other.				
<b>■ HUM – Humanities</b>				
<b>HUM-110 Technology and Society</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 24.0103.				
<b>HUM-115 Critical Thinking</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching cross-cultural perspectives, and resolving controversies and dilemmas. Upon completion, students should be able to demonstrate orally and in writing the use of critical thinking skills in the analysis of appropriate texts. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisites: Take one: DRE 098, ENG 002, or ENG 111.</b> (FA and SP). National ID (CIP) 24.0103.				
<b>HUM-130 Myth in Human Culture</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (SP). National ID (CIP) 24.0103.				
<b>■ HYD – Hydraulics and Pneumatics</b>				
<b>HYD-110 Hydraulics/Pneumatics I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces the basic components and functions of hydraulic and pneumatic systems. Topics include standard symbols, pumps, control valves, control assemblies, actuators, FRL, maintenance procedures, and switching and control devices. Upon completion, students should be able to understand the operation of a fluid power system, including design, application, and troubleshooting.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>Competencies</b>				
Student Learning Outcomes				
1. Identify and demonstrate safe practices and procedures with tools, materials and industry accepted test equipment covered in the course.				
2. Demonstrate appropriate use of test equipment, evaluate circuit performance and apply appropriate troubleshooting techniques to fluid power systems.				
3. Identify components of fluid power systems using symbols and schematics.				
4. Assemble a fluid power system.				
5. Calculate and demonstrate the basic physics of fluid mechanics.				
(FA and SP). National ID (CIP) 15.1103 Hydraulics and Fluid Power Technology/Technician.				
<b>■ INT – International Business</b>				
<b>INT-110 International Business</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an overview of the environment, concepts, and basic differences involved in international business. Topics include forms of foreign involvement, international trade theory, governmental influences on trade and strategies, international organizations, multinational corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business. Business/Trade/Commerce.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Describe the foundation of international business.				
2. Describe international organizations and multinational corporations.				
3. Define forms of foreign involvement.				
4. Discuss international trade theory.				
(FA). National ID (CIP) 52.1101 International Business/Trade/Commerce.				
<b>■ ISC – Industrial Science</b>				
<b>ISC-112 Industrial Safety</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
This course introduces the principles of industrial safety. Emphasis is placed on industrial safety and OSHA regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Describe and identify safety practices required to perform various job-related activities.				
2. Describe the application of OSHA procedures and requirements for compliance.				
(SU and FA). National ID (CIP) 15.0701 Occupational Safety and Health Technology/Technician.				
<b>ISC-132AB Mfg Quality Control (FA).</b>	<b>1</b>	<b>1.5</b>	<b>0</b>	<b>1.5</b>
<b>ISC-132BB Mfg Quality Control (SP).</b>	<b>1</b>	<b>1.5</b>	<b>0</b>	<b>1.5</b>
These courses introduce quality concepts and techniques used in industry. Topics include elementary statistics and probability, process control, process capability, and quality improvement tools. Upon completion, students should be able to demonstrate an understanding of the concepts and principles of quality and apply them to the work environment.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Calculate standard deviation, mean, and central tendency of a set of data.				
2. Calculate probability of outcome of an experiment.				
3. Create control chart.				
4. Explain concepts of six sigma.				
5. Create a plan of quality and productivity process for a simulated process.				
<b>RCC prerequisites: ISC-132AB is a prerequisite for ISC-132BB</b>				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
National ID (CIP) 15.0699 Industrial Production Technologies/Technicians.				
<b>ISC-220 Lean Manufacturing</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces students to the concept of lean manufacturing as a means of waste reduction. Topics include the examination of manufacturing operations and the incorporation of lean techniques to reduce waste, cost, time, and materials in manufacturing processes. Upon completion, students should be able to demonstrate an understanding of lean manufacturing systems and how they benefit the environment and business. (FA). National ID (CIP) 15.0699 Industrial Production Technologies/Technicians.				
<b>■ JOURNALISM</b>				
<b>JOU-120 JOURNALISM/Production</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides a study of basic journalistic writing and production techniques. Emphasis is placed on interviewing, drafting, editing, layout, design, and printing. Upon completion, students should be able to demonstrate competence in the various phases of writing and producing a publication. <b>RCC prerequisite: Take ENG-111.</b> (FA). National ID (CIP) 09.0401 Journalism.				
<b>■ LDD – Light-Duty Diesel</b>				
<b>LDD-112 Intro Light-Duty Diesel</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the history, evolution, basic design and operational parameters for light-duty diesel (LDD) engines used in on-road applications. Topics include familiarization with the light-duty diesel, safety procedures, engine service and maintenance procedures, and introduction to combustion and emission chemistry. Upon completion, students should be able to describe the design and operation of the LDD, perform basic service operations, and demonstrate proper safety procedures. (FA and SP). National ID (CIP) 47.0605 Diesel Mechanics Technology/Technician.				
<b>LDD-116 Diesel Electric-Drive</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers the theory and operation of electric-drive diesel vehicles. Topics include maintenance, diagnosis, repair and safety procedures for electrically propelled and hybrid diesel vehicles. Upon completion, students should be able to perform diagnostics, maintenance and repairs on electric and hybrid diesel vehicles. (SU). National ID (CIP) 47.0605 Diesel Mechanics Technology/Technician.				
<b>LDD-181 LDD Fuel Systems</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers the light-duty diesel fuel delivery systems in on-road applications including hydraulic electronically controlled unit injectors, common-rail, mechanical pumps, and emerging technologies. Topics include diesel combustion theory, fuel system components, electronic and mechanical controls, and fuel types and chemistries that are common to the light-duty diesel engines. Upon completion, students should be able to demonstrate skills necessary to inspect, test, and replace fuel delivery components using appropriate service information and tools. (FA). National ID (CIP) 47.0605 Diesel Mechanics Technology/Technician.				
<b>LDD-183 Air, Exh, Emissions</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course covers terminology, theory and operation of air induction and boost technologies, exhaust, and emission controls used in light-duty diesel engines. Topics include component identification, operation, diagnosis and repair of air delivery systems including turbochargers, diesel particulate filters and other exhaust catalysts. Upon completion, students should be able to demonstrate skills necessary to research service information, and inspect, test, and repair induction, boost, and after-treatment components. (SP). National ID (CIP) 47.0605 Diesel Mechanics Technology/Technician.				
<b>LDD-284 LDD Test and Diagnosis</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course covers fundamentals of electronic engine management with an emphasis on diagnostic procedures and on-board diagnostic (OBD) systems in light-duty diesels. Topics include adaptive				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
closed-loop controls, high-voltage injection systems, OBD fault detection, and government rules and regulations. Upon completion, students should be able to utilize diagnostic resources and equipment, identify and troubleshoot electronic malfunctions, and complete repairs on light-duty diesels. (SP). National ID (CIP) 47.0605 Diesel Mechanics Technology/Technician.				
<b>■ MAC – Machining</b>				
<b>MAC-111 Machining Technology I</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>6</b>
This course introduces machining operations as they relate to the metalworking industry. Topics include machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. Upon completion, students should be able to safely perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-111AB Machining Technology I (FA/Evening).</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<b>MAC-111BB Machining Technology I (SP/Evening).</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
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. <b>RCC prerequisite: MAC-111A is a prerequisite for MAC-111B.</b> National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-112 Machining Technology II</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>6</b>
This course provides additional instruction and practice in the use of precision measuring tools, lathes, milling machines, and grinders. Emphasis is placed on setup and operation of machine tools including the selection and use of work holding devices, speeds, feeds, cutting tools, and coolants. Upon completion, students should be able to perform basic procedures on precision grinders and advanced operations of measuring, layout, drilling, sawing, turning, and milling. <b>RCC prerequisite: Take MAC-111 or MAC-111AB &amp; BB.</b> (SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-112AB Machining Technology II (FA/Evening).</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<b>MAC-112BB Machining Technology II (SP/Evening).</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
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. <b>RCC prerequisites: MAC-111 or MAC-111AB &amp; BB; and MAC-112AB is a prerequisite for MAC-112BB.</b> National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-118 Machine Shop Basic</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course will introduce the fundamentals of measuring tools, tolerances and the basic set-up and operations of drill presses, lathes, and milling machines. Emphasis is placed on manufacturing standards and procedures used in welding, automotive, and engineering environments. Upon completion, students should be able to use measuring tools, perform basic machine operations, and apply manufacturing standards. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-122 CNC Turning</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces the programming, setup, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC turning centers. (SU).				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-124 CNC Milling</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces the manual programming, setup, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. Upon completion, students should be able to manufacture simple parts using CNC machining centers. (FA or SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-131 Blueprint Reading/Mach I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. Upon completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches. (SU and FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-141 Machining Applications I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course provides an introduction to a variety of material-working processes that are common to the machining industry. Topics include safety, process-specific machining equipment, measurement devices, set-up and layout instruments, and common shop practices. Upon completion, students should be able to safely demonstrate basic machining operations, accurately measure components, and effectively use layout instruments. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-143 Machining Appl III</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course provides instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process. <b>RCC prerequisite: Take MAC-112.</b> (SU). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-143AB Machining Appl III (FA).</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>2</b>
<b>MAC-143BB Machining Appl III (SP).</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>
These courses provide instruction in the field of advanced machining. Emphasis is placed on creating complex components, close-tolerance machining, precise measurement, and proper equipment usage. Upon completion, students should be able to demonstrate the ability to produce an accurately machined component with a quality finish using the proper machining process. <b>RCC prerequisites: Take MAC-112 or MAC-112AB and MAC-112BB, and MAC-143AB is a prerequisite for MAC-143BB.</b> (FA and SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-151 Machining Calculations</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-152 Adv Machining Calc</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course combines mathematical functions with practical machine shop applications and problems. Emphasis is placed on gear ratios, lead screws, indexing problems, and their applications in the machine shop. Upon completion, students should be able to calculate solutions to machining problems. <b>RCC prerequisite: Take MAC-151.</b> (SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>MAC-171 Measure/Material &amp; Safety</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course introduces precision measuring instruments, process control and adjustment, inspection, material handling and workplace safety. Topics include properly identifying and handling various measurement instruments and materials, process control, adjustment and improvement, Personal Protective equipment (PPE) and OSHA safety regulations. Upon completion, students should be able to safely demonstrate effective measurement techniques, identify and handle various materials, and explain safe industry practices. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-172 Job Plan, Bench &amp; Layout</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course introduces the basics of job process planning, sawing, and manual operations including bench work and layout. Topics include deciphering blueprints and/or schematics, dimensions, design and using various instruments required in the layout of various components. Upon completion, students should be able to demonstrate an understanding of job plans, dimensions, design, transfer and layout common to the machining industry. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-214 Machining Technology IV</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>6</b>
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. RCC prerequisite: Take MAC-143. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-222 Advanced CNC Turning</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers advanced methods in setup and operation of CNC turning centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC turning centers. <b>RCC prerequisite: Take MAC-122.</b> (SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-224 Advanced CNC Milling</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers advanced methods in setup and operation of CNC machining centers. Emphasis is placed on programming and production of complex parts. Upon completion, students should be able to demonstrate skills in programming, operations, and setup of CNC machining centers. <b>RCC prerequisite: Take MAC-124.</b> (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-241 Jigs &amp; Fixtures I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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. <b>RCC prerequisite: Take MAC-143.</b> (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-242 Jigs &amp; Fixtures II</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>4</b>
This course provides continued study in the application of jigs and fixtures. Emphasis is placed on design and manufacture of complex jigs and fixtures. Upon completion, students should be able to design and build complex jigs and fixtures. <b>RCC prerequisite: Take MAC-241.</b> (SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				
<b>MAC-245 Mold Construction I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
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. <b>RCC prerequisite: Take MAC-143.</b> (SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.				

### ■ MAT – Mathematics

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit

<b>MAT-110 Math Measurement &amp; Literacy</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results. **State prerequisites: Take one set: Set 1: DMA-010, DMA-020, and DMA-030; Set 2: DMA-025; Set 3: MAT-003.**

### Competencies

Student Learning Outcomes

1. Demonstrate estimation skills and justify results.
2. Use dimensional analysis to convert units of measurement.
3. Employ fractions, percentages and proportions to solve contextual problems.
4. Compute geometric measurements of perimeter, area, volume and angles.
5. Use technology to analyze and interpret elements of personal finance.
6. Compare and contrast measures of center and measures of dispersion.
7. Interpret tables, charts, and graphs and communicate results.

(FA, SP, SU). MAT-003 is only to be utilized by RISE pilot colleges.

National ID (CIP) 27.0101 Mathematics, General.

<b>MAT-121 Algebra/Trigonometry I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include the properties of plane and solid geometry, area and volume, and basic proportion applications; simplification, evaluation, and solving of algebraic equations and inequalities and radical functions; complex numbers; right triangle trigonometry; and systems of equations. Upon completion, students will be able to demonstrate the ability to use mathematics and technology for problem-solving, analyzing and communicating results. **State prerequisites: Take one set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-060; Set 2: DMA-010, DMA-020, DMA-030, DMA-045, and DMA-060; Set 3: DMA-025, DMA-040, DMA-050, and DMA-060; Set 4: DMA-025, DMA-045, and DMA-060; Set 5: MAT-003.**

### Competencies

Student Learning Outcomes

1. Use geometric principles to solve industrial application problems involving perimeter, area, and volume.
2. Employ basic algebraic operations to simplify, evaluate, and solve proportions, radical and other algebraic functions, equations, and inequalities.
3. Perform basic algebraic operations involving complex numbers.
4. Solve applied problems using trigonometric principles involving right triangles.
5. Solve applied problems using systems of equations involving two and three variables.
6. Use technology to solve practical problems and communicate results.

(SP). MAT-003 is only to be utilized by RISE colleges. National ID (CIP) 27.0101 Mathematics, General.

<b>MAT-143 Quantitative Literacy</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
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This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding,

## Course Descriptions

	Hours/Week		Semester Hours
Class	Lab	Wk. Exp.	Credit

interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). **State prerequisites: Take one set: Set 1: DMA-010, DMA-020,**

**DMA-030, DMA-040, DMA-050, and DRE-098; Set 2: DMA-010, DMA-020, DMA-030, DMA-045, and DRE-098; Set 3: DMA-025, DMA-040, DMA-050, and DRE-098; Set 4: DMA-025, DMA-045, and DRE-098; Set 5: MAT-003 and ENG-002; Set 6: MAT-003 and ENG-111; Set 7: MAT-003 and DRE-098; Set 8: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 and ENG-002; Set 9: DMA-010, DMA-020, DMA-030, DMA-045, and ENG-002.**

### Competencies

#### Student Learning Outcomes

1. Judge the reasonableness of results using estimation, logical processes, and a proper understanding of quantity
2. Utilize proportional reasoning to solve contextual problems and make conversions involving various units of measurement
3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs
4. Differentiate between simple and compound interest and analyze the long-term effects of saving, investing, and borrowing
5. Describe, analyze, and interpret statistical information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies
6. Determine probabilities and expected values and use them to assess risk and make informed decisions
7. Analyze civic and/or societal issues and critique decisions using relevant mathematics

(FA and SP). National ID (CIP) 27.0101 Mathematics, General.

MAT-003 and ENG-002 are only to be utilized by RISE pilot.

This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]

### **MAT-152 Statistical Methods I**

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This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results. This course has been approved for transfer under the CAA as a general education course in Mathematics (Quantitative). This course has been approved for transfer under the ICAA as a general education course in Mathematics (Quantitative). **State prerequisites: Take All One Set: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DRE-098; Set 2: DMA-010, DMA-020, DMA-030, DMA-045, and DRE-098; Set 3: DMA-025, DMA-040, DMA-050, and DRE-098; Set 4: DMA-025, DMA-045, and DRE-098; Set 5: MAT-003 and ENG-002; Set 6: MAT-003 and ENG-111; Set 7: MAT-003 and DRE-098; Set 8: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050 and ENG-002; Set 9: DMA-010, DMA-020, DMA-030, DMA-045, and ENG-002; Set 10: DMA-025, DMA-040, DMA-050, and ENG-002; Set 11: DMA-025, DMA-045, and ENG-002.**

### Competencies

#### Student Learning Outcomes

1. Organize, display, calculate, and interpret descriptive statistics
2. Apply basic rules of probability
3. Identify and apply appropriate probability distributions
4. Perform regression analysis
5. Analyze sample data to draw inferences about a population parameter
6. Communicate results through a variety of media

(FA and SP). National ID (CIP) 27.0501 Statistics, General.

## Course Descriptions

	Hours/Week		Semester Hours	
Class	Lab	Wk. Exp.	Credit	

MAT-003 and ENG-002 are only utilized by RISE colleges. MAT-003 is only to be utilized by RISE pilot colleges. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]

<b>MAT-171 Precalculus Algebra</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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This course is designed to develop topics which are fundamental to the study of Calculus. Emphasis is placed on solving equations and inequalities, solving systems of equations and inequalities, and analysis of functions (absolute value, radical, polynomial, rational, exponential, and logarithmic) in multiple representations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to algebra-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. **State prerequisites: Take one set: Set 1: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080; Set 2: DMA-010, DMA-020, DMA-030, DMA-040, DMA-050, and DMA-065; Set 3: DMA-010, DMA-020, DMA-030, DMA-045, DMA-060, DMA-070, and DMA-080; Set 4: DMA-010, DMA-020, DMA-030, DMA-045, and DMA-065; Set 5: DMA-025, DMA-040, DMA-050, DMA-060, DMA-070, and DMA-080; Set 6: DMA-025, DMA-040, DMA-050, and DMA-065; Set 7: DMA-025, DMA-045, DMA-060, DMA-070, and DMA-080; Set 8: DMA-025, DMA-045, and DMA-065; Set 9: MAT-121; Set 10: MAT-003.**

### Competencies

#### Student Learning Outcomes

1. Use analytical, graphical, and numerical representations to solve absolute value, radical, polynomial, rational, exponential, and logarithmic equations with both real and complex solutions.
2. Use analytical, graphical, and numerical representations to solve absolute value, polynomial and rational inequalities with real solutions.
3. Use analytical, graphical, and numerical representations to analyze absolute value, radical, polynomial, rational, exponential and logarithmic functions with both real and complex zeros.
4. Use multiple methods to solve problems involving systems of equations and apply to decomposing partial fractions.
5. Construct the composition and inverse of functions.
6. Use polynomial, exponential and logarithmic functions to model various real world situations in order to analyze, draw conclusions, and make predictions.

(FA). National ID (CIP) 27.0102 Algebra and Number Theory.

The student is eligible for this course if MAT-003 is in the student's record with a demonstrated mastery level of Tier 2. **Local prerequisites: Set 6: MAT-143 Set 7: MAT-152 MAT-003 is only to be utilized by RISE pilot colleges.**

This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]

<b>MAT-172 Precalculus Trigonometry</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
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This course is designed to develop an understanding of topics which are fundamental to the study of Calculus. Emphasis is placed on the analysis of trigonometric functions in multiple representations, right and oblique triangles, vectors, polar coordinates, conic sections, and parametric equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to trigonometry-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. **State prerequisite: Take MAT-171. (SP only).**

### Competencies

#### Student Learning Outcomes

1. Use the unit circle and right triangle definitions to evaluate and graph trigonometric functions and their inverses, to derive trigonometric identities, and to simplify trigonometric expressions.
2. Use multiple methods to solve problems involving trigonometric equations, right triangles, and oblique triangles.

## Course Descriptions

	Hours/Week		Semester Hours	
	Class	Lab	Wk. Exp.	Credit
3. Demonstrate knowledge of vector definitions and perform vector operations. 4. Convert equations and graphs between rectangular and polar coordinate systems, and apply to complex numbers. 5. Use multiple representations to define, construct and analyze conic sections. 6. Create, graph, and analyze parametric equations. National ID (CIP) 27.0101 Mathematics, General. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				

<b>MAT-263 Brief Calculus</b>	3	2	0	4
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This course is designed to introduce concepts of differentiation and integration and their applications to solving problems. Topics include graphing, differentiation, and integration with emphasis on applications drawn from business, economics, and biological and behavioral sciences. Upon completion, students should be able to demonstrate an understanding of the use of basic calculus and technology to solve problems and to analyze and communicate results. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. **State prerequisite: Take MAT-171.**

**Competencies**

Student Learning Outcomes

1. Calculate limits and verify using graphical, numerical and analytical methods.
2. Interpret the derivative as a rate of change.
3. Analyze and interpret the derivative of algebraic, exponential, and logarithmic functions.
4. Evaluate antiderivatives and definite integrals of algebraic, exponential, and logarithmic functions.
5. Apply derivatives and integrals to business, economics, and biological and behavioral sciences contexts.
6. Use appropriate technology and communicate results through a variety of media.

(SP). National ID (CIP) 27.0101 Mathematics, General.

This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]

<b>MAT-271 Calculus I</b>	3	2	0	4
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This course is designed to develop the topics of differential and integral calculus. Emphasis is placed on limits, continuity, derivatives and integrals of algebraic and transcendental functions of one variable. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to derivative-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. **State prerequisite: Take**

**MAT-172.**

**Competencies**

Student Learning Outcomes

1. Apply the definition of limit to evaluate limits by multiple methods and use it to derive the definition and rules for differentiation and integration.
2. Use derivatives to analyze and graph algebraic and transcendental functions.
3. Select and apply appropriate models and differentiation techniques to solve problems involving algebraic and transcendental functions; these problems will include but are not limited to applications involving optimization and related rates.
4. Apply the definition of indefinite integral to solve basic differential equations.
5. Apply the definition of definite integral to evaluate basic integrals.
6. Use the fundamental theorem of calculus to evaluate integrals involving algebraic and transcendental functions.

(FA). National ID (CIP) 27.0101 Mathematics, General.

This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>MAT-272 Calculus II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
<p>This course is designed to develop advanced topics of differential and integral calculus. Emphasis is placed on the applications of definite integrals, techniques of integration, indeterminate forms, improper integrals, infinite series, conic sections, parametric equations, polar coordinates, and differential equations. Upon completion, students should be able to select and use appropriate models and techniques for finding solutions to integral-related problems with and without technology. This course has been approved for transfer under the CAA as a general education course in Mathematics. This course has been approved for transfer under the ICAA as a general education course in Mathematics. <b>State prerequisite: Take</b></p>				
<b>MAT-271.</b>				
<b>Competencies</b>				
Student Learning Outcomes:				
1. Select and apply appropriate models and integration techniques to solve problems involving algebraic and transcendental functions; these problems will include but are not limited to applications involving volume, arc length, surface area, centroids, force and work.				
2. Evaluate proper and improper integrals using various integration techniques.				
3. Analyze the convergence and divergence of infinite sequences and series and find the Taylor and McLaurin representations for transcendental functions.				
4. Use differentiation and integration to analyze the graphs of polar form equations and parametric form equations.				
5. Solve separable and first-order linear differential equations.				
6. Analyze and graph conic sections using calculus techniques.				
(SP). National ID (CIP) 27.0101 Mathematics, General.				
The Transfer Advisory Committee changed the status of this course from General Education: Math/AS to Universal General Education Transfer Component (UGETC): Math/AS on December 2, 2015.				
<b>■ MEC – Mechanical</b>				
<b>MEC-110 Intro to CAD/CAM</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
<p>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. (SP). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.</p>				
<b>MEC-130 Mechanisms</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>This course introduces the purpose and action of various mechanical devices. Topics include cams, cables, gear trains, differentials, screws, belts, pulleys, shafts, levers, lubricants, and other devices. Upon completion, students should be able to analyze, maintain, and troubleshoot the components of mechanical systems. (FA). National ID (CIP) 48.0503 Machine Shop Technology/Assistant.</p>				
<b>MEC-145 Mfg Materials</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p>This course introduces a variety of manufacturing materials and common processing techniques. Emphasis is placed on the processing, testing, and application of materials such as wood, metals, plastics, ceramics, and composites. Upon completion, students should be able to demonstrate an understanding of fundamental engineering applications for a variety of materials, including their process capabilities and limitations.</p>				

### Competencies

#### Student Learning Outcomes

1. Identify the physical and mechanical properties of ferrous and non-ferrous materials.
2. Identify the physical and mechanical properties of plastics, ceramics, and composites
3. Compare and contrast various primary metal work
4. Compare and contrast material finishing operations.
5. Discuss various testing procedures and results of each on various materials.

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
6. Apply and demonstrate OSHA safety procedures with the various manufacturing processes and testing procedures. (SU). National ID (CIP) 15.0699 Industrial Production Technologies/ Technicians, Other.				
<b>MEC-151 Mechanical Mfg Systems</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers mechanical systems and sub-systems including timing cams, cam followers, timing belts, servomotors, mechanical drive units, bearings, and mechanical linkage. Emphasis will be placed on the understanding of these components and their integration into operating systems. Upon completion, students should be able to diagnose mechanical problems using a structured approach to troubleshooting mechanical systems and subsystems. (FA).				
<b>MEC-231 Comp-Aided Manufact I</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
This course introduces computer-aided design / manufacturing (CAD / CAM) applications and concepts. Topics include software, programming, data transfer and verification, and equipment setup. Upon completion, students should be able to produce parts using CAD / CAM applications. (SU). National ID (CIP) 15.0699 Industrial Production Technologies/Technicians, Other. <b>RCC prerequisite:</b> <b>Take MEC-110.</b>				
<b>■ MED – Medical Assisting</b>				
<b>MED-110 Orientation to Med Assist</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
This course covers the history of medicine and the role of the medical assistant in the health care setting. Emphasis is placed on professionalism, communication, attitude, behaviors, and duties in the medical environment. Upon completion, students should be able to project a positive attitude and promote the profession of medical assisting. (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-118 Medical Law and Ethics</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
This course covers legal relationships of physicians and patients, contractual agreements, professional liability, malpractice, medical practice acts, informed consent, and bioethical issues. Emphasis is placed on legal terms, professional attitudes, and the principles and basic concepts of ethics and laws involved in providing medical services. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional. (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-121 Medical Terminology I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces prefixes, suffixes, and word roots used in the language of medicine. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-122 Medical Terminology II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is the second in a series of medical terminology courses. Topics include medical vocabulary and the terms that relate to the anatomy, physiology, pathological conditions, and treatment of selected systems. Upon completion, students should be able to pronounce, spell, and define medical terms as related to selected body systems and their pathological disorders. <b>State prerequisite: Take MED-121.</b> (SP). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-130 Admin Office Proc I</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course introduces medical office administrative procedures. Topics include appointment processing, written and oral communications, medical records, patient orientation, and safety. Upon completion,				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
students should be able to perform basic administrative skills within the medical environment. (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-131 Admin Office Proc II</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course provides medical office procedures in both economic and management skills. Topics include physical plant maintenance, equipment and supplies, liability coverage, medical economics, and introductory insurance procedures. Upon completion, students should be able to manage the economics of the medical office and supervise personnel. (SP). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-140 Exam Room Procedures I</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
This course provides instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with exams and treatment, patient education, preparation and administration of medications, EKG, vital signs, and medical emergencies. Upon completion, students should be able to demonstrate competence in exam room procedures. (SU). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-150 Laboratory Procedures I</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective tests, phlebotomy, screening and follow-up of test results, and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics. (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-183 Electronic Med Records I</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>5</b>
This course introduces students to the design and creation of Electronic Methods Records using a variety of EMR models. Topics include historical background of electronic medical records, legal/ethical principles inherent to healthcare information, patient flow, scheduling, call processing and tasking using the EMR. Upon completion, students should be able to discuss the history of EMR, identify emerging issues, apply ethical principles, and use basic modules of an EMR. <b>State corequisites: Take one: CIS-110, CIS-111 or OST-131.</b> (SP). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-232 Medical Insurance Coding</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course is designed to develop coding skills. Emphasis is placed on advanced diagnostic and procedural coding in the outpatient facility. Upon completion, students should be able to demonstrate proficiency in coding for reimbursement. (SU). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-240 Exam Room Procedures II</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
This course is designed to expand and build upon skills presented in MED 140. Emphasis is placed on advanced exam room procedures. Upon completion, students should be able to demonstrate enhanced competence in selected exam room procedures. <b>State prerequisite: Take MED-140.</b> (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-260 MED Clinical Practicum</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>5</b>
This course provides the opportunity to apply clinical, laboratory, and administrative skills in a medical facility. Emphasis is placed on enhancing competence in clinical and administrative skills necessary for comprehensive patient care and strengthening professional communications and interactions. Upon completion, students should be able to function as an entry-level health care professional. (SP). National ID (CIP) 51.0801 Medical/Clinical Assistant.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>MED-262 Clinical Perspectives</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
This course is designed to explore personal and occupational responsibilities of the practicing medical assistant. Emphasis is placed on problems encountered during externships and development of problem-solving skills. Upon completion, students should be able to demonstrate courteous and diplomatic behavior when solving problems in the medical facility. (SP). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-264 Med Assisting Overview</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
This course provides an overview of the complete medical assisting curriculum. Emphasis is placed on all facets of medical assisting pertinent to administrative, laboratory, and clinical procedures performed in the medical environment. Upon completion, students should be able to demonstrate competence in the areas covered on the national certification examination for medical assistants. (SP). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-270 Symptomatology</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the study of disease symptoms and the appropriate actions taken by medical assistants in a medical facility in relation to these symptoms. Emphasis is placed on interviewing skills and appropriate triage, preparing patients for procedures, and screening test results. Upon completion, students should be able to recognize how certain symptoms relate to specific diseases, recognize emergency situations, and take appropriate actions. (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-272 Drug Therapy</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course focuses on major drug groups, including their side effects, interactions, methods of administration, and proper documentation. Emphasis is placed on the theory of drug administration. Upon completion, students should be able to identify, spell, recognize side effects of, and document the most commonly used medications in a physician's office. (FA). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>MED-276 Patient Education</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course is designed to provide communication skills, basic education principles, and knowledge of available community resources and to apply this knowledge to the clinical setting. Emphasis is placed on identifying appropriate community resources, developing patient education materials, and perfecting written and oral communication skills. Upon completion, students should be able to instruct, communicate effectively, and act as a liaison between the patient and community agencies. (SU). National ID (CIP) 51.0801 Medical/Clinical Assistant.				
<b>■ MKT – Marketing &amp; Retailing</b>				
<b>MKT-120 Principles of Marketing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces principles and problems of marketing goods and services. Topics include promotion, placement, and pricing strategies for products. Upon completion, students should be able to apply marketing principles in organizational decision making.				
<b>Competencies</b>				
Student Learning Outcomes				
1. Define the role of marketing in business.				
2. Explain the role of selling, customer relations and product management in marketing.				
3. Describe marketing.				
4. Define pricing and channel management strategies.				
(FA and SU). National ID (CIP) 52.1401 Marketing/Marketing Management, General.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>MKT-220 Advertising and Sales Promotion</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course covers the elements of advertising and sales promotion in the business environment. Topics include advertising and sales promotion appeals, selection of media, use of advertising and sales promotion as a marketing tool, and means of testing effectiveness. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.</p>				
<b>Competencies</b>				
Student Learning Outcomes				
<ol style="list-style-type: none"> <li>1. Explain use of advertising and sales promotion as a marketing tool.</li> <li>2. Describe advertising and sales promotional appeals.</li> <li>3. Explain appropriate selection of media.</li> <li>4. Discuss means of testing effectiveness of advertising and sales promotion.</li> </ol>				
(FA and SP). National ID (CIP) 52.1401 Marketing/Marketing Management, General.				
<b>MKT-223 Customer Service</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course stresses the importance of customer relations in the business world. Emphasis is placed on learning how to respond to complex customer requirements and to efficiently handle stressful situations. Upon completion, students should be able to demonstrate the ability to handle customer relations. (FA and SP). National ID (CIP) 52.1401 Marketing/Marketing Management, General.</p>				
<b>MKT-231 Health Care Marketing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is designed to help students gain an understanding of how the principles of marketing are used in a health care setting. Topics include market development, market segmentation, market research, advertising and promotion, and service development for health care marketing. Upon completion, students should be able to plan, develop, and implement a basic marketing plan for an institution within the health care industry. <b>State prerequisite: Take MKT-120.</b> (SP). National ID (CIP) 52.1401 Marketing/Marketing Management, General.</p>				
<b>■ MNT – Maintenance</b>				
<b>MNT-110 Intro to Maint Procedures</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<p>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.</p>				
<b>Competencies</b>				
Student Learning Outcomes				
<ol style="list-style-type: none"> <li>1. Identify and demonstrate safe practices and procedures with tools, materials and industry accepted test equipment covered in the course.</li> <li>2. Identify and demonstrate use of hand tools.</li> <li>3. Identify grades of bolts and fasteners and demonstrate proper tightening techniques</li> <li>4. Describe the operation of and assemble mechanical power transmissions and systems.</li> <li>5. Identify bearings, seals, gaskets, and packing material and demonstrate appropriate assembly techniques.</li> <li>6. Perform preventative and predictive maintenance and mechanical troubleshooting.</li> </ol>				
(SP and SU). National ID (CIP) 47.0303 Industrial Mechanics and Maintenance Technology				
<b>MNT-160 Industrial Fabrication</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<p>This course covers the necessary techniques to fabricate and assemble basic items common in industrial environments. Emphasis is placed on students being able to create basic items such as frames, guards, supports, and other components commonly used in industry. Upon completion, students should be able to safely fabricate and assemble selected items within specifications. (FA). National ID (CIP) 47.0303</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>MNT-220 Rigging and Moving</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers the principles of safe rigging practices for handling, placing, installing, and moving heavy machinery and equipment. Topics include safety, weight and dimensional estimation, positioning of equipment slings, rollers, jacks, levers, dollies, ropes, chains, padding, and other related topics. Upon completion, students should be able to safely relocate and set up equipment using accepted rigging practices. (SU). National ID (CIP) 47.0303 Industrial Mechanics and Maintenance Technology				
<b>MNT-240 Indust Equip Troubleshoot</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course covers the various service procedures, tools, instruments, and equipment necessary to analyze and repair typical industrial equipment. Emphasis is placed on electro-mechanical and fluid power equipment troubleshooting, calibration, and repair, including common techniques and procedures. Upon completion, students should be able to troubleshoot and repair industrial equipment. (FA and SP). National ID (CIP) 47.0303 Industrial Mechanics and Maintenance Technology				
<b>MNT-250 PLC Interfacing</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>4</b>
This course introduces touch screens, PLC interface devices, and PID loops for applications such as motion control, encoders, and stepping motors. Topics include LVDT control, touch screens, PID controls, and motion controls. Upon completion, students should be able to safety install, program, and maintain touch screens and other interface devices. <b>State Prerequisites: Take ELC-128.</b> (SP). National ID (CIP) 47.0303 Industrial Mechanics and Maintenance Technology				
<b>■ MUS – Music</b>				
<b>MUS-110 Music Appreciation</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 36.0115. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>■ NAS – Nursing Assistant</b>				
<b>NAS-101 Nursing Assistant I</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>6</b>
This course includes basic nursing skills required to provide safe, competent personal care for individuals. Emphasis is placed on person-centered care, the aging process, communication, safety/emergencies, infection prevention, legal and ethical issues, vital signs, height and weight measurements, elimination, nutrition, basic restorative care/rehabilitation, dementia, mental health and end-of-life care. Upon completion, students should be able to demonstrate knowledge and skills and be eligible to test for listing on the North Carolina Nurse Aide I Registry. <b>RCC prerequisite: Take DRE-096 or acceptable placement score.</b> (FA and SP). National ID (CIP) 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide.				
<b>NAS-102 Nursing Assistant II</b>	<b>3</b>	<b>2</b>	<b>6</b>	<b>6</b>
This course provides training in Nurse Aide II tasks. Emphasis is placed on the role of the Nurse Aide II, sterile technique and specific tasks such as urinary catheterization, wound care, respiratory procedures, ostomy care, peripheral IV assistive activities, and alternative feeding methods. Upon completion, students should be able to demonstrate knowledge and skills and safe performance of skills necessary to be eligible for listing on the North Carolina Nurse Aide II Registry. <b>State prerequisite: Take NAS-101; RCC Prerequisite: currently listed as CNA I with the NC Nurse Aide Registry.</b> (FA and SP). National ID (CIP) 51.3902 Nursing Assistant/Aide and Patient Care Assistant/Aide.				
<b>■ NET – Networking Technology</b>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>NET-125 Introduction to Networks</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
<p>This course introduces the architecture, structure, functions, components, and models of the Internet and computer networks. Topics include introduction to the principles of IP addressing and fundamentals of Ethernet concepts, media, and operations. Upon completion, students should be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes. (FA) National ID (CIP) 11.0901 Networking Technology.</p>				
<b>NET-126 Routing Basics</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
<p>This course focuses on initial router configuration, router software management, routing protocol configuration, TCP/IP, and access control lists (ACLs). Emphasis will be placed on the fundamentals of router configuration, managing router software, routing protocol, and access lists. Upon completion, students should have an understanding of routers and their role in WANs, router configuration, routing protocols, TCP/IP, troubleshooting, and ACLs. <b>RCC prerequisite: Take NET-125.</b> (SP). National ID (CIP) 11.0901 Networking Technology.</p>				
<b>NET-225 Routing &amp; Switching I</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
<p>This course focuses on advanced IP addressing techniques, intermediate routing protocols, command line interface configuration of switches, Ethernet switching, VLANs, STP, and VTP. Emphasis will be placed on application and demonstration of skills acquired in pre-requisite courses. Upon completion, students should be able to perform tasks related to VLSM, routing protocols, switching concepts and configuration, STP, VLANs, and VTP. <b>RCC prerequisite: Take NET-126.</b> (FA). National ID (CIP) 11.0901 Networking Technology.</p>				
<b>NET-226 Routing &amp; Switching II</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
<p>This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol. <b>RCC prerequisite: Take NET-225.</b> (SP). National ID (CIP) 11.0901 Networking Technology.</p>				
<b>■ NOS – Network Operating System</b>				
<b>NOS-110 Operating System Concepts</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p>This course introduces students to a broad range of operating system concepts, including installation and maintenance. Emphasis is place on operating system concepts, management, maintenance, and resources required. Upon completion of this course, students will have an understanding of OS concepts, installation, management, maintenance, using a variety of operating systems.</p>				
<b>Competencies</b>				
Student Learning Outcomes				
1. Identify steps to install various operating systems.				
2. Analyze maintenance needs.				
3. Identify features and purposes of various operating systems.				
(FA). National ID (CIP) 11.0901 Networking Technology.				
<b>NOS-120 Linux/UNIX Single User</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>This course develops the necessary skills for students to develop both GUI and command line skills for using and customizing a Linux workstation. Topics include Linux file system and access permissions, GNOME Interface, VI editor, X Window System expression pattern matching, I/O redirection, network and printing utilities. Upon completion, students should be able to customize and use Linux systems for command line requirements and desktop productivity roles. (FA). National ID (CIP) 11.0901</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
Networking Technology.				
<b>NOS-130 Windows Single User</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces operating system concepts for single-user systems. Topics include hardware management, file and memory management, system configuration/optimization, and utilities. Upon completion, students should be able to perform operating systems functions at the support level in a single user environment. (SU). National ID (CIP) 11.0901 Networking Technology.				
<b>NOS-230 Windows Administration I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course covers the installation and configuration of a Windows Server operating system. Emphasis is placed on the basic configuration of core network services, Active Directory and group policies. Upon completion, students should be able to install and configure a Windows Server operating system. (FA). National ID (CIP) 11.0901 Networking Technology.				
<b>■ NUR – Nursing</b>				
<b>NUR-111 Intro to Health Concepts</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>8</b>
This course introduces the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts within each domain including medication administration, assessment, nutrition, ethics, interdisciplinary teams, informatics, evidence-based practice, individual-centered care, and quality improvement. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. (FA). National ID (CIP) 51.3801 Registered Nursing/Registered Nurse.				
<b>NUR-112 Health-Illness Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of acid-base, metabolism, cellular regulation, oxygenation, infection, stress/coping, health-wellness-illness, communication, caring interventions, managing care, safety, quality improvement, and informatics. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. <b>State prerequisite: Take NUR-111.</b> (SP). National ID (CIP) 51.3801 Registered Nursing/Registered Nurse.				
<b>NUR-113 Family Health Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of oxygenation, sexuality, reproduction, grief/loss, mood/affect, behaviors, development, family, health-wellness-illness, communication, caring interventions, managing care, safety, and advocacy. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. <b>State prerequisite: Take NUR-111.</b> (FA, SP). National ID (CIP) 51.3801 Registered Nursing/Registered Nurse.				
<b>NUR-114 Holistic Health Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, inflammation, sensory perception, stress/coping, mood/affect, cognition, self, violence, health-wellness-illness, professional behaviors, caring interventions, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. <b>State prerequisite: Take NUR-111.</b> (SP, SU). National ID (CIP) 51.3801 Registered Nursing/Registered Nurse.				
<b>NUR-117 Pharmacology</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces information concerning sources, effects, legalities, and the safe use of medications as therapeutic agents. Emphasis is placed on nursing responsibility, accountability, pharmacokinetics, routes of medication administration, contraindications and side effects. Upon completion, students should be able to compute dosages and administer medication safely. (FA, SP). National ID (CIP)				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
51.3801 Registered Nursing/Registered Nurse.				
<b>NUR-211 Health Care Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of cellular regulation, perfusion, infection, immunity, mobility, comfort, behaviors, health-wellness-illness, clinical decision-making, caring interventions, managing care, and safety. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. <b>State prerequisite: Take NUR-111.</b> (FA, SU). National ID (CIP) 51.3801 Registered Nursing/Registered Nurse.				
<b>NUR-212 Health System Concepts</b>	<b>3</b>	<b>0</b>	<b>6</b>	<b>5</b>
This course is designed to further develop the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of grief/loss, violence, health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, and evidence-based practice. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. <b>State prerequisite: Take NUR-111.</b> (FA, SP). National ID (CIP) 51.3801 Registered Nursing/Registered Nurse.				
<b>NUR-213 Complex Health Concepts</b>	<b>4</b>	<b>3</b>	<b>15</b>	<b>10</b>
This course is designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, and quality improvement. Upon completion, students should be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry level nursing care. <b>State prerequisite: Take: NUR-111. State corequisites: Take all: NUR-112, NUR-113, NUR-114, NUR-211, and NUR-212.</b> (SP, SU). National ID (CIP) 51.3801 Registered Nursing/Registered Nurse.				
<b>■ OST – Office Systems Technology</b>				
<b>OST-131 Keyboarding</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course covers basic keyboarding skills. Emphasis is placed on the touch system, correct techniques, and development of speed and accuracy. Upon completion, students should be able to key at an acceptable speed and accuracy level using the touch system. <i>Credit by proficiency exam is available.</i> (FA).				
<b>OST-136 Word Processing</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course is designed to introduce word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. (SP, SU).				
<b>OST-141 Med Office Terms I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course uses a language-structure approach to present the terminology and vocabulary that will be encountered in medical office settings. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in approximately one-half of the systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms. (FA). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-142 Med Office Terms II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is a continuation of OST 141 and continues the study, using a language-structure approach, of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce,				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
and construct sentences with the included terms. <b>State prerequisite: Take one: MED-121 or OST-141.</b> (SP). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-148 Med Ins &amp; Billing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces fundamentals of medical coding, billing, and insurance. Emphasis is placed on the medical billing cycle to include third party payers, coding concepts, and form preparation. Upon completion, students should be able to explain the life cycle of and accurately complete a medical insurance claim. (SP). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-149 Med Legal Issues</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the complex legal, moral, and ethical issues involved in providing health-care services. Emphasis is placed on the legal requirements of medical practices; the relationship of physician, patient, and office personnel; professional liabilities; and medical practice liability. Upon completion, students should be able to demonstrate a working knowledge of current medical law and accepted ethical behavior. (SP).				
<b>OST-161 Medical Ofc Procedures</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides instruction on the skills and procedures needed in today's medical office. Topics include medical data entry, medical communications, phone etiquette, use and maintenance of office equipment, inventory control, patient scheduling, and managing the financial aspects of a practice. Upon completion, students should be able to display skills and decision-making abilities essential in the medical office. (FA) National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-164 Office Editing</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides a comprehensive study of editing skills needed in the workplace. Emphasis is placed on grammar, punctuation, sentence structure, proofreading, and editing. Upon completion, students should be able to use reference materials to compose and edit text. (SP). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-243 Med Office Simulation</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces medical systems used to process information in the automated office. Topics include traditional and electronic information resources, storing and retrieving information, and the billing cycle. Upon completion, students should be able to use the computer accurately to schedule, bill, update, and make corrections. <b>State prerequisite: Take OST-148.</b> (SU). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-247 Procedure Coding</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS coding systems. Upon completion, students should be able to properly code procedures and services performed in a medical facility. <b>State prerequisites: Take one: MED-121 or OST-141.</b> (FA only). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-248 Diagnostic Coding</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides an in-depth study of diagnostic coding. Emphasis is placed on ICD coding system. Upon completion, students should be able to properly code diagnoses in a medical facility. <b>State prerequisites: Take MED-121 or OST-141.</b> (FA only). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-263 Healthcare Customer Relations</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides the soft skills necessary for effective communication and maintaining customer satisfaction in healthcare. Emphasis is placed on the importance of positive attitudes, techniques for handling difficult/angry customers, rephrasing blunt communication for better results, and the				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
communication skills required to discuss topics such as insurance and billing issues with the patient and other medical personnel. Upon completion, students should be able to communicate information in a professional manner. <b>State prerequisite: Take one: OST-148 or HMT-210.</b> (FA) National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-286 Professional Development</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the personal competencies and qualities needed to project a professional image in the office. Topics include interpersonal skills, health lifestyles, appearance, attitude, personal and professional growth, multicultural awareness, and professional etiquette. Upon completion, students should be able to demonstrate these attributes in the classroom, office, and society. (SP). National ID (CIP) 52.0204 Office Management and Supervision.				
<b>OST-288 Medical Office Admin Capstone</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course is designed to be a capstone course for the medical office professional and provides a working knowledge of medical office procedures. Emphasis is placed on written and oral communication skills, practice management, electronic health records, medical office procedures, ethics, and professional development. Upon completion, students should be able to demonstrate the skills necessary to manage a medical office. <b>State prerequisite: Take one: OST-148 or HMT-210.</b> (SP) National ID (CIP) 52.0204 Office Management and Supervision.				
<b>■ PED – Physical Education</b>				
<b>PED-110 Fit and Well for Life</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course is designed to investigate and apply the basic concepts and principles of lifetime physical fitness and other health-related factors. Emphasis is placed on wellness through the study of nutrition, weight control, stress management, and consumer facts on exercise and fitness. Upon completion, students should be able to plan a personal, lifelong fitness program based on individual needs, abilities, and interests. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA and SP). National ID (CIP) 31.0501.				
<b>PED-111 Physical Fitness I</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course provides an individualized approach to physical fitness utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA and SP). National ID (CIP) 31.0501.				
<b>PED-112 Physical Fitness II</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course is an intermediate-level fitness class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. Upon completion, students should be able to implement and evaluate an individualized physical fitness program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State prerequisite: Take PED-111.</b> (FA or SP). National ID (CIP) 31.0501.				
<b>PED-120 Walking for Fitness</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course introduces fitness through walking. Emphasis is placed on stretching, conditioning exercises, proper clothing, fluid needs, and injury prevention. Upon completion, students should be able to participate in a recreational walking program. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
premajor and/or elective course requirement. (FA or SP). National ID (CIP) 31.0501.				
<b>PED-121 Walk, Jog, Run</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course covers the basic concepts involved in safely and effectively improving cardiovascular fitness. Emphasis is placed on walking, jogging, or running as a means of achieving fitness. Upon completion, students should be able to understand and appreciate the benefits derived from these activities. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA and SP). National ID (CIP) 31.0501.				
<b>PED-122 Yoga I</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course introduces the basic discipline of yoga. Topics include proper breathing, relaxation techniques, and correct body positions. Upon completion, students should be able to demonstrate the procedures of yoga. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA or SP). National ID (CIP) 31.0501.				
<b>PED-123 Yoga II</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course introduces more detailed aspects of the discipline of yoga. Topics include breathing and physical postures, relaxation, and mental concentration. Upon completion, students should be able to demonstrate advanced procedures of yoga. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. <b>State prerequisite: Take PED-122.</b> (FA or SP). National ID (CIP) 31.0501.				
<b>PED-171 Nature Hiking</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
This course provides instruction on how to equip and care for oneself on the trail. Topics include clothing, hygiene, trail ethics, and necessary equipment. Upon completion, students should be able to successfully participate in nature trail hikes. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA). National ID (CIP) 31.0501.				
<b>PED-172 Outdoor Living</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course is designed to acquaint the beginning camper with outdoor skills. Topics include camping techniques such as cooking and preserving food, safety, and setting up camp. Upon completion, students should be able to set up camp sites in field experiences using proper procedures. This course has been approved for transfer under the CAA as a premajor and/or elective course requirement. This course has been approved for transfer under the ICAA as a premajor and/or elective course requirement. (FA or SP). National ID (CIP) 31.0501.				
<b>■ PHI – Philosophy</b>				
<b>PHI-215 Philosophical Issues</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces fundamental issues in philosophy considering the views of classical and contemporary philosophers. Emphasis is placed on knowledge and belief, appearance and reality, determinism and free will, faith and reason, and justice and inequality. Upon completion, students should be able to identify, analyze, and critically evaluate the philosophical components of an issue.				
<b>Competencies</b>				
1. Engage in critical thinking.				
2. Identify, reconstruct, and evaluate philosophical arguments.				
3. Analyze key philosophical concepts within epistemology, metaphysics, and ethics.				
4. Demonstrate an understanding of major philosophical views, and how they relate to contemporary issues.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p>This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisite: Take ENG-111. (FA and SP).</b> National ID (CIP) 38.0101 Philosophy. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>PHI-240 Introduction to Ethics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on moral theories such as consequentialism, deontology, and virtue ethics. Upon completion, students should be able to apply various ethical theories to moral issues such as abortion, capital punishment, poverty, war, terrorism, the treatment of animals, and issues arising from new technologies. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisite: Take ENG-111.</b></p>				
<b>Competencies</b>				
<ol style="list-style-type: none"> <li>1. Engage in critical thinking about moral issues.</li> <li>2. Identify, reconstruct and evaluate ethical arguments.</li> <li>3. Analyze key ethical concepts.</li> <li>4. Demonstrate understanding of major views in moral philosophy and how they relate to contemporary ethical and social issues.</li> </ol>				
<p>This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisite: Take ENG-111. (FA, SP, and SU).</b> National ID (CIP) 38.0101 Philosophy. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>■ PHO – Photography</b>				
<b>PHO-110 Fund of Photography</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>5</b>
<p>This course covers the basic technical aspects of photography, including camera controls, light and optics, flash, exposure, and processing. Emphasis is placed on principles of camera design and the relationship between subject and photographic image, with hands-on experience Upon completion, students should be able to consistently produce technically excellent images. <b>RCC corequisites: Take ACA-111. (FA).</b> National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-112 Design Laboratory I</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
<p>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. <b>State corequisite: Take PHO-110. (FA).</b> National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-113 History of Photography</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the history of photography from its inception through contemporary times. Emphasis is placed on technical and aesthetical developments in artistic and commercial photography. Upon completion, students should be able to identify significant photographers and procedures, trace the development of the medium, and discuss current trends in photography. (FA). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-122 Design Laboratory II</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
<p>This course continues development of perceptual and design skills required for effective professional</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
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. <b>State prerequisites: Take all: PHO-110 and PHO-112.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.				
<b>PHO-125 Basic Object Lighting</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course introduces the techniques used in controlling studio lighting for object illustration using tungsten light and electronic flash on basic geometric shapes. Topics include equipment operation, safety, and maintenance; light quality; exposure methods; and the illusion of form in a photograph. Upon completion, students should be able to safely and correctly work with studio lighting equipment to produce quality images of a variety of geometric forms. <b>State prerequisite: Take PHO-110.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.				
<b>PHO-126 Basic Portrait Lighting</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course covers basic techniques used in studio lighting for portraiture, including controlled lighting of facial contours using electronic flash. Topics include F/stop series; equipment operation, safety, and maintenance; and basic lighting patterns. Upon completion, students should be able to safely set up and operate strobe lighting in a studio applying appropriate light patterns to the subject. <b>State prerequisite: Take PHO-110.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.				
<b>PHO-127 Photo Materials/Processes</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course covers the materials and processes of current black/white and color photography and digital imaging and the reproduction of tone and color. Topics include light, color temperature, subjects, emulsion and sensor sensitivity, development, printing systems, and the interrelationships in the reproduction process. Upon completion, students should be able to state the effects that each part of the photographic process has upon the resulting black/white or color image. <b>State prerequisite: Take PHO-110.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.				
<b>PHO-132 Small-Format Photography</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course introduces small-format cameras and their application in location portraiture, industrial photography, photojournalism, and multimedia photography and portable lighting equipment and techniques. Topics include rapid camera operation, location photography, exposure techniques, portable flash, process modification, filtration, and simple multimedia production. Upon completion, students should be able to produce professional quality images under a variety of adverse shooting conditions using the equipment and techniques studied. <b>State prerequisite: Take PHO-110.</b> RCC corequisite: Take PHO-127. (SP). National ID (CIP) 50.0406 Commercial Photography.				
<b>PHO-134 Custom Color Printing</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
This course introduces the materials, processes, and techniques used in custom color printing. Topics include color theory, color balancing, and cropping, dodging, burning, and print finishing. Upon completion, students should be able to demonstrate knowledge of color theory and printing techniques. <b>State prerequisite: Take PHO-127.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.				
<b>PHO-135 Product Lighting</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
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. <b>State prerequisite: Take</b>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>PHO-125.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.				
<b>PHO-139 Intro to Digital Imaging</b> This course introduces digital images by exploring the effect hardware and software have on the reproduction process. Topics include basic imaging tools and vocabulary, calibration, density, contrast, and color. Upon completion, students should be able to demonstrate a basic understanding of the digital imaging process and be able to capture and output images. <b>RCC prerequisites: Take PHO-110 and PHO-127.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<b>PHO-143 Multimedia I</b> This course covers the basics of computer based multimedia production using non-linear editing software. Topics include microphones and audio recording, editing sound for multimedia, the capture, editing and use of still photographs, industry standard multimedia software, control of image, continuity and pacing, script writing, storyboarding and introduction to digital single-lens reflex and/or other video capture processes. Upon completion, students should be able to use computer hardware and software for multimedia production. <b>State prerequisite: Take PHO-110. RCC prerequisites: Take all: PHO-127 and PHO-132.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>PHO-210 Prof Wedding Photography</b> 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. <b>State and RCC prerequisites: Take PHO-132, PHO-134, PHO-135, and PHO-139.</b> (FA). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<b>PHO-211 Prof Portraiture I</b> 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. <b>State and RCC prerequisites: Take PHO-126, PHO-132, PHO-134, PHO-135, and PHO-139.</b> (FA). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.	<b>2</b>	<b>12</b>	<b>0</b>	<b>8</b>
<b>PHO-215 Photographic Illustration</b> 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. <b>State and RCC prerequisites: Take all: PHO-132, PHO-134, PHO-135, and PHO-139.</b> (FA). National ID (CIP) 50.0406 Commercial Photography.	<b>2</b>	<b>8</b>	<b>0</b>	<b>6</b>

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>PHO-217 Photojournalism I</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>4</b>
<p>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. State prerequisite: Take PHO-110. <b>State and RCC prerequisites: Take all: PHO-132, PHO-134, PHO-135, and PHO-139.</b> (FA). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-220 Business of Photography</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course covers the business practices of photography with emphasis on freelance photography. Topics include copyright, payment fees, client relations, licenses, insurance, assignments, stock sales, and usage rates. Upon completion, students should be able to demonstrate an understanding of the photographic business, including billing, clients, copyright protection, and obtaining assignments. (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-221 Prof Portraiture II</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>5</b>
<p>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. <b>State prerequisite: Take PHO-211.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-227 Photojournalism II</b>	<b>2</b>	<b>12</b>	<b>0</b>	<b>8</b>
<p>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. Competencies in multimedia storytelling, audio/video capture, editing and formatting for use by various news media outlets will be developed. <b>State prerequisite: Take PHO-217.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-228 Adv Corr &amp; Finishing</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<p>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. <b>RCC prerequisite: Take PHO-221.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-229 Advertising Photography</b>	<b>2</b>	<b>8</b>	<b>0</b>	<b>6</b>
<p>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. <b>State prerequisite: Take PHO-215.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>PHO-231 Commercial Portfolio Prep</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>
<p>This course provides an opportunity to plan, execute, and present a professional commercial photographic</p>				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p>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. <b>State prerequisite: Take PHO-229.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<p><b>PHO-232 Photojournalism Port Prep</b></p> <p>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. <b>State prerequisite: Take PHO-227.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>
<p><b>PHO-233 Portrait Portfolio Prep</b></p> <p>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. <b>State prerequisite: Take PHO-221.</b> (SU). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>
<p><b>PHO-241 Digital Image Technology</b></p> <p>This course provides an advanced study of technologies and processes used in the capture and purposing of digital images. Topics include operation and application of image capture, scanning, printing, and recording devices; and us of image retouching, toning, modifying and layout software. Upon completion, students should be able to capture, process, and purpose digital images for specific applications used in various segments of the photographic industry. <b>RCC prerequisites: Take all PHO-132, PHO-134, PHO-135, and PHO-139. State corequisites: Take one set: Set 1: PHO-211; Set 2: PHO-215; Set 3: PHO-217; Set 4: PHO-212, PHO-218, and PHO-225.</b> (FA). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p><b>PHO-243 Multimedia II Photojournalism</b></p> <p>This course covers advanced digital single-lens reflex and/or other digital video capture and post production processes for non-linear editing. Topics include use of multimedia in documentary video making and producing news style videos with emphasis on storytelling, interviewing and natural sound capture. Upon completion, students should be able to produce industry standard news style video and short documentaries. <b>State prerequisite: Take PHO-143. RCC corequisite: Take PHO 217.</b> (FA). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p><b>PHO-244 Multimedia II Commercial Photo</b></p> <p>This course covers advanced digital single-lens reflex and/or other digital camera capture, postproduction processes for non-linear editing of digital video for video production and multimedia applications. Topics include the different roles, skill sets, and jobs of a production team, advanced on-set and on-location lighting, video production and multimedia projects for target audiences, advertising and client presentations. Upon completion, students should be able to produce industry standard multimedia and videos. <b>State prerequisite: Take PHO-143. RCC corequisite: Take PHO 229.</b> (SP). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>PHO-245 Multimedia II Portrait Photo</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<p>This course covers advanced digital single-lens reflex and/or other digital video capture and post production processes for non-linear editing. Topics include use of multimedia in small production team assignments to create legacy style videos, location lighting, video contracts, natural sound capture and storytelling techniques. Upon completion, students should be able to produce client-based multimedia and video products. <b>State prerequisite: Take PHO-143. RCC corequisite: Take PHO 211.</b> (FA). National ID (CIP) 10.0201 Photographic and Film/Video Technology/Technician and Assistant.</p>				
<b>■ PHY– Physics</b>				
<b>PHY-110 Conceptual Physics</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course provides a conceptually-based exposure to the fundamental principles and processes of the physical world. Topics include basic concepts of motion, forces, energy, heat, electricity, magnetism, and the structure of matter and the universe. Upon completion, students should be able to describe examples and applications of the principles studied. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. (FA and SP). National ID (CIP) 40.0801 This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>PHY-110A Conceptual Physics Lab</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1</b>
<p>This course is a laboratory for PHY 110. Emphasis is placed on laboratory experiences that enhance materials presented in PHY 110. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in PHY-110. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>State corequisite: Take PHY-110.</b> (FA and SP). National ID (CIP) 40.0801. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>PHY-121 Applied Physics I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
<p>This algebra-based course introduces fundamental physical concepts as applied to industrial and service technology fields. Topics include systems of units, problem-solving methods, graphical analyses, vectors, motion, forces, Newton’s laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to demonstrate an understanding of the principles studied as applied in industrial and service fields. <b>RCC prerequisite: Take one set: Set 1: DMA-010, DMA-020, DMA-030 and DMA-040; Set 2: MAT-060 and DMA-040; Set 3: MAT-070.</b> (SP). National ID (CIP) 40.0801.</p>				
<b>PHY-131 Physics-Mechanics</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
<p>This algebra/trigonometry-based course introduces fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problem-solving methods, graphical analysis, vectors, motion, forces, and Newton’s laws of motion, work, energy, power, momentum, and properties of matter. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields. <b>State prerequisites: Take one: MAT-121 or MAT-171.</b> (FA). National ID (CIP) 40.0801.</p>				
<b>PHY-151 College Physics I</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
<p>This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principals involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>State prerequisite: Take MAT-171 or MAT-271.</b> (FA). National ID (CIP) 40.0801. This is a Universal General Education Transfer Component (UGETC)</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
course. [SBCC/BOG 02/21/14]				
<b>PHY-152 College Physics II</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>4</b>
<p>This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magneto static forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principals involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>State prerequisite: Take PHY-151.</b> (SP only). National ID (CIP) 40.0801. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>PHY-251 General Physics I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<p>This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principals involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>State prerequisite: Take MAT-271. State corequisite: Take MAT-272.</b> National ID (CIP) 40.0801. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>PHY-252 General Physics II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
<p>This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct current circuits, magneto static forces, magnetic fields, electromagnetic induction, alternating-current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved for transfer under the CAA as a general education course in Natural Science. This course has been approved for transfer under the ICAA as a general education course in Natural Science. <b>State prerequisites: Take all: MAT-272 and PHY-251.</b> National ID (CIP) 40.0801. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]</p>				
<b>■ POL– Political Science</b>				
<b>POL-120 American Government</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is a study of the origins, development, structure, and functions of American government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights and liberties, political participation and behavior, and policy process. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system.</p>				
<b>Competencies</b>				
<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the essential concepts and theories in the course materials.</li> <li>2. Illustrate an understanding of the roles, duties, and structural characteristics of the executive, legislative, and judicial branches in the US government.</li> <li>3. Analyze how American political institutions and individual behaviors interact to create political outcomes, with an awareness of the global context.</li> <li>4. Define the function of political parties, interest groups, public opinion, and the media.</li> <li>5. Interpret how American's political history, constitutional structure, and political culture contribute to the state of contemporary American democracy.</li> </ol>				
<p>This course has been approved for transfer under the CAA as a general education course in Social/Behavioral</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA, SP, and SU). National ID (CIP) 45.1002. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>■ PSY – Psychology</b>				
<b>PSY-150 General Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA, SP, and SU). National ID (CIP) 42.0101. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				
<b>PSY-241 Developmental Psych</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. <b>State prerequisite: Take PSY-150.</b> (FA and SP). National ID (CIP) 42.2703.				
<b>PSY-265 Behavioral Modification</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is an applied study of factors influencing human behavior and strategies for behavioral change. Emphasis is placed on cognitive-behavioral theory, behavioral assessment, practical applications of conditioning techniques, and maintenance of adaptive behavior patterns. Upon completion, students should be able to implement basic learning principles to effect behavioral changes in self and others. <b>State prerequisite: Take PSY-150.</b> (SP). National ID (CIP) 42.9999.				
<b>PSY-281 Abnormal Psychology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. <b>State prerequisite: Take PSY-150.</b> (FA and SP). National ID (CIP) 42.9999.				
<b>■ RAD – Radiography</b>				
<b>RAD-110 Rad Intro &amp; Patient Care</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course provides an overview of the radiography profession and student responsibilities. Emphasis is placed on basic principles of patient care, radiation protection, technical factors, and medical terminology. Upon completion, students should be able to demonstrate basic skills in these areas. State corequisites: Take all: RAD-111 and RAD-151. <b>RCC corequisite: RAD-113.</b> (FA). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.				
<b>RAD-111 RAD Procedures I</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, bony thorax, and pelvis. Upon				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
completion, students should be able to demonstrate competence in these areas. <b>RCC corequisites: Take all: RAD-110, RAD-113, and RAD-151.</b> (FA). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.				
<b>RAD-112 RAD Procedures II</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>4</b>
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, spine, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas. <b>State prerequisites: Take all: RAD-110, RAD-111, and RAD-151. RCC corequisites: Take all: RAD-121 and RAD-161.</b> (SP). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.				
<b>RAD-113 RAD Lab Elective</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>1</b>
This course provides additional laboratory opportunities in radiologic technology. Emphasis is placed on radiographic procedures and manipulation of equipment. Upon completion, students should be able to demonstrate competence in radiographic procedures through laboratory evaluations. <b>RCC corequisites: RAD 110, RAD 111, RAD 151.</b> (FA). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.				
<b>RAD-121 Image Production I</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course provides the basic principles of radiographic image production. Emphasis is placed on image production, x-ray equipment, receptor exposure, and basic imaging quality factors. Upon completion, students should be able to demonstrate an understanding of basic principles of radiographic image production. <b>State prerequisites: Take all: RAD-110, RAD-111, and RAD-151. RCC corequisites: Take all: RAD-112 and RAD-161.</b> (SP) National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.				
<b>RAD-122 Image Production II</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course is designed to continue to develop the concepts and principles in the field of radiologic technology. Emphasis is placed on advanced digital principles and production. Upon completion, students should be able to demonstrate an understanding of advanced principles of digital imaging production. <b>State prerequisites: Take all: RAD-112, RAD-121, and RAD-161. RCC corequisites: Take all: RAD-141 and RAD-171.</b> (SU). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.				
<b>RAD-141 Radiation Safety</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>
This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology. <b>State corequisites: Take all: RAD-112, RAD-121, and RAD-161. RCC corequisites: RAD-122, RAD-171.</b> (SU). National ID (CIP) 51.0911. Radiologic Technology/Science – Radiographer.				
<b>RAD-151 RAD Clinical Ed I</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>2</b>
This course introduces patient management and basic radiographic procedures in the clinical setting. Emphasis is placed on mastering positioning of the chest and extremities, manipulating equipment, and applying principles of ALARA. Upon completion, students should be able to demonstrate successful completion of clinical objectives. <b>State corequisites: Take all: RAD-110 and RAD-111. RCC corequisite: Take RAD-113.</b> (FA). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>RAD-161 RAD Clinical Ed II</b> This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives. <b>State prerequisites: Take all: RAD-110, RAD-111, and RAD-151. State corequisites: Take all: RAD-112 and RAD-121.</b> (SP). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.	<b>0</b>	<b>0</b>	<b>15</b>	<b>5</b>
<b>RAD-171 RAD Clinical Ed III</b> This course provides experience in patient management specific to advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and transitioning to mastering positioning of advanced studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives. <b>State prerequisites: Take all: RAD-112, RAD-121, and RAD-161. RCC corequisites: Take all: RAD-122 and RAD-141.</b> (SU). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.	<b>0</b>	<b>0</b>	<b>9</b>	<b>3</b>
<b>RAD-211 RAD Procedures III</b> This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, advanced imaging, radiographic pathology and image analysis. Upon completion, students should be able to demonstrate an understanding of these areas. <b>State prerequisites: Take all: RAD-122, RAD-141, and RAD-171. RCC corequisites: Take all: RAD-231 and RAD-251.</b> (FA). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
<b>RAD-231 Image Production III</b> This course provides advanced principles of radiation characteristics and production including digital imaging and Computed Tomography (CT). Emphasis is placed on imaging equipment. Upon completion, students should be able to demonstrate an understanding of radiation characteristics and production. <b>State prerequisites: Take all: RAD-122, RAD-141, and RAD-171. RCC corequisites: Take all: RAD-211 and RAD-251.</b> (FA). National ID (CIP) 51.2205. Radiologic Technology/Science – Radiographer.	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
<b>RAD-251 RAD Clinical Ed IV</b> This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives. <b>State prerequisites: Take all: RAD-122 and RAD-171. State corequisites: Take all: RAD-211 and RAD-231.</b> (FA). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.	<b>0</b>	<b>0</b>	<b>21</b>	<b>7</b>
<b>RAD-261 RAD Clinical Ed V</b> This course is designed to enhance expertise in all radiographic procedures, patient management, radiation protection, and image production and evaluation. Emphasis is placed on developing an autonomous approach to the diversity of clinical situations and successfully adapting to those procedures. Upon completion, students should be able to demonstrate successful completion of clinical objectives. <b>State prerequisite: Take RAD-251. State corequisite: Take RAD-271.</b> (SP). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.	<b>0</b>	<b>0</b>	<b>21</b>	<b>7</b>
<b>RAD-271 Radiography Capstone</b> This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer. <b>State</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>

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	Hours/Week			Semester Hours Credit
	Class	Lab	Wk. Exp.	
<b>prerequisites: Take all: RAD-211, RAD-231, and RAD-251. (SP). National ID (CIP) 51.0911 Radiologic Technology/Science – Radiographer.</b>				
<b>■ REL – Religion</b>				
<b>REL-110 World Religions</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 38.0201.				
<b>REL-212 Intro to New Testament</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 39.0201.				
<b>REL-221 Religion in America</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID(CIP) 38.0201.				
<b>■ SAB – Substance Abuse</b>				
<b>SAB-110 Substance Abuse Overview</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course provides an overview of the core concepts in substance abuse and dependence. Topics include the history of drug use/abuse, effects on societal members, treatment of addiction, and preventive measures. Upon completion, students should be able to demonstrate knowledge of the etiology of drug abuse, addiction, prevention, and treatment. (FA). National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>SAB-120 Intake and Assessment</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course develops processes for establishment of client rapport, elicitation of client information on which therapeutic activities are based, and stimulation of client introspection. Topics include diagnostic criteria, functions of counseling, nonverbal behavior, collaterals and significant others, dual diagnosis, client strengths and weakness, uncooperative clients, and crisis interventions. Upon completion, students should be able to establish communication with clients, recognize disorders, obtain information for counseling, and terminate the counseling process. (SP). National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>SAB-125 SA Case Management</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides case management activities, including record keeping, recovery issues, community resources, and continuum of care. Emphasis is placed on establishing a systematic approach to monitor the treatment plan and maintain quality of life. Upon completion, students should be able to assist clients in the continuum of care as an ongoing recovery process and develop agency networking. (FA).				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>SAB-135 SA Addictive Process</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course explores the physical, emotional, psychological, and cultural aspects of the addictive process. Emphasis is placed on addictions to food, sex, alcohol, drugs, work, gambling, and relationships. Upon completion, students should be able to identify the effects, prevention strategies, and treatment methods associated with addictive disorders. (SP). National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>SAB-137 Co-Dependency</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the adult child concept and co-dependency as syndromes of the addictive process. Emphasis is placed on treatment and recovery within the context of a paradigm shift which allows the individual to choose a healthy model of life. Upon completion, students should be able to assess levels of co-dependency and associated levels of physical and mental health and develop strategies to enhance health. (FA and SU). National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>SAB-140 Pharmacology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course covers the pharmacology of psychoactive drugs and abused chemicals and treatment options. Emphasis is placed on the use of psychoactive drugs and related psychological and social complexities, including models for prevention and treatment. Upon completion, students should be able to understand and identify theories of addiction, major classes of drugs, treatment alternatives, and social repercussions. (SP). National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>SAB-210 Sub Abuse Counseling</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides theory and skills acquisition by utilizing intervention strategies designed to obtain therapeutic information, support recovery, and prevent relapse. Topics include counseling individuals and dysfunctional families, screening instruments, counseling techniques and approaches, recovery and relapse, and special populations. Upon completion, students should be able to discuss issues critical to recovery, identify intervention models, and initiate a procedure culminating in cognitive/behavioral change. (FA and SP). National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>SAB-240 SAB Issues in Client Serv</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces systems of professional standards, values, and issues in substance abuse counseling. Topics include confidentiality, assessment of personal values, professional responsibilities, competencies, and ethics relative to multicultural counseling and research. Upon completion, students should be able to understand and discuss multiple ethical issues applicable to counseling and apply various decision-making models to current issues. (SP). National ID (CIP) 51.1501 Substance Abuse/Addiction Counseling.				
<b>■ SCI – Science</b>				
<b>SCI-095 Developmental Science</b>	<b>3</b>	<b>4</b>	<b>0</b>	<b>5</b>
This course covers basic principles of science. Topics include measurement, basic atomic structure, compounds of life, cytology, histology, anatomy, taxonomy, and ecology. Upon completion, students should be able to demonstrate the basic knowledge necessary for college-level science courses. (FA and SP). National ID (CIP) 32.0101. Basic Skills and Developmental/Remedial Education, General.				
<b>■ SEC – Information Systems Security</b>				
<b>SEC-110 Security Concepts</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
risks, create an information security policy, and identify processes to implement and enforce policy. (SU).				
<b>SEC-150 Secure Communications</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides an overview of current technologies used to provide secure transport of information across networks. Topics include data integrity through encryption, Virtual Private Networks, SSL, SSH, and IPsec. Upon completion, students should be able to implement secure data transmission technologies. (FA). National ID (CIP) 11.1003 Computer and Information Systems Security/Information Assurance.				
<b>SEC-160 Security Administration I</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP concepts, protocols, network traffic analysis, monitoring, and security best practices. Upon completion, students should be able to identify normal network traffic using network analysis tools and design basic security defenses. (FA). <b>RCC prerequisites: NET-125 and NET-126.</b> National ID (CIP) 11.1003 Computer and Information Systems Security/Information Assurance.				
<b>SEC-260 Security Admin II</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course provides the skills necessary to design and implement information security controls. Topics include advanced networking and TCP/IP concepts, network vulnerability analysis, and monitoring. Upon completion, students should be able to distinguish between normal and anomalous network traffic, identify common network attack patterns, and implement security solutions. <b>State prerequisite: Take SEC-160.</b> (SP). National ID (CIP) 11.1003 Computer and Information Systems Security/Information Assurance.				
<b>■ SGD – Simulation and Game Development</b>				
<b>SGD-112 SGD Design</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces the fundamentals of simulation and game design. Topics include industry standards and design elements for simulation and games. Upon completion, students should be able to design simple simulations and/or games. (FA). National ID (CIP) 50.0411 Game and Interactive Media Design.				
<b>SGD-113 SGD Programming</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces the fundamentals of programming languages and tools employed in simulation and game development. Emphasis is placed on programming concepts used to create simulations and games. Upon completion, students should be able to program simple games and/or simulations. (SP). National ID (CIP) 50.0411 Game and Interactive Media Design.				
<b>SGD-114 3-D Modeling</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
This course introduces the tools required to create three-dimensional (3D) models. Emphasis is placed on exploring tools used to create 3D models. Upon completion, students should be able to create and animate 3D models using 3D modeling tools. (SU). National ID (CIP) 50.0411 Game and Interactive Media Design.				
<b>■ SOC – Sociology</b>				
<b>SOC-210 Introduction to Sociology</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA, SP, and SU). National ID (CIP) 45.1101. This is a Universal General Education Transfer Component (UGETC) course. [SBCC/BOG 02/21/14]				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>SOC-225 Social Diversity</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course provides a comparison of diverse roles, interests, opportunities, contributions, and experiences in social life. Topics include race, ethnicity, gender, sexual orientation, class, and religion. Upon completion, students should be able to analyze how cultural and ethnic differences evolve and how they affect personality development, values, and tolerance. This course has been approved for transfer under the CAA as a general education course in Social/Behavioral Sciences. This course has been approved for transfer under the ICAA as a general education course in Social/Behavioral Sciences. (FA and SP). National ID (CIP) 45.1101.</p>				
<b>■ SPA – Spanish</b>				
<b>SPA-111 Elementary Spanish I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. (FA and SP). National ID (CIP) 16.0905.</p>				
<b>SPA-112 Elementary Spanish II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisite: Take SPA-111.</b> (FA and SP). National ID (CIP) 16.0905.</p>				
<b>SPA-120 Spanish for the Workplace</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>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. (FA and SP). National ID (CIP) 16.0905.</p>				
<b>SPA-211 Intermediate Spanish I</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisite: Take SPA-112.</b> (FA and SP). National ID (CIP) 16.0905.</p>				
<b>SPA-212 Intermediate Spanish II</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<p>This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved for transfer under the CAA as a general education course in Humanities/Fine Arts. This course has been approved for transfer under the ICAA as a general education course in Humanities/Fine Arts. <b>State prerequisite: Take SPA-211.</b> (FA and SP). National ID (CIP) 16.0905.</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>■ TRN – Transportation Technology</b>				
<b>TRN-110 Intro to Transport Tech</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
<p>This course covers workplace safety, hazardous materials, environmental regulations, hand tools, service information, basic concepts, vehicle systems, and common transportation industry terminology. Topics include familiarization with major vehicle systems, proper use of various hand and power tools, material safety data sheets, and personal protective equipment. Upon completion, students should be able to demonstrate appropriate safety procedures, identify and use basic shop tools, and describe government regulations regarding transportation repair facilities.</p> <p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate work place safety and hazardous waste disposal per OSHA and EPA guidelines that apply to relevant transportation industry work.</li> <li>2. Given a vehicle or piece of equipment, students will be able to identify it and locate relevant service information in one or more industry-standard databases.</li> <li>3. Demonstrate proficiency hoisting transportation vehicles through use of lifts and floor jacks.</li> <li>4. Complete service repair orders with appropriate information: customer contact information; VIN; cause, concern, correction.</li> <li>5. Identify and communicate about basic systems and terms associated with the transportation industry.</li> <li>6. Distinguish between different transportation systems terms and components either on a written exercise or in a lab environment.</li> <li>7. Demonstrate proper use and care of related transportation industry tools and equipment.</li> <li>8. Correctly identify or describe government regulations associated with the transportation industry.</li> </ol> <p>(FA and SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.</p>				
<b>TRN-120 Basic Transp Electricity</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>5</b>
<p>This course covers basic electrical theory, wiring diagrams, test equipment, and diagnosis, repair and replacement of batteries, starters, and alternators. Topics include Ohm’s Law, circuit construction, wiring diagrams, circuit testing, and basic troubleshooting. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair basic wiring, battery, starting, charging, and electrical concerns.</p> <p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate work place safety related to transportation electrical systems.</li> <li>2. Interpret and apply wiring diagram information on a transportation vehicle electrical system.</li> <li>3. Demonstrate the proper use of electrical diagnostic test equipment.</li> <li>4. Use Ohm’s law to calculate the value of any of the following given the values of the remaining variables: <ul style="list-style-type: none"> <li>* Voltage (V)</li> <li>* Resistance (R)</li> <li>* Amperage (A)</li> </ul> </li> <li>5. Given a transportation vehicle with a fault in the battery, starting, and charging system, students will be able to perform successful diagnosis and repairs.</li> <li>6. Demonstrate the ability to obtain appropriate service information on electrical circuit construction.</li> </ol> <p>(FA). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.</p>				
<b>TRN-130 Intro to Sustainable Transp</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>This course provides an overview of alternative fuels and alternative fuel vehicles. Topics include composition and use of alternative fuels including compressed natural gas, biodiesel, ethanol, hydrogen, and synthetic fuels, hybrid/electric, and vehicles using alternative fuels. Upon completion, students should be able to identify alternative fuel vehicles, explain how each alternative fuel delivery system operates, and perform minor repairs.</p> <p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Identify alternative fuels used in transportation industry to reduce the dependency on fossil fuels.</li> <li>2. Describe appropriate safety practices used when servicing and repairing Hybrid Electric Vehicles (HEVs).</li> <li>3. Correctly identify or describe how each alternative fuel is delivered and used in modern transportation</li> </ol>				

	Hours/Week		Semester Hours	
Class	Lab	Wk. Exp.	Credit	

vehicles and equipment.

4. Identify diagnostic procedures and repairs associated with alternative fueled transportation vehicles and equipment.

5. Describe the similarities and differences between various types of Hybrid Electric Vehicle (HEV) power systems found in modern transportation and equipment.

6. Identify emerging fuel sources for the transportation industry that are currently in development and describe their characteristics.

(FA). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.

**TRN-140 Transp Climate Control** **1** **2** **0** **2**

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis and 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 diagnose and repair vehicle climate control systems.

**Student Learning Outcomes**

1. In a lab setting, demonstrate work place safety per OSHA and EPA guidelines that apply to relevant climate control systems found on transportation vehicles and equipment.
2. Given a transportation vehicle or related equipment with a fault to the climate control system, diagnose and repair the climate control system using the recommended lab equipment as outlined by the related service information.
3. Using the recommended equipment as outlined by the EPA, identify and perform the proper recovery and recycling procedures for any refrigerant in a transportation vehicle or related equipment.
4. Describe the operation of the heating, ventilation and air condition systems.
5. Describe the use of climate control testing equipment to aid diagnosis of the systems.
6. Describe the use of appropriate service information and capacity charts.
7. Describe the EPA regulations that govern the proper use of refrigerants in a transportation vehicle or related equipment.

(FA and SU). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.

**TRN-140A Transp Climate Cont Lab** **1** **2** **0** **2**

This course provides experiences for enhancing student skills in the diagnosis and repair of transportation climate control systems. Emphasis is placed on reclaiming, recovery, recharging, leak detection, climate control components, diagnosis, air conditioning equipment, tools and safety. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information. **State corequisite: Take**

**TRN-140.**

**Student Learning Outcomes**

1. Given a transportation vehicle or related equipment with a fault in the A/C system, diagnose and repair the system using the recommended lab equipment and service information.
2. Utilize proper equipment to identify a given A/C refrigerant type and the purity of the A/C refrigerant for the transportation industry.
3. Given a transportation vehicle or equipment with an A/C system, determine the recommended refrigerant oil and capacity levels as prescribed from related service information.
4. Given a transportation vehicle or equipment with an A/C system, use the recommended equipment to properly reclaim, recycle, evacuate and recharge the entire refrigerant system.
5. Given a Heating Ventilation and Air Conditioning (HVAC) system, properly drain, flush and refill the entire anti-freeze coolant system.
6. Given a Heating Ventilation and Air Conditioning (HVAC) system, evaluate the anti-freeze coolant condition and perform a systems test as recommended by service information for a transportation vehicle or equipment.

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	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit

7. Diagnose and repair a transportation vehicle or equipment with a fault in a protection device for the given A/C system.
  8. Given an A/C system, remove and inspect system components and seals for damage which may cause the system to leak refrigerant.
  9. Given a faulty climate control system, diagnose temperature control problems.
- (FA and SU). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.

<b>TRN-145 Adv Transp Electronics</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>3</b>
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This course covers advanced transportation electronic systems including programmable logic controllers, on-board data networks, telematics, high voltage systems, navigation, collision avoidance systems and electronic accessories. Topics include interpretation of wiring schematics, reprogramming PLC's, diagnosing and testing data networks and other electronic concerns. Upon completion, students should be able to reprogram PLCs, diagnose and test data networks and other electronic concerns, and work safely with high voltage systems. **State prerequisite: Take TRN-120.**

**Student Learning Outcomes**

1. Given a transportation vehicle or related equipment, diagnose and repair a failure in the lighting, gauges, and accessory circuits by using the recommended lab or test equipment as outlined by the related service information.
  2. Correctly describe the processes involved in electrical system diagnosis on modern transportation vehicles or equipment.
  3. Given a transportation vehicle or equipment, diagnose and repair a fault in the controller area network (CAN) system by using the recommended lab or test equipment as outlined by the related service information.
  4. In a lab setting, demonstrate the proper use of electrical diagnostic equipment that apply to transportation vehicles and equipment.
  5. Given a transportation vehicle or equipment, diagnose and repair a fault in the electronic control system by using the recommended lab or test equipment as outlined by the related service information.
  6. Demonstrate appropriate diagnostic procedures for sensors, controllers, and circuits by using the recommended test equipment as outlined by service information.
  7. Correctly identify or describe complex transportation vehicle systems such as, collision avoidance, high intensity headlamps, navigation, and communication systems.
  8. Given a transportation vehicle or equipment, replace or reprogram an electronic system controller as outlined by the related service information.
- (SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician.

<b>TRN-170 Pc Skills for Transp</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>2</b>
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This course introduces students to personal computer literacy and Internet literacy with an emphasis on the transportation service industry. Topics include service information systems, management systems, computer-based systems, and PC-based diagnostic equipment. Upon completion, students should be able to access information pertaining to transportation technology and perform word processing.

**Competencies**

1. Given a transportation vehicle or equipment, identify it and locate relevant service information from one or more industry-standard databases.
  2. Given a transportation vehicle or equipment, analyze and diagnose transportation on board diagnostic management systems using handheld and/or PC based diagnostic equipment.
  3. Describe and perform basic PC skills used by transportation technicians.
  4. Demonstrate the proper use of application software such as MS Word.
- (FA and SP). National ID (CIP) 47.0604 Automobile/Automotive Mechanics Technology/Technician

<b>TRN-180 Basic Welding for Transp</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>3</b>
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This course covers the terms and procedures for welding various metals used in the transportation industry with an emphasis on personal safety and environmental health. Topics include safety and

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<p>precautionary measures, setup/operation of MIG equipment, metal identification methods, types of welds/joints, techniques, inspection methods, cutting processes and other related issues. Upon completion, students should be able to demonstrate a basic knowledge of welding operations and safety procedures according to industry standard.</p> <p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Describe and list the proper fundamentals, processes and equipment, materials and metallurgy associated with welding of similar and dissimilar metals in transportation systems and equipment.</li> <li>2. Identify and describe safety and health practices associated with the welding of similar and dissimilar metals in transportation systems and equipment.</li> <li>3. In a lab setting, demonstrate the ability to successfully weld similar and dissimilar metals in transportation systems and equipment.</li> <li>4. Select and list the proper inspection methods associated with the welding of similar and dissimilar metals in transportation systems and equipment.</li> <li>5. In a lab setting, demonstrate proper setup and operational procedures associated with the welding of similar and dissimilar metals in transportation systems and equipment.</li> <li>6. Describe and list the cutting techniques used with the various tools and methods associated with transportation systems and equipment.</li> </ol> <p>(FA). National ID (CIP) 47.0603 Autobody/Collision and Repair Technology/Technician</p>				
<b>■ WBL – Work-Based Learning</b>				
<b>WBL-111 Work-Based Learning I</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>1</b>
<p>This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</p> <p>National ID (CIP) 46.0101 Mason/Masonry.</p>				
<b>WBL-112 Work-Based Learning I</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
<p>This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</p> <p>National ID (CIP) 46.0503 Plumbing Technology/Plumber.</p>				
<b>WBL-115 Work-Based Learning Seminar I 1</b>	<b>0</b>	<b>0</b>	<b>1</b>	
<p>This course description may be written by the individual colleges. <b>State corequisites: Take one: WBL-111, WBL-112, WBL-113 or WBL-114.</b> (SP). National ID (CIP) 15.0699 Industrial Production Technologies/Technicians, Other.</p>				
<b>WBL-121 Work-Based Learning II</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>1</b>
<p>This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</p> <p>National ID (CIP) 48.0508 Welding Technology/Welder.</p>				
<b>WBL-122 Work-Based Learning II</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>2</b>
<p>This course provides a work-based learning experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.</p> <p>National ID (CIP) 49.0202 Construction/Heavy Equipment/Earthmoving Equipment Operation.</p>				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>■ WEB – Web Technologies</b>				
<b>WEB 110 Internet/Web Fundamentals</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces World Wide Web Consortium (W3C) standard markup language and services of the Internet. Topics include creating Web pages, search engines, FTP, and other related topics. Upon completion, students should be able to deploy a hand-coded website created with mark-up language, and effectively use and understand the function of search engines. (SP). National ID (CIP) 11.0801 Web Page, Digital/Multimedia and Information Resources Design.				
<b>■ WLD – Welding</b>				
<b>WLD-110 Cutting Processes</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
This course introduces oxy-fuel and plasma-arc cutting systems. Topics include safety, proper equipment setup, and operation of oxy-fuel and plasma-arc cutting equipment with emphasis on straight line, curve and bevel cutting. Upon completion, students should be able to oxy-fuel and plasma-arc cut metals of varying thickness.				
<b>Student Learning Outcomes</b>				
1. Identify the parts and functions of an oxy-acetylene cutting torch.				
2. Identify the parts and functions of various cutting equipment.				
3. List the safety practices of using oxy-fuel, plasma-arc, and other cutting equipment.				
4. Set-up and adjust cutting equipment.				
5. Use an oxy-acetylene outfit, plasma cutting equipment, and other equipment to: a. Cut a straight marked line on various thickness steel plate. b. Cut various shapes out of carbon steel plate. c. Cut carbon steel plate to a bevel and pipe.				
(FA and SP). National ID (CIP) 48.0508 Welding Technology/Welder.				
<b>WLD-112 Basic Welding Processes</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>2</b>
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. (SP and SU). National ID (CIP) 48.0508 Welding Technology/Welder.				
<b>WLD-115 SMAW (stick) Plate</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>5</b>
This course introduces the shielded metal arc (stick) welding process. Emphasis is placed on padding, fillet, and groove welds in various positions with SMAW electrodes. Upon completion, students should be able to perform SMAW fillet and groove welds on carbon plate with prescribed electrodes.				
<b>Student Learning Outcomes</b>				
1. Demonstrate SMAW electrode classification in compliance with AWS codes.				
2. Perform a groove weld according to AWS D1.1.				
3. Demonstrate safe and proper SMAW equipment setup, operation, and shut-down practices in accordance to manufacturer's recommendations.				
(FA). National ID (CIP) 48.0508 Welding Technology/Welder.				
<b>WLD-116 SMAW (stick) Plate/Pipe</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>4</b>
This course is designed to enhance skills with the shielded metal arc (stick) welding process. Emphasis is placed on advancing manipulative skills with SMAW electrodes on varying joint geometry. Upon completion, students should be able to perform groove welds on carbon steel with prescribed electrodes in the flat, horizontal, vertical, and overhead positions. <b>State prerequisite: Take WLD-115.</b> (SP). National ID (CIP) 48.0508 Welding Technology/Welder.				

## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
<b>WLD-121 GMAW (MIG) FCAW/Plate</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
<p>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.</p> <p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the use of GMAW electrode classification in compliance with AWS code for the selection of electrodes.</li> <li>2. Demonstrate the use of FCAW electrode classification in compliance with AWS code for the selection of electrodes.</li> <li>3. Perform a Fillet weld in accordance with AWS code.</li> <li>4. Perform a groove weld in accordance with AWS code.</li> <li>5. Demonstrate safe and proper GMAW equipment setup, operation, and shut-down practices in accordance to manufacturer's recommendations.</li> </ol> <p>(FA). National ID (CIP) 48.0508 Welding Technology/Welder.</p>				
<b>WLD-122 GMAW (MIG) Plate/Pipe</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<p>This course is designed to enhance skills with the gas metal arc (MIG) welding process. Emphasis is placed on advancing skills with the GMAW process making groove welds on carbon steel plate and pipe in various positions. Upon completion, students should be able to perform groove welds with prescribed electrodes on various joint geometry. <b>State prerequisite: Take WLD-121.</b> (SP). National ID (CIP) 48.0508 Welding Technology/Welder.</p>				
<b>WLD-131 GTAW (TIG) Plate</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
<p>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.</p> <p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the use of GTAW electrode classification in compliance with AWS for the selection of electrodes.</li> <li>2. Perform a groove weld in accordance with AWS code.</li> <li>3. Perform a Fillet weld in accordance with AWS code.</li> <li>4. Demonstrate safe equipment setup, operation, and shut-down practices according to manufacturer's recommendations.</li> </ol> <p>(FA and SP). National ID (CIP) 48.0508 Welding Technology/Welder.</p>				
<b>WLD-132 GTAW (TIG) Plate/Pipe</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
<p>This course is designed to enhance skills with the gas tungsten arc (TIG) welding process. Topics include setup, joint preparation, and electrode selection with emphasis on manipulative skills in all welding positions on plate and pipe. Upon completion, students should be able to perform GTAW welds with prescribed electrodes and filler materials on various joint geometry. <b>State prerequisite: Take WLD-131.</b> (SP and SU). National ID (CIP) 48.0508 Welding Technology/Welder.</p>				
<b>WLD-141 Symbols &amp; Specifications</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
<p>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.</p> <p><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Identify and read welding symbols.</li> <li>2. Identify and explain various lines, notes, and specifications on a blueprint.</li> <li>3. Identify the different types of lines on a blueprint.</li> </ol>				



## Course Descriptions

	Hours/Week			Semester Hours
	Class	Lab	Wk. Exp.	Credit
4. Interpret destructive testing symbols and their methods. 5. Interpret non-destructive testing symbols and their methods. 6. Develop a working sketch. 7. Create a bill of materials from a blueprint. (FA and SP). National ID (CIP) 48.0508 Welding Technology/Welder.				
<b>WLD-151 Fabrication I</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>4</b>
This course introduces the basic principles of fabrication. Emphasis is placed on safety, measurement, layout techniques, cutting, joining techniques, and the use of fabrication tools and equipment. Upon completion, students should be able to perform layout activities and operate various fabrication and material handling equipment. <b>RCC prerequisites: Take WLD-110, WLD-115, WLD-121, and WLD-141.</b> (SU). National ID (CIP) 48.0508 Welding Technology/Welder.				
<b>WLD-221 GMAW (MIG) Pipe</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
This course covers the knowledge and skills that apply to welding pipe. Topics include pipe positions, joint geometry, and preparation with emphasis placed on bead application, profile, and discontinuities. Upon completion, students should be able to perform GMAW welds to applicable codes on pipe with prescribed electrodes in various positions. <b>State prerequisites: Take WLD-122.</b> (SU). National ID (CIP) 48.0508 Welding Technology/Welder.				
<b>WLD-231 GTAW (TIG) Pipe</b>	<b>1</b>	<b>6</b>	<b>0</b>	<b>3</b>
This course covers gas tungsten arc welding on pipe. Topics include joint preparation and fit up with emphasis placed on safety, GTAW welding technique, bead application, and joint geometry. Upon completion, students should be able to perform GTAW welds to applicable codes on pipe with prescribed electrodes and filler materials in various pipe positions. <b>State prerequisite: Take WLD-132.</b> (SU). National ID (CIP) 48.0508 Welding Technology/Welder.				
<b>WLD-262 Inspection &amp; Testing</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>3</b>
This course introduces destructive and non-destructive testing methods. Emphasis is placed on safety, types and methods of testing, and the use of testing equipment and materials. Upon completion, students should be able to understand and/or perform a variety of destructive and non-destructive testing processes. (SP). National ID (CIP) 48.0508 Welding Technology/Welder.				

### 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 an ex-officio/nonvoting member of the Board.

#### Board of Trustees:

F. Mac Sherrill, Board Chair

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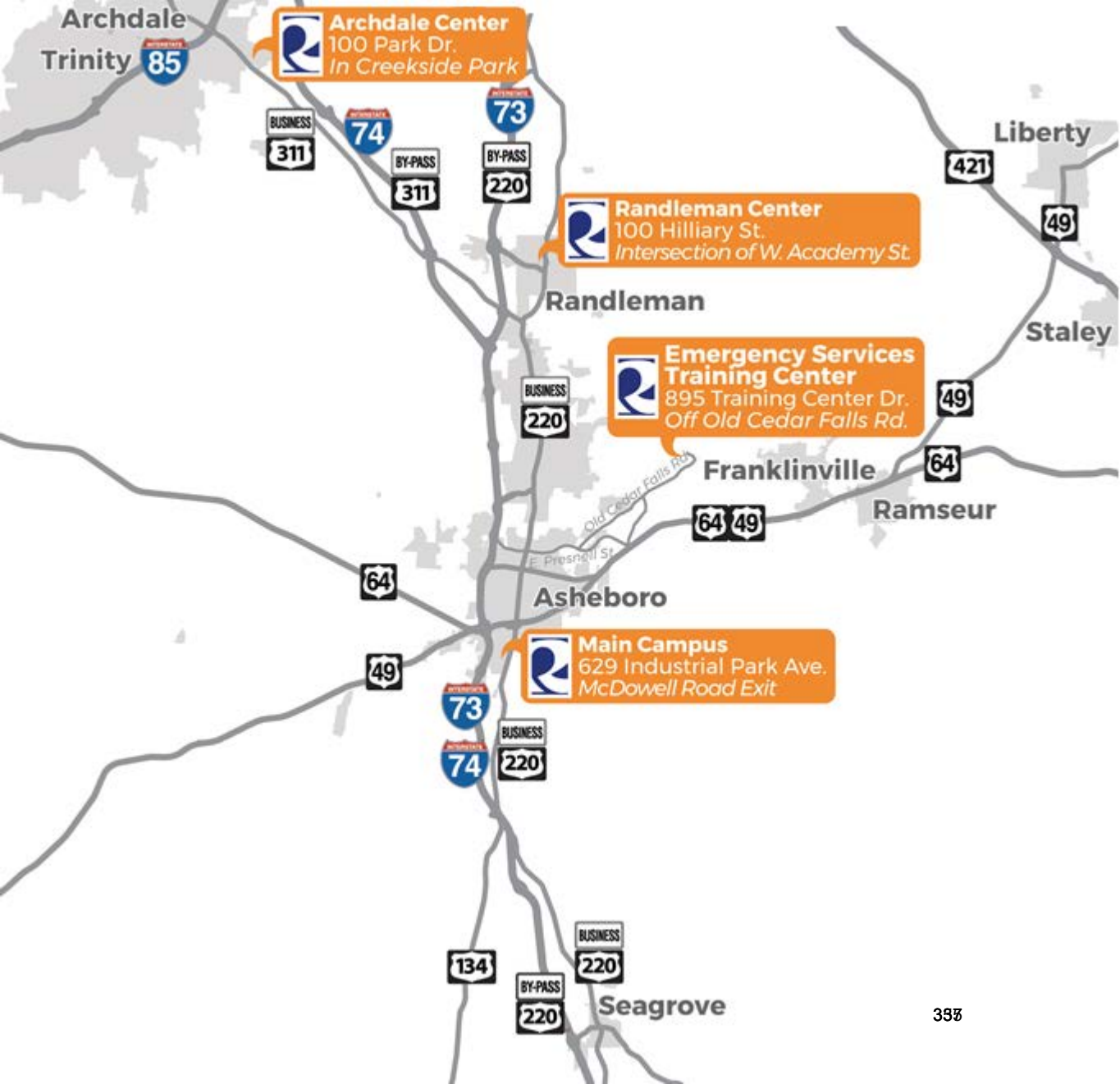
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Student Government Association President

For an up-to-date listing of RCC Administration, Faculty, and Staff members, go to the following website: [www.randolph.edu/employee-directory](http://www.randolph.edu/employee-directory).



 **Archdale Center**  
100 Park Dr.  
*In Creekside Park*

 **Randleman Center**  
100 Hilliary St.  
*Intersection of W. Academy St.*

 **Emergency Services Training Center**  
895 Training Center Dr.  
*Off Old Cedar Falls Rd.*

 **Main Campus**  
629 Industrial Park Ave.  
*McDowell Road Exit*

Archdale  
Trinity

**85**

BUSINESS  
**311**

**74**

BY-PASS  
**311**

**73**

BY-PASS  
**220**

**421**

Liberty

**49**

Staley

Randleman

BUSINESS  
**220**

Old Cedar Falls Rd.

Franklinville

**49**

**64**

Ramseur

**64**

Asheboro

**73**

**74**

BUSINESS  
**220**

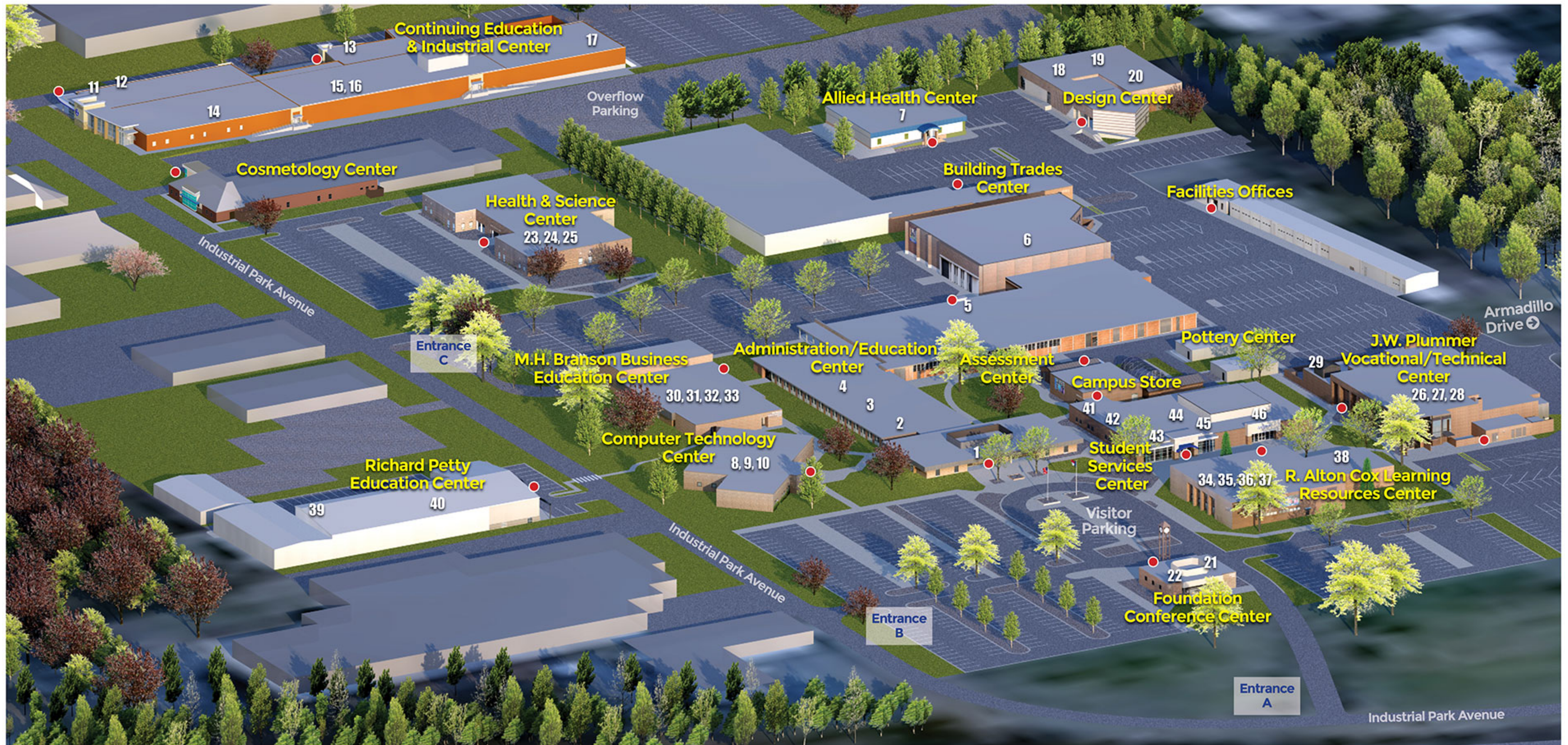
**49**

**134**

BUSINESS  
**220**

BY-PASS  
**220**

Seagrove



**Administration/Education Center**

- 1. Administrative Offices
- 2. High School Hub (Career and College Promise)
- 3. College Transfer Classrooms
- 4. Early Childhood Education
- 5. College and Career Readiness (Basic Skills)
- 6. Photographic Technology

**Allied Health Center**

- 7. Human Services Technology

**Assessment Center**

**Building Trades Center**

**Campus Store**

**Computer Technology Center**

- 8. Computer Services Offices
- 9. Information Technology
- 10. Criminal Justice Technology

**Continuing Education & Industrial Center**

- 11. Continuing Education Offices
- 12. Small Business Center
- 13. JB & Claire Davis Corporate Training Center
- 14. EMT Classrooms
- 15. Electrical Systems Technology
- 16. Mechatronics Engineering Technology
- 17. Computer-Integrated Machining

**Cosmetology Center**

**Design Center**

- 18. Advertising & Graphic Design
- 19. Interior Design
- 20. Math Lab

**Facilities Offices**

**Foundation Conference Center**

- 21. Foundation Offices
- 22. Conference Center

**Health & Science Center**

- 23. Associate Degree Nursing
- 24. College Transfer Science Classrooms
- 25. Radiography

**J.W. Plummer Vocational/Technical Center**

- 26. Adult Basic Life-Skills Education (ABLE)
- 27. Randolph Early College High School
- 28. Purchasing Department
- 29. Wellness Center

**M.H. Branson Business Education Center**

- 30. Accounting
- 31. Business Administration
- 32. Healthcare Management Technology
- 33. Medical Office Administration

**Pottery Center**

**R. Alton Cox Learning Resources Center**

- 34. College Transfer Classrooms
- 35. Distance Education Offices
- 36. Library
- 37. Teleconferencing Classroom
- 38. LRC Auditorium

**Richard Petty Education Center**

- 39. Collision Repair & Refinishing Technology
- 40. Automotive Systems Technology

**Student Services Center**

- 41. Student Services Offices
- 42. SRO Office
- 43. Welcome Center
- 44. Student Lounge
- 45. SGA Office
- 46. Armadillo Café

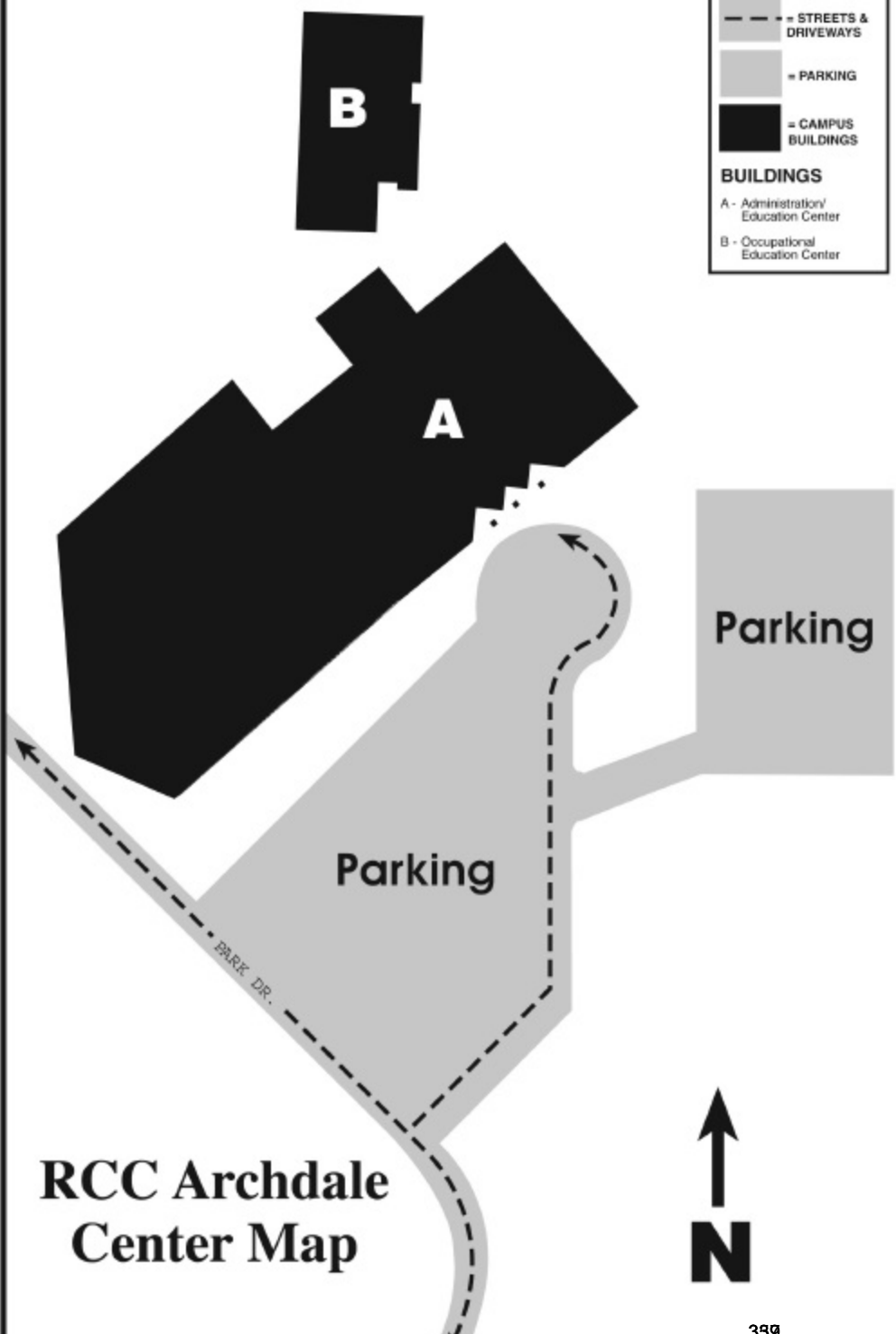
● Building entrances are marked with a red dot.

- - - = STREETS & DRIVEWAYS  
 = PARKING  
 = CAMPUS BUILDINGS

**BUILDINGS**

A - Administration/ Education Center

B - Occupational Education Center



**RCC Archdale  
Center Map**



359

US Hwy 311

US Hwy 311

# Emergency Services Training Center



**G**

**Picnic  
Area**

**A**

**B**

**H**

*Driving  
Range*

**Trench  
Pit**

**C**

**D**

**F**

**E**

## BUILDINGS

- A - Control Tower
- B - Classroom
- C - Tactical Bldg
- D - Rappel Tower
- E - Burn Building
- F - Fire Control
- G - Storage
- H - Storage

*Obstacle  
Course*

Old Cedar Falls Road



*Creating Opportunities. Changing Lives.*