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# Rowan-Cabarrus Community College <br> 2007-08 

General Catalog \& Student Handbook

Rowan-Cabarrus Community College<br>Post Office Box 1595<br>Salisbury, North Carolina 28145-1595

www.rowancabarrus.edu

## North Campus <br> 1333 Jake Alexander Blvd. <br> Salisbury, NC 28146 <br> 704-637-0760

South Campus
1531 Trinity Church Rd. Concord, NC 28027

704-788-3197

All information published in this catalog is subject to change during the academic year. The college is not responsible for any errors found in this catalog; however, the college will make every effort to correct errors that are identified and to make revisions as necessary. These corrections and revisions will be posted on the college website at the following link:www.rccc.edu/catalog/2007-08/.
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This catalog should not be construed as constituting a contract between the college and any person.
RCCC is accredited by the Commission on Colleges of the Southern Assoication of Colleges and Schools.

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## Rowan-Cabarrus Community College <br> North Campus <br> Rowan County

Salisbury

1) Handicapped Parking
2) Handicapped Parking
3) Student Parking
4) Faculty/Staff Parking
5) BLDG. 100
C. Merrill Hamilton Bldg.

- Student Services
- Pre-College Studies
- Assessment Center
- Information
- Individualized Computer Learning Center
- Business / Industry Services
- Continuing Education Office
- Small Business Center

6) 

BLDG. 200
Richard L. Brownell Bldg.

- Industrial \& Engineering Technology

7) BLDG. 300

Administration Bldg.

- Reception Desk / Information
- Administrative Offices
- Cooperative Education
- Academic Programs Office

8) BLDG. 500

- Lower: Student Center

Cafeteria
Bookstore

- Upper: Learning Resource Center

Math Tutoring Center
Reading Center
Writing Resource Center
9) Teaching Auditorium
10) BLDG. 600

Health - Science Bldg.

- Lower:Early Childhood Center

11) To Maintenance Building
12) BLDG. 700

## Rowan-Cabarrus Community College <br> South Campus Cabarrus County


2) BLDG. 2000

- Motorsports/Flex Lab
- Individualized Computer Learning Center
- Community Service Room
- Allied Health Lab
- Electronics Lab
- English Lab
- Reading Lab
- Math Tutoring Center
- Writing Resource Center
- CTC Small Business Development Center


## Rowan-Cabarrus Community College <br> Cabarrus Business \& Technology Center / Cloverleaf Plaza Center Cabarrus County



## Academic Calendar 2007-2008

## FALL Semester 2007

| August 13 | M | All Faculty Return; Fall Conference |
| :---: | :---: | :---: |
| August 14 | T | Faculty Work Day/Late Registration - North Campus |
| August 15 | W | Faculty Work Day/Late Registration - South Campus |
| August 16 | TH | Faculty Work Day |
| August 17 | F | Faculty Work Day |
| August 18 | S | First Class Meeting for North Campus Telecourses (See Telecourse Schedule) |
| August 20 | M | Classes Begin for 16-Week Classes and $1^{\text {st }} 8$-Week Classes |
| August 20, 21 | M, T | Registration and Schedule Changes |
| August 25 | S | First Class Meeting for South Campus Telecourses (See Telecourse Schedule) |
| August 29 | W | Curriculum Census (10\%) Date - <br> Last day to drop with $75 \%$ refund for 16 -week classes |
| September 3 | M | Labor Day Holiday - College Closed |
| September 4 | T | Classes Resume |
| October 4 | TH | Last Day to Withdraw from $1^{\text {st }} 8$-Week Classes |
| October 8, 9 | M,T | Student/Faculty Fall Break Days (2 days) |
| October 10 | W | Classes Resume |
| October 16 | T | Registration for $2^{\text {nd }} 8$-Week Classes |
| October 17 | W | Classes End for $1^{\text {st }} 8$-Week Classes |
| October 18 | TH | Classes Begin for 2 ${ }^{\text {nd }} 8$-Week Classes |
| TBA | TBA | Advising/Registration Begins (schedules available) |
| TBA | TBA | Advising/Registration Ends |
| November 21 | W | Student/Faculty Break Day |
| November 22, 23 | TH, F | Thanksgiving Holidays - College Closed |
| November 26 | M | Classes Resume |
| November 26 | M | Last Day to Withdraw from 16-Week Classes, including Telecourses |
| December 6 | TH | Last Day to Withdraw from $2^{\text {nd }} 8$-Week Classes |
| December 11-17 | T-M | Exam Week (5 days) |
| December 17 | M | Classes End for 16-Week Classes and $2^{\text {nd }} 8$-Week Classes |
| December 18 | T | Faculty Work Day; Records Due at 11:00 am; Holiday Social |
| December 19-31 | W-M | Christmas Holidays (9 days) - College Closed |

## REGISTRATION TIMES - All Semesters

## Spring Semester 2008

| January 1 | T | New Year's Holiday - College Closed |
| :---: | :---: | :---: |
| January 2 | W | Faculty Work Day/Late Registration - North Campus (2-6 pm) |
| January 3 | TH | Faculty Work Day/Late Registration - South Campus (2-6 pm) |
| January 4 | F | Professional Development Day |
| January 7 | M | Faculty Work Day |
| January 8 | T | Faculty Work Day |
| January 9 | W | Classes Begin for 16-Week Classes and $1^{\text {st }} 8$-Week Classes |
| January 9,10 | W,TH | Registration and Schedule Changes |
| January 12 | S | First Class Meeting for North Campus Telecourses (See Telecourse Schedule) |
| January 18 | F | Curriculum Census (10\%) Date - <br> Last day to drop with $75 \%$ refund for 16 -week classes |
| January 21 | M | Martin Luther King, Jr. Holiday - College Closed |
| January 22 | T | Classes Resume |
| January 26 | S | First Class Meeting for South Campus Telecourses (See Telecourse Schedule) |
| February 25 | M | Last Day to Withdraw from 1 ${ }^{\text {st }} 8$-Week Classes |
| March 4 | T | Registration for $2^{\text {nd }} 8$-Week Classes |
| March 5 | W | Classes End for $1^{\text {st }} 8$-Week Classes |
| March 6 | TH | Classes Begin for $2^{\text {nd }} 8$-Week Classes |
| March 10 | M | Job Fair (Classes in Session) |
| March 17-20 | M-TH | Student/Faculty Spring Break Days (4 days) |
| March 21 | F | Easter Friday Holiday - College Closed |
| March 24 | M | Classes Resume |
| TBA | TBA | Advising/Registration Begins for Summer Term \& Fall Semester 2006 (schedules available) |
| TBA | TBA | Advising/Registration Ends |
| April 16 | W | Last Day to Withdraw from 16-Week Classes, including Telecourses |
| April 21 | M | Schedule Changes/Registration - South Campus (Classes in Session) |
| April 22 | T | Schedule Changes/Registration - North Campus (Classes in Session) |
| April 28 | M | Last Day to Withdraw from $2^{\text {nd }} 8$-Week Classes |
| May 1-7 | Th-W | Exam Week (5 days) |
| May 7 | W | Classes End for 16-Week Classes and ${ }^{\text {nd }} 8$-Week Classes |
| May 8 | TH | Faculty Work Day (Including 9-Month Faculty; 9-Month Contracts End); Records Due at 12:00 Noon |
| May 9 | F | Faculty Work Day (9-month + 3-month Faculty); Golf Tournament |
| May 12-14 | M-W | Faculty Break Days (3 days) |

March 17-21 are inclement weather make-up days, if necessary

## REGISTRATION TIMES - All Semesters

Registration times are subject to change. Please consult Course Schedule, the college's website (www.rccc.edu), or the Student Services Office for registration times.

## Summer Term 2008 (One 10-Week \& Two Short Sessions)

| May 15 | TH | Registration for Summer Term 2008 - North Campus \& South Campus |
| :---: | :---: | :---: |
| May 16 | F | Faculty Work Day |
| May 17 | S | First Class Meeting for Telecourses (See Telecourse Schedule) |
| May 19 | M | Faculty Work Day |
| May 20 | T | Classes Begin for 10 -Week Classes \& $1^{\text {st }} 5$-Week Classes and Schedule Changes |
| May 20,21 | T,W | Registration and Schedule Changes |
| May 26 | M | Memorial Day Holiday (College Closed) |
| May 27 | T | Classes Resume |
| May 27 | T | Curriculum Census (10\%) Date - Last day to drop with $75 \%$ refund for 10 -week classes |
| TBA | TBA | Graduation |
| June 18 | W | Last Day to Withdraw from $1^{\text {st }} 5$-Week Classes |
| June 23 | M | Registration for $2^{\text {nd }} 5$-Week Classes |
| June 24 | T | Classes End for $1^{\text {st }} 5$-Week Classes |
| June 25 | W | Classes Begin for $2^{\text {nd }} 5$-Week Classes |
| July 4 | F | $4^{\text {th }}$ of July Holiday |
| July 7 | M | Classes Resume |
| July 17 | TH | Last Day to Withdraw from 10-Week Classes, including Telecourses |
| July 24 | TH | Last Day to Withdraw from 2 ${ }^{\text {nd }} 5$-Week Classes |
| TBA | TBA | Registration for Health Programs for Fall Semester 2008 |
| July 30 | W | Classes End for 10-Week Classes \& $2^{\text {nd }} 5$-Week Classes |
| July 31 | TH | Faculty Work Day; Records due by 12:00 Noon |
| August 1 | F | Faculty Work Day |
| August 4-8 | M-F | Student/Faculty Break Days (5 days) |

## REGISTRATION TIMES - All Semesters

Registration times are subject to change. Please consult Course Schedule, the college's website (www.rccc.edu), or the Student Services Office for registration times.


## General Information

## About Rowan-Cabarrus Community College

By deciding to go to college, you have chosen to expand your career choices, to enlarge your understanding about the world you live and work in, and to gain deeper insights into your own worth and promise. We think you have made a wise choice, and Rowan-Cabarrus Community College is the right place for you to begin.

Our 102-acre North Campus is conveniently located in the North Carolina Piedmont, just off Interstate Highway 85 in Rowan County, within an hour's drive of several major cities. RCCC's 24-acre South Campus is conveniently located in Cabarrus County at the junction of I-85, NC 73 and Trinity Church Road.

Modern classrooms, fully equipped laboratories, shops and learning resources are available at all campus locations. A highly qualified and dedicated faculty and staff stand ready to help you succeed as they encourage you to learn in stimulating and innovative ways.

Rowan-Cabarrus Community College offers a wide variety of associate degree, diploma and certificate programs, with both day and evening classes. As you leaf through the pages of this catalog, envision yourself as part of the college. Today you may discover the way to a more fulfilling and rewarding life!

## History of the College

The need for a technical education center was recognized in 1960, when Salisbury-Rowan community leaders, working through the chamber of commerce, conducted a survey of manpower requirements in the area. Results of the survey provided the basis for their request that the State Board of Education establish an industrial education center in Rowan County.

The people of Rowan County gave strong support to the idea by approving a $\$ 500,000$ bond issue to purchase land and to finance construction of the first building.

When the center first opened its doors in 1963, it offered seven pre-employment education programs and a variety of short courses for adults.

In 1964, the school was designated Rowan Technical Institute under the provisions of the Community College-Technical Institute Act. This made it possible to expand the school's curricula.

In 1979, the General Assembly passed a bill which recognized the synonymous nature of the terms "institute" and "college." After appropriate action by the Board of Trustees and the Rowan County Commissioners, the North Carolina State Board of Education officially approved the name of Rowan Technical College.

In 1988, the trustees of the college voted to change the name of the institution to RowanCabarrus Community College to more accurately reflect the comprehensive nature of its programs and the service area.

The college has experienced considerable growth since 1963, and now enrolls an average of 20,000 citizens annually. Today, Rowan-Cabarrus Community College prepares individuals for careers in approximately 40 programs of study in business, health and public services, and industrial and engineering technologies. An Associate Degree Arts and Sciences program is also available for those students who intend to transfer to a four-year college or university. During the year, at least 10 percent of the citizens of Rowan and Cabarrus counties enroll in some form of instructional program at Rowan-Cabarrus Community College.

The physical plant has expanded almost as rapidly as the curricula. From a single building designed especially for vocational-technical training, the college's North Campus in Rowan County now consists of six educational buildings containing 221,000 square feet. These facilities are complemented by two buildings containing 82,000 square feet located on the college's South Campus located in Cabarrus County. The college also has two centers located in Cabarrus County. The Cloverleaf Center located near the intersection of I-85 and Concord Parkway in Kannapolis consists of 14,525 square feet. The Cabarrus Business and

Technology Center located at Concord Parkway and Parkway Avenue in Concord provides 39,000 square feet of instructional space. The R ${ }^{3}$ Center located at 164 Dale Earnhardt Boulevard in downtown Kannapolis offers 10,000 square feet of multi-functional space for career counseling, instruction, and administrative services.

## Credit Programs

The instruction you will get at Rowan-Cabarrus Community College is fully accredited. Each program meets specific requirements set by employers in Rowan, Cabarrus and surrounding counties. Representatives of local business and industry make up our advisory committees. Because of this strong tie to the real world of work, each of these programs offers the student the opportunity for a well-rounded, interesting and practical education.

When you enroll in a particular program, you will follow a schedule of "credit courses" which, when successfully completed, will enable you to receive a degree, diploma or certificate. If you have an immediate need or interest in a particular course or group of courses, you may enroll without committing yourself to a particular program. Those credits that you earn can then apply toward a degree, diploma or certificate when you are ready to complete a program.

## Services for the Community

At Rowan-Cabarrus Community College, Continuing Education programs support the philosophy that learning is a lifelong activity. This division offers classes and short courses for professional development and community service courses of general interest at convenient times and locations.

Business and Industry Services' staff provide customized support for the community through the Small Business Center, New and Expanding Industry Training and Focused Industrial Training. The Small Business Center is designed to assist small business start-ups and to help existing businesses grow. The college's New and Expanding Industry Training office has earned national recognition for cooperative training efforts with area industries. Focused Industrial Training designs innovative educational programs for the service region's manufacturing sector.

An important function of the college is to provide educational programs on the precollege level. Literacy Services offer adults the opportunity for meaningful social and occupational growth through Adult Basic Education (ABE), Human Resources Development (HRD), and the High School Equivalency Program (GED).

More can be learned about these special services by referring to the specific sections in this publication.

## PURPOSE OF THE COLLEGE

## Mission

Rowan-Cabarrus Community College is an open-door, comprehensive learning-centered institution of higher education serving the citizens of Rowan and Cabarrus counties. The college, a member of the North Carolina Community College System, offers affordable occupational and education programs leading to the Associate in Applied Science Degree and an Arts and Sciences program leading to the Associate in Arts Degree. Diplomas and certificates are awarded for other occupational, adult and continuing education programs. The primary focus of the college's offerings is on workforce development by meeting the educational needs of the individual and meeting the changing training requirements of business and industrial firms, as well as other employers in the service area.

Reflecting its commitment to student learning outcomes, the college strives to inspire adults to increase their knowledge, develop occupational and technical proficiencies, respond to lifelong learning opportunities, and participate as responsible citizens in a democratic society.

## Goals

1. To increase the academic attainment of adult citizens through comprehensive programs of lifelong learning that include the high school level, the one-year diploma level, and the two-year degree level, as well as articulation that facilitates transfer of occupational courses and two-year degrees to four-year institutions.
2. To increase the occupational and technical skill levels of adult citizens.
3. To increase the economic development of the area.
4. To increase the quality of life of adult citizens through personal growth and development.
5. To increase participation in the democratic process.

## RCCC meets its institutional goals through these educational offerings:

- Specialized occupational education degree programs leading to the Associate in Applied Science Degree and occupational programs leading to certificates and diplomas.
- Arts and Sciences course offerings leading to the Associate in Arts Degree.
- Customized training programs which increase the productivity of employees of existing firms and organizations in the service area and programs which prepare potential employees for new businesses and industries.
- Adult education and continuing education programs which include literacy skills, English as a Second Language (ESL), the North Carolina High School Equivalency program (GED), and occupational skills courses.
- Avocational courses and cultural events to enhance the personal growth and development of the citizens of the area.
- Programs of instruction and student government activities to increase awareness of the democratic process.


## Values

## Excellence in Education

The establishment of programs related to specific occupations and programs designed for the acquisition of those general skills and knowledge which make it possible for an individual to live effectively in society.

## Primary Provider of Post-Secondary Workforce Training

The design and offering of programs enabling the college to fulfill its role as the primary provider of post-secondary workforce training in the region.

## Enhancement of Workforce Development Through Partnerships

The fostering of programs and partnerships which enhance workforce and economic development. These partnerships and cooperative programs include those established by the college with state, county and municipal governments; business, industry and other employers; area public schools, colleges and universities; economic development organizations and chambers of commerce; the Employment Security Commission, Job Link Centers and workforce development boards; and RCCC program advisory committees.

## Value-Added Education

The provision of services and programs which add value for citizens in terms of their current and future employment and which enhance productivity of the workforce for employers.
Accessibility
Through a policy of open admissions, a dedication to keeping costs at a level that will not prevent a student's attendance because of financial need and the determination to attract those students who previously have been denied, have been undervalued or who have not been successful in formal education.

## Lifelong Learning

A commitment to providing a variety of courses to serve area citizens who wish to pursue a wide range of interests and a commitment to instilling in students of all ages a desire to be learners throughout their lives.

## Concern for Students

The establishment of appropriate student services for all students, including personal counseling, academic advising, job placement, financial aid advice, referral services and student activities.
Accountability
The creation of processes which enhance the efficiency of specific college operations and overall institutional effectiveness.
Effective Management
The involvement of those with appropriate expertise in making decisions, the achievement of general consensus about fundamental college goals, the development of strategic planning processes and the systematic evaluation of all college programs.

## Intellectual Orientation

The cultivation of an attitude about academic work, an attitude which encourages selfdirected learning and which fosters both the ability to synthesize knowledge from many sources and the ability to appreciate new ideas and ways of thinking.

## Personal Development

The promotion of individual student goals and the development of ways of achieving them, in combination with the enhancement of feelings of self-worth, self-confidence and selfdirection.

## Public Awareness

The creation of communications and partnerships with community organizations, media outlets and publications which provide timely and accurate information about the college, its mission, its programs and its effectiveness to the citizens and employers of the region.
Scholarship
RCCC perceives scholarship as intellectual work incorporating the discovery of knowledge, the transfer of knowledge, the application of new knowledge and the interdisciplinary integration of knowledge.

The discovery of knowledge includes maintaining awareness of current trends and practices in one's field as well as the creation of new knowledge through research using both quantitative and qualitative methods.
Scholarship in the transfer of knowledge is evidenced through an awareness of different learning styles and an ability to individualize learning in the classroom and lab environment, and an understanding of the cooperative and collaborative nature of learning. The scholarly instructor applies this knowledge through the use of innovative teaching techniques and course and program development, with consistent attention to learning objectives and outcomes. The achievement of learning objectives and outcomes is assessed through design of an evaluation program.
Scholarship through the application of new knowledge is evidenced in the lab and clinical components of instruction. Standards, protocols, procedures and practices should be continually reviewed and revised when necessary.
Finally, true scholarship includes an awareness and recognition of the interdependency and interconnection of all fields and disciplines. Knowledge, techniques and practices in one discipline may lead to innovation and discovery in another.

## Globalization \& Understanding

Global awareness and international experiences are an important factor in the educational framework. Students who enter the job market with global knowledge, international experience, and cross-cultural skills are the key to continued economic competitiveness in the global marketplace. Rowan-Cabarrus Community College encourages all students, faculty and staff to participate in global education initiatives.

## Accreditation

Rowan-Cabarrus Community College is accredited to award associate degrees by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The address for the SACS Commission on Colleges is: 1866 Southern Lane, Decatur, Georgia 30033. The phone number is: (404) 679-4500, website: www.sacscoc.org

The Associate Degree Nursing program is accredited by the National League for Nursing Accrediting Commission (NLNAC), 61 Broadway, New York, NY 10006, (800) 669-1656. The Associate Degree Nursing program and the Practical Nursing program are approved by the North Carolina Board of Nursing, P.O. Box 2129, Raleigh, NC 27602-2129, (919) 7823211.

The Dental Assisting program is accredited by the Commission on Dental Accreditation, 211 East Chicago Avenue, Chicago, IL 60611, (312) 440-2500.

The Radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Dr., Suite 2830, Chicago, IL 60606-3182, Ph.: (312) 704-5300, Fax: (312) 704-5304, Email: mail@jcert.org

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North Carolina Career Information Consortium
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## North Carolina Performance Measures and Standards

North Carolina General Statutes require that all community colleges publish in their catalogs (and online) their record on 12 performance measures. The North Carolina Community College System office publishes annually a Critical Success Factors Report providing system-wide and individual college results on the performance measures and other statistical measures. The 2006 Critical Success Factors Report provided results on the 12 performance measures.

RCCC's performance on the measures with results reported was as follows:

1. Progress of Basic Skills Students-Measures the progress of basic skills students. A composite measure that includes the percent of students progressing within a literacy level, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level. NCCCS standard: 75\%. The NCCCS average was $81 \%$. RCCC's performance was $81 \%$.
2. Passing Rates on Licensure and Certification Examinations - Measures the percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. NCCCS standard: $80 \%$. The NCCCS average was $85 \%$. RCCC's performance was $86 \%$.
3. Goal Completion of Completers - Measures the proportion of program graduates (certificate, diploma and degree programs) who report that their primary goal in attending the institution has been met. NCCCS standard: 95\%. The NCCCS average was $99 \%$. RCCC's performance was $100 \%$.
4. Employment Status of Graduates - Measures the proportion of identified community college completers (graduates) who are employed within one year of last attendance. NCCCS standard: $95 \%$. The NCCCS average was $99.58 \%$. RCCC's performance was $99.72 \%$.
5. Performance of College Transfer Students - Compares the performance of community college associate degree students who transfer to public UNC institutions with "native" students (students who began their collegiate studies at the UNC institution). NCCCS standard: $87.1 \%$ will have a grade point average of 2.0 or above after two semesters at a UNC institution. The NCCCS average was $85.5 \%$. RCCC's performance was $84.8 \%$.
6. Passing Rates of Students in Developmental Courses - The percent of students who complete developmental English, mathematics or reading courses with a grade of "C" or better. NCCCS standard: 70\%. The NCCCS average was $81 \%$. RCCC's performance was $84 \%$.
7. Satisfaction of Program Completers and Non-Completers - Determines the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations. Completers NCCCS standard: $90 \%$ of the combined respondents will report being satisfied. The NCCCS average was $98 \%$. RCCC's performance was $97 \%$. Non-Completers - NCCCS standard: $90 \%$ of the combined respondents will report being satisfied. The NCCCS average was $95 \%$. RCCC's performance was $90 \%$.
8. Curriculum Student Retention and Graduates - Composite includes 1) number of individuals completing a curriculum program with a certificate, diploma or degree; and 2) number of individuals who have not completed a program but who are continuing enrollment in either curriculum or occupational extension programs. NCCCS standard: $60 \%$ of students will have completed their program or still be enrolled. The NCCCS average was $63 \%$. RCCC's performance was $60 \%$.
9. Client Satisfaction with Customized Training - Determines the satisfaction of organizations that received services from a community college. NCCCS standard: $90 \%$. The NCCCS average was $100 \%$. RCCC's performance was $100 \%$.
10. Program Unduplicated Headcount Enrollment - A minimum three-year average unduplicated headcount enrollment in a curriculum program. NCCCS standard: a three-year average annual headcount minimum of ten students per program. NCCCS had (system-wide) 36 programs with fewer than ten students enrolled. RCCC had no programs with fewer than ten students.
11. Success Rate of Developmental Students in Subsequent College-Level Courses The performance of developmental students in subsequent college-level courses will be compared with the performance of non-developmental students in those courses. NCCCS standard: There will be no statistically significant difference in the performance of developmental students as compared to non-developmental students. As long as the performance of the developmental groups exceeds $85 \%$, the institution meets the standard. Developmental - NCCCS average was $86 \%$. RCCC's performance was $93 \%$. Non-Developmental - NCCCS average was $87 \%$. RCCC's performance was $92 \%$.
12. Employer Satisfaction with Graduates - This measure is intended primarily to determine the satisfaction of organizations whose employees have been trained through a community college. NCCCS standard: $85 \%$. The NCCCS average was $95 \%$. RCCC's performance was $96 \%$.

## TEXTBOOKS



## Admissions

## HOW TO ENROLL To Assure Your Success. . .

Rowan-Cabarrus Community College and other institutions in the North Carolina Community College System operate under an "Open Door" policy. In accordance with the North Carolina Administrative Code, Title 23, Chapter 2(c), Section .0300, the college shall maintain an open-door admissions policy to all applicants who are high school graduates or who are at least 18 years of age. Student admission processing and placement determination shall be performed by the college's Admissions Office.

For example, most of our degree, diploma, or certificate programs are taught at a level beyond high school. Therefore, a high school diploma or recognized equivalent is usually minimal preparation. If you have not completed high school, the college provides G.E.D. programs through the Pre-College Division.

In order to assure that your educational experience will be successful, counselors will assist qualitatively and quantitatively in determining your present academic preparedness for the program you have chosen. The college uses placement tests, academic records, occupational experience and/or other indicators to determine the student's preparedness and potential for success.

It is in the student's best interest to have successfully completed Algebra I and Algebra II in high school.

All health programs contain additional admission requirements that must be met before enrollment. Refer to the admission requirements for these programs of study in the Programs of Study section of this catalog.

If you have not successfully completed all the high school courses you need to succeed in the program of your choice, RCCC will make the courses available to you.

In certain occupational programs, students are enrolled on a space-available basis because laboratory space is limited. Applicants to these programs are encouraged to contact the Student Services Office as soon as possible. High school seniors should apply early in their senior year. New students are usually admitted each year at the beginning of the Fall Semester; however, RCCC accepts qualified students during each semester's registration if there is room in the class.

## Pre-Curriculum Courses

To further assure your success, Rowan-Cabarrus Community College provides a number of services. When you contact the college, a counselor will arrange for you to participate in a success seminar to determine your academic strengths. If you need to brush up on your skills, you will want to take some developmental courses. These courses (designed to improve reading, writing, spelling, mathematics and general study skills) are taught in small classes or with programmed, self-paced materials. Usually, students who take developmental courses will be advised that they can take one or two of their regular program courses at the same time.

Although students register for developmental courses and pay regular tuition and fees as with any class, these are considered non-credit courses and are not included in the GradePoint Average.

## Enrolling is Easy at RCCC. . .

- Once you have made the decision to take classes at Rowan-Cabarrus Community College, call or visit the Student Services Office on any campus or go online to www.rccc.edu to obtain an Application for Admission form. Return the completed form to the Student Services Office as soon as possible. Please realize it may take up to 48 hours to process your application, depending on the date you apply.
- Contact the Guidance/Registrar's office of your high school and any colleges you have attended and request they send an official transcript (one mailed directly from school to school or a transcript hand-delivered in an appropriately signed and sealed envelope) of your work to the Student Services Office, Rowan-Cabarrus Community College, P.O. Box 1595, Salisbury, North Carolina, 28145-1595. Home-school graduates should send a final transcript, verifying your graduation, as well as a copy of the letter from the Dept. of Non-Public Instruction acknowledging your home school. Correspondence school diplomas will be accepted if they are regionally accredited or accredited by the Distance Education and Training Council (DETC). Any other correspondence school diplomas will be reviewed on a case-by-case basis.
- As soon as possible, arrange an appointment with Student Services to attend the COMPASS/ASSET Success Seminar (placement test) and the computer skills assessment test. Students entering a certificate program or taking a "specific course of interest" may not be required to take the placement test, but will be expected to meet all course prerequisites.
You may be exempt from testing if you:
(1) have transferable college credits in Computers, English and Math completed within the last five (5) years; or
(2) made a score of 500 or higher on the math, reading, and writing portions of the SAT within the last five (5) years or made a score of 21 or higher on the math and reading portions of the ACT within the last five (5) years; or
(3) have a baccalaureate degree or higher.
- This exemption may not apply to applicants for the Associate Degree Nursing, Practical Nursing, Dental Assisting, and Radiography programs (Allied Health). If applicants for an Allied Health program have transferable credit (grade of "C" or better) in English and mathematics and these credit hours were completed within five (5) years of the date they apply for their program of choice, testing may not be required. For nursing programs, score, remediation, or demonstrated proficiency must be acquired within five (5) years of January 1 of the admission year.
- Students seeking special accommodations due to a disability should contact Disability Services prior to scheduling a placement test date. Please refer to the "Information About Special Students" section of this catalog.
- Attend an RCCC Orientation program.
- All students are expected to follow the policies and procedures of the college. By signing the college application, the student accepts the responsibility to be aware of, and follow codes of conduct, behavior standards and all program specific rules, policies, and procedures.


## Student Agreement Regarding Internet Usage

Upon signing the college application, the student accepts and agrees to abide by the policy and responsibilities specified in Procedure No. 7.18-Student Internet Acceptable Use Policy. Further, with this educational opportunity also comes responsibility, and the student concurs that:

- The Internet connection at RCCC is provided to support and promote college-related research and educational activities and, as such, is consistent with the mission of the college.
- The use of the RCCC's Internet connection is a privilege, not a right, and inappropriate use will result in the cancellation of this privilege. I understand that suspected misuses will be confidentially reported to the appropriate Vice President. I understand that violations of Procedure Number 7.18 - Student Internet Acceptable Use Procedure, will be subject to Procedure 7.16 - Student Behavior Standards/Sanctions.
- I understand that violations of responsibilities may result in civil and criminal penalties to the maximum extent of the law. I will be liable for financially compensating RCCC for violations of responsibilities.
- It is my responsibility to ensure that fraudulent, harassing, threatening, racist, sexist, offensive, or obscene communications and/or materials are not sent, printed, requested, or stored. I understand that transmission of any materials in violation of federal or state laws or regulations is prohibited. I understand that purchasing via the Internet is prohibited.
- It is my responsibility to not reproduce or redistribute software and/or software keys licensed to Rowan-Cabarrus Community College.
- It is my responsibility to know and observe the acceptable use policies of external networks accessed via RCCC's Internet connection.
- It is my responsibility to ensure that the performance of RCCC's network is not degraded and that authorized users are not deprived of Internet and/or network resources or access by my activities. It is my responsibility to avoid the knowing or inadvertent spread of computer viruses.
- It is my responsibility to ensure that all copyright laws, including licensing restrictions, are honored. I understand that ownership of text, music, software, and other media is proprietary and, therefore, is protected to the full extent of the law and must be respected.
- It is my responsibility to not intentionally interfere with the normal operation of computer networks or illegally gain access (i.e., hack) to the networks and the information contained within the network resources or attached equipment.
- It is my responsibility to ensure that use of the network and Internet is consistent with student behavior and conduct guidelines and is not for personal financial gain.
- I understand and agree that RCCC may inspect, monitor or disclose Internet, electronic mail, and/or network activities when required by and constituted by law when there is substantiated reason to believe that violations of any federal, state or local law or any violation of Rowan-Cabarrus Community College policies or procedures have taken place.
- It is my responsibility not to view, download, save, receive, or send material(s) related to or including:
- Offensive content of any kind, including obscene material.
- Discrimination on the basis of race, gender, national origin, age, marital status, sexual orientation, religion, or disability.
- Threatening or violent content or behavior.
- Illegal activities.
- Gambling.
- Personal financial gain.
- Forwarding email chain letters.
- Spamming email accounts from RCCC's email services or company machines.
- Dispersing corporate data to RCCC's customers or clients without authorization.
- Personal use that states or implies RCCC's sponsorship or endorsement of its message.
- RCCC has the right to review any materials stored on any system provided by the college and to edit and remove any materials. I hereby waive any right which I may otherwise have in and to such materials.


## Information About Special Students

All students are special at RCCC; however, some students have special needs.

## Special Credit Students

Some students wish to register for credit courses, but do not intend to complete a degree, diploma, or certificate program. These students are called Special Credit students. They can enroll in classes on a space-available basis and with the approval of their college advisor. Tuition and fees are the same as for regularly enrolled program students. If these students later wish to apply credits earned toward a degree or diploma, they must request a change in their status from the Student Services Office. A change in status must be submitted when the student has earned 18 semester hours (including a college-level English and math course) as a Special Credit student and must meet all the regular admission requirements for the program.

## Policies Regarding Students With Disabilities

Disability services at RCCC are offered to assist students with disabilities in achieving their educational and vocational goals and to comply with section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. The college's goal is to make RCCC accessible for all students. In order to minimize the effects of a student's disability on his/her classroom performance, a reasonable adjustment or accommodation is provided as long as an accommodation or an adjustment does not alter a published course competency or course standard. Services are provided based on documentation provided by the student and the individual's particular need and circumstance.

## I. Request for Assistance or Accommodation

A. Students seeking assistance or accommodation are responsible for making their disability known to the Disability Services Counselors in the Office of Student Services. Students may elect to disclose a disability at any time. RCCC may not seek out and identify students with disabilities. Disability Services provides support services in curriculum, continuing education and pre-college courses. Because disability accommodations are not automatic and often require specific arrangements, students seeking disability accommodations should make contact with Disability Services for any additional information as soon as possible.
B. Students are encouraged to contact Disability Services as soon as possible. Requests for accommodations should be made at least three weeks prior to the first day of class for which the accommodations are requested.

All attempts will be made, but without minimal advance notice, RCCC cannot assure that all appropriate accommodations can be accomplished prior to the first class.

## II. Required Documentation

A. Students seeking assistance or accommodation must provide documentation from an appropriate professional. Required documentation includes the results of medical, psychological, educational and/or emotional diagnostic tests or evaluations that verify both the need for accommodation and the specific type of accommodation requested. Specific documentation guidelines are available through Disability Services.
B. Documentation will be considered confidential and will be maintained by Disability Services. Disability documentation is not a part of the academic record. This information will be considered confidential and is to be shared within the institution on a need-to-know basis only. Disability records may be destroyed five years after the student's last enrollment.
C. For students with learning or other non-apparent disabilities, documentation should be current, which is generally considered no older than three years. Students who provide documentation showing a history of disability may be granted accommodations for one semester in order to allow the student an opportunity to update older documentation; however, accommodation beyond one semester will be dependent upon the student providing current documentation.
D. RCCC may also require an assessment by the Office of Vocational Rehabilitation as part of the documentation.

## III. Accommodation Plan

A. Upon a student's request for accommodation and a review of appropriate documentation, the student and a Disability Services Counselor will develop an accommodation plan in consultation with faculty as appropriate or necessary. The plan will outline specific accommodations or adjustments. These may include physical, testing, instructional, academic support and/or equipment accommodations. Requested accommodations must be supported by documentation.
B. The accommodation plan may include a pre-determined schedule of meetings to monitor progress with a Counselor or the Coordinator of Disability Services. A copy will remain on file with Disability Services.
C. The accommodation plan must be reviewed and/or updated with each semester registration. Accommodations are not automatic and must be requested in advance. Accommodations will not be granted retroactively.
D. Students are expected to maintain contact with Disability Services as to the implementation and effectiveness of specific accommodations. Students should immediately report any concern regarding their accommodation plan to Disability Services.
E. RCCC does not provide services of a personal nature outside of the classroom. Arrangements for personal services are the student's responsibility.
F. All students are expected to comply with college policies and regulations as outlined in the RCCC College Catalog/Student Handbook.

## IV. Accessible Services, Materials and Equipment

A. Instructor Notification

1. Instructor notification is not automatic and must be initiated by the student. Following class registration, the student must request an Accommodation Notification form through Disability Services. The student will then deliver the Accommodation Notification to each course instructor. The student must obtain the instructor's signature, provide a copy for the instructor, and return the completed form to Disability Services. Accommodation will not be in effect until the
completed form is returned.
B. Classroom Notes
2. Students with specific functional limitations may request assistance with classroom notes. A determination of the method for obtaining classroom notes is based on disability documentation, course format and the course instructor's recommendation.
3. Classroom notes will generally be obtained by the utilization of a tape recorder or a volunteer classmate. Carbonless duplication paper is available upon request through Disability Services as well as a photocopy machine. Students are generally responsible for providing and operating the tape recorder along with tapes and batteries. Disability Services does have a limited number of tape recorders available in the case of an emergency.
4. When presenting an Accommodation Notification form, the student informs the instructor that notes will be needed and asks for assistance to identify a volunteer. In the event that either the volunteer system or tape recorder is not successful, immediately contact Disability Services.
5. A volunteer note-taker or tape recorder does not excuse class attendance. Students receiving class notes accommodation should not expect notes for days missed unless special arrangements are made in advance.
6. Based on the inability to access reasonable and appropriate classroom notes though the use of a tape recorder or volunteer, a student may be eligible for a staff notetaker/scribe. This accommodation will be determined on an individual basis. The student should contact and inform Disability Services regarding the cancellation of staff note-taker/scribe services. The staff note-taker/scribe will wait 15 minutes following the scheduled class start time. The staff note-taker/scribe will not remain in the classroom when the student is absent. If the student fails to arrive by the second class, the staff note-taker/scribe will assume that the student will be absent for the remaining classes. The student will be expected to obtain missed notes in the same manner as other students.
C. Alternative Testing
7. Testing accommodations, based on disability documentation, may include extended time, reduced distraction environment, test scribe, test reader, computer use for written exams, enlarged print or use of a calculator.
8. The student is expected to make arrangements, at least two class days in advance, through the course instructor and Disability Services. Actual test accommodations may be provided through Disability Services or the Testing Center based on the specific arrangements made by the student and course instructor. The instructor will be notified if the student is absent at the scheduled time.
D. Accessible Materials
9. Students whose documentation supports an accommodation for printed material in an alternate format should contact Disability Services as soon as possible following registration. Availability of alternate format material may be limited so students are encouraged to make a request for textbooks or other class-related materials well in advance. In converting printed text into an alternate form, Disability Services will try to honor the student's preference. However, depending on the time of the request, the availability of materials, the volume of materials, and the expected time for return, adjustments may be necessary. Such adjustment may include the student using appropriate assistive technology (CCTV or scan/reader computer software) available on campus.
10. Requests for accessible materials will be processed in the order in which they are received.
E. Interpreters
11. Interpretation and transliteration services will be arranged for qualifying deaf and hard-of-hearing students for scheduled classes, labs, scheduled student activities,
and appointments. Every attempt will be made to honor a student's communication preference; however, other arrangements may be made depending on the time of advanced notice and availability of interpreters.
12. Students must request services in advance to assure that services can be arranged. Due to the national and local shortage of sign language interpreters, students are asked to provide a three-week advance notice for scheduled classes and a one-week notice for scheduled activities or appointments.
13. Students who request interpreter services and plan to be absent or find that services are not needed must cancel arrangements immediately through Disability Services.
14. In the event of an unreported absence, the interpreter will wait 15 minutes following the scheduled class start time. The interpreter will not remain in the classroom when the student is absent. If the student fails to arrive by the second class, the interpreter will assume that the student will be absent for the remaining classes. The student will be expected to obtain materials in the same manner as other students.
15. If a student has three unreported absences in a given class, interpreter services may be terminated until the student meets with the Coordinator for Disability Services. The student will be notified in writing.
16. Students should report any concern or problem involving an interpreter to the Coordinator of Disability Services.
F. Adaptive Equipment
17. Various adaptive equipment or software for on-campus use can be made available to qualified students as a part of a specific classroom accommodation plan. However, any prescriptive or personal devices, including those for home use, are the responsibility of the student.
18. As a part of the accommodation plan, the qualified student will be able to sign out equipment, such as modified calculators or assistive listening devices, from the Learning Resource Center (LRC) on a daily basis. Other equipment, such as software or modified keyboards, will be available in the assigned classroom or LRC.
19. Every attempt will be made to provide appropriate training to enable the student to effectively utilize specific equipment or software. Such training will require active student participation, advance notice, and additional time on campus.
G. Reduced Course Load
20. Students who have documented disabilities may be entitled to a reduced course load and extended time to complete a specific program while maintaining full-time student status as long as doing so does not fundamentally alter the academic program, specific coursework, or a satisfactory progress provision. Eligibility for this accommodation will be determined on an individual basis by RCCC Disability Services with the approval of the Vice President of Student Services.
21. Students who are granted a reduced course load accommodation will be considered as full-time students for the requested semester. Continuing accommodations are not automatic so a new request for a reduced course load must be made each semester. Reduced course (credit) load will result in an adjustment to federal and state financial assistance.
22. A copy of the Reduced Course Load Accommodation Policy will be maintained in the student's academic record and will be included, as appropriate, requested or required, with any enrollment verification for the requested semester.
H. Personal Services
23. Personal Attendants
a. Students are responsible for providing for their own personal health and hygiene needs along with their mobility needs within the classroom and around campus.
b. Due to regulations and space limitations, personal attendants generally may not
attend class with the registered student unless the accommodation is supported by disability documentation as a health/safety issue and is included in the student's accommodation plan.
24. Attendance
a. Disability Services does not have a role in determining course attendance policies. Students are expected to attend scheduled classes regardless of their disability. Students may request that instructors be informed as to the legitimacy of disability-related absences, but such notification will not excuse or alter the course attendance policy.
b. Students anticipating absences should notify the course instructor in advance. Students are also responsible for all missed assignments and material.
25. Tutoring Services
a. Tutorial services are scheduled in specific content areas campus-wide through academic programs as appropriate. Qualified students are encouraged to request accommodations in order to utilize those services.
b. Students are responsible for individual tutoring or individual instruction outside of the scheduled activities offered through academic programs.
26. Parking
a. Accessible parking is available in accordance with state and federal regulations. Students are required to follow all appropriate regulations and to have a North Carolina-issued permit visible when parked in an accessible or handicapped space.
b. Accessible parking is available on a first-come, first-served basis.
c. Any student wishing to address accessible parking issues should contact Disability Services.

## V. Grievance Process

A. Students who experience a problem and/or feel unfairly treated should attempt to resolve the problem informally with the Coordinator of Disability Services.
B. Concerns regarding a specific accommodation will be resolved with the involvement of the student and the appropriate instructor, Program Head, Academic Dean, Academic Vice President, and Vice President of Student Services.
C. If a concern cannot be resolved to the student's satisfaction, the student should utilize the Student Grievance process as outlined in the RCCC College Catalog/Student Handbook.

## VI. Program Evaluation and Development

A. In consultation with faculty and staff, the RCCC Counseling Staff will be responsible for evaluating services at RCCC for students with disabilities and recommending changes in policies, procedures and services as appropriate.
B. The RCCC Counseling Staff will provide guidance and support to both faculty and staff in providing services for students with disabilities.
C. The RCCC Counseling Staff will provide in-service training and information to RCCC faculty and staff as appropriate. Professional consultants in the area of services for students with disabilities may be utilized in specific cases and in staff development efforts.

## International Admissions

The college is authorized under Federal law to enroll non-immigrant international students. Non-immigrant students will be accepted to begin classes in the Fall Semester only. Each applicant must complete the following admissions requirements:
A. A completed application, received no later than June 15.
B. Certified, official transcripts from all high schools and post-secondary institutions the student has attended with an English translation.
C. A statement of financial support from the student's sponsor, and a statement from the sponsor's bank that there are sufficient funds to support the student. If there is no sponsor, an original and official document which shows the student has on deposit sufficient funds to support his/her tenure as a student (approximately $\$ 15,000 /$ year).
D. A minimum score of 500 on the Test of English as a Foreign Language (TOEFL) or a minimum score of 173 on the computerized version, or a minimum Internet Based Test (IBT) score of Reading 17, Listening 17, Speaking 16, and Writing 16. If any single score falls below the minimum, the IBT will not be considered.
E. Present evidence of medical insurance coverage prior to registration.

## Admission of High School Students (Dual Enrollment)

Some college programs are available for dual enrollment of high school students. For additional information, contact the Student Services Office.

## The Cost

Tuition and registration fees are set by the North Carolina State Board of Community Colleges and the General Assembly and are subject to change. Tuition and fees are payable at registration.

## Tuition

Because the state helps pay the tuition of North Carolina residents out of tax dollars, tuition for North Carolina residents is $\$ 39.50$ per credit hour, up to and including 16 credit hours. There will be a maximum charge of $\$ 632.00$ per semester. Tuition for nonresident students is charged at the rate of $\$ 219.50$ per credit hour with a maximum charge of $\$ 3,512.00$ per semester. The college accepts MasterCard and VISA credit cards for registration payment.

A resident student is generally defined as one whose legal residence has been in North Carolina for at least 12 months before enrollment or re-enrollment in the college.

A resident student who is 65 years or older is exempt from paying tuition.
The college operates on the semester system, and all students are expected to register during the dates listed in the Academic Calendar in the front of this catalog.

The rates are subject to change by action of the General Assembly.

## Technology Fee

Students at Rowan-Cabarrus Community College pay a technology fee for each of the fall and spring semesters, and summer term. Technology fees cover the cost of instructional supplies, materials, computers and other technology support. Technology fees are charged on a pro-rata basis depending on the number of credit hours for which the student is enrolled as follows:

| 12 or more credit hours | \$16.00 per semester |
| :---: | :---: |
| 7-11 credit hours | \$10.00 per semester |
| 1-6 credit hours ......... | \$7.00 per semester |

## Student Activity Fee

Students at RCCC are required to pay a $\$ 16.00$ activity fee for fall and spring semesters (regardless of the number of credit hours enrolled). The activity fee is used to support the college's Student Activity Program. This fee covers student accident insurance each semester, transcript costs, graduation cap and gown costs, and student activities coordinated by the SGA.

Students pay a $\$ 6.00$ activity fee for summer term, regardless of the number of credit hours for which the student is enrolled.

## Accident and Liability Insurance

Accident insurance, covering hours in school, is available for $\$ 2.55$ per semester. This insurance is required of all students and is included in the student activity fee. Allied Health, Early Childhood Education, and Cosmetology students are required to purchase student professional liability insurance which is available for approximately $\$ 13.00$ per year.

## Refunds

Tuition, as well as the refund policy, are set by the North Carolina State Board of Community Colleges and the General Assembly, and are subject to change. The following is the tuition refund policy:

- A $100 \%$ refund will be granted if the student officially withdraws prior to the first day of the semester or prior to the day a class begins.
- Once the semester or class begins, a $75 \%$ refund will be issued if the student officially withdraws from the class(es) prior to or on the official 10 percent date of the semester.
- For classes beginning at times other than the first week of the academic semester, a $100 \%$ refund will be granted if the student officially withdraws from the class prior to the first class meeting. A $75 \%$ refund will be granted if the student officially withdraws from the class prior to or on the 10 percent point of the class.

Official withdrawal involves completing the proper withdrawal form through the Student Services Office prior to or on the 10 percent date. Students must request a refund in writing prior to or on the 10 percent date of the semester.

For specific dates, see the Academic Calendar in the front of this catalog. Students are provided specific information regarding refunds at the time of registration.

## Textbooks and Supplies

The cost of textbooks and supplies varies with the program of study. These items may be purchased from the Bookstore. The Bookstore accepts Master Card and VISA credit cards for payment of textbooks and other merchandise.

## Financial Aid

## General

Many students seek some form of financial aid to help meet their college expenses. Financial aid programs are available in the form of scholarships, grants, and work study programs. Financial Aid in Student Services can provide you with specific information.

You can qualify for financial aid if you (1) are accepted for admission as a student; and (2) you complete the Free Application for Federal Student Aid (FAFSA) and it indicates that you qualify. RCCC's school code for the FAFSA is 005754 for all campuses.

## The college serves as a referral agency for:

Veterans Benefits
Social Security
Vocational Rehabilitation
Department of Social Services
Employment in Part-Time Work
Employment Security Commission
The college serves as a disbursing or coordinating agency for:
Supplemental Educational Opportunity Grants (SEOG)
Pell Grants
North Carolina Community College Grant
North Carolina Student Incentive Grants
Academic Competitiveness Grant (ACG)

## Scholarships

Barnes \& Noble Bookstore Scholarship
Charles R. Benson Scholarship for Academic Excellence
Cabarrus Regional Chamber of Commerce Motorsports Scholarship
Cabarrus Rotary Club Scholarship
Cabarrus-Rowan Heating \& Air Conditioning Contractor Association Scholarship
China Grove Civitan Memorial, Michael A. Johnson Scholarship
Concord Rotary Club Scholarship
Dai Nippon Scholarship
Lane C. Drye Memorial Scholarship
C.C. Erwin Memorial Scholarship

F \& M Bank Merit Award
Food Lion Scholarship
Graham Spencer Endowed Scholarship
Evelyn Kenerly Germann and William Joseph Germann Memorial Scholarship
Susan E. Harrison Memorial Scholarship
Clyde H. Harriss Memorial Scholarship
Ralph W. Ketner Family Endowed Scholarship
Sam R. and Louise May Endowed Scholarship
Philip Morris USA Endowed Scholarships
NC Education Lottery Scholarship
National Starch Scholarship
Nurse Education Scholarship-Loan Program (NESLP)
Nurse Scholars Program (NSP)
Nadine Potts/Jo Franklin Excellence in Nursing Scholarship
RCCC Academic Program

RCCC Endowed Scholarship
Rowan County Voiture 115 Forty-Eight Nursing Scholarship
Rowan Regional Medical Center Auxiliary Scholarship
Salisbury Kiwanis Club Scholarship
Salisbury Lions Club - Clyde H. Harriss Memorial Scholarship
Salisbury Rotary Club Scholarship
Salisbury-Rowan Home Builders Association Scholarship
Salisbury-Rowan Home Builders Association Womens' Council Scholarship
Salisbury-Rowan Life Underwriters' Scholarship
The Salisbury Women's Club - Naomi E. Green Nursing Scholarship
The Margaret C. Woodson Foundation Scholarship
Most scholarship applications are available in the spring of each year
for the following Fall Semester.
The Financial Aid Office can provide you with information on other types of aid which may be available.

In addition to scholarships and grants, many Rowan-Cabarrus Community College students are employed on a part-time basis in college laboratories, offices, the library, or as grounds and office maintenance personnel. These work study programs may also constitute a part of your financial aid package if you meet certain criteria.

Applications for financial aid are accepted throughout the year, and assistance will be given as funds are available.

For more information on financial aid and scholarships, contact the Financial Aid Office, 704-216-3633 (North Campus) or 704-216-3616 (South Campus).

## U. S. Department of Veterans Affairs Benefits

Rowan-Cabarrus Community College programs are approved by the North Carolina State Approving Agency for the enrollment of persons eligible for education assistance benefits from the U.S. Department of Veterans Affairs (VA). Entitled veterans, eligible spouses, and dependent children who have applied, met all admission requirements, been fully accepted, and have registered for classes, may be CERTIFIED to the U.S. DVA Atlanta, Georgia office as enrolled and in pursuit of an approved program of education.

It is the responsibility of the veteran to request from the last high school and all colleges attended that an official transcript(s) be sent directly from the school to Rowan-Cabarrus Community College. Students cannot be certified to receive benefits until all transcripts have been received and evaluated.

Veterans receive educational benefits on the following basis:

- Arts and Sciences Courses - Credit Hours Per Week
- Occupational Courses - Credit Hours Per Week
- Telecourses and Internet courses qualify for benefits only if approved by the RCCC Certifying Official.
Veterans can now be certified for the NA I class taught by the Continuing Education Department of RCCC.


## Certification Requirements:

## Credit Hrs. High School Contact Hrs.

Full-Time
Three-Quarter
12 or more 18
Half-Time
6
13-17
Less Than Half-Time -Tuition costs and fees only.

## High School Training

An eligible veteran pursuing high school training may receive education assistance without a charge against his/her basic entitlement.

## Supplementary Tutorial Assistance

Free tutoring is available to veterans enrolled on at least a half-time basis who require individual assistance because of unsatisfactory grades.

## Grades and Progress Reports

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

# Academic Information \& Policies 

Academic Load - Students

A full-time student is one who is enrolled in 12 or more credit hours of course work per semester. Average full-time enrollment for most students will vary between 15 and 18 hours of credit. Students who wish to carry more than 21 credit hours must have prior approval from the Vice President of Student Services unless their curriculum requirements, as stated in the catalog, require more than 21 hours in a particular semester. Course schedules and course loads should be carefully planned through consultation with a counselor and approved by the student's faculty advisor. (Note: The NC General Assembly has set tuition and registration fees on a "per credit hour" basis with a maximum charge for 16 credit hours. Please see Admissions section of this catalog for further details.)

## Administrative Office Hours

All college offices on both the North and South campuses are open Monday through Friday from 8 a.m. to 5 p.m. In addition, the Academic Programs Office on both campuses is open evenings, Monday through Thursday until 11 p.m.; the Occupational Extension and Student Services Office until 9 p.m. (Monday through Thursday) with some exceptions during non-academic term weeks.

## Preparation for College Study

In order for students to be ready for college level work, all degree students will be required to take ACA 115 which is designed to provide skills and resources for college and career success. Emphasis is placed on an exploration of facilities and services, study skills, library skills, self-assessment, wellness, goal-setting and critical thinking. Students who transfer to RCCC with a baccalaureate degree or higher are exempt from taking ACA 115. Transferring students whose transcript notes a similar course will not be required to take ACA 115. Those students who have taken ACA 090 are not exempted and will be required to take ACA 115. For those students who are transferring from one degree program to another and have already successfully completed ACA 115, they will not be required to repeat the course.

## Attendance Requirements

Students are expected to attend every class for which he/she is scheduled and to arrive on time. Instructors will keep an accurate record of class attendance. The student is responsible for contacting his/her instructor when unavoidable absences occur and for maintaining contact every few days during any necessary extended absence. Students are responsible for withdrawing from any class by completing the withdrawal form and obtaining the necessary signatures.

Instructional time missed is a serious deterrent to learning. A student is responsible for fulfilling the requirements of the course by attending all classes (including shops, labs, and clinics) and completing course assignments. Failure to maintain contact with the instructor for the equivalent of two weeks ( $1 / 8$ of total instructional hours) either by attending classes, submitting assignments, and/or meeting with the instructor in person or by telephone, may result in a grade being issued for the course. In some cases, an exception may be granted. The student must contact the instructor if there are extenuating circumstances such as an accident, illness, or death in the family.

Some programs and courses at Rowan-Cabarrus Community College may have more stringent attendance requirements due to the nature of a course or program. These requirements are stated in the program description or course syllabus. Students will be informed in writing during the first class meeting of specific attendance requirements.

Class attendance is calculated from the first officially scheduled class meeting (includes the drop/add period) through the last scheduled meeting.

## Class Schedules

Rowan-Cabarrus Community College schedules classes between 8 a.m. and 11 p.m., Monday through Thursday; and between 8 a.m. and 5 p.m. on Friday. Saturday classes may also be offered.

Credit courses are offered during the day and during the evening hours from 5:45 p.m. to 11 p.m. The purpose of offering credit courses both day and evening is to provide flexibility in scheduling and optimum availability of courses.

Complete schedule and course information are published by the college at the beginning of each semester and are available in the Student Services Office and on the college's web site at www.rccc.edu/. Non-credit Occupational Extension and Community Service courses, which are available for occupational, personal, and community enrichment, are also offered both day and evening.

## RCCC Closing - Adverse Weather

Classes at Rowan-Cabarrus Community College will be conducted as scheduled unless otherwise announced.

When classes resume after cancellation, the class schedule for that day of the week will be followed. Exceptions to this may be made by prior arrangements with classes meeting off campus, such as Nursing classes.

If day classes are canceled, evening students must listen for news regarding evening classes. This decision will be announced after 3 p.m.

The Office of the President will inform the radio and television stations listed below at the earliest time possible. Once cancellation of classes is announced for a day, this will not be rescinded. However, cancellation may be announced at any time the conditions warrant. For example: Afternoon and evening classes may be canceled after morning sessions have been held.

The student must make the ultimate decision on whether or not he/she can travel safely.
Radio and television stations are very helpful in making frequent announcements concerning school closings. Students are asked not to call the stations.

Announcements concerning school closings are posted on our website (www.rowancabarrus.edu) and can be accessed by calling either campus phone number.

Radio and television stations that will announce RCCC closings are:

WLTC .............. Gastonia ................ 1370 AM
WLXN.......... Lexington .......... 1440 AM
WWGL ......... Lexington ......... 94.1 FM
WXII ............. Winston-Salem .... Channel 12 TV
WSGH ........... Winston-Salem .... 1040 AM
WSJX ............. Winston-Salem .... 600 AM
WTOB ........... Winston-Salem .... 1380 AM
WTQR .......... Winston-Salem .... 104.1 FM
WXRI ........... Winston-Salem .... $91.3 \mathrm{FM} / 1040 \mathrm{AM}$
WMAG/WHSL Greensboro .......... 100.3 FM
WHIP ............... Mooresville ........ 1350 AM
WIST ............ Statesville ......... 550 AM
WSIC .......... Statesville ......... 1400 AM
WDSL .......... Mocksville ......... 1520 AM

## Faculty Advisors

Each student enrolled in a program is assigned to a faculty advisor or advising group who assists the student in planning course schedules. The faculty advisor also assists the student in evaluating his/her academic progress and suggests improvements or schedule changes.

## Registration

The college operates on the semester system. All students enrolled in programs are expected to register during the time scheduled on the Academic Calendar as listed in the front of this catalog.

Registration for Continuing Education classes (non-credit) is conducted on both campuses and at the class sites.

## Schedule Changes

At the beginning of every semester, there is a two-day period during which students who are enrolled in credit courses can drop and add courses. Students wishing to make a change should do so through their program advisor.

## Withdrawal Policy

If a student withdraws from a class after the end of the drop/add period and before the $80 \%$ point in the class, he/she will receive a grade of "WP" or "WF." A Grade of "WP" or "WF" will appear on the student's transcript, but will not be considered as hours attempted in the accumulated Grade-Point Average. If a student does not withdraw before the $80 \%$ point in the class, the student will receive a grade of " $F$ " or the grade earned. Courses may be dropped at any time during the drop/add period of the class. Courses dropped during this period will not appear on the student's record.

Once a student has enrolled in class and has paid fees, that student remains a member of the class unless:
A. Student Withdrawal

1. The student officially withdraws from the course.
2. The student transfers to another section of the course.
3. The student requests the instructor to withdraw him/her from the course (see the exception in \#2 below under Administrative Withdrawal).
B. Administrative Withdrawal
4. Administrative withdrawal may be implemented as part of mediated resolution to violations of college "Student Behavior Standards", and appropriate documentation may appear on the student's official transcript, as needed; or
5. Administrative withdrawal may be implemented if a student fails to maintain contact with the instructor for the equivalent of two weeks ( $1 / 8$ of total hours). Contact with the instructor is defined as attending classes, submitting assignments, and/or meeting with the instructor in person, email or by telephone. Failure to maintain contact will result in a grade of F (or the grade earned) being issued for the course. Exception: If absences are because of extenuating circumstances such as accident, illness, or death in the family, the student must contact the instructor who may submit a grade of "I"(Incomplete), "WP" or "WF" (Withdrawal Passing or Failing) or "F" (Failing).

## ACADEMIC POLICIES AND PROCEDURES

Rowan-Cabarrus Community College reserves the right to make changes in the regulations, courses, fees, and other matters of policy and procedure when necessary.

## Grading

Rowan-Cabarrus Community College operates on a grade-point system, and each student's academic standing is established by a "Grade-Point Average" (GPA) determined by numerical values assigned to each grade.

At the end of each semester, students will receive final grades based on the following scale, except for those students enrolled in Health Occupations programs and Developmental Studies courses.

For students enrolled in the Associate Degree Nursing and Practical Nursing programs, numerical grades below 77 (C) in all required courses are considered unsatisfactory attainment of course competencies. For students enrolled in the Radiography and Dental Assisting programs, numerical grades below 77 (C) in Radiography (RAD), Dental Assisting (DEN), and Biology (BIO) courses are considered unsatisfactory attainment of course competencies. In these instances, students will not be allowed to continue in the program.

For students enrolled in the Real Estate program, a minimum grade of $80 \%$ is considered passing.
In Developmental Studies courses, a grade of 77 or above is required for satisfactory completion. Students earning numerical grades below 77 will receive the grade of "I*" (Incomplete) and must register again for the course. Developmental Studies courses are noncredit courses and are not included in the Grade-Point Average (GPA).

| Letter <br> Grade | Numerical Grade | Explanation | Quality Points for Credit |
| :---: | :---: | :---: | :---: |
| A | 93-100 | Excellent | 4 quality points per semester hr. |
| B | 85-92 | Good | 3 quality points per semester hr. |
| C | 77-84 | Average | 2 quality points per semester hr. |
| D | 70-76 | Below Average | 1 quality point per semester hr. |
| F |  | Failing | 0 quality points per semester hr. Student did not meet minimum course objectives. Course must be repeated. |
| I |  | Incomplete | 0 quality points per semester hr. Student did not meet course objectives due to unusual circumstances; requires written agreement between instructor and student. Work must be completed prior to the end of the following semester/term. |
| WP |  | Withdrew Passing | Officially withdrew on or before $80 \%$ of the class with a grade of "D" or better. |
| WF |  | Withdrew Failing | Officially withdrew on or before $80 \%$ of the class with a grade less than 70 . |
| AU |  | Audit | Enrollment as a non-credit student. Changing registration status to Audit is not possible after the $10 \%$ point of a course. |
| CE |  | Credit by Exam | 0 quality points per semester hr. |
| I* |  | Not Computed in GPA | 0 quality points per semester hr. (Developmental Studies students' receiving an "I*" must register again and complete the entire course.) |

## Grade of Incomplete (I)

Students who need extra time to complete the objectives of a course because of unusual circumstances such as extended sickness or hospitalization may receive a grade of "I" (Incomplete). This must be agreed upon in advance by the student and the instructor, with all work completed prior to the end of the following semester/term. The "I" is computed in the Grade-Point Average as " 0 " quality points. However, when a student completes the provisions necessary for the removal of an "I," the "I" will be removed from the student's record. The GPA will then be recomputed using the grade earned. If work missed is not completed by the deadline given, the grade of "I" will automatically be changed to a grade of "F." The student must register again for the course.

## Grade-Point Average (GPA)

The GPA for one semester is obtained by the following method: The quality points for each course are found by multiplying the appropriate grade point value for the grade earned by the semester hour credits assigned to the course. The total grade points for all courses in the grading period are added. Dividing the total of the grade points by the total of the semester credit hours gives the grade-point average for the semester.

Example: Grade of "A" earned on a three-semester hour credit course equals 12 grade points.

| Total Grade Points Earned | 12 |
| :--- | ---: |
| All Credit Course Hours Registered | 3 |

Since Developmental Courses are non-credit courses, they are not included in the GradePoint Average (GPA).

## Cumulative Grade-Point Average

The cumulative GPA is determined by using the total grade points in two or more semesters divided by the total course credits attempted in two or more semesters.

## Scholastic Honors

More information on the following academic honors lists may be obtained from the Student Services Office.

President's List - A full-time student achieving a grade-point average of 4.0 for the semester will be recognized on the President's List. To be eligible for the President's List, the student must be a full-time student enrolled in a minimum of 12 credit hours.

Dean's List - A full-time student obtaining a grade-point average of 3.5 or above for the semester will be recognized on the Dean's List. To be eligible for the Dean's List, the student must be a full-time student enrolled in a minimum of 12 credit hours.

Honors List - A student obtaining a grade-point average of 3.0 or above for the semester will be recognized on the Honors List. To be eligible for the Honors List, the student must be enrolled in a minimum of six credit hours.

Since Developmental Courses (designated on transcripts with an asterisk) are non-credit courses, they are not included in the total hours required for President's, Dean's, or Honors lists.

## Course Residency Requirement

A minimum of $25 \%$ of the total number of credit hours required for graduation in a particular program must be taken at Rowan-Cabarrus Community College. No more than $75 \%$ of required credit hours can be accepted for transfer credit.

## Course Substitution

A student may request credit for a course required in his/her program of study based on successful completion of a substitute course. Action upon such substitutions must be initiated by the student's advisor who in turn forwards the request to the appropriate academic dean for approval. A maximum of five courses may be credited for any student through the course substitution method.

## Course Repeat Rule

Students may repeat one time a course for which they received credit regardless of the grade received unless specified in the curriculum. Although both grades will appear on the student's record, only the higher grade will be counted toward the cumulative grade-point average.

With approval, a veteran may repeat any course previously taken for which a final grade of " F " was received. This can be done only once. If a passing grade of " D " or better was received, the course cannot be repeated for V. A. benefits. Courses for which "WP" or "WF" was received may be repeated for Veteran's benefits, provided the veteran's cumulative GPA indicates overall satisfactory progress to date.

## Auditing Courses

Students who wish to audit courses must register for those courses. If an audit is not declared at the time of registration, students must obtain approval from the instructor of the class and submit a Registration Change Form to Student Services for processing by the end of the $10 \%$ date of the semester. Students auditing courses receive no credit but are encouraged to attend class, participate in discussions, and take examinations. Normal attendance policies will apply. Students withdrawing during the semester will be given a grade of "W." Fees for audits are the same as for regular enrollment.

Academic Credit is not earned for audited coursework. Therefore, any audited coursework will not be considered for transfer credit toward any other RCCC program. Audited courses are not eligible for transfer credit to another institution.

## Tests and Final Examinations

Tests and quizzes (oral and written), including comprehensive final exams, are given by the instructor in accordance with the approved course syllabus.

## Transfer of Credits - College Coursework

RCCC has adopted a ten (10) year age limit on credits transferred into an Associate in Applied Science degree (for either major courses or elective course requirements). This policy will also apply to General Education course work in the areas of Mathematics and Natural Sciences and for those courses in which the content is time-sensitive. This policy applies to credits earned at RCCC as well as other regionally accredited institutions. Any incoming students may request a transfer of credits earned at another regionally accredited institution or in other programs within Rowan-Cabarrus Community College. Credits earned at a non-regionally accredited institution will be awarded on a case-by-case basis.

An official transcript mailed directly from the transferring institution to the Student Services Office of RCCC will be required. Courses submitted for transfer credit must be equivalent to offerings at RCCC. Exceptions to the transfer of credits may be made by the appropriate Program Head and the Academic Vice President. Only courses with grades of a "C" or higher will be accepted for transfer, provided the courses are applicable to the curriculum of interest. Quality points will not be transferred. No more than $\mathbf{7 5 \%}$ of required credit hours can be accepted for transfer credit.

Credit may also be awarded for appropriate scores on subject areas of the College Level Examination Program (CLEP) or the Advanced Placement (AP) Program. Official test results should be submitted to the Admissions Office.

Ordinarily, full credit will be transferred for similar courses if the number of credit hours in the two courses under comparison are the same.

Students receiving an Associate in Arts degree from RCCC will find those credits transferable to most colleges and universities. Students receiving an Associate in Applied Science degree will find their credits transferable to most private colleges in our area. Students should consult the Student Services Office to determine which senior institutions will accept credits from the program in which they are enrolled. A student may get general information about Cooperative Programs such as Fire Protection and Biotechnology from the Admissions Office, and is responsible for seeking specifics and complete requirements from the school that awards the degree.

## Transfer of Credits - Professional Certificates

An enrolling student may request that professional certificates with appropriate documentation be evaluated for full or partial course credit within his/her major. Additional criteria may be required along with the certificate to receive full course credit. For each area of certification, the appropriate program head will determine the RCCC course equivalencies and corresponding certification required for credit. The student should notify the program head of which course(s) the professional certification is to be applied by submitting the original professional certificate for review. The student should submit this information during the admissions process; however, a professional certification can be submitted at any time during the student's enrollment at the college. The program head will complete the Credit by Professional Certification form and submit it to the appropriate academic dean for approval along with a copy of the certification. Once approved by the dean, the documentation will be sent to Student Services' Records Department for assignment of credit to the permanent record.

No more than $\mathbf{7 5 \%}$ of required credit hours for a degree or diploma can be accepted for credit in this manner. Professional certifications should be current, and program heads can provide information regarding time limits (i.e. within last five years) in order for credits to be awarded for a particular program of study.

RCCC Programs of Study accepting appropriate professional certificates: Air Conditioning, Heating and Refrigeration; Automotive Systems Technology; Computer Information Technology; Computer Programming; Construction Management; Electrical/ Electronics Technology; Machining Technology; Medical Office Administration; Networking Technology; Office Systems Technology; Web Technologies; and Welding Technology.

Please check the RCCC website for updates and revisions to the technical programs of study that accept professional certifications for full or partial course credit.

Examples of professional certifications and related programs of study:
Automotive Service Excellence (ASE) Program Certificates - Automotive Systems Technology
Certified Professional Secretary (CPS) Credentials - Office Systems Technology or Medical Office Administration degree or diploma.

## Credit by Examination

Students enrolling at the college who believe they are proficient in a subject due to CEU's, life experiences or professional certifications may request credit by examination. The examination may be written, oral, a performance test, or a combination of these.

To seek credit by examination, a student should obtain guidance from his/her faculty advisor, approval from the program head of the course in question, and must be registered for the course for which credit by examination is sought.

The examination for credit must be administered by the instructor during the first ten class days of the semester. Fees for credit by examination are the same as for regular enrollment. If the examination is completed satisfactorily with a grade of " C " or better, the instructor will then complete a "Credit By Examination" form and forward it to the Director of Records for a grade of "CE" to be awarded.

A student who is unsuccessful with the examination may not request a second attempt but may remain in the course through completion of the semester. The decision of the examining faculty is final.

Credits earned by examination will be entered on the student's permanent record, but quality points will not be awarded for such credit. Credits earned by examination may be used to satisfy graduation requirements but can not be used to satisfy the policy stating $25 \%$ of the credits required for graduation must be taken at RCCC. Hours earned by credit by examination will not be used to satisfy VA or Pell Grant requirements. Hours earned by Credit by Examination are not transferable to other colleges. For further information, contact the program head of your area of study or the Student Services Office. Students receiving financial aid, scholarships or third party payment of tuition are responsible for checking with the Financial Aid Office before requesting Credit by Examination.

## Advanced Placement for High School Courses

Students entering Rowan-Cabarrus Community College from Rowan-Salisbury Schools, Cabarrus County Schools, and Kannapolis City Schools may be awarded advanced placement credit as provided in agreements between these school systems and Rowan-Cabarrus Community College. Advanced placement may also be awarded to those students taking appropriate high school coursework and meeting guidelines established by the High School to College Agreement between the N.C. Department of Public Instruction and the N.C. Community College System.

Advanced placement credit based on high school achievement may be allowed to students enrolling in specified programs. Details concerning specific requirements are available from counselors at the high schools and at Rowan-Cabarrus Community College.

## Huskins Bill Classes

RCCC offers Huskins Bill classes to qualified students at participating area high schools. Qualified students are defined as high school Juniors or Seniors or anyone who is 16 and over who have achieved a level of academic and social maturity necessary to perform successfully in college credit courses and who have also been recommended by their high school for enrollment. Upon successful completion of courses, this program allows students to earn college credits and high school credits while attending high school. High school credit will be based on credit hour equivalencies determined by the local school system. Students enrolled in Huskins Bill classes are exempt from college tuition. To participate in these courses which are established specifically for high school students, the student must be recommended by the high school, make appropriate scores on the college placement test, submit a high school transcript, and meet course prerequisites.

## GRADUATION

## Application for Degree, Diploma, or Certificate

In order for the Student Services Office to have all the degrees, diplomas, and certificates ready in time for graduation, students are asked to notify that office no later than the semester preceding their expected date of graduation. Special forms for this purpose are available from the Student Services Office and the college website. Students are responsible for ensuring that they have met all program and course requirements to earn the degree, diploma, or certificate to which they are applying.

## Degree, Diploma, and Certificate Requirements

Students who successfully complete a two-year technical education program will earn the Associate in Applied Science degree. Students who complete the Arts and Sciences program will earn the Associate in Arts degree. The Diploma is awarded to students who satisfactorily complete a one-year vocational program or the general education core for the Arts and Sciences program. Students who satisfactorily complete programs of study less than a year in length are awarded a Certificate.

A student is scholastically eligible for graduation when he/she has satisfied the specific requirements of the college and the program for which he/she is enrolled, completed a minimum of $25 \%$ of required hours in residence at RCCC, and has earned a program gradepoint average of at least 2.0.

A student may graduate using the catalog under which he/she initially enrolled or the current catalog. A student not enrolled for 12 consecutive months (or more) will re-enter under the current catalog.

## Graduation Events

Graduation exercises to award degrees, diplomas, and certificates are held at the end of the Spring Semester. The specific date of graduation is listed in the Academic Calendar. Graduation rate information for Rowan-Cabarrus Community College is available on the college website (www.rccc.edu) and in the office of Student Services.

## Graduation Honors

Students who earn a grade-point average of 3.0 through 3.49 out of a possible 4.0 in completing their course of study will graduate "With Honors." Those students who earn a 3.5 and higher out of a possible 4.0 will graduate "With High Honors." Those students who earn a 4.0 will graduate with "Highest Honors."

## Outstanding Student Awards

These awards are made to the graduates who have distinguished themselves by being most outstanding in terms of scholastic achievement, performance, and maturity of purpose during their program of instruction at Rowan-Cabarrus Community College. One student may be recognized for each program.

## W. A. Swing Memorial Award

The W. A. Swing Memorial Award is presented to recognize the graduating student in Radiography who has demonstrated professionalism, dedication, the desire to succeed, and superior performance to the limit of his/her capabilities.

## Student Records

The Student Services Office keeps complete student records. Each student, however, is responsible for making certain that all of the requirements for graduation have been met. For that reason, students are encouraged to check their records periodically, especially prior to registration for their last semester.

## Transcript Request Policy

Students and former students needing copies of their academic transcript must request them from the Student Services Office. The request must be submitted in written form with the name and address of the institution or individual who is to receive the transcript. The form must bear the original signature in pen or ink by the student. Faxed requests will be honored only if the transcript is forwarded directly to the college or university. Phone or email requests are not acceptable. Costs of transcripts are covered by the student activity fee, so there will be no charge at the time of the request.

Transcript requests must be made two business days prior to the date needed. Transcripts are available, if possible, after 2:00 pm each day.

## Confidentiality of Student Records

## To All Students and Parents of Students Currently Attending Rowan-Cabarrus Community College:

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that governs the maintenance of student records. Under the law, students enrolled in post-secondary institutions have the right to inspect records kept by the college about the student and the right to correct inaccuracies in the records. Access to the records by persons other than the student is limited and generally requires prior consent by the student. Rowan-Cabarrus Community College adopted a written policy governing the rights of parents and students under the Family Educational Rights and Privacy Act. Copies of this policy may be found in the offices of the President and the Vice President of Student Services at Rowan-Cabarrus Community College.

Directory information to include student's name, address, telephone listing, date and place of birth, field of study, dates of attendance, and degrees and awards received may be released by the school without consent of the student. Any student who objects to the release of directory information must notify the Vice President of Student Services in writing. This written objection must be filed within five days after the student's enrollment begins.

## STANDARDS GOVERNING STUDENT ENROLLMENT

## General

Students are both members of the external community, which includes Rowan-Cabarrus Community College, as well as members of the internal academic community of the college itself. As citizens of the external community, students are subject to all civil laws, the enforcement of which is the responsibility of civil authorities. As members of the academic community, students are subject to Rowan-Cabarrus Community College regulations and obligations. College students, as adults, are expected to exercise mature and responsible self-discipline, to behave with courtesy and integrity, and to maintain appropriate academic standards as well as appropriate conduct standards. Failure to maintain required standards can lead to conditional enrollment or curtailment of enrollment. These standards and enrollment constraints are described in the following paragraphs:

## Academic Standards

Students must maintain satisfactory academic standards. Academic evaluation of student performance occurs at the end of each semester. This evaluation may be neither arbitrary nor capricious and must be consistent with previously announced criteria. Minimum satisfactory academic performance is defined as maintaining a cumulative Grade-Point Average (GPA) of at least 2.0 (a grade of "C").

## Advising Students Who Experience Academic Difficulty

Instructors are responsible for keeping students informed regularly about their progress in individual courses, with specific responsibility to expedite the reporting of student performance at each measurement point (chapter tests, mid-terms, finals, etc.). Instructors and advisors are responsible for assisting students who are experiencing academic difficulty. Advice to help students improve performance may include, but is not limited to, completing developmental education courses or subcomponents of developmental programs, carrying a reduced course load, special tutoring, or repeating selected courses. Semester grade reports are sent to all students. The faculty advisor and student should arrange a conference with a Student Services counselor whenever the nature of a student's academic difficulty is beyond the scope of the instructor or faculty advisor's ability to assist. Failure to maintain satisfactory academic standards will result in academic probation and can result in academic suspension.

## Academic Probation

A student who fails to maintain satisfactory academic standards at the end of any term will automatically be placed on academic probation for the next term. A student placed on academic probation will not be allowed to register and/or begin class until the student has (a) attended an Academic Probation Workshop or (b) met with a Student Services counselor. Either of these establishes corrective conditions to help the student achieve satisfactory performance while continuing probationary enrollment. The hold on registration/class attendance would then be lifted and documentation of the corrective actions placed in the student's file. A student on academic probation who fails to achieve satisfactory academic standards by the end of the academic probationary term is subject to academic suspension and will not be allowed to register for the next term without the permission of the Vice President of Student Services or his or her designee.

## Academic Suspension

At the end of each semester, the counseling staff at the direction of the Director of Counseling, will review the cases of all students on academic probation who failed to achieve satisfactory academic standards. Unless they are able to document individual cases of extenuating or mitigating circumstances that, in their professional judgement, justify extending academic probation for another semester, a recommendation for academic suspension may be made to the Vice President of Student Services.

However, students suspended from one program may apply for admission to another program where the likelihood of achieving satisfactory academic standards may be more promising. After one semester of academic suspension, a student may also apply for readmission to the program from which he or she has been academically suspended if the sequence of course offerings makes readmission possible.

## Academic Appeals Committee

Appeals of academic suspension will be referred by the Vice President of Student Services to the Academic Appeals Committee no later than five days after receipt. The Appeals Committee will be comprised of the vice president, the student's advisor, a counselor, two students selected by the Student Government Association, and the program head of the program from which the student has been suspended. If the Academic Appeals Committee reverses suspension, the student will be afforded an opportunity to make up all work missed during the appeal process.

## Student Behavior Standards/Sanctions, Warnings, Discipline Penalties, Dismissal

## Behavior Standards

The college may discipline a student in the following situations:

1. For conduct that damages or destroys or attempts to damage or destroy, college property or property of others on college or college-related premises.
2. For conduct which constitutes a danger to the personal safety of other members of the college community, including guests or licensees of the college. Intentionally causing or attempting to cause injury is included within the meaning of this provision.
3. For conduct that obstructs or seriously impairs or attempts to obstruct or seriously impair college-sponsored or college-authorized activities on the college campus or other location where a college-sponsored activity is carried on.
4. For abusive or threatening behavior to any member of the college community, including guests or licensees of the college.
5. For unauthorized possession or attempted possession of college property or property of a member of the college community.
6. For acts which violate board or college rules and regulations.
7. For making a knowingly false statement, either orally or in writing, to any employee or agent of the board of the college with regard to a college-related matter.
8. For forging, altering, or otherwise misusing any college document or record.
9. For knowingly possessing, using, transmitting, selling, or being under the influence of any controlled substance or illegal drug (1) on the college campus or (2) off the college campus at a college-sponsored activity, function, or event. An individual's use or possession of a drug authorized by a medical prescription for that individual from a registered physician shall not be a violation of this provision. A student shall not knowingly possess, use, transit, or be under the influence of any alcoholic beverage, or intoxicant on the college campus or any college-sponsored activity, function or event.
10. For academic dishonesty, which shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination; (b) collaborating with others in work to be presented; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records, laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly and intentionally
assisting another student in any of the above including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.
11. For the unauthorized use of the name of the college or the names of members or organizations in the college community.
12. Other situations that violate college rules and/or local, state or federal statutes.
13. Sexual harassment of students or employees of the college. Sexual harassment may be defined as making unwanted or unwelcome requests for sexual favors, or other unwanted or unwelcome verbal or physical conduct of a sexual nature.

Any violation of standards that constitutes a civil offense will be referred to appropriate civil authorities.

## Expulsion from Class

Discussion of all views relevant to the subject matter is necessary to the education process, but students have no right to impinge on the freedom of instructors to teach or the right of other students to learn. If a student behaves disruptively in class after the instructor has explained the unacceptability of such conduct, the instructor may tell the student to leave the class and then must notify both the Academic Vice President and the Vice President of Student Services as soon as the class is over.

## Violations and Sanctions

Violation of student behavior standards of Rowan-Cabarrus Community College policies or of North Carolina and federal laws while on campus or while off campus when participating in activities sponsored by Rowan-Cabarrus Community College, subjects violators to appropriate sanctions. Complaints or other indications that a student has violated behavior standards will be investigated by the Vice President of Student Services to determine whether the charges are significant or whether they may be dropped or informally resolved.

Prior to the vice president's imposition of discipline, a detailed report must be documented for the record, including the specific misconduct, the facts in the case, the supporting reasons for the vice president's decision, and a statement of the discipline to be imposed. If formal disposition is required, the following actions may be taken, depending on the seriousness of the misconduct.

## Warning

The Vice President of Student Services may, in appropriate cases, counsel the student about the misconduct and warn the student that further instances of misconduct may result in discipline penalties or dismissal. This warning must be documented in writing with a copy given to the student and one placed in the student's record.

## Discipline Penalties

In appropriate cases, the Vice President of Student Services may impose disciplinary penalties as a condition for continuing enrollment. The penalties may include, but are not limited to, a written reprimand; an obligation to make restitution or reimbursement; an obligation to perform up to 25 hours of uncompensated work for the college; or any combination of these penalties. The effectiveness of discipline penalties is dependent upon the student's willingness to accept the judgment of the vice president as well as the
discipline penalties imposed by the vice president. Documentation must be signed by the vice president, as well as a statement of voluntary and willing acceptance, handwritten and signed by the student.

## Procedure for Appeal of Vice President's Discipline

A student who disagrees with the Vice President of Student Services' judgment and does not wish to accept the vice president's discipline may appeal through the vice president to the president. A written appeal must be submitted to the vice president within ten working days of the date the student was informed of the vice president's discipline. The appeal must include the student's reasons for believing that an appeal is justified. The student must be informed of Due Process rights and must receive a copy of the form showing notification of Due Process. The vice president must forward the appeal to the president within five working days, along with the vice president's report of the facts in the case and the supporting reasons for the vice president's decision to discipline.

## Procedure for Recommending Dismissal

If a violation of student behavior standards is too serious to be resolved by the Vice President of Student Services' discipline, the vice president must refer the matter to the President with a recommendation regarding dismissal. The vice president's recommendation must include documentation of all facts as well as the supporting reasons for the vice president's action. Before submitting such a recommendation to the President, the vice president must inform the student of his/her findings of fact and his/her recommended action. The student must also be informed of Due Process rights and must receive a copy of the form showing notification of Due Process. The vice president must document this meeting with the student in a Memorandum of Record which must be forwarded with the vice president's recommendation for dismissal.

## Procedure for Hearings

The hearings necessary for reviewing appeals of the Vice President of Student Services' discipline or reviewing the vice president's recommendation for dismissal may be conducted directly by the President. The President may choose to appoint a hearing committee to assist in the process. A hearing committee will consist of three full-time faculty or staff members as well as three full-time students who are not directly involved in the case. The President will appoint the members of the committee and may name one member as chairperson or may himself preside. A member of the staff in the Student Services Office shall serve as an exofficio, non-voting member of the committee.

The purpose of a hearing committee is to examine the findings of fact and the conclusions with reference to the charges to determine if, in the opinion of the committee, the evidence presented supports the disciplinary action recommended by the vice president.

Hearings will be conducted in confidential, closed sessions. Due Process procedures will be followed. Counsel may serve in an advisory capacity during a hearing. A hearing committee must report its findings and conclusion in writing to the President as soon as possible after the close of the hearing.

If the President has appointed a hearing committee over which he does not preside, he will carefully consider the findings and conclusion of the committee in reaching a decision regarding an appeal from the vice president's discipline or a decision regarding student dismissal.

## Readmission

A student who has been dismissed from Rowan-Cabarrus Community College may apply for readmission after one year. Approval of a request for readmission will be contingent upon satisfactory evidence that the unacceptable behavior which caused dismissal has been corrected and is not likely to occur again.

## Student Grievances

When a student concern is expressed regarding classroom management/conduct, instructional methods, teaching effectiveness, or evaluation, students are expected to first attempt to resolve their concerns with the faculty member. If resolution is unsuccessful, the student may contact the program head and dean, in that order, who will then work with the student and faculty member to assist in the resolution process.

Should the student be unable to achieve resolution of his/her concern through these informal means, a copy of the college's grievance procedure may be obtained through Student Services. Student Services representatives are available at all times to advise the student regarding the resolution of student concerns, within the framework of college procedures.

## Safety and Security • North Campus

The Security Department consists of approximately 20 professionally trained members of the Rowan County Sheriff's Office who safeguard and serve our campus. Security is responsible for the flow of traffic on campus, building security, and enforcement of traffic and parking regulations. These officers are uniformed and have the authority to arrest.

## Reporting Emergencies on Campus

Red emergency phones are located in each building throughout the campus to report any fire, medical, or security emergency, or you may dial " 0 " on any office phone to contact the switchboard. If unable to access an emergency or office phone, the switchboard is located in the front entrance of Building 300. Please report the type of emergency, the location, and your name so appropriate personnel may be notified. On most occasions, security personnel are located in the parking lot and are available for assistance.

| CRIME STATISTICS |  | $\mathbf{2 0 0 4}$ |  | $\mathbf{2 0 0 5}$ |
| :--- | :---: | :---: | :---: | :---: |
|  | 0 |  | 0 | $\mathbf{2 0 0 6}$ |
| Murder | 0 | 0 | 0 |  |
| Sex Offense |  |  | 0 |  |
| $\quad$ (forcible and nonforcible) |  |  | 0 | 0 |
| Robbery | 0 | 0 | 0 |  |
| Aggravated Assault | 0 | 0 | 0 |  |
| Burglary | 0 | 0 | 0 |  |
| Arson | 0 | 0 | 0 |  |
| Negligent Manslaughter | 0 | 0 | 0 |  |
| Motor Vehicle Theft |  | 0 |  |  |

Security personnel are on campus to serve and protect employees and students. We urge you to report any suspicious persons or anything out of the ordinary in the buildings or parking lots to a security officer or the switchboard. Upon request, security personnel will escort you to your vehicle for added protection.

## Safety and Security • South Campus

The Security Department consists of approximately 14 professionally trained members of the Kannapolis Police Department who safeguard and serve our campus. Security is responsible for the flow of traffic on campus, building security, and enforcement of traffic and parking regulations. These officers are uniformed and have the authority to arrest.

## Reporting Emergencies on Campus

Red emergency phones are located in each building throughout the campus to report any fire, medical, or security emergency, or you may dial "7248" on any office phone to contact the Academic Programs Office. If unable to access an emergency or office phone, the Academic Programs Office is located in Room 201 of Building 1000. Please report the type of emergency, the location, and your name so appropriate personnel may be notified. On most occasions, security personnel are located in the parking lot and are available for assistance.

| CRIME STATISTICS |  | $\mathbf{2 0 0 4}$ |  | $\mathbf{2 0 0 5}$ |
| :--- | :---: | :---: | :---: | :---: |
| Murder | 0 |  | 0 | $\mathbf{2 0 0 6}$ |
| Sex Offense | 0 | 0 | 1 |  |
| $\quad$ (forcible and nonforcible) |  |  | 1 |  |
| Robbery | 0 | 0 | 2 |  |
| Aggravated Assault | 0 | 0 | 0 |  |
| Burglary | 0 | 0 | 0 |  |
| Arson | 0 | 0 | 0 |  |
| Negligent Manslaughter | 0 | 0 | 0 |  |
| Motor Vehicle Theft | 0 | 0 | 0 |  |

Security personnel are on campus to serve and protect employees and students. We urge you to report any suspicious persons or anything out of the ordinary in the buildings or parking lots to a security officer or dial 7248 from any campus phone. Upon request, security personnel will escort you to your vehicle for added protection.


## Student Life

Student activities beyond the classroom are supported through RCCC's Student Services Office. A Student Services Office can be found on the North, South and the CBTC campuses. The office on the North Campus is located in Building 100. The South Campus office is located in Building 1000, Front Lobby. The CBTC office is in room 9138. At these offices, you can find out more about the following services.

## Counseling

Professional counseling services are provided to students, prospective students, and the entire college community in the areas of personal, academic, and career counseling. The staff is comprised of trained counselors who are qualified to help individuals assess and understand their personal issues, abilities, aptitudes, interests, and other characteristics. Counseling services are confidential and are focused to promote the growth and success of the individual.

The counseling program is an integral part of the teaching and learning process. Counseling services are provided through the comprehensive work of the Student Services Office and are available on both main campuses day and evening.

The Discover program offers career-counseling services to students and citizens of the community. These services are offered in both individual and small group formats. State-of-the-art career development materials and programs are utilized to assist individuals in exploring career options, determining appropriate career choices, and then making short and long-range plans to achieve career goals.

## Educational Placement

Rowan-Cabarrus Community College is committed to providing high-quality education to the citizens of Rowan and Cabarrus counties. Through a comprehensive assessment and placement program, the college assures that entering students have appropriate prerequisite levels of skill to be reasonably sure of success in further academic study. Results are used before registration to help the student plan a program of study.

## Occupational Information

Information on occupations, educational programs, and job opportunities is available through the college to students and prospective students. The staff in the Student Services Office is available to assist anyone in finding and interpreting desired information.

## Job Placement

A job placement service is available for Rowan-Cabarrus Community College students and alumni in the Student Services Office at both campuses. The Director of Job Placement and faculty keep in touch with area businesses and industries so that they will be aware of job opportunities in the various fields taught at the college.

The purpose of the job placement service is to help students establish contact with prospective employers and present qualifications for employment. Job-seeking skills, resumè writing, and interviewing skills are offered in an individual and small group setting. The responsibility for getting the job rests entirely with the individual. Companies and other organizations that wish to consider graduates of Rowan-Cabarrus Community College are
invited to call or write the Student Services Office. Interviews with prospective graduates are generally arranged on the campus during the Spring Semester and Summer Term. A representative from the Employment Security Commission is on campus weekly.

## Student Participation in College Decision-Making

RCCC encourages and provides for student involvement in institutional governance and decision-making through the following means:

The Student Government Association (SGA) elects student representatives from each academic division to provide input and recommendations to the college. The SGA Constitution, approved by the college's Board of Trustees, details the purpose and responsibilities of the SGA. Administrative and supervisory responsibilities for the SGA reside with the Vice President of Student Services. The SGA's elected president serves as a non-voting member of the Board of Trustees.

Students contribute to college decision-making through interaction with faculty and staff and through participation in campus clubs and organizations.

Student involvement also occurs through membership on advisory committees and task forces such as Developmental Studies, Students with Disabilities, and Diversity.

## Student Government Association

## Explanation and Functions

There is more to life than books and classes at Rowan-Cabarrus Community College. What goes on outside the classroom is also very important. The school offers a wide variety of social and cultural opportunities which, as well as being enjoyable, expand the learning experience. Students are encouraged to plan their own activities and programs through the Student Government Association and may use any of the excellent facilities for assembly, theatre, club meetings, relaxation, and recreation.

All students at Rowan-Cabarrus Community College are members of the Student Government Association (SGA) and have the chance to participate in the organization and control of student activities. In addition, membership in the SGA gives students the opportunity to learn responsible citizenship and gain practical experience in the democratic process.

The constitution and activities of the SGA are subject to the approval of the administration of the college.

## Clubs

All students are invited to join the departmental, service, and special interest clubs which are an important part of life at Rowan-Cabarrus Community College.

The following organizations are available:

- Campus Crusade for Christ
- Criminal Justice Club
- International Students
- Licensed Practical Nursing (LPN)
- N.C. Student Nurses' Association
- Office Pro (CIAAP)
- Phi Theta Kappa (PTK)
- Rotaract Chapter of Rotary International
- VICA

Students who are interested in forming a new club should contact the Student Activities Director in Student Services concerning their particular interests.

## Student Publications

RCCC respects the right of free and open discussion and encourages student involvement with publications created, developed, and funded through the SGA.

Student opinions in such publications do not necessarily reflect the position of the college. The student newsletter funded by the SGA is "The Achiever."

A faculty/staff advisor assists students in developing this publication in a manner consistent with responsible journalism, English composition, and the stated purposes of the college. The college has developed a policy and procedure for the development and review of student publications (Procedure No. 7.44).

Whenever the advisor of a student publication is unable to resolve issues regarding a student publication, the advisor will involve the Vice President of Student Services.

## Intramural Sports

Intramural sports are organized as student groups desire through the Student Government Association.

## School Colors and Mascot

Royal blue and white are the official school colors, and "The Warrior" is the name of the Rowan-Cabarrus Community College mascot.

## OTHER SERVICES

## Bookstore

Books and supplies you might need can be purchased at one of the college's bookstores. Each student is responsible for his/her own textbooks and supplies. Costs will vary according to curriculum. For purchases of textbooks, supplies, and other merchandise, the bookstores accept major credit cards. The bookstore on the North Campus is located in Building 500. The bookstore on the South Campus is located on the first floor of Building 1000.

## Bulletin Boards

Bulletin boards are reserved for Student Services' information, the SGA, general student information, and articles to buy or sell. Some bulletin boards are designated for some divisions and departments.

Students are asked to check with the Student Services Office before posting any information.

## Class Rings

To place an order for a Rowan-Cabarrus Community College class ring, a student must:

1. Be enrolled in a one-year or two-year occupational education program for which Rowan-Cabarrus Community College awards a diploma or associate degree.
2. Have satisfactorily completed a minimum of two semesters of the prescribed program.
3. Be currently enrolled for all courses in the third semester of the program or have completed such courses.
4. Show evidence of satisfactory academic standing. Students on probation are ineligible to place orders for school rings.

Class rings are purchased through the college's bookstore. GED graduates may order rings through the college's bookstore.

## First Aid

First aid kits are located in each building on campus. Accidents which happen in class should be reported to the instructor. Otherwise, accidents should be reported to the Student Services Office.

## Food Service

The college provides food service on both the North and South campuses. Vending machines are available in the student lounge at both campus locations.

## Housing

Rowan-Cabarrus Community College does not provide dormitory facilities. Students who desire living accommodations should make arrangements in the local community.

## Insurance

Accident insurance is available to all students at a cost of $\$ 2.55$ per semester. This insurance is required of all students and included as part of the activity fee. Students taking Allied Health, Early Childhood Education, and Cosmetology are required to obtain student professional liability insurance at a cost of $\$ 13.00$ per year. The fee rate is subject to change.

## Lockers

Lockers for general student use are available on a first-come, first-serve basis at the North Campus and are located in Building 100. Requests for a locker should be made in the Business Office in Building 300. Lockers are assigned on a semester-by-semester basis, and the student must renew the locker assignment each semester. Locks are removed from all non-renewed lockers at the beginning of each semester and all contents are disposed of.

## Lost and Found

Lost and Found services are provided by the college. Any item found on the North Campus should be turned in to the receptionist located in Building 300. Items found on the South Campus should be turned in to the Student Services Office. These will be returned to the owner upon proper identification.

## Parking

Students who want to park a vehicle on campus should get a free parking decal from the Business Office or obtain one when they register. Citations for illegal parking will be given by campus security officers.

Parking is allowed only in designated areas, not in fire lanes. Spaces have been set aside for handicapped persons and are to be used by the handicapped only.

Overnight parking on college property is discouraged and should occur only in cases of emergency or when it is necessary in the performance of college business. When overnight parking is required, the college Business Office must be notified so that security officers can be informed and so that the vehicle can be parked where it will not interfere with college activities. Vehicles parked on campus overnight without notification to proper college authorities may be towed at the owner's expense.

## Student Centers

Located on the ground floor of Building 500, the Student Center is a spacious facility offering a beautiful view of the wooded area adjacent to the North Campus. In addition to the comfortable environment of the North Campus center, students also enjoy the use of an arcade, ping-pong tables, cafeteria, and a variety of vending machines.

The South Campus has a comfortable and accommodating Student Center as well. South Campus students enjoy the casual environment, handsome decor, and assortment of vending machines their center offers.

## Telephones

Public phones are located at convenient locations at the Cabarrus Business and Technology Center and both North and South campuses. Please be considerate of your fellow students and limit your call to ten minutes.

Only in cases of emergency (such as sickness or family death) will messages be delivered to students.

Cell phones may be used in the public areas of the campus, but may not be used in classrooms, labs, tutoring centers or professional offices during meetings or appointments.

## Health Services

Rowan-Cabarrus Community College provides both health education and services to meet the needs of students, faculty, staff, administrators, trustees, and visitors to our campus locations.

The location of the college is such that the campuses are easily accessible to medical attention and hospital care at Rowan Regional Medical Center, Pro-Med, Ro-Med, Tri-County Mental Health, Rowan County Public Health, and the VA Medical Center; and in Cabarrus County, at Northeast Medical Center, Urgent Care, Piedmont Area Mental Health Association, and Cabarrus County Public Health. Public ambulances are available to the Rowan and Cabarrus campus locations on a 24 -hour schedule. First aid supplies are available to students in all laboratories, shops, classrooms, and offices. First aid supplies are available in the Student Services Offices and campus reception area at the Rowan and Cabarrus campuses. In the event of an accident or emergency, assistance can be obtained by contacting the Switchboard Operator or the Vice President of Student Services.

RCCC conducts various classes and seminars in the area of health and safety. Annual seminars are held on Bloodborne Pathogens, Hazardous Materials, AIDS Education, Fire Safety, and Drugs. The college has a policy and procedure concerning communicable diseases. This information is available in the office of the Vice President of Student Services.

## Communicable Diseases

A communicable disease is an illness due to an infectious agent or its toxic products which is transmitted directly or indirectly to a person from an infected person or animal. Communicable diseases include, but are not limited to, acquired immune deficiency syndrome (AIDS), hepatitis, chicken pox, measles, meningitis, whooping cough, mononucleosis, mumps, and rubella.

Students and employees who know or believe they have been infected with a communicable disease have both a legal and ethical obligation to conduct themselves in a manner that will protect themselves and others. Individuals who contract a communicable disease are responsible for reporting this fact to appropriate RCCC officials. Students are to report this information to the Vice President of Student Services. All such information will be kept confidential. Only persons with a "need to know" will be informed with the direct knowledge
of the affected student.
Employees and students with a communicable disease will be allowed to engage in work or study as long as they are able to meet acceptable performance standards and medical evidence indicates that their condition is not a threat to other persons on campus.

A student may be prohibited from attending RCCC until an appropriate evaluation of the student's medical condition can be completed. The assessment of a student's condition with a communicable disease and the final determination of that student's ability to stay in school will be made by the Vice President of Student Services after consultation with, and recommendation from, local health authorities. If a student is found to have a communicable disease that poses a risk to others, the Vice President of Student Services will prohibit the attendance of the student until such time that a letter is presented by one or more physicians certifying that further attendance is no longer a risk to others. Information and brochures on AIDS and other communicable diseases can be obtained from the Student Services Office.

To help prevent the spread of communicable diseases, students are cautioned to avoid contact with body fluids of other persons. Disposable plastic gloves and bags are located in first aid kits in each building. These can be used to clean up any body fluid spills that may be encountered and for the administration of first aid. In addition, proper handwashing is recommended as a prime precaution against the spread of disease. For assistance or further information, contact the Student Services Office.

## To Solve a Problem

| If you need to | See the ...................... |
| :---: | :---: |
| Drop or Add a Course | Program Advisor |
| Send a Transcript | Director of Records (Student Services Office) |
| Obtain Financial Aid | Director of Financial Aid (Student Services Office) |
| Get Help with Personal/Academic |  |
| Problems | Counselor (Student Services Office) |
| Apply for Graduation | Student Services Office |
| Withdraw from Course . | Course Instructor - Complete Form |
| Change Curriculum | Student Services Office |
| Get a Job | Director of Job Placement (Student Services Office) |
| Organize a Student Activity | S.G.A. (Student Services Office) |
| Change Name and/or Address on Records $\qquad$ | Student Services Office |
| Arrange a Schedule | Program Advisor |
| Check a Grade | Instructor for that course |
| Make Up a Grade of Incomplete .. | Instructor for that course |
| Request a New Course-Curriculum ....... | Office of the Academic Vice President |
| Inquire About General Adult and Occupational Extension. | Occupational Extension \& Community Services Office |
| Pay Bills | Business Office |
| Locate Part-Time Instructor | Academic Programs Office |



# Learning Resource Centers 

## Learning Resource Centers (Library)

The Learning Resource Centers are an essential component of Rowan-Cabarrus Community College. The LRCs provide our patrons with library, audiovisual, Internet and instructional resources and services necessary to support the educational programs of the college. They also provide resources to meet the various needs, interests, and aptitudes of the students enrolled in lifelong learning.

RCCC has two full service LRCs, one on the North Campus and the Charles A. Cannon Library on the South Campus. Each LRC offers collections of books, magazines, newspapers, audiovisual materials, and equipment and access to electronic resources. North Carolina Libraries for Virtual Education (NC-LIVE) is also available with access to resources found in various databases, including information from newspapers, magazines, and professional journals. An Early Childhood Learning Laboratory special collection is also housed at each facility.

The LRCs are open to students, administration, faculty, and staff as well as individuals in the community. The hours are posted on campus and on our website at www.rowancabarrus.edu/lrc/.

Students are encouraged to use these areas for study, research, recreational reading, browsing, or relaxing between classes.

Both LRCs have access via Webcat to our online catalog and to other holdings through the Community College Libraries in North Carolina (CCLINC). These books may be requested (through interlibrary loan) by our students and faculty by placing a hold on the item to be borrowed. RCCC also provides a courier service to transfer materials daily between locations in our two-county area.

Books from the general collection are initially checked out for a two-week period and may be renewed. Interlibrary loan books are checked out for a two-week period. In addition, faculty may place reference and AV material on reserve as needed. Books on the reserve shelves may be checked out with instructor approval. Videos used for telecourse instruction are placed on reserve, and self-contained TV/VCRs are provided for viewing in the LRC. Audiovisual materials and equipment are made available for student use in the classroom upon request. A coin-operated plain paper black and white copier plus a color photocopier are available at each LRC for student and public use.

Students may check their accounts online via their library card and pin number. Fines are charged for all overdue material (excluding Sundays and holidays). These fines must be paid before additional books are checked out and before students will be allowed to register for the next semester. Overdue notices are sent by mail.

The LRC personnel assist in locating and using LRC resources. The LRC personnel also support faculty and students with daily operations of the Interactive Television/North Carolina Information Highway (ITV/NCIH) classrooms on each campus. The LRC personnel
also operate the Academic Testing Center (ATC) in the LRC during specified hours which provides an opportunity for students to make up exams missed during regular class hours, to take tests for Telecourse and Internet classes, and for other reasons as needed.

Patrons are encouraged to take advantage of these services.

## Mission Statement

The mission of the Learning Resource Center (LRC) is to advance the learning and research skills of the students, faculty, staff, and administration of Rowan-Cabarrus Community College by providing library, audio-visual, and instructional resources necessary to support the programs of the college and lifelong learning.

To accomplish this purpose, the LRC personnel will strive to meet the following objectives:

1. To develop a comprehensive Learning Resource Center with an atmosphere conducive to learning through the use of technology.
2. To develop and retain a dynamic trained staff to assist with the goals of active learning through technology by instructing and assisting patrons in the use of resources and services collected to support the programs of the college.
3. To acquire, organize, and circulate LRC materials or provide access through cooperative relationships/consortia with a variety of study options, including the use of the Internet service to ensure it is used for college-related research and educational activities.
4. To conduct periodic evaluations of patrons to assure the needs of the college community are being met.
5. To provide Academic Testing Center services for students of our college and other colleges through reciprocal arrangements and support day-to-day operations for the North Carolina Information Highway Interactive Television (NCIH/ITV) classrooms.

## Learning Centers

## Individualized Computer Learning Center

Students enrolled at Rowan-Cabarrus Community College are provided access to the Individualized Computer Learning Center (ICLC), a staffed facility where students can utilize computer resources to work on Traditional and Distance Education course assignments. An ICLC is located at North, South and CBTC campuses, and each facility provides multimedia computers, an automated student login and tracking system, and high-speed printers. In addition, the ICLCs offer free software workshops for students on topics including Blackboard and Microsoft Office. Workshops may be open to all students or arranged at the request of an instructor for a specific class. For more information about the locations, hours of operation, computers, software, and/or workshops, please visit the ICLC web page at www.rowancabarrus.edu/labs/.

## Math Tutoring Center

The Math Tutoring Center (MTC) provides free individualized tutoring for students enrolled in all math and/or math-related courses (including Chemistry and Physics when tutor availability allows). Each semester, a schedule of available tutoring hours will be given to instructors and Student Services, in addition to being posted around campus. Tutoring schedules and information are also available on the RCCC website. Faculty members should refer students to the MTC or students can fill out a form in the MTC. Notification of unreferred visits will be sent to the instructor. For locations, refer to the Tutoring Services web page at www.rowancabarrus.edu/tutoring/math/.

## Reading Center

The Rowan-Cabarrus Community College Reading Center (RC) is a development lab designed to assist RCCC students with reading skill development and overcoming readingrelated deficiencies. Individualized instruction as well as small group instruction is provided in the areas of phonics, vocabulary building, word attack skills, reference skills, and comprehension.

Technology use in the Reading Center is available. A few computers are in each lab for student use.

Computer-assisted instruction is also available in the Reading Center. All RCCC students enrolled in basic reading classes (RED 080) will be strongly encouraged to participate in skill development activities in the Reading Center (RC). Instructor referrals and student "walk-ins " are welcome. Reading Center operational hours will vary depending on the semester and student needs. For locations, refer to the Tutoring Services web page at www.rowancabarrus.edu/tutoring/reading/.

## Spanish Tutoring

Free Spanish tutoring is available at both North and South Campus during the Fall and Spring semesters for all students that are enrolled in all levels of Spanish classes. No appointment is necessary; just drop by during posted office hours. Notification of that visit will be sent to the student's instructor. Each semester, a schedule of available tutoring hours will be posted around campus and on the web at www.rowancabarrus.edu/tutoring/.

## Student Development Center

The Student Development Center (SDC) is a free (drop-in) comprehensive academic advisement, placement, and mentoring center that assists students in achieving their educational goal. The SDC is composed of carefully selected and highly trained faculty and staff whose efforts focus on the student's successful entry, continuous monitoring, and successful completion of the developmental process.

While the ultimate responsibility for exploring choices and making decisions about attainment of educational goals rests with the student, our advisors serve as facilitators of communication, coordinators of learning experiences through course and career planning, academic progress review, and an agent of referral to other campus and community agencies as needed. Instructor referrals and student walk-ins are welcome.

For location and hours of operation, please refer to the Tutoring Service web page at www.rowancabarrus.edu/tutoring/studev/.

## Writing Center

The Writing Center (WC) is a free service provided to assist students with any craft issues or course-related writing; including compositions, essays, proposals, research papers, reports, business correspondence, and resumes. The Center also provides individualized instruction for problem areas in grammar, rhetorical modes, and research as well as computer-based composition and review.

Students are automatically referred to the WC by their instructor at the beginning of each semester. It is up to the student at that point to initiate the tutoring process by calling or visiting the WC to schedule a 30-minute appointment. On occasion, walk-ins may receive immediate assistance, provided the WC tutor does not have a scheduled appointment. Notification of the visit will be given to the student who will, in turn, give the notification to his/her instructor,

The WC is located in the 500 Building in Room 520-F in the Learning Resource Center (LRC) on the North Campus, 704-216-3543; in the 100 Building in Room 300-B on the South Campus, 704-216-3525; and in Room 9119 at the Cabarrus Business and Technology Center (CBTC), 704-216-3491.

In addition to the physical WC, an online option, the WC Online, is available. Mainly designed for students taking online courses, the WC Online offers many of the same resources available in the physical WC on both North and South campuses and CBTC. Specific word-by-word assistance with a particular assignment is not offered in the WC Online; for that service, students must see a tutor one-to-one in the WC. Access to the WC Online is available through Blackboard Enterprise.

The WC hours of operation and tutoring schedules may be accessed online at http://www.rowancabarrus.edu/tutoring/writing/. Contact the Director, 704-216-3847, or the Assistant Director, 704-216-3842, of the Writing Center with any questions.

## Cooperative Education

## Cooperative Education

Cooperative Education (Co-op) is a unique academic plan in which students blend classroom learning with practical work experience. This is accomplished through supervised work assignments outside the formal classroom environment.

Co-op is based on the theory that education does not confine itself to just the classroom and should include the vital input that students may gain from participation in the world of work. The program is designed to make a student's educational program more relevant and meaningful by integrating classroom study with planned and supervised practical experience in business, industry, government, and professional or service organizations. It is called "Cooperative Education" because educators and outside agencies work together to design a superior total educational program for students.

There are two co-op enrollment plans available to students and employers:

1. Alternating Plan - The student alternates semesters of full-time work (40 hours per week) and full-time college enrollment.
2. Parallel Plan - The student works part-time (10-30 hours a week) and attends school.

## Eligibility

To be eligible to participate in the Cooperative Education program, students must meet the following minimum requirements:

1. Have completed one semester ( 12 credit hours) of college work with at least three credit hours in a major field of study.
2. Have a minimum of 2.25 overall GPA and be in good academic standing. (Nursing and Early Childhood require a 2.5 overall GPA.)
3. Be recommended and approved for co-op participation by the Co-op faculty coordinator.
4. A transfer student must complete 12 semester hours at RCCC before applying for the Co-op program.
5. Demonstrate the ability to profit from the experience and meet the employer's requirements.
6. A student enrolled in the Co-op program must be registered for three hours of credit during the semester(s) he or she is participating. (Exceptions are for Summer Term.)
7. All students must be willing to co-op a minimum of 160 clock hours.
8. If released from a prior Co-op position, eligibility to reapply will be determined by the Co-op Director with special permission from the System Office.

A student who does not meet the eligibility criteria may be admitted to the program at the discretion of the Co-op Director and the Co-op Faculty Coordinator.
(Certain degree programs may specify additional requirements.)

The Cooperative Education program has an interrelated work experience and classroom content, carefully planned and supervised to produce quality educational results for each student involved. The institution assumes the responsibilities for finding assignments which are related to the student's professional objectives, thus providing experience that enhances knowledge acquired in the classroom.

## Application Procedure

Interested students should obtain an application from the Office of Work-based Learning and Cooperative Education and make an appointment with the Co-op Director. Co-op applications must be approved by Co-op faculty coordinators.

Students who are currently employed may seek to have their present employment approved for Cooperative Education; however, such employment will be required to meet all Co-op criteria, and the student and employer must be willing to be governed by the Co-op policies and procedures. Cooperative Education credit will not be given for previous employment held prior to registration for the course.

## Registration

Before attempting to register for a COE course (except COE 110), students should complete a Cooperative Education Approval Form, secure approval from the Co-op Director, and take the approval form to registration. Students who are approved and are placed in the Co-op program must register before going to their Co-op Work Assignment.

## Academic Credit

Credit hours for Co-op work periods are determined by the number of hours worked per semester. For example, students working an average of 20 hours weekly ( 320 hours per semester) earn two hours of credit per semester. Grades given by the faculty coordinator will be based on the student's specific learning objectives, reports, and evaluations submitted by the student and the employer. The student's transcript indicates that practical work experience has been integrated into his/her academic program.

The Office of Work-based Learning and Cooperative Education also assists students in securing adult apprenticeships and internships. For more information on how to get involved in the Co-op program and other work-based learning opportunities, contact the Office of Work-based Learning and Cooperative Education, Building 300, Room 309 (North) or Room 2303 (South), 704-216-3649; or 704-216-3646; or E-mail: derrickc@rowancabarrus.edu.

NOTE: Co-op options are listed under each participating program as outlined in the RCCC Catalog/Student Handbook.

## Distance Education

Rowan-Cabarrus Community College offers several methods of Distance Education, providing students a wide range of choices and new approaches to learning. RCCC is proud to provide students a way to participate in learning in addition to the traditional classroom. Our goal is to provide students greater flexibility in scheduling classes and provide RCCC's faculty new and innovative approaches to teaching.

RCCC offers several programs via Distance Education by delivering academic courses that meet program requirements through Telecourse and/or Internet offerings. For a list of degree, diploma, and certificate programs available via distance, please refer to the college's Distance Education website at www.rowancabarrus.edu/distance/.

For more information about Distance Education courses, and for a list of Telecourse and Internet course offerings, students may refer to the information within this section or the Distance Education website. During registration periods, students may also refer to the Semester Schedule of Courses for information about Distance Education course offerings.

## Internet Courses

Internet students study textbooks and complete and submit assignments online, following the Internet course outline. Guidance and instructional support are provided through regular course participation and email contact with instructors.

Internet classes have no scheduled sessions on campus although instructors reserve the right to require test-taking in the on-campus testing centers. Internet courses are designed to give students maximum flexibility; however, students are expected to meet course, assignment, and testing deadlines, which provide a framework to promote student progress, and to maintain active participation in the course. RCCC provides general as well as course-specific guidelines for computer hardware and software required for accessing and participating in Internet courses.

Students must meet specific academic and skill requirements prior to registering for an Internet course, in addition to course prerequisites listed in the course descriptions section of this catalog. Such criteria determine student preparedness and support student potential for success in an Internet course. Requirements include demonstrated reading, written communication, and technical skills.

As enrollment in Internet courses is limited, and specific testing or course prerequisites must be met to qualify for enrollment, students are encouraged to complete the registration process as early as possible. For more information about requirements for Internet courses, students may contact Student Services or refer to the college's Distance Education Handbook or the Distance Education website. During registration periods, students may also refer to the Semester Schedule of Courses for information and instructions.

A list of courses currently available in Internet format is available on page 65. Please note: Internet offerings may change during the academic year. Please refer to the Distance Education website, www.rowancabarrus.edu/distance/ for updates to course offerings.

## Hybrid Courses

Hybrid courses combine online learning with face-to-face instruction. A large amount of the course content is delivered as an Internet course, but there are required on-campus meetings.

RCCC provides general as well as course-specific guidelines for computer hardware and software required for accessing and participating in the Internet portion of the courses. Students must meet specific academic and skill requirements prior to registering for a Hy brid course, in addition to course prerequisites listed in the Course Descriptions section of this catalog. Such criteria determine student preparedness and support student potential for success in a Hybrid course. Requirements include demonstrated reading, written communication, and technical skills.

As enrollment in Hybrid courses is limited, and specific testing or course prerequisites must be met to qualify for enrollment, students are encouraged to complete the registration process as early as possible. For more information about requirements for Hybrid courses, students may contact Student Services or refer to the college's Distance Education Handbook or the Distance Education website. During registration periods, students may also refer to the Semester Schedule of Courses for information and instructions.

## Interactive Television (ITV) and North Carolina Information Highway (NCIH) Courses

RCCC has three electronic classrooms called Distance Learning Centers. They are located at our North Campus in Rowan County, our South Campus in Cabarrus County, and at our Cabarrus Business and Technology Center (CBTC) in Cabarrus County. Each classroom has video and audio equipment that allows students in one location to see and talk with an instructor in another location. For example, an instructor could teach a class from our North Campus facility, but students could attend the class at our South Campus facility. Through our Distance Learning Centers, RCCC also can offer classes to and from other community colleges, universities, public schools, and other institutions.

## Telecourses

A telecourse is a complete and integrated instructional system that generally includes video programs on DVD/CD, a textbook, and a variety of other instructional materials to be used by the student as the principle component of a college course. Students can take college credit courses by watching these video programs at home, completing assigned reading and study materials with guidance from the instructor, taking appropriate tests, and attending the required on-campus sessions. The courses and the credit hours are equivalent to those offered in traditional on-campus classes. A telecourse is equivalent to a traditionally taught college course in academic rigor and student requirements.

A list of courses currently available in Telecourse format is available on page 67. Please note: Telecourse offerings may change during the academic year. Please refer to the Distance Education website, www.rowancabarrus.edu/distance/ for updates to course offerings.

## TeleWeb

These courses combine online learning with Telecourse instruction. In addition to content delivered via video programs on DVD/CD, TeleWeb courses include content delivered via the Internet. All TeleWeb courses are supplemented by required Saturday sessions.

RCCC provides general as well as course-specific guidelines for computer hardware and software required for accessing and participating in the Internet portion of the courses. Students must meet specific academic and skill requirements prior to registering for a TeleWeb course, in addition to course prerequisites listed in the Course Descriptions section of this catalog. Such criteria determine student preparedness and support student potential for success in a TeleWeb course. Requirements include demonstrated reading, written communication, and technical skills.

As enrollment in TeleWeb courses is limited, and specific testing or course prerequisites must be met to qualify for enrollment, students are encouraged to complete the registration process as early as possible. For more information about requirements for TeleWeb courses, students may contact Student Services or refer to the college's Distance Education Handbook or the Distance Education website. During registration periods, students may also refer to the Semester Schedule of Courses for information and instructions.

## COURSES CURRENTLY OFFERED VIA INTERNET

|  | Title | Credit Hours |
| :--- | :--- | :--- |
| ACC 120 | Principles of Financial Accounting | 4 |
| ACC 121 | Principles of Managerial Accounting | 4 |
| AST 111 | Descriptive Astronomy | 3 |
| AST 151 | General Astronomy I | 3 |
| AST 151A | General Astronomy I Lab | 1 |
| AST 152 | General Astronomy II | 3 |
| AST 152A | General Astronomy II Lab | 1 |
| BUS 110 | Introduction to Business | 3 |
| BUS 115 | Business Law I | 3 |
| BUS 121 | Business Mathematics | 3 |
| BUS 137 | Principles of Management | 3 |
| BUS 153 | Human Resource Management | 3 |
| BUS 225 | Business Finance | 3 |
| BUS 230 | Small Business Management | 3 |
| BUS 253 | Leadership \& Management Skills | 3 |
| BUS 260 | Business Communication | 3 |
| CIS 110 | Introduction to Computers | 3 |
| CJC 111 | Introduction to Criminal Justice | 3 |
| CJC 112 | Criminology | 3 |
| CJC 113 | Juvenile Justice | 3 |
| CJC 121 | Law Enforcement Operations | 3 |
| CJC 141 | Corrections | 3 |
| CJC 214 | Victimology | 3 |
| CTS 130 | Spreadsheet | 3 |
| CTS 285 | Systems Analysis \& Design | 3 |
| DBA 110 | Database Concepts \& Applications | 3 |


| Title |  | Credit Hours |
| :---: | :---: | :---: |
| ECO 151 | Survey of Economics | 3 |
| ECO 251 | Principles of Microeconomics | 3 |
| ECO 252 | Principles of Macroeconomics | 3 |
| EDU 131 | Children, Family \& Community | 3 |
| EDU 144 | Child Development I | 3 |
| EDU 145 | Child Development II | 3 |
| EDU 146 | Child Guidance | 3 |
| EDU 221 | Children with Exceptionalities | 3 |
| EDU 235 | School-Age Development \& Programs | 2 |
| EDU 259 | Curriculum Planning | 3 |
| EDU 280 | Language \& Literacy Experiences | 3 |
| ENG 111 | Expository Writing | 3 |
| ENG 112 | Argument-Based Research | 3 |
| ENG 114 | Professional Research \& Reporting | 3 |
| ENG 126 | Creative Writing II | 3 |
| ENG 262 | World Literature II | 3 |
| HIS 121 | Western Civilization I | 3 |
| HIS 122 | Western Civilization II | 3 |
| HIS 131 | American History I | 3 |
| HIS 132 | American History II | 3 |
| ISC 112 | Introduction to Safety | 2 |
| ISC 121 | Environmental Health \& Safety | 3 |
| ISC 225 | Facility Layout | 4 |
| MAT 161 | College Algebra | 3 |
| MKT 120 | Principles of Marketing | 3 |
| MKT 122 | Visual Merchandising | 3 |
| MKT 123 | Fundamentals of Selling | 3 |
| MKT 220 | Advertising and Sales Promotion | 3 |
| MKT 225 | Marketing Research | 3 |
| MSM 110 | Introduction to Motorsports Management | 3 |
| MSM 112 | Engine/Drivetrain Fundamentals | 2 |
| MSM 210 | Motorsports Marketing | 3 |
| MSM 216 | Organization Mobility | 2 |
| NET 110 | Networking Concepts | 3 |
| OST 136 | Word Processing | 2 |
| OST 137 | Office Software Applications | 2 |
| OST 236 | Advanced Word/Information Processing | 3 |
| PHY 110 | Conceptual Physics | 3 |
| PSY 150 | General Psychology | 3 |
| REL 110 | World Religions | 3 |
| SEC 110 | Security Concepts | 3 |
| SOC 210 | Introduction to Sociology | 3 |
| SOC 220 | Social Problems | 3 |
| WEB 110 | Internet/Web Fundamentals | 3 |
| WEB 140 | Web Development Tools | 3 |
| WEB 210 | Web Design | 3 |

See semester schedule for semester to be offered.

## COURSES CURRENTLY OFFERED VIA TELECOURSE

## Telecourse Title

Accounting in Action - Financial ACC 120 Principles of Financial Accounting 4
Accounting in Action - Managerial ACC 121 Principles of Managerial Accounting 4
It's Strictly Business: Introduction BUS 110 Introduction to Business ..... 3
to the World of Business
Business and the Law BUS 115 Business Law I ..... 3
By the Numbers: Practical BUS 121 Business Mathematics ..... 3
Applications of Business Mathematics
Taking the Lead: BUS 137 Principles of Management ..... 3
The Management Revolution
Something Ventured: AnBUS 230 Small Business Management3
Entrepreneurial Approach toSmall Business Mgmt.
Intro. to Business Communication: BUS 260 Business Communication ..... 3
Tools for LeadershipIntroduction to Microeconomics:Mastering the Global Economy
Introduction to Macroeconomics: ECO 252 Principles of Macroeconomics ..... 3
Mastering the Global Economy
A Writer's Exchange ENG 111 Expository Writing ..... 3
Advanced English Composition ENG 112 Argument-Based Research ..... 3
Literary Visions ENG 131 Introduction to Literature ..... 3
Living Literature ENG 251 Western World Literature I ..... 3
The Western Tradition I HIS 121 Western Civilization I ..... 3
The Western Tradition II HIS 122 Western Civilization II ..... 3
Shaping America HIS 131 American History I ..... 3
Unfinished Nation II HIS 132 American History II ..... 3
Concepts in Marketing MKT 120 Principles of Marketing ..... 3
The Sales Connection: Principles MKT 123 Fundamentals of Selling ..... 3of SellingThe Examined LifePHI 210 History of Philosophy3
Voices in Democracy POL 120 American Government ..... 3
Psychology: The Human Experience PSY 150 General Psychology ..... 3
Lifespan Telecourse PSY 241 Developmental Psychology ..... 3
The Way We Live SOC 210 Introduction to Sociology ..... 3

## Developmental Studies

Developmental Studies is the center piece of the open-door policy at RCCC. This highly structured program offers high school graduates who are not fully prepared for college-level courses an opportunity to improve their reading, writing and math skills before they begin a curriculum program of study. Students may be required to take one or more developmental studies courses because their placement scores are not at the level of proficiency required for success in a given curriculum, or they may elect developmental courses if they feel themselves in need of a refresher course.

RCCC's Developmental Studies program offers four math courses covering content ranging from basic mathematics to intermediate algebra; three English courses that help students develop grammar and writing skills beginning at the sentence level and continuing through the development of essays; two reading courses that assist students in the development and application of college-level reading strategies; a basic chemistry course; and a basic computer course.

ACA 090 Study Skills has been added to the program as a required course for any student whose placement test scores indicate a need for two or more developmental studies courses.

For additional information regarding this program, contact the Dean of Developmental Studies, Herbert Chambers, at 704-216-3695, or send an email to chambersh@rowancabarrus.edu.

The courses listed below are designed to prepare students for college-level work and will not satisfy credit hours for any degree, diploma or certificate program. These courses will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, they will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for these courses will only satisfy the prerequisites for entry into a curriculum-level course.

|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| ACA 090 | Study Skills | 3 | 0 | 0 | 0 | 3 |
| CHM 090 | Chemistry Concepts | 4 | 0 | 0 | 0 | 4 |
| CTS 080 | Computing Fundamentals | 2 | 3 | 0 | 0 | 3 |
| ENG 080 | Writing Foundations | 3 | 2 | 0 | 0 | 4 |
| ENG 085 | Reading \& Writing Foundations | 5 | 0 | 0 | 0 | 5 |
| ENG 090 | Composition Strategies | 3 | 0 | 0 | 0 | 3 |
| MAT 050 | Basic Math Skills | 3 | 2 | 0 | 0 | 4 |
| MAT 060 | Essential Mathematics | 3 | 2 | 0 | 0 | 4 |
| MAT 070 | Introductory Algebra | 3 | 2 | 0 | 0 | 4 |
| MAT 080 | Intermediate Algebra | 3 | 2 | 0 | 0 | 4 |
| RED 080 | Introduction to College Reading | 3 | 2 | 0 | 0 | 4 |
| RED 090 | Improved College Reading | 3 | 2 | 0 | 0 | 4 |

NOTE: While ACA 115 (Success \& Study Skills) is not a developmental studies course, it is designed to prepare students for college level work and is required for most programs. ACA 115 may transfer to four-year schools but is not designed as a college transfer course.


## Programs of Study

RCCC offers various occupational programs leading to an Associate in Applied Science degree. Diplomas and certificates of completion are awarded for other occupational programs. An Arts and Sciences program also is offered, leading to the Associate in Arts degree.

General Education goals provide the foundation to learning in all degree programs at Rowan-Cabarrus Community College. These goals seek to provide a high quality educational experience for all degree students and will ensure that our graduates have the necessary fundamental knowledge, skills, and abilities to function effectively in their personal and professional lives.

## General Education Goals

General Education at Rowan-Cabarrus Community College seeks to create the desire and provide the opportunity for students to live more informed and more reflective lives. To these ends, the General Education component of the curriculum at RCCC should enable students to:

Learn Actively;
Think Critically;
Communicate Effectively;
Participate Responsibly.
The following goals identify the essence of a general education and allow students to develop at a level appropriate to their degree. Although some of these competencies may be achieved primarily through successful completion of particular courses, students should have the opportunity to develop the use of many of these skills throughout their program.

## Goal I: Communications

Students who successfully complete a degree program at RCCC should be able to:

- communicate clearly and coherently, in writing and orally, using standard English;
- read with understanding and listen perceptively at a level appropriate to their degree or occupational goals;
- use appropriate skills and technology to locate, evaluate and utilize information effectively; and
- learn appropriate interpersonal and group communication skills.


## Goal II: Mathematics, Science, and Technology

Students who successfully complete a degree program at RCCC should possess the analytical abilities necessary to:

- apply mathematical concepts and skills to interpret, understand, and communicate quantitative data;
- understand the basic principles of the scientific method;
- identify the impact of technology on the individual and the global environment; and
- apply technological skills.


## Goal III: Problem Solving and Critical Thinking Skills

Students who successfully complete a degree program at RCCC should be able to:

- develop critical thinking skills that will allow them to analyze a variety of problems; and
- select or create possible solutions, assess the impact of the solutions, and make informed judgements.


## Goal IV: Society and Culture

Students who successfully complete a degree program at RCCC should be able to:

- develop an awareness of the humanities to broaden their understanding of cultures in the diverse world;
- identify and enhance creativity;
- increase awareness of their own values, beliefs, and behaviors as well as those of others;
- demonstrate team-building and team-working skills; and
- participate in active citizenship.


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* Program code

Use This Key to identify information found in the Programs of Study section:


## Associate in Applied Science Degree Programs (A.A.S.)

These programs generally require two years of full-time study. Upon completion, an Associate in Applied Science degree is awarded. These programs are transferable to a number of four-year colleges and universities.

## Diploma Programs (Dipl.)

These programs generally require 12 months of full-time study. Upon completion, a diploma in the area of specialization is awarded.

## Certificate Programs (Cert.)

These programs vary in length, requiring from four to twelve months of full-time study. Upon completion, a certificate in the area of specialization is awarded.

## Arts and Sciences Degree Program (A.A. and Dipl.)

The Arts and Sciences degree program is designed for students who intend to transfer to a four-year college or university. By enrolling in this program, students may complete course work equivalent to the first two-years of study required for a bachelor's degree. As students work toward the A.A. degree, they may earn an Associate in Arts diploma signifying their successful completion of the general education core set of courses. They also may concentrate their studies in one or more of the 12 pre-major programs of study.

## Arts and Sciences Program

The Arts and Sciences program emphasizes liberal arts and is intended for students who wish to transfer to a four-year college or university. This diploma and degree program offers courses comparable to the freshman and sophomore levels at four-year colleges and universities. Academic advisors are available to assist students in selecting courses that best meet students' interests and the requirements of transfer institutions. Because course requirements vary among four-year institutions, students should obtain current catalogs from the schools they plan to attend. Generally, a course grade of "C" or better is required for transfer and students should maintain at least a 2.0 grade point average while enrolled at RCCC.

A comprehensive articulation agreement between the North Carolina Community College System and the North Carolina University System facilitates the transfer process for students wishing to attend a four-year institution within the N.C. University System. Because of this agreement, students who complete the general education core at RCCC will have satisfied the universities' general education requirements and become eligible to enroll with junior level status upon completion of the Associate in Arts degree. Courses included in the articulation agreement are designated in the RCCC catalog Course Descriptions.

A similar articulation agreement between RCCC and Catawba College facilitates the transfer process for students wishing to complete their four-year degrees at Catawba. Because of this agreement, RCCC students can satisfy all but one course needed to complete general education requirements for Catawba College. Some RCCC upper level junior/ senior credits also may transfer. Courses included in the articulation agreement are designated in the RCCC catalog Course Descriptions.

For additional information regarding this program, contact Dean Meg Patchett at 704-216-3800 or send an email to patchettm@rccc.edu.

## Requirements for the Associate in Arts Diploma (D10100)

Students who successfully complete the 44 SHC general education core may be awarded the Associate in Arts Diploma. The general education core includes study in the areas of humanities and fine arts, social and behavioral sciences, natural sciences and mathematics, and English composition. By completing the general education core and earning the diploma, students will find it easier to transfer coursework to the four-year institutions. Students who do not complete the general education core may find their transcripts analyzed on a course-by-course basis by the transfer institutions.
General Education Core (44 SHC)
6 SHC English Composition
12 SHC Humanities/Fine Arts (At least one course must be a literature course.)
12 SHC Social/Behavioral Sciences (At least one course must be a history course.)
8 SHC Natural Sciences
6 SHC Mathematics

## Requirements for the Associate in Arts Degree (A10100)

The Associate in Arts degree is awarded for liberal arts study and the curriculum is designed to transfer to bachelor's degree programs at four-year colleges and universities. In addition to the 44 SHC general education core, students must complete 1 SHC in Success and Study Skills (ACA 115) and 20 SHC of college transfer general education, elective, and/ or pre-major courses. Transfer of ACA 115 is not guaranteed. Pre-major programs of study include:

- Business Administration, Accounting, Economics, Finance, and Marketing
- Business Education and Marketing Education
- Criminal Justice
- Elementary Education
- History
- Middle Grades Education
- Nursing
- Political Science
- Psychology
- Social Science Secondary Education
- Social Work
- Sociology

Recommended course sequences for RCCC pre-majors begin on page 83. The recommended course sequence for students working toward an undeclared pre-major Associate in Arts degree is as follows:

## Recommended Course Sequence

The following is a suggested program of study for students who have chosen to work toward an Associate in Arts degree:
Fall Semester - First Year3 SHC in English Composition3 SHC in Humanities/Fine Arts3 SHC in Social/Behavioral Sciences4 SHC in Natural Sciences3 SHC in Mathematics1 SHC in Success and Study Skills
Total Semester Hours Credit: ..... 17
Spring Semester - First Year3 SHC in English Composition3 SHC in Humanities/Fine Arts3 SHC in Social/Behavioral Sciences4 SHC in Natural Sciences3 SHC in Mathematics/Computer Science
Total Semester Hours Credit: ..... 16
Fall Semester - Second Year
3 SHC in Humanities/Fine Arts
3 SHC in Social/Behavioral Sciences
10 SHC in Electives
Total Semester Hours Credit: ..... 16
Spring Semester - Second Year3 SHC in Humanities/Fine Arts3 SHC in Social/Behavioral Sciences
10 SHC in Electives
Total Semester Hours Credit: ..... 16

ENG 111
FRE 111, GER 111 or SPA 111
HIS 121, 122, 131 or 132
BIO 111
MAT 161
ACA 115
ENG 112 or ENG 113
FRE 112, GER 112 or SPA 112
PSY 150, SOC 210, or POL 120
BIO 112
MAT 151 or CIS 110

# Associate in Arts 

(A10100)

## I. General Education (44 SHC)

## English Composition (6 SHC)

ENG 111 Expository Writing
Select one course from the following:
ENG 112 Argument-Based Research
ENG 113 Literature-Based Research
$\begin{array}{llll}0 & 0 & 0 & 3\end{array}$
ENG 114 Professional Research \& Reporting $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
Humanities/Fine Arts: (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

Select three courses (9 SHC) from at least two of the following discipline areas:
Art
$\begin{array}{lllllll}\text { ART } 111 & \text { Art Appreciation } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$
Foreign Languages
FRE 111 Elementary French I

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

FRE 112 Elementary French II
GER 111 Elementary German I
GER 112 Elementary German II
SPA 111 Elementary Spanish I
SPA 112 Elementary Spanish II
SPA 211 Intermediate Spanish I
SPA 212 Intermediate Spanish II

| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM 110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM 161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |

HUM 211 Humanities I
HUM 212 Humanities II
Music
MUS 110 Music Appreciation
MUS 113 American Music
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
30003

Philosophy
PHI 210 History of Philosophy

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |

## Religion

| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America | 3 | 0 | 0 | 0 | 3 |

Speech/Communication (one of the following courses may be substituted for 3 SHC in Humanities/Fine Arts)

| COM110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COM120 | Intro. to Interpersonal Communication | 3 | 0 | 0 | 0 | 3 |
| COM 231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |

Social/Behavioral Sciences (12 SHC) Select four courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

History (Select one course from the following):

| HIS 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| HIS 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS 132 | American History II | 3 | 0 | 0 | 0 | 3 |

Students must select three courses (9 SHC) from at least two of the following discipline areas:
Anthropology

Economics

| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 0 | 3 |

Geography
GEO 111 World Regional Geography $30 \begin{array}{lllll}3\end{array}$
GEO 112 Cultural Geography $30 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 113 Economic Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 130 General Physical Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Political Science
POL 110 Introduction to Political Science $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$

POL 120 American Government | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

| Title |  | Class | Lab | Clinical | W Ex | Credits |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |
| Psychology |  |  |  |  |  |  |
| PSY 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |
| Sociology |  |  |  |  |  |  |
| SOC 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 0 | 3 |
| SOC 240 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| Natural Sciences/Mathematics (14 SHC) |  |  |  |  |  |  |
| Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work) (AST,BIO, CHM, or PHY) from the following biological and physical science disciplines: |  |  |  |  |  |  |
| [ AST 151 | General Astronomy I | 3 | 0 | 0 | 0 | 3 |
| AST 151A | General Astronomy I Lab | 0 | 2 | 0 | 0 | 1 |
| AST 152 | General Astronomy II | 3 | 0 | 0 | 0 | 3 |
| AST 152A | General Astronomy II Lab | 0 | 2 | 0 | 0 | 1 |
| [ BIO 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| [ BIO 112 | General Biology II | 3 | 3 | 0 | 0 | 4 |
| [ CHM 131 | Introduction to Chemistry | 3 | 0 | 0 | 0 | 3 |
| CHM 131A | Introduction to Chemistry Lab | 0 | 3 | 0 | 0 | 1 |
| CHM 132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| [ CHM 151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| [ CHM 152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| [ PHY 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |
| [ PHY 152 | College Physics II | 3 | 2 | 0 | 0 | 4 |
| [ PHY 251 | General Physics I | 3 | 3 | 0 | 0 | 4 |
| [ PHY 252 | General Physics II | 3 |  | 0 | 0 | 4 |

Mathematics (6 SHC) Select at least one course in introductory mathematics. The other course may be selected from among other quantitative subjects, such as computer science and statistics.

## Introductory Mathematics (Select one):

$\begin{array}{lllllll}\text { MAT } 140 & \text { Survey of Mathematics } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MAT } 151 & \text { Statistics I } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MAT } 161 & \text { College Algebra } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MAT } 175 & \text { Precalculus } & 4 & 0 & 0 & 0 & 4\end{array}$
Select one course from the following:
CIS 110 Introduction to Computers $\quad 2 \begin{array}{lllll}2 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { CIS } 115 & \text { Intro. to Programming \& Logic } & 2 & 2 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MAT } 151 & \text { Statistics I } & 3 & 0 & 0 & 0 & 3\end{array}$
MAT 263 Brief Calculus $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Students should check with the university of their choice to make sure that they complete the appropriate math course.
II. Other Required Hours (20 SHC) A minimum of 20 SHC of
REVISED llege transfer general education, elective, and/or pre-major courses is required.

| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| ART 121 | Design I | 0 | 6 | 0 | 0 | 3 |
| ART 131 | Drawing I | 0 | 6 | 0 | 0 | 3 |
| ART 240 | Painting I | 0 | 6 | 0 | 0 | 3 |
| ART 241 | Painting II | 0 | 6 | 0 | 0 | 3 |
| ART 244 | Watercolor | 0 | 6 | 0 | 0 | 3 |
| ART 261 | Photography I | 0 | 6 | 0 | 0 | 3 |
| ART 264 | Digital Photography I | 1 | 4 | 0 | 0 | 3 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 0 | 3 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 0 | 1 |
| AST 251 | Observational Astronomy | 1 | 3 | 0 | 0 | 2 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | 0 | 4 |
| BIO 140 | Environmental Biology | 3 | 0 | 0 | 0 | 3 |
| BIO 140A | Environmental Biology Lab | 0 | 3 | 0 | 0 | 1 |
| BIO 163 | Basic Anatomy \& Physiology | 4 | 2 | 0 | 0 | 5 |
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 0 | 4 |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 | 4 |
| BIO 250 | Genetics | 3 | 3 | 0 | 0 | 4 |
| BIO 275 | Microbiology | 3 | 3 | 0 | 0 | 4 |
| BIO 280 | Biotechnology | 2 | 3 | 0 | 0 | 3 |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 0 | 3 |
| CJC 111 | Introduction to Criminal Justice | 3 | 0 | 0 | 0 | 3 |
| CJC 121 | Law Enforcement Operations | 3 | 0 | 0 | 0 | 3 |
| CJC 141 | Corrections | 3 | 0 | 0 | 0 | 3 |
| COM140 | Intro. to Intercultural Communication | 3 | 0 | 0 | 0 | 3 |
| COM232 | Election Rhetoric | 3 | 0 | 0 | 0 | 3 |
| COM233 | Persuasive Speaking | 3 | 0 | 0 | 0 | 3 |
| COM251 | Debate I | 3 | 0 | 0 | 0 | 3 |
| CSC 134 | C++ Programming | 2 | 3 | 0 | 0 | 3 |
| ECO 151 | Survey of Economics | 3 | 0 | 0 | 0 | 3 |
| ENG 125 | Creative Writing I | 3 | 0 | 0 | 0 | 3 |
| ENG 126 | Creative Writing II | 3 | 0 | 0 | 0 | 3 |
| ENG 132 | Introduction to Drama | 3 | 0 | 0 | 0 | 3 |
| ENG 235 | Survey of Film as Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 272 | Southern Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 273 | African-American Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 274 | Literature by Women | 3 | 0 | 0 | 0 | 3 |
| GEO 121 | North Carolina Geography | 3 | 0 | 0 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 0 | 0 | 3 |
| HIS 160 | Labor Relations in the US | 3 | 0 | 0 | 0 | 3 |
| HIS 163 | The World Since 1945 | 3 | 0 | 0 | 0 | 3 |
| HIS 226 | The Civil War | 3 | 0 | 0 | 0 | 3 |
| HIS 236 | North Carolina History | 3 | 0 | 0 | 0 | 3 |
| JOU 110 | Introduction to Journalism | 3 | 0 | 0 | 0 | 3 |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 0 |  |


|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| MAT 273 | Calculus III | 3 | 2 | 0 | 0 | 4 |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |
| PHY 110 | Conceptual Physics | 3 | 0 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 0 | 0 | 1 |
| POL 130 | State \& Local Government | 3 | 0 | 0 | 0 | 3 |
| PSY 211 | Psychology of Adjustment | 3 | 0 | 0 | 0 | 3 |
| PSY 231 | Forensic Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 249 | Psychology of Aging | 3 | 0 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing an Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.

ACA 115 Success and Study Skills $\begin{array}{llllll}0 & 2 & 0 & 0 & 1\end{array}$

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Definition Of Pre-Major Programs

The Department of Arts \& Sciences, in conjunction with Business Technologies, Health and Public Services Technologies and the University of North Carolina System, offers several pre-major program curriculum areas that will assist students who desire to transfer to one of the public universities in North Carolina. The programs are designed to facilitate the transfer process, allowing students to take pre-major courses while they are attending RowanCabarrus Community College that will transfer and serve as prerequisites for admission into several baccalaureate programs at the university level.

# Pre-Major Associate in Arts Business Administration, Accounting, Economics, Finance, and Marketing <br> (A1010B) 

This program is designed for students who intend to pursue a Bachelor of Arts or Bachelor of Science degree in Business Administration, Accounting, Economics, Finance, or Marketing. Students who complete this program will meet freshmen and sophomore requirements for all public universities in North Carolina which offer degrees in Business Administration. Individual institutions may have additional requirements for admission into their major departments, and graduates should expect to have a GPA of 2.5 or higher to meet admission requirements. Students should consult catalogs from the schools they plan to attend to determine additional requirements, if any.

This program is not designed to provide entry-level skills for entry into a business occupation. Students interested in obtaining an entry-level job in a business occupation upon graduation should pursue one of the A.A.S. degree programs within the Business Technologies area.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary, and admission is competitive across the several programs in Business Administration, Accounting, Economics, Finance, and Marketing.

## I. General Education (44 SHC)

## English Composition (6 SHC)

ENG 111 Expository Writing $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Select one course from the following:
ENG 112 Argument-Based Research $\quad 3 \quad 0 \quad 0 \quad 0 \quad 3$
ENG 113 Literature-Based Research $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
ENG 114 Professional Research \& Reporting $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

## Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

Select three courses (9 SHC) from at least two of the following
discipline areas: discipline areas:
Art
$\begin{array}{lllllll}\text { ART } 111 & \text { Art Appreciation } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$
Foreign Languages

| FRE 111 | Elementary French I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE 112 | Elementary French II | 3 | 0 | 0 | 0 | 3 |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |
| Humanities |  |  |  |  |  |  |
| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM 110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM 161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM 211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM 212 | Humanities II | 3 | 0 | 0 | 0 | 3 |

Music

| MUS 110 | Music Appreciation | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MUS 113 | American Music | 3 | 0 | 0 | 0 | 3 |

Philosophy

| PHI | 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PHI | 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI | 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI | 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI | 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |

Religion
REL 110 World Religions $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { REL } 211 & \text { Introduction to Old Testament } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { REL } 221 & \text { Religion in America } & 3 & 0 & 0 & 0 & 3\end{array}$

Speech/Communication (one of the following courses may be substituted for 3 SHC in Humanities/Fine Arts)

| COM110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COM120 | Intro. to Interpersonal Communication | 3 | 0 | 0 | 0 | 3 |
| COM231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |

Social/Behavioral Sciences (12 SHC) Select four courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

History (Select one course from the following):

| HIS | 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS | 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS | 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| HIS | 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS | 132 | American History II | 3 | 0 | 0 | 0 | 3 |

Economics (The following course is required):
ECO 251 Principles of Microeconomics $3 \begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Students must select two courses (6 SHC) from the following discipline areas. (POL 120, PSY 150, and SOC 210 are recommended):
Anthropology
ANT 210 General Anthropology $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Geography
GEO 111 World Regional Geography
GEO 112 Cultural Geography
GEO 113 Economic Geography
GEO 130 General Physical Geography
30030

Political Science

| POL 110 | Introduction to Political Science | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| POL 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |
| Sychology |  |  |  |  |  |  |
| PSY 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |

Sociology
$\begin{array}{lllllll}\text { SOC } 210 & \text { Introduction to Sociology } & 3 & 0 & 0 & 0 & 3\end{array}$
SOC 213 Sociology of the Family $30 \begin{array}{lllll}0 & 0 & 0 & 3\end{array}$
SOC 220 Social Problems $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 225 Social Diversity $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 230 Race and Ethnic Relations $\quad 3 \quad 0 \quad 0 \quad 0 \quad 0 \quad 3$
$\begin{array}{lllllll}\text { SOC } 240 & \text { Social Psychology } & 3 & 0 & 0 & 0 & 3\end{array}$

## Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work) (AST,BIO, CHM, or PHY) from the following biological and physical science disciplines:

| AST 151 | General Astronomy I | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AST 151A | General Astronomy I Lab | 0 | 2 | 0 | 0 | 1 |
| AST 152 | General Astronomy II | 3 | 0 | 0 | 0 | 3 |
| AST 152A | General Astronomy II Lab | 0 | 2 | 0 | 0 | 1 |
| BIO 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| BIO 112 | General Biology II | 3 | 3 | 0 | 0 | 4 |
| CHM131 | Introduction to Chemistry | 3 | 0 | 0 | 0 | 3 |
| CHM131A | Introduction to Chemistry Lab | 0 | 3 | 0 | 0 | 1 |
| CHM132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| CHM151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| CHM152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| PHY 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 0 | 4 |

Mathematics (6-7 SHC) Select at least one course in introductory mathematics.

## Introductory Mathematics (Select one):

| MAT161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT175 | Precalculus | 4 | 0 | 0 | 0 | 4 |

One of the following courses is required:
$\begin{array}{lllllll}\text { MAT } 263 & \text { Brief Calculus } & 3 & 0 & 0 & 0 & 3\end{array}$
MAT271 Calculus I $\begin{array}{llllll}3 & 2 & 0 & 0 & 4\end{array}$
Students should check with the university of their choice to make sure that they complete the appropriate math course.
II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required. The following courses are required:
ACC 120 Principles of Financial Accounting $\begin{array}{llllll}3 & 2 & 0 & 0 & 4\end{array}$
ACC 121 Principles of Managerial Accounting $\begin{array}{lllllll}3 & 2 & 0 & 0 & 4\end{array}$
$\begin{array}{lllllllll}\text { CIS } & 110 & \text { Introduction to Computers } & 2 & 2 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { ECO } 252 & \text { Principles of Macroeconomics } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MAT } 151 & \text { Statistics I } & 3 & 0 & 0 & 0 & 3\end{array}$
Select 3 SHC hours from the following courses:
$\begin{array}{lllllll}\text { ART 121 } & \text { Design I } & 0 & 6 & 0 & 0 & 3 \\ \text { ART 131 } & \text { Drawing I } & 0 & 6 & 0 & 0 & 3 \\ \text { ART 240 } & \text { Painting I } & 0 & 6 & 0 & 0 & 3 \\ \text { ART 244 } & \text { Watercolor } & 0 & 6 & 0 & 0 & 3 \\ \text { ART 261 } & \text { Photography I } & 0 & 6 & 0 & 0 & 3 \\ \text { ART 264 } & \text { Digital Photography I } & 1 & 4 & 0 & 0 & 3 \\ \text { AST 111 } & \text { Descriptive Astronomy } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 111A } & \text { Descriptive Astronomy Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { AST 251 } & \text { Observational Astronomy } & 1 & 3 & 0 & 0 & 2 \\ \text { BIO 140 } & \text { Environmental Biology } & 3 & 0 & 0 & 0 & 3 \\ \text { BIO 140A } & \text { Environmental Biology Lab } & 0 & 3 & 0 & 0 & 1 \\ \text { BIO 250 } & \text { Genetics } & 3 & 3 & 0 & 0 & 4 \\ \text { BIO 280 } & \text { Biotechnology } & 2 & 3 & 0 & 0 & 3 \\ \text { BUS 110 } & \text { Introduction to Business } & 3 & 0 & 0 & 0 & 3 \\ \text { BUS 115 } & \text { Business Law I } & 3 & 0 & 0 & 0 & 3 \\ \text { CJC 111 } & \text { Introduction to Criminal Justice } & 3 & 0 & 0 & 0 & 3 \\ \text { CJC 121 } & \text { Law Enforcement Operations } & 3 & 0 & 0 & 0 & 3\end{array}$

| CJC 141 | Corrections | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COM140 | Intro. to Intercultural Communication | 3 | 0 | 0 | 0 | 3 |
| COM232 | Election Rhetoric | 3 | 0 | 0 | 0 | 3 |
| COM233 | Persuasive Speaking | 3 | 0 | 0 | 0 | 3 |
| COM251 | Debate I | 3 | 0 | 0 | 0 | 3 |
| CSC 134 | C++ Programming | 2 | 3 | 0 | 0 | 3 |
| ENG 125 | Creative Writing I | 3 | 0 | 0 | 0 | 3 |
| ENG 126 | Creative Writing II | 3 | 0 | 0 | 0 | 3 |
| ENG 132 | Introduction to Drama | 3 | 0 | 0 | 0 | 3 |
| ENG 235 | Survey of Film as Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 272 | Southern Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 273 | African-American Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 274 | Literature by Women | 3 | 0 | 0 | 0 | 3 |
| GEO 121 | North Carolina Geography | 3 | 0 | 0 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 0 | 0 | 3 |
| HIS 160 | Labor Relations in the US | 3 | 0 | 0 | 0 | 3 |
| HIS 163 | The World Since 1945 | 3 | 0 | 0 | 0 | 3 |
| HIS 226 | The Civil War | 3 | 0 | 0 | 0 | 3 |
| HIS 236 | North Carolina History | 3 | 0 | 0 | 0 | 3 |
| JOU 110 | Introduction to Journalism | 3 | 0 | 0 | 0 | 3 |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |
| PHY 110 | Conceptual Physics | 3 | 0 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 0 | 0 | 1 |
| POL 130 | State \& Local Government | 3 | 0 | 0 | 0 | 3 |
| PSY 211 | Psychology of Adjustment | 3 | 0 | 0 | 0 | 3 |
| PSY 231 | Forensic Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 249 | Psychology of Aging | 3 | 0 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{llllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Pre-Major Associate in Arts Business Education \& Marketing Education <br> (A1010C)

This program is designed for students who intend to major in Business Education and Marketing Education. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary and admission is competitive across the several programs in Business Education. Admission to teacher licensure programs requires satisfactory scores on PRAXIS I and II. For information and registration for PRAXIS, contact www.ets.org/praxis or a counselor in Student Services.

## I. General Education (44 SHC)

## English Composition (6 SHC)

| ENG 111 | Expository Writing <br> Select one course from the following: | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 112 | Argument-Based Research |  |  |  |  |  |
| ENG 113 | Literature-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| EN | 3 | 0 | 0 | 0 | 3 |  |

Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

Select three courses (9 SHC) from at least two of the following discipline areas:

Art
$\begin{array}{lllllll}\text { ART } 111 & \text { Art Appreciation } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$

## Title

Class Lab Clinical W Exp. Credits

## Foreign Languages

| FRE 111 | Elementary French I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE 112 | Elementary French II | 3 | 0 | 0 | 0 | 3 |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |

Humanities

ASL $112 \quad 3 \begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { HUM110 } & \text { Technology and Society } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { HUM115 Critical Thinking } & 3 & 0 & 0 & 0 & 3\end{array}$
HUM122 Southern Culture
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
HUM130 Myth in Human Culture
30003

HUM160 Introduction to Film
2003

HUM161 Advanced Film Studies
2003

HUM211 Humanities I
$0 \quad 0 \quad 0 \quad 3$

HUM212 Humanities II
Music
$\begin{array}{lllllll}\text { MUS } 110 & \text { Music Appreciation } & 3 & 0 & 0 & 0 & 3\end{array}$
MUS 113 American Music $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Philosophy

| PHI | 210 | History of Philosophy | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PHI | 220 | Western Philosophy I | 3 | 0 | 0 | 0 |
| PHI | 221 | Western Philosophy II | 3 | 0 | 0 | 0 |
| PHI | 230 | Introduction to Logic | 3 | 0 | 0 | 0 |
| PHI | 240 | Introduction to Ethics | 3 | 0 | 0 | 0 |
| Pren |  |  |  |  |  |  |
| eligion |  | 3 | 0 | 0 | 0 | 3 |
| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America |  |  |  |  |  |

Speech/Communication (one of the following courses may be substituted for 3 SHC in Humanities/Fine Arts):

| COM110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COM120 | Intro. to Interpersonal Communication | 3 | 0 | 0 | 0 | 3 |
| COM231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |

Social/Behavioral Sciences (12 SHC) Select four courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

History (Select one course from the following):

| HIS | 111 | World Civilizations I | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS | 112 | World Civilizations II | 3 | 0 | 0 | 0 |
| HIS | 121 | Western Civilization I | 3 | 0 | 0 | 0 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 |
| HIS | 131 | American History I | 3 | 0 | 0 | 0 |
| HIS | 132 | American History II | 3 | 0 | 0 | 0 |
| Economics (the following course is required): |  |  |  |  |  |  |
| ECO 251 |  |  |  |  |  |  |
| Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |  |

## Students must select two courses (6SHC) from at least two of the following discipline areas. (PSY 150 and SOC 210 are recommended):

Anthropology
$\begin{array}{lllllll}\text { ANT } 210 & \text { General Anthropology } & 3 & 0 & 0 & 0 & 3\end{array}$
Geography
GEO 111 World Regional Geograph
GEO 112 Cultural Geography
300003
GEO 113 Economic Geography

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

GEO 130 General Physical Geography
30003
Political Science

| POL 110 | Introduction to Political Science | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| POL 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |

Psychology
PSY 150 General Psychology
30003
PSY 237 Social Psychology
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
PSY 239 Psychology of Personality
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
PSY 241 Developmental Psychology
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3 \\ 3 & 0 & 0 & 0 & 3\end{array}$

## Sociology

SOC 210 Introduction to Sociology

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |

## Natural Sciences/Mathematics (14-15 SHC)

Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work) (AST,BIO, CHM, or PHY) from the following biological and physical science disciplines:
$\left[\begin{array}{lllllll}\text { AST } 151 & \text { General Astronomy I } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 151A } & \text { General Astronomy I Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { AST 152 } & \text { General Astronomy II } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 152A } & \text { General Astronomy II Lab } & 0 & 2 & 0 & 0 & 1 \\ {\left[\begin{array}{llll}\text { BIO } 111 & \text { General Biology I } & 3 & 3 \\ 0 & 0 & 4 \\ \text { BIO 112 } & \text { General Biology II } & 3 & 3 \\ 0 & 0 & 4 \\ \text { CHM131 } & \text { Introduction to Chemistry } & 3 & 0 \\ 0 & 0 & 3 \\ \text { CHM131A } & \text { Introduction to Chemistry Lab } & 0 & 3 \\ 0 & 0 & 1 \\ \text { CHM132 } & \text { Organic and Biochemistry } & 3 & 3 \\ \hline\end{array}\right.}\end{array} \begin{array}{l}0 \\ 0\end{array}\right.$

| CHM151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CHM152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| PHY 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 0 | 4 |

Mathematics (6-7 SHC) Select at least one course in introductory mathematics.
Introductory Mathematics (Select one):

| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 175 Precalculus | 4 | 0 | 0 | 0 | 4 |  |
|  | The following course is required: |  |  |  |  |  |
| CIS | 110 Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
|  | Students should check with the university of their choice to make |  |  |  |  |  |

## II. Other Required Hours (19-21) A minimum of 19 SHC of college

 transfer general education, elective, and/or pre-major courses is required.The following three courses are required:

| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 0 | 3 |
| CIS 115 | Intro. to Programming \& Logic | 2 | 2 | 0 | 0 | 3 |

Select 9-10 SHC hours from the following courses (three of the first four courses are recommended):

| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 0 | 3 |
| MAT 151 | Statistics | 3 | 0 | 0 | 0 | 3 |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{lllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM:

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.
This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Pre-Major Associate in Arts Criminal Justice 


#### Abstract

(A1010D) This program is designed for students who intend to major in Criminal Justice. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.


## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary and admission is competitive across the several programs in Criminal Justice.

## I. General Education (44 SHC)

## English Composition (6 SHC)

ENG 111 Expository Writing $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$ Select one course from the following:
ENG 112 Argument-Based Research $\quad 3 \quad 0 \quad 0 \quad 0 \quad 3$
ENG 113 Literature-Based Research $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
ENG 114 Professional Research \& Reporting $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

Select three courses (9 SHC) from at least two of the following discipline areas:
Art
ART 111 Art Appreciation $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$
Foreign Languages
FRE 111 Elementary French I $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { FRE } 112 & \text { Elementary French II } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { GER } 111 & \text { Elementary German I } & 3 & 0 & 0 & 0 & 3\end{array}$

GER 112 Elementary German II
SPA 111 Elementary Spanish I
SPA 112 Elementary Spanish II
SPA 211 Intermediate Spanish I
SPA 212 Intermediate Spanish II

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |

## Humanities

| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM212 | Humanities II | 3 | 0 | 0 | 0 | 3 |

## Music

| MUS 110 | Music Appreciation | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MUS 113 | American Music | 3 | 0 | 0 | 0 | 3 |
| Philosophy |  |  |  |  |  |  |
| PHI 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| PHI 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |

Religion

| REL | 110 | World Religions | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| REL | 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 |
| REL | 212 | Introduction to New Testament | 3 | 0 | 0 | 0 |
| REL | 221 | Religion in America | 3 | 0 | 0 | 0 |

Speech/Communication (one of the following courses may be substituted for 3 SHC in Humanities/Fine Arts)
COM110 $\begin{array}{lllllll}\text { Introduction to Communication } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { COM120 } & \text { Intro. to Interpersonal Communication } & 3 & 0 & 0 & 0 & 3\end{array}$
COM231 Public Speaking $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Social/Behavioral Sciences (12 SHC) Four courses from the following discipline areas are required. One history course is required.
History (Select one course from the following):

| HIS | 111 | World Civilizations I | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS | 112 | World Civilizations II | 3 | 0 | 0 | 0 |
| 3 |  |  |  |  |  |  |
| HIS | 121 | Western Civilization I | 3 | 0 | 0 | 0 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 |
| HIS | 131 | American History I | 3 | 0 | 0 | 0 |
| HIS | American History II | 3 | 0 | 0 | 0 | 3 |
| The following courses (9 SHC) are required: |  |  |  |  |  |  |
| POL 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 0 | 0 |
| SOC | 210 | Introduction to Sociology | 3 | 0 | 0 | 0 |

## Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work) (AST,BIO, CHM, or PHY) from the following biological and physical science disciplines:
$\left[\begin{array}{lllllll}\text { AST 151 } & \text { General Astronomy I } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 151A } & \text { General Astronomy I Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { AST 152 } & \text { General Astronomy II } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 152A } & \text { General Astronomy II Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { BIO 111 } & \text { General Biology I } & 3 & 3 & 0 & 0 & 4 \\ \text { BIO 112 } & \text { General Biology II } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM131 } & \text { Introduction to Chemistry } & 3 & 0 & 0 & 0 & 3 \\ \text { CHM131AA } & \text { Introduction to Chemistry Lab } & 0 & 3 & 0 & 0 & 1 \\ \text { CHM132 } & \text { Organic and Biochemistry } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM151 } & \text { General Chemistry I } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM152 } & \text { General Chemistry II } & 3 & 3 & 0 & 0 & 4 \\ {\left[\begin{array}{llll}\text { PHY 151 } & \text { College Physics I } & 3 & 2 \\ 0 & 0 & 4 \\ \text { PHY 152 } & \text { College Physics II } & 3 & 2 \\ 0 & 0 & 4 \\ {\left[\begin{array}{llll}\text { PHY 251 } & \text { General Physics I } & 3 & 3 \\ \text { PHY 252 } & \text { General Physics II } & 3 & 3 \\ \hline\end{array}\right.}\end{array} \begin{array}{l}0 \\ 0\end{array}\right.} & 0 & 4\end{array}\right]$

Mathematics (6 SHC) Select at least one course in introductory mathematics.
Introductory Mathematics (Select one):

| MAT 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| MAT 175 | Precalculus |  |  |  |  |  |
| The following course is required: | 4 | 0 | 0 | 0 | 4 |  |
| MAT 151 Statistics I |  |  |  |  |  |  |
| Students should check with the university of their choice to make <br> sure that they complete the appropriate math course. |  |  |  |  |  |  |
| surn |  |  |  |  |  |  |

II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required.

The following courses are required:

| CJC 111 | Introduction to Criminal Justice | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CJC 121 | Law Enforcement Operations | 3 | 0 | 0 | 0 | 3 |
| CJC 141 | Corrections | 3 | 0 | 0 | 0 | 3 |
| Select 11 SHC from the following: |  |  |  |  |  |  |
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| ART 121 | Design I | 0 | 6 | 0 | 0 | 3 |
| ART 131 | Drawing I | 0 | 6 | 0 | 0 | 3 |
| ART 240 | Painting I | 0 | 6 | 0 | 0 | 3 |
| ART 241 | Painting II | 0 | 6 | 0 | 0 | 3 |
| ART 244 | Watercolor | 0 | 6 | 0 | 0 | 3 |
| ART 261 | Photography I | 0 | 6 | 0 | 0 | 3 |
| ART 264 | Digital Photography I | 1 | 4 | 0 | 0 | 3 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 0 | 3 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 0 | 1 |
| AST 251 | Observational Astronomy | 1 | 3 | 0 | 0 | 2 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | 0 | 4 |
| BIO 140 | Environmental Biology | 3 | 0 | 0 | 0 | 3 |
| BIO 140A | Environmental Biology Lab | 0 | 3 | 0 | 0 | 1 |
| BIO 163 | Basic Anatomy \& Physiology | 4 | 2 | 0 | 0 | 5 |

BIO 168 Anatomy and Physiology I
BIO 169 Anatomy and Physiology II
BIO 250 Genetics
BIO 275 Microbiology
BIO 280 Biotechnology
BUS 110 Introduction to Business
BUS 115 Business Law I
CIS 110 Introduction to Computers
CIS 115 Introduction to Programming \& Logic
COM140 Intro. to Intercultural Communication
COM232 Election Rhetoric
COM233 Persuasive Speaking
COM251 Debate I
CSC 134 C++ Programming
ECO 151 Survey of Economics
ENG 125 Creative Writing I
ENG 126 Creative Writing II
ENG 132 Introduction to Drama
ENG 235 Survey of Film as Literature
ENG 272 Southern Literature
ENG 273 African-American Literature
ENG 274 Literature by Women
GEO 121 North Carolina Geography
HEA 110 Personal Health/Wellness
HIS 160 Labor Relations in the US
HIS 163 The World Since 1945
HIS 226 The Civil War
HIS 236 North Carolina History
JOU 110 Introduction to Journalism
MAT151A Statistics I Lab
MAT 271 Calculus I
MAT 272 Calculus II
MUS 131 Chorus I
PED 111 Physical Fitness I
PED 113 Aerobics I
PED 117 Weight Training I
PED 121 Walk, Jog, Run
PED 122 Yoga I
PED 128 Golf - Beginning
PED 142 Lifetime Sports
PED 217 Pilates I
POL 110 Introduction to Political Science
POL 130 State \& Local Government
POL 210 Comparative Government
POL 220 International Relations
PSY 211 Psychology of Adjustment
PSY 231 Forensic Psychology
PSY 237 Social Psychology
PSY 239 Psychology of Personality
PSY 241 Developmental Psychology
PSY 249 Psychology of Aging
PSY 259 Human Sexuality
PSY 281 Abnormal Psychology
SOC 213 Sociology of the Family

| 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 3 | 0 | 0 | 4 |
| 3 | 3 | 0 | 0 | 4 |
| 3 | 3 | 0 | 0 | 4 |
| 2 | 3 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 2 | 3 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
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| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 0 | 2 | 0 | 0 | 1 |
| 3 | 2 | 0 | 0 | 4 |
| 3 | 2 | 0 | 0 | 4 |
| 0 | 2 | 0 | 0 | 1 |
| 0 | 3 | 0 | 0 | 1 |
| 0 | 3 | 0 | 0 | 1 |
| 0 | 3 | 0 | 0 | 1 |
| 0 | 3 | 0 | 0 | 1 |
| 0 | 2 | 0 | 0 | 1 |
| 0 | 2 | 0 | 0 | 1 |
| 0 | 2 | 0 | 0 | 1 |
| 0 | 2 | 0 | 0 | 1 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
|  |  |  |  |  |


|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| SOC 220 | Social Problems | 3 | 0 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 240 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{lllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Pre-Major Associate in Arts Elementary Education <br> (A1010R)

This program is designed for students who intend to major in Elementary Education. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary and admission is competitive across the several programs in Elementary Education. Minimum statewide requirements are:

1. Minimum 2.5 grade-point average on a 4.0 scale.
2. Satisfactory passing scores as established by the State Board of Education on PRAXIS I - PPST-Reading; PPST-Writing; PPST-Math. For information and registration for PRAXIS, contact www.ets.org/praxis or a counselor in Student Services.
Receiving institutions may have additional requirements, pre-requisites, and/or proficiencies. Since these vary at receiving institutions, students should review the admission to teacher education requirements for the institution(s) they anticipate attending.

## I. General Education (44 SHC)

| English Composition (6 SHC) <br> ENG 111 <br> Select <br> Expository Writing <br> one course from the following: | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 112 Argument-Based Research |  |  |  |  |  |
| ENG $113 \quad$ Literature-Based Research | 3 | 0 | 0 | 0 | 3 |

Humanities/Fine Arts (12 SHC) Select four courses from the following discipline areas. At least one course must be a literature course.

Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| The following course is required to substitute for 3 SHC of |  |  |  |  |  |  |
| COM231 | Public Speaking | 3 | 0 | 0 | 0 |  |
| One of the following courses is required: |  |  |  |  |  |  |
| ART 111 | Art Appreciation | 3 | 0 | 0 | 0 |  |
| MUS 110 | Music Appreciation | 3 | 0 | 0 | 0 |  |

## One additional course from the following discipline areas is required:

Art
$\begin{array}{lllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$
Foreign Languages

| FRE | 111 | Elementary French I | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE | 112 | Elementary French II | 3 | 0 | 0 | 0 |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER | 112 | Elementary German II | 3 | 0 | 0 | 0 |
| SPA | 111 | Elementary Spanish I | 3 | 0 | 0 | 0 |
| SPA | 112 | Elementary Spanish II | 3 | 0 | 0 | 0 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA | 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 |

## Humanities

| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM212 | Humanities II | 3 | 0 | 0 | 0 | 3 |

Literature Up to 6 SHC from the following:

| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

## Music

$\begin{array}{lllllll}\text { MUS } 113 & \text { American Music } & 3 & 0 & 0 & 0 & 3\end{array}$

## Philosophy

| PHI | 210 | History of Philosophy | 3 | 0 | 0 | 0 |
| :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| PHI | 220 | Western Philosophy I | 3 | 0 | 0 | 0 |
| PHI | 221 | Western Philosophy II | 3 | 0 | 0 | 0 |
|  | 3 |  |  |  |  |  |
| PHI 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |
| Religion |  |  |  |  |  |  |
| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America | 3 | 0 | 0 | 0 | 3 |

Social/Behavioral Sciences (12 SHC) Four courses from the following discipline areas are required. One history course is required.
History (Select one course from the following):

| HIS | 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| HIS | 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS | 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| The following course is required: |  |  |  |  |  |  |  |
| PSY | 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| Choose one of the following courses: |  |  |  |  |  |  |  |
| SOC | 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |
| SOC | 225 | Social Diversity | 3 | 0 | 0 | 0 | 3 | One additional course from the following discipline areas is required:

Anthropology
$\begin{array}{lllllll}\text { ANT } 210 & \text { General Anthropology } & 3 & 0 & 0 & 0 & 3\end{array}$

## Economics

$\begin{array}{llllllll}\text { ECO } 251 & \text { Principles of Microeconomics } & 3 & 0 & 0 & 0 & 3\end{array}$
ECO 252 Principles of Macroeconomics $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
Geography

| GEO 111 | World Regional Geography | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| GEO 112 | Cultural Geography | 3 | 0 | 0 | 0 | 3 |
| GEO 113 | Economic Geography | 3 | 0 | 0 | 0 | 3 |
| GEO 130 | General Physical Geography | 3 | 0 | 0 | 0 | 3 |

History
$\begin{array}{lllllll}\text { HIS } 131 & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { HIS } 132 & \text { American History II } & 3 & 0 & 0 & 0 & 3\end{array}$
Political Science

| POL 110 | Introduction to Political Science | 3 | 0 | 0 | 0 | 3 |
| :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| POL 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |
| Psychology |  |  |  |  |  |  |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |

## Sociology

| SOC 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 0 | 3 |
| SOC 240 | Social Psychology | 3 | 0 | 0 | 0 | 3 |

Natural Sciences/Mathematics (14 SHC)
Natural Sciences (8 SHC) One of the following courses is required:

| BIO 110 | Principles of Biology OR | 3 | 3 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BIO 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| Select one of the following courses: |  |  |  |  |  |  |
| CHM131 | Introduction to Chemistry AND | 3 | 0 | 0 | 0 | 3 |
| CHM131A | Introduction to Chemistry Lab OR | 0 | 3 | 0 | 0 | 1 |
| CHM151 | General Chemistry I OR | 3 | 3 | 0 | 0 | 4 |
| PHY 110 | Conceptual Physics AND | 3 | 0 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab OR | 0 | 2 | 0 | 0 | 1 |
| PHY 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |

## Mathematics (6 SHC)

Two of the following courses are required:

| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 3 |  |  |  |  |  |  |
| MAT 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
| MAT 161 | College Algebra (or higher) | 3 | 0 | 0 | 0 | 3 |

Students should check with the university of their choice to make sure that they complete the appropriate math course.

## II. OTHER REQUIRED HOURS (20 SHC)

It is recommended that within the 20 semester hours of "Other Required Hours," pre-education students in Elementary Education select courses that will help meet a corollary studies area. These courses should be selected in conjunction with the requirements at each university, since available corollary studies may not be offered on each university campus. Corollary Studies are comprised of a minimum of 18 hours of community college or UNC campuses' coursework in a choice of four interdisciplinary areas: (1) diversity studies, (2) global issues, (3) the arts, or (4) math, science and technology. Satisfying the UNC Board of Governors' requirement for an academic concentration, corollary studies are appropriate for expanding and deepening the preservice elementary teacher's knowledge, appreciation and skills in the areas appropriate to the elementary school classroom and curriculum. The following recommended courses in these corollary studies may be taken as general education or as "Other Required Hours."

## Recommended Courses for Corollary Studies Areas:

## Diversity Studies:

A minimum 18-hour multidisciplinary area of corollary studies that increases the preservice teacher's knowledge of, respect for, and skills in working with students, families, and communities of diverse abilities, languages, races, and cultural backgrounds. Select courses from a minimum of two and a maximum of three different fields (prefixes) as listed below:

## Anthropology:

$\begin{array}{lllllll}\text { ANT } 210 & \text { General Anthropology } & 3 & 0 & 0 & 0 & 3\end{array}$

## Communication:

COM120 $\begin{array}{lllllll}\text { Intro. to Interpersonal Communications } & 3 & 0 & 0 & 0 & 3\end{array}$
COM140 Intro. to Intercultural Communication $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$

## English:

ENG 262
World Literature II
300003
ENG 273 African-American Literature $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

## Geography:

GEO 112 Cultural Geography
300030
History:

Humanities:


## Psychology:

PSY 211 Psychology of Adjustment $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
PSY 237 Social Psychology $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { PSY } 241 & \text { Developmental Psychology } & 3 & 0 & 0 & 0 & 3\end{array}$
PSY 259 Human Sexuality $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
PSY 281 Abnormal Psychology $3 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
Religion:
REL 110 World Religions $3 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
REL 221 Religion in America $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Sociology:

SOC 220 Social Problems $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 225 Social Diversity $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { SOC } 230 & \text { Race and Ethnic Relations } & 3 & 0 & 0 & 0 & 3\end{array}$
SOC 234 Sociology of Gender $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 240 Social Psychology
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { SOC } 242 & \text { Sociology of Deviance } & 3 & 0 & 0 & 0 & 3\end{array}$

## Languages:

| SPA | 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| SPA | 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 |

Universities may add diversity choices to this list with courses they have available and deem appropriate.

## Global Issues:

A minimum 18-hour multidisciplinary Global Issues area of corollary studies that encompasses courses with a common theme of providing insight into the human condition in the world. The corollary studies area of Global Issues will increase the pre-service teacher's knowledge and understanding of the world in which we live and contemporary issues affecting the world. Courses addressing a particular region in the world or courses about a particular historical period were not included. The perception of a global issue is subjective and courses included in this area may change over time. Select courses from a minimum of two and a maximum of three different fields (prefixes) as listed below:

## Economics:

ECO 252 Principles of Macroeconomics $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$

## Geography:

| GEO 111 | World Regional Geography | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| GEO 112 | Cultural Geography | 3 | 0 | 0 | 0 | 3 |
| GEO 113 | Economic Geography | 3 | 0 | 0 | 0 | 3 |

## Humanities:

$\begin{array}{lllllll}\text { HUM110 } & \text { Technology and Society } & 3 & 0 & 0 & 0 & 3\end{array}$
HUM211 Humanities I
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
HUM212 Humanities II
30003

## Philosophy:

$\begin{array}{llllllll}\text { PHI } 240 & \text { Introduction to Ethics } & 3 & 0 & 0 & 0 & 3\end{array}$

## Political Science:

POL 210 Comparative Government $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { POL } 220 & \text { International Relations } & 3 & 0 & 0 & 0 & 3\end{array}$

## Religion:

REL 110 World Religions $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

## Sociology:

SOC 220 Social Problems $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Universities may add global issues choices to this list with courses they have available and deem appropriate.

## The Arts:

A minimum 18-hour area of corollary studies in the Arts will increase the pre-service teacher's knowledge and appreciation of the visual and performing arts and their history. Pre-service teachers who select this area of corollary studies will be prepared to use the Arts to further children's understanding of the world, of diverse cultures, and of multiple ways of constructing knowledge and expressing themselves.

Students will choose a minimum of eighteen hours of coursework from the approved lists. Their selections must be drawn from a minimum of two and a maximum of three categories/disciplines (prefixes) across the following two lists. Students may choose up to six hours of coursework from List II. The remainder of coursework (12-18 hours) must be from List I.

## List I. Non-applied Courses (12-18 hours should be chosen from this list)

## Art:

| ART | 111 | Art Appreciation | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 3 |  |  |  |  |  |  |
| ART | 116 | Survey of American Art | 3 | 0 | 0 | 0 |
| 3 |  |  |  |  |  |  |

Music:

| MUS | 110 | Music Appreciation | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MUS | 113 | American Music | 3 | 0 | 0 | 0 |

## List II. Applied/Skilled/Ensemble Courses (Only 6 hours may be chosen)

Art:

| ART 121 | Design I | 0 | 6 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ART 131 | Drawing I | 0 | 6 | 0 | 0 | 3 |
| ART 240 | Painting I | 0 | 6 | 0 | 0 | 3 |
| ART 241 | Painting II | 0 | 6 | 0 | 0 | 3 |
| ART 244 | Watercolor | 0 | 6 | 0 | 0 | 3 |
| ART 261 | Photography I | 0 | 6 | 0 | 0 | 3 |

Music:
MUS 131 Chorus I $\begin{array}{llllll}0 & 2 & 0 & 0 & 1\end{array}$
Universities may add art, dance, drama/theatre and music choices to this list with courses they have available and deem appropriate.

## Math, Science and Technology:

A minimum 18-hour multidisciplinary area of corollary studies that increases the preservice teacher's knowledge of, respect for, and skills in the areas of math, science and technology and their interconnectedness. Select courses from a minimum of two and a maximum of three different fields (prefixes) as listed below:

## Technology:

| CIS | 110 | Introduction to Computers | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CIS | 115 | Intro. to Programming and Logic | 3 | 0 | 0 | 0 |
| 3 |  |  |  |  |  |  |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| PHI 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |

Mathematics (math lab credit hours are not included in 18 hour concentration, e.g. 151A):

| MAT 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 151 | Statistics I | 3 | 0 | 0 | 0 | 3 |
| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| MAT 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| MAT 263 | Brief Calculus | 3 | 0 | 0 | 0 | 3 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 0 | 4 |
| MAT 273 | Calculus III | 3 | 2 | 0 | 0 | 4 |

Science:

AST 151 General Astronomy I $30 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
AST 152 General Astronomy II $30 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { BIO } & 110 & \text { Principles of Biology } & 3 & 3 & 0 & 0 \\ 4\end{array}$
$\begin{array}{lllllll}\text { BIO } & 111 & \text { General Biology I } & 3 & 3 & 0 & 0 \\ \text { BIO } & 112 & \text { General Biology II } & 3 & 3 & 0 & 0 \\ 4\end{array}$

| BIO 140 | Environmental Biology | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BIO 163 | Basic Anatomy \& Physiology | 4 | 2 | 0 | 0 | 5 |
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 0 | 4 |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 | 4 |
| BIO 250 | Genetics | 3 | 3 | 0 | 0 | 4 |
| BIO 275 | Microbiology | 3 | 3 | 0 | 0 | 4 |
| BIO 280 | Biotechnology | 2 | 3 | 0 | 0 | 3 |
| CHM 131 | Introduction to Chemistry | 3 | 3 | 0 | 0 | 4 |
| CHM132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| CHM 151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| CHM152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| PHY 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 0 | 4 |
| PHY 251 | General Physics I | 3 | 3 | 0 | 0 | 4 |
| PHY 252 | General Physics II | 3 | 3 | 0 | 0 | 4 |

Universities may add math, science and technology choices to this list with courses they have available and deem appropriate.

Select 2 SHC from the following:

| MAT 151AA | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{llllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

Students must meet the receiving university's foreign language and/or health and physical education requirements.

Receiving institutions may have additional requirements, prerequisites, and/or proficiencies. Since these vary at receiving institutions, students should review the admission to teacher education requirements for the institution(s) they anticipate attending.

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Pre-Major Associate in Arts History <br> (A1010H) 

This program is designed for students who intend to major in History. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary and admission is competitive across the several programs in History.

## Title

Class Lab Clinical W Exp. Credits

## I. General Education (44 SHC)

## English Composition (6 SHC)

ENG 111 Expository Writing $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
Select one course from the following: (ENG 112 or ENG 113 is recommended to satisfy the second composition requirement.)
ENG 112 Argument-Based Research $\quad 3 \quad 0 \quad 0 \quad 0 \quad 3$
ENG 113 Literature-Based Research $30 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
ENG 114 Professional Research \& Reporting $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

## Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

$\begin{array}{llllllll}\text { ENG } 131 & \text { Introduction to Literature } & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 231 American Literature I $\begin{array}{lllllll} & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 232 American Literature II $30 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
ENG 241 British Literature I $3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
ENG 242 British Literature II $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 251 Western World Literature I $\begin{array}{lllllll} & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 262 World Literature II $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

## Select three courses (9 SHC) from at least two of the following discipline areas:

Art
ART 111 Art Appreciation $\quad 3 \quad 0 \quad 0 \quad 0 \quad 3$
$\begin{array}{llllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$

## Foreign Languages

| FRE 111 | Elementary French I | 3 | 0 | 0 | 0 | 3 |
| :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE 112 | Elementary French II | 3 | 0 | 0 | 0 | 3 |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |
| Humanities |  |  |  |  |  |  |
| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM160 | Introduction to Film | 3 | 0 | 0 | 0 | 3 |
| HUM161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM212 | Humanities II | 3 | 0 | 0 | 0 | 3 |

## Music

MUS 110 Music Appreciation $\quad 3 \quad 0 \quad 0 \quad 0$
MUS 113 American Music $30 \begin{array}{lllll}3 & 0 & 0 & 3\end{array}$
Philosophy

| PHI | 210 | History of Philosophy | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PHI | 220 | Western Philosophy I | 3 | 0 | 0 | 0 |
| PHI | 221 | Western Philosophy II | 3 | 0 | 0 | 0 |
| PHI | 230 | Introduction to Logic | 3 | 0 | 0 | 0 |
| PHI | 240 | Introduction to Ethics | 3 | 0 | 0 | 0 |
| eligion |  |  |  |  |  |  |
| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America | 3 | 0 | 0 | 0 | 3 |

Speech/Communication (one of the following courses may be substituted for 3 SHC in Humanities/Fine Arts)

| COM110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COM120 | Intro. to Interpersonal Communication | 3 | 0 | 0 | 0 | 3 |
| COM231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |

Social/Behavioral Sciences (12 SHC) Select four courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

## History ( 6 SHC) Select one of the following history sequences :

| HIS | 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

$\begin{array}{llllllll}\text { HIS } & 112 & \text { World Civilizations II } & 3 & 0 & 0 & 0 & 3\end{array}$ OR
$\begin{array}{llllllll}\text { HIS } & 121 & \text { Western Civilization I } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { HIS } & 122 & \text { Western Civilization II } & 3 & 0 & 0 & 0 & 3\end{array}$

## Students must select two courses (6 SHC) from at least two of the following discipline areas: <br> Anthropology <br> $\begin{array}{lllllll}\text { ANT } 210 & 3 & 0 & 0 & 0 & 3\end{array}$

## Economics

$\begin{array}{lllllll}\text { ECO } 251 & \text { Principles of Microeconomics } & 3 & 0 & 0 & 0 & 3\end{array}$
ECO 252 Principles of Macroeconomics $\quad 3 \quad 0 \quad 0 \quad 0$
Geography
GEO 111 World Regional Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 112 Cultural Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 113 Economic Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 130 General Physical Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Political Science

| POL 110 | Introduction to Political Science | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| POL 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |

Psychology

| PSY | 150 | General Psychology | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |

## Sociology

SOC 210 Introduction to Sociology 300000030
SOC 213 Sociology of the Family

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

SOC 220 Social Problems

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

SOC 225 Social Diversity

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

$\begin{array}{lllllll}\text { SOC } 240 & \text { Social Psychology } & 3 & 0 & 0 & 0 & 3\end{array}$

## Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work) (AST,BIO, CHM, or PHY) from the following biological and physical science disciplines:
$\left[\begin{array}{lllllll}\text { AST 151 } & \text { General Astronomy I } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 151A } & \text { General Astronomy I Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { AST 152 } & \text { General Astronomy II } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 152A } & \text { General Astronomy II Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { BIO 111 } & \text { General Biology I } & 3 & 3 & 0 & 0 & 4 \\ \text { BIO 112 } & \text { General Biology II } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM131 } & \text { Introduction to Chemistry } & 3 & 0 & 0 & 0 & 3 \\ \text { CHM131A } & \text { Introduction to Chemistry Lab } & 0 & 3 & 0 & 0 & 1 \\ \text { CHM132 } & \text { Organic and Biochemistry } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM151 } & \text { General Chemistry I } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM152 } & \text { General Chemistry II } & 3 & 3 & 0 & 0 & 4 \\ {\left[\begin{array}{lllll}\text { PHY 151 } & \text { College Physics I } & 3 & 2 & 0 \\ \text { PHY 152 } & \text { College Physics II } & 3 & 2 & 0 \\ 4\end{array}\right.}\end{array} \begin{array}{l}0 \\ \hline\end{array}\right.$

Mathematics (6 SHC) Select at least one course in introductory mathematics. The other unit may be selected from among other quantitative subjects, such as computer science and statistics.
Introductory Mathematics (Select one):

| MAT161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT175 | Precalculus | 4 | 0 | 0 | 0 | 4 |

MAT175 Precalculus 4 | 4 | 0 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- |

Select one course from the following:

| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CIS | 115 | Intro. to Programming \& Logic | 2 | 2 | 0 | 0 |
| 3 |  |  |  |  |  |  |
| MAT 151 | Statistics I | 3 | 0 | 0 | 0 | 3 |
| MAT 263 | Brief Calculus | 3 | 0 | 0 | 0 | 3 |

## REVISED

11:20 am, May 21, 2007
Students should check with the university of their choice to make sure that they complete the appropriate math course.
II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required. ACA and COE coursework may NOT be used to satisfy the minimum requirement of 20 SHC.
(HIS 131 and HIS 132 are recommended.)

| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| ART 121 | Design I | 0 | 6 | 0 | 0 | 3 |
| ART 131 | Drawing I | 0 | 6 | 0 | 0 | 3 |
| ART 240 | Painting I | 0 | 6 | 0 | 0 | 3 |
| ART 241 | Painting II | 0 | 6 | 0 | 0 | 3 |
| ART 244 | Watercolor | 0 | 6 | 0 | 0 | 3 |
| ART 261 | Photography I | 0 | 6 | 0 | 0 | 3 |
| ART 264 | Digital Photography I | 1 | 4 | 0 | 0 | 3 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 0 | 3 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 0 | 1 |
| AST 251 | Observational Astronomy | 1 | 3 | 0 | 0 | 2 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | 0 | 4 |
| BIO 140 | Environmental Biology | 3 | 0 | 0 | 0 | 3 |
| BIO 140A | Environmental Biology Lab | 0 | 3 | 0 | 0 | 1 |
| BIO 163 | Basic Anatomy \& Physiology | 4 | 2 | 0 | 0 | 5 |
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 0 | 4 |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 | 4 |
| BIO 250 | Genetics | 3 | 3 | 0 | 0 | 4 |
| BIO 275 | Microbiology | 3 | 3 | 0 | 0 | 4 |
| BIO 280 | Biotechnology | 2 | 3 | 0 | 0 | 3 |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 0 | 3 |
| CJC 111 | Introduction to Criminal Justice | 3 | 0 | 0 | 0 | 3 |
| CJC 121 | Law Enforcement Operations | 3 | 0 | 0 | 0 | 3 |
| CJC 141 | Corrections | 3 | 0 | 0 | 0 | 3 |
| COM140 | Intro. to Intercultural Communication | 3 | 0 | 0 | 0 | 3 |
| COM232 | Election Rhetoric | 3 | 0 | 0 | 0 | 3 |
| COM233 | Persuasive Speaking | 3 | 0 | 0 | 0 | 3 |
| COM251 | Debate I | 3 | 0 | 0 | 0 | 3 |
| CSC 134 | C++ Programming | 2 | 3 | 0 | 0 | 3 |
| ECO 151 | Survey of Economics | 3 | 0 | 0 | 0 | 3 |
| ENG 125 | Creative Writing I | 3 | 0 | 0 | 0 | 3 |
| ENG 126 | Creative Writing II | 3 | 0 | 0 | 0 | 3 |
|  |  |  |  |  |  |  |


|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 132 | Introduction to Drama | 3 | 0 | 0 | 0 | 3 |
| ENG 235 | Survey of Film as Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 272 | Southern Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 273 | African-American Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 274 | Literature by Women | 3 | 0 | 0 | 0 | 3 |
| GEO 121 | North Carolina Geography | 3 | 0 | 0 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 0 | 0 | 3 |
| HIS 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS 132 | American History II | 3 | 0 | 0 | 0 | 3 |
| HIS 160 | Labor Relations in the US | 3 | 0 | 0 | 0 | 3 |
| HIS 163 | The World Since 1945 | 3 | 0 | 0 | 0 | 3 |
| HIS 226 | The Civil War | 3 | 0 | 0 | 0 | 3 |
| HIS 236 | North Carolina History | 3 | 0 | 0 | 0 | 3 |
| JOU 110 | Introduction to Journalism | 3 | 0 | 0 | 0 | 3 |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 0 | 4 |
| MAT 273 | Calculus III | 3 | 2 | 0 | 0 | 4 |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |
| PHY 110 | Conceptual Physics | 3 | 0 | 0 | 0 | 3 |
| PHY 110A | Conceptual Physics Lab | 0 | 2 | 0 | 0 | 1 |
| POL 130 | State \& Local Government | 3 | 0 | 0 | 0 | 3 |
| PSY 211 | Psychology of Adjustment | 3 | 0 | 0 | 0 | 3 |
| PSY 231 | Forensic Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 249 | Psychology of Aging | 3 | 0 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.

ACA 115 Success and Study Skills $\begin{array}{llllll}0 & 2 & 0 & 0 & 1\end{array}$
III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Pre-Major Associate in Arts Middle Grades Education and Special Education <br> (A1010S)

This program is designed for students who intend to major in Middle Grades Education and Special Education. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

Admission to the Major:
Grade-point average requirements vary and admission is competitive across the several programs in Middle Grades Education and Special Education. Minimum statewide requirements are:

1. Minimum 2.5 grade-point average on a 4.0 scale.
2. Satisfactory passing scores as established by the State Board of Education on PRAXIS I - PPST-Reading; PPST-Writing; PPST-Math. For information and registration for PRAXIS, contact www.ets.org/praxis or a counselor in Student Services.
Receiving institutions may have additional requirements, prerequisites, and/or proficiencies. Since these vary at receiving institutions, students should review the admission to teacher education requirements for the institutions(s) they anticipate attending.

## I. General Education (44 SHC)

English Composition (6 SHC)

| ENG 111 | Expository Writing <br> Select one course from the following: | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 112 | Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 113 | Literature-Based Research | 3 | 0 | 0 | 0 | 3 |

Humanities/Fine Arts (12 SHC) Select four courses from the following discipline areas. At least one course must be a literature course.

## Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |

## The following course is required to substitute for 3 SHC of Humanities/Fine Arts.

COM231 Public Speaking $30 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$ One of the following courses is required:
 MUS 110 Music Appreciation $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

One additional course from the following discipline areas is required:
Art
ART 116 Survey of American Art
Foreign Languages

| FRE | 111 | Elementary French I | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE | 112 | Elementary French II | 3 | 0 | 0 | 0 |
| GER | 111 | Elementary German I | 3 | 0 | 0 | 0 |
| GER | 112 | Elementary German II | 3 | 0 | 0 | 0 |
| SPA | 111 | Elementary Spanish I | 3 | 0 | 0 | 0 |
| SPA | 112 | Elementary Spanish II | 3 | 0 | 0 | 0 |
| SPA | 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 |
| SPA | 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 |
| 3 |  |  |  |  |  |  |

Humanities

| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM212 | Humanities II | 3 | 0 | 0 | 0 | 3 |

Literature Up to 6 SHC from the following:
ENG 231 American Literature I $\begin{array}{lllll}3 & 0 & 0 & 0\end{array}$

ENG 241 British Literature I
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
ENG 242 British Literature II
ENG 251 - Western World Literature I
$\begin{array}{llll}0 & 0 & 0 & 3\end{array}$

ENG 262 World Literature II
$\begin{array}{llll}3 & 0 & 0 & 0\end{array}$
Music


Philosophy

| PHI | 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PHI | 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI | 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI | 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI | 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |

## Religion

REL 110 World Religions 3 | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

REL 211 Introduction to Old Testament $30 \begin{array}{lllll}3 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { REL } 212 & \text { Introduction to New Testament } & 3 & 0 & 0 & 0 & 3\end{array}$
REL 221 Religion in America $30 \begin{array}{lllll}3\end{array}$

Social/Behavioral Sciences (12 SHC) Four courses from the following discipline areas are required. One history course is required.
History (Select one course from the following):
 One additional course from the following discipline areas is required:
Anthropology
$\begin{array}{lllllll}\text { ANT } 210 & 3 & 0 & 0 & 0 & 3\end{array}$
Economics

| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 0 | 3 |

Geography
GEO 111 World Regional Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 112 Cultural Geography
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 113 Economic Geography
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 130 General Physical Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
History
$\begin{array}{lllllll}\text { HIS } & 131 & \text { American History I } & 3 & 0 & 0 & 0 \\ \text { HIS } & 132 & \text { American History II } & 3 & 0 & 0 & 0\end{array}$
Political Science
POL 110 Introduction to Political Science $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
POL 120 American Government $3 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
POL 210 Comparative Government $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { POL } 220 & \text { International Relations } & 3 & 0 & 0 & 0 & 3\end{array}$
Psychology

| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |

Sociology
$\begin{array}{lllllll}\text { SOC } 210 & \text { Introduction to Sociology } & 3 & 0 & 0 & 0 & 3\end{array}$
SOC 213 Sociology of the Family $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 220 Social Problems
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 225 Social Diversity
$\begin{array}{llllllll}\text { SOC } 230 & \text { Race and Ethnic Relations } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { SOC } 240 & \text { Social Psychology } & 3 & 0 & 0 & 0 & 3\end{array}$
Natural Sciences/Mathematics (14 SHC)
Natural Sciences (8 SHC) One of the following courses is required:

| BIO | 110 | Principles of Biology <br> OR | 3 | 3 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BIO | 111 | General Biology I | 3 | 3 | 0 | 0 |


| Select one of the following courses: <br> Introduction to Chemistry <br> AND | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CHM131 |  |  |  |  |  |
| CHM131AIntroduction to Chemistry Lab <br> OR | 0 | 3 | 0 | 0 | 1 |
| CHM151General Chemistry <br> OR | 3 | 3 | 0 | 0 | 4 |
| PHY 110Conceptual Physics <br> AND | 3 | 0 | 0 | 0 | 3 |
| PHY 110AConceptual Physics Lab <br> OR | 0 | 2 | 0 | 0 | 1 |
| PHY 151 College Physics I | 3 | 2 | 0 | 0 | 4 |

## Mathematics (6 SHC)

Two of the following courses are required:

| CIS 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
| MAT 161 | College Algebra (or higher) | 3 | 0 | 0 | 0 | 3 |

Students should check with the university of their choice to make sure that they complete the appropriate math course.

## II. Other Required Hours ( $\mathbf{2 0} \mathbf{S H C}$ ) A minimum of 20 SHC of

 college transfer general education, elective, and/or pre-major courses is required.It is recommended that within the 20 semester hours of "Other Required Hours," preeducation students in Middle Grades Education and Special Education select courses that will help meet the mandated academic (second major) concentration. These courses should be selected in conjunction with the requirements at each university, since available academic (second major) concentrations and their specific requirements differ on each campus. In order to be consistent with NC licensure areas, Middle Grades Education students should select courses from up to two (2) of the following areas: Social Sciences, English, Mathematics, Sciences. (Note: UNC-Asheville students major in an academic area and the selected 20 hours should be in sync with their intended major/program.) Typically offered academic concentrations are biology, English, history, mathematics, and psychology. The following recommended courses in these concentrations may be taken as general education or as "Other Required Hours."

## Recommended Courses for Typical Academic Concentrations

Biology: Up to 12 SHC from the following:

| BIO 110 | Principles of Biology OR | 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BIO | 111 | General Biology I | AND | 3 | 0 | 0 |
| BIO 112 | General Biology II | 0 | 3 |  |  |  |
| BIO 140 | Environmental Biology AND | 3 | 0 | 0 | 0 | 3 |
| BIO 140A | Environmental Biology Lab | 3 | 0 | 0 | 0 | 3 |
| CHM151 | General Chemistry I | 0 | 3 | 0 | 0 | 1 |
| CHM152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| Cnglish: | Up to 6 SHC from the following: | 3 | 3 | 0 | 0 | 4 |
| ENG 231 | American Literature I |  |  |  |  |  |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |

ENG 262 World Literature II | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

ENG 272 Southern Literature
ENG 273 African-American Literature
ENG 274 Literature by Women
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$

History: 6 SHC from the following should be taken as general education:

| HIS | 111 | World Civilizations I AND | 3 | 0 | 0 | 0 | 3 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS | 112 | World Civilizations II | OR | 3 | 0 | 0 | 0 | 3 |
| HIS | 121 | Western Civilization I AND | 3 | 0 | 0 | 0 | 3 |  |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |  |

6 SHC from the following should be taken as "other required hours:"

| HIS 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

$\begin{array}{llllllll}\text { HIS } 132 & \text { American History II } & 3 & 0 & 0 & 0 & 3\end{array}$
Mathematics: Up to 12 SCH from the following:

| MAT 151 | Statistics I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| MAT 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 0 | 4 |

Psychology: Select from:

| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{llllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$
Receiving institutions may have additional requirements, prerequisites, and/or proficiencies. Since these vary at receiving institutions, students should review the admission to teacher education requirements for the institutions(s) they anticipate attending.

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM:

Students must meet the receiving university's foreign language and/or health and physical education requirements.

Receiving institutions may have additional requirements, prerequisites, and/or proficiencies. Since these vary at receiving institutions, students should review the admission to teacher education requirements for the institutions(s) they anticipate attending.

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Pre-Major Associate in Arts Nursing 

(A1010I)

This program is designed for students who intend to major in Nursing. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Admission across the several programs in Nursing is competitive. Other professional admission requirements may be designated by individual programs. Grade-point average requirements vary, and admission is competitive across the several programs in Nursing.

| Title | Class | Lab | Clinical | W Ex | Credits |
| :---: | :---: | :---: | :---: | :---: | :---: |
| I. General Education (44 SHC) |  |  |  |  |  |
| English Composition (6 SHC) |  |  |  |  |  |
| ENG 111 Expository Writing | 3 | 0 | 0 | 0 | 3 |
| Select one course from the following: |  |  |  |  |  |
| ENG 112 Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 113 Literature-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 114 Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |

Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):
$\begin{array}{llllllll}\text { ENG } 131 & \text { Introduction to Literature } & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 231 American Literature I $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 232 American Literature II $3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
ENG 241 British Literature I $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 242 British Literature II $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 251 Western World Literature I $\quad 3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
ENG 262 World Literature II $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

## Select three courses (9 SHC) from at least two of the following discipline areas:

Art
ART 111 Art Appreciation $3 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$
Foreign Languages

| FRE | 111 | Elementary French I | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE | 112 | Elementary French II | 3 | 0 | 0 | 0 |
| 3 |  |  |  |  |  |  |


|  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |
| Humanities |  |  |  |  |  |  |
| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM212 | Humanities II | 3 | 0 | 0 | 0 | 3 |
| Music |  |  |  |  |  |  |
| MUS 110 | Music Appreciation | 3 | 0 | 0 | 0 | 3 |
| MUS 113 | American Music | 3 | 0 | 0 | 0 | 3 |
| Philosophy |  |  |  |  |  |  |
| PHI 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| PHI 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |
| Religion |  |  |  |  |  |  |
| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America | 3 | 0 | 0 | 0 | 3 |
| Speech/Communication (one of the following courses may be |  |  |  |  |  |  |
| substituted for 3 SHC in Humanities/Fine Arts) |  |  |  |  |  |  |
| COM110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| COM120 | Intro. to Interpersonal Communication | 3 | 0 | 0 | 0 | 3 |
| COM231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |

Social/Behavioral Sciences (12 SHC) Four courses from the following discipline areas are required. One history course is required.
History (Select one course from the following):

| HIS 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| HIS 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS 132 | American History II | 3 | 0 | 0 | 0 | 3 |
| The following courses (9 SHC) are required: |  |  |  |  |  |  |
| PSY 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| SOC 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |

## Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC) The following courses are required:

| CHM 131 | Introduction to Chemistry | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CHM 131A | Introduction to Chemistry Lab | 0 | 3 | 0 | 0 | 1 |
| CHM 132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| OR |  |  |  |  |  |  |
| CHM 151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| CHM 152 | General Chemistry II | 3 | 0 | 0 | 4 |  |

Mathematics (6 SHC) Select at least one course in introductory mathematics.

| Introductory Mathematics (Select one): |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| MAT 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| The following course is required: |  |  |  |  |  |  |
| MAT 151 | Statistics I | 3 | 0 | 0 | 0 | 3 |

Students should check with the university of their choice to make sure that they complete the appropriate math course.
II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required.

The following courses (18 SHC) are required:

| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 |
| BIO 275 | Microbiology | 4 |  |  |  |  |
| PSY 281 | Abnormal Psychology | 3 | 3 | 0 | 0 | 4 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 0 | 3 |
| Select 2 SHC from the following: | 3 | 0 | 0 | 0 | 3 |  |
| MAT 151A | Statistics I Lab |  |  |  |  |  |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 2 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 3 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.
A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.

ACA 115 Success and Study Skills $\begin{array}{llllll}0 & 2 & 0 & 0 & 1\end{array}$

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM:

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.
This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Pre-Major Associate in Arts Political Science 

(A1010K)

This program is designed for students who intend to major in Political Science. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary, and admission is competitive across the several programs in Political Science.

## I. GENERAL EDUCATION (44 SHC)

## English Composition (6 SHC)

| ENG 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Select one course from the following: |  |  |  |  |  |  |
| ENG 112 | Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 113 | Literature-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |

Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

## Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

ENG 131 Introduction to Literature $\quad 3$|  | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

ENG 231 American Literature I $\quad 3 \quad 0 \quad 0 \quad 0$

ENG 232 American Literature II 3 |  | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

ENG 241 British Literature I |  | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

ENG 242 British Literature II |  | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

ENG 251 Western World Literature I $\quad 3 \quad 0 \quad 0 \quad 0$

ENG 262 World Literature II | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

Select three courses (9 SHC) from at least two of the following discipline areas: (One of the following course sequences is recommended:
ASL 111 \& ASL 112; FRE 111 \& FRE 112; GER 111 \& GER 112; or SPA 111 \& SPA 112).
Art

| ART 111 | Art Appreciation | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ART 116 | Survey of American Art | 3 | 0 | 0 | 0 | 3 |

## Foreign Languages

| FRE 111 | Elementary French I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE 112 | Elementary French II | 3 | 0 | 0 | 0 | 3 |


|  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |
| Humanities |  |  |  |  |  |  |
| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM 110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM 161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM 211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM 212 | Humanities II | 3 | 0 | 0 | 0 | 3 |
| Music |  |  |  |  |  |  |
| MUS 110 | Music Appreciation | 3 | 0 | 0 | 0 | 3 |
| MUS 113 | American Music | 3 | 0 | 0 | 0 | 3 |
| Philosophy |  |  |  |  |  |  |
| PHI 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| PHI 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |
| Religion |  |  |  |  |  |  |
| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America | 3 | 0 | 0 | 0 | 3 |

## Speech/Communication (one of the following courses is recommended to substitute for 3 SHC of Humanities/Fine Arts).

COM 110 Introduction to Communication $\quad 3 \begin{array}{llllll} & 0 & 0 & 0 & 3\end{array}$
COM 231 Public Speaking $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Social/Behavioral Sciences (12 SHC) Select four courses from at least three
of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.
History (Select one course from the following:)

| HIS 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| HIS 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS 132 | American History II | 3 | 0 | 0 | 0 | 3 |


\section*{Students must select three courses (9 SHC) from at least two of the following discipline areas (note recommendations): <br> Anthropology <br> ANT 210 General Anthropology $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$ <br> Economics (One of the following is recommended) <br> | ECO 151 | Survey of Economics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 0 | 3 |}

Geography (One of the following courses is recommended)
GEO 111 World Regional Geography $\quad 3 \quad 0 \quad 0 \quad 0$
GEO 112 Cultural Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 113 Economic Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

## Political Science

POL 110 Introduction to Political Science $\quad 3 \quad 0 \quad 0 \quad 0 \quad 0$
Psychology (PSY 150 is recommended)
PSY 150 General Psychology $\quad 3 \quad 0 \quad 0 \quad 0 \quad 3$

PSY 237 Social Psychology
PSY 239 Psychology of Personality
PSY 241 Developmental Psychology
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll} & 3 & 0 & 0 & 0 & 3\end{array}$
PSY 281 Abnormal Psychology $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Sociology (One of the following is recommended: SOC 210, SOC 220, or SOC 225.)
SOC 210 Introduction to Sociology 30

SOC 213 Sociology of the Family $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 220 Social Problems $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 225 Social Diversity $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
SOC 230 Race and Ethnic Relations $\quad 3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
SOC 240 Social Psychology $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Natural Sciences/Mathematics (14 SHC)
Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work) (AST,BIO, CHM, or PHY) from the following biological and physical science disciplines:

| [ AST 151 | General Astronomy I | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AST 151A | General Astronomy I Lab | 0 | 2 | 0 | 0 | 1 |
| AST 152 | General Astronomy II | 3 | 0 | 0 | 0 | 3 |
| AST 152A | General Astronomy II Lab | 0 | 2 | 0 | 0 | 1 |
| BIO 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| BIO 112 | General Biology II | 3 | 3 | 0 | 0 | 4 |
| [ CHM131 | Introduction to Chemistry | 3 | 0 | 0 | 0 | 3 |
| CHM131A | Introduction to Chemistry Lab | 0 | 3 | 0 | 0 | 1 |
| CHM132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| CHM151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| CHM152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| [ PHY 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 0 | 4 |
| [ PHY 251 | General Physics I | 3 | 3 | 0 | 0 | 4 |
| L PHY 252 | General Physics II | 3 | 3 | 0 | 0 | 4 |

Mathematics (6 SHC) Select at least one course in introductory mathematics; the other unit may be selected from among other quantitative subjects, such as computer science and statistics.

## Introductory Mathematics (Select one:)

| MAT 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| MAT 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |

## Select one course from the following (CIS 110 is recommended):

CIS 110 Introduction to Computers $\begin{array}{lllllll} & 2 & 2 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { CIS } & 115 & \text { Intro. to Programming \& Logic } & 2 & 2 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MAT } 151 & \text { Statistics I } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MAT } 263 & \text { Brief Calculus } & 3 & 0 & 0 & 0 & 3\end{array}$
Students should check with the university of their choice to make sure that they complete the appropriate math course.

## II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required. The following course is required:

POL 120 American Government $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

## REVISED

11:21 am, May 21, 2007

Select 17 hours from the following courses. The following courses are recommended: POL 210 and POL 220. One of these courses are recommended: ECO 151, 251 or 252.


ACC 120 Principles of Financial Accounting

| 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 2 | 0 | 0 | 4 |
| 0 | 6 | 0 | 0 | 3 |
| 0 | 6 | 0 | 0 | 3 |
| 0 | 6 | 0 | 0 | 3 |
| 0 | 6 | 0 | 0 | 3 |
| 0 | 6 | 0 | 0 | 3 |
| 0 | 6 | 0 | 0 | 3 |
| 1 | 4 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 0 | 2 | 0 | 0 | 1 |
| 1 | 3 | 0 | 0 | 2 |
| 3 | 3 | 0 | 0 | 4 |
| 3 | 0 | 0 | 0 | 3 |
| 0 | 3 | 0 | 0 | 1 |
| 4 | 2 | 0 | 0 | 5 |
| 3 | 3 | 0 | 0 | 4 |
| 2 | 3 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 2 | 3 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |


|  | Title | Class | Lab | Clinical | W Exp. | Credits |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENG 132 | Introduction to Drama | 3 | 0 | 0 | 0 | 3 |
| ENG 235 | Survey of Film as Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 272 | Southern Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 273 | African-American Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 274 | Literature by Women | 3 | 0 | 0 | 0 | 3 |
| GEO 121 | North Carolina Geography | 3 | 0 | 0 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 0 | 0 | 3 |
| HIS 160 | Labor Relations in the US | 3 | 0 | 0 | 0 | 3 |
| HIS 163 | The World Since 1945 | 3 | 0 | 0 | 0 | 3 |
| HIS 226 | The Civil War | 3 | 0 | 0 | 0 | 3 |
| HIS 236 | North Carolina History | 3 | 0 | 0 | 0 | 3 |
| JOU 110 | Introduction to Journalism | 3 | 0 | 0 | 0 | 3 |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 0 | 4 |
| MAT 273 | Calculus III | 3 | 2 | 0 | 0 | 4 |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |
| POL 130 | State \& Local Government | 3 | 0 | 0 | 0 | 3 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |
| PSY 211 | Psychology of Adjustment | 3 | 0 | 0 | 0 | 3 |
| PSY 231 | Forensic Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 249 | Psychology of Aging | 3 | 0 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 3 | 0 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses nottaken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{llllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Pre-Major Associate in Arts Psychology 

(A1010L)

This program is designed for students who intend to major in Psychology. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary, and admission is competitive across the several programs in Psychology.

## I. General Education (44 SHC)

## English Composition (6 SHC)

| ENG 111 | Expository Writing <br> Select one course from the following: | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 112 | Argument-Based Research |  |  |  |  |  |
| ENG 113 | Literature-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |

Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

Select three courses (9 SHC) from at least two of the following discipline areas:
Art
ART 111 Art Appreciation $30 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
ART 116 Survey of American Art $30 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
Foreign Languages
FRE 111 Elementary French I $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
FRE 112 Elementary French II $3 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
GER 111 Elementary German I $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GER 112 Elementary German II $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$

SPA 111 Elementary Spanish I

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

SPA 112 Elementary Spanish II
SPA 211 Intermediate Spanish I
SPA 212 Intermediate Spanish II
Humanities

| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM 110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM 115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM 122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM 161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM 211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM 212 | Humanities II | 3 | 0 | 0 | 0 | 3 |

## Music

| MUS 110 | Music Appreciation | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MUS 113 | American Music | 3 | 0 | 0 | 0 | 3 |

Philosophy
$\begin{array}{lllllll}\text { PHI } 210 & 3 & 0 & 0 & 0 & 3\end{array}$
PHI 220 Western Philosophy I
PHI 221 Western Philosophy II
PHI 230 Introduction to Logic
PHI 240 Introduction to Ethics

## Religion

REL 11
REL 211 Introduction to Old Testament
REL 212 Introduction to New Testament
REL 221 Religion in America
Speech/Communication (one of the following courses may be substituted for 3 SHC of Humanities/Fine Arts):
COM 110 Introduction to Communication $\quad 3 \begin{array}{llllll} & 0 & 0 & 0 & 3\end{array}$
COM120 $\begin{array}{llllllll}\text { Intro. to Interpersonal Communication } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { COM } 231 & \text { Public Speaking } & 3 & 0 & 0 & 0 & 3\end{array}$
Social/Behavioral Sciences (12 SHC) Select four courses from at least three of the following discipline areas: anthropology, geography, history, political science, psychology, and sociology. At least one course must be a history course.
History (Select one course from the following):

| HIS 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| HIS 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS 132 | American History II | Required Psychology course: |  | 0 | 0 | 0 |
| PSY 150 | General Psychology |  |  |  |  |  |
| P |  | 0 | 0 | 0 | 3 |  |


| Stud follow | nts must select two courses (6 SH ing discipline areas: |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Anthropolo |  |  |  |  |  |  |
| ANT 210 | General Anthropology | 3 | 0 | 0 | 0 | 3 |
| Economics |  |  |  |  |  |  |
| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 0 | 3 |
| Geography |  |  |  |  |  |  |
| GEO 111 | World Regional Geography | 3 | 0 | 0 | 0 | 3 |
| GEO 112 | Cultural Geography | 3 | 0 | 0 | 0 | 3 |
| GEO 113 | Economic Geography | 3 | 0 | 0 | 0 | 3 |
| GEO 130 | General Physical Geography | 3 | 0 | 0 | 0 | 3 |
| Political Sci | nce |  |  |  |  |  |
| POL 110 | Introduction to Political Science | 3 | 0 | 0 | 0 | 3 |
| POL 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |
| Psychology |  |  |  |  |  |  |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |
| Sociology |  |  |  |  |  |  |
| SOC 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 0 | 3 |
| SOC 240 | Social Psychology | 3 | 0 | 0 | 0 | 3 |

## Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC) Select from the following biological and physical science disciplines:

## Select one course from the following:

| BIO | 110 | Principles of Biology | OR | 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BIO | 111 | General Biology I |  | 3 | 3 | 0 | 0 | 4 |

Select one course from the following:
(Labs must be taken as indicated)

| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 0 | 1 |
| AST 151 | General Astronomy I | 3 | 0 | 0 | 0 | 3 |
| [AST 151A | General Astronomy I Lab | 0 | 2 | 0 | 0 | 1 |
| BIO 112 | General Biology II | 3 | 3 | 0 | 0 | 4 |
| [ CHM131 | Introduction to Chemistry | 3 | 0 | 0 | 0 | 3 |
| CHM131A | Introduction to Chemistry Lab | 0 | 3 | 0 | 0 | 1 |
| CHM 151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| [ PHY 110 | Conceptual Physics | 3 | 0 | 0 | 0 | 3 |
| [ PHY 110A | Conceptual Physics Lab | 0 | 2 | 0 | 0 | 1 |

[ PHY $151 \quad$ College Physics I
$\left[\begin{array}{lllllll}\text { PHY } 251 & \text { General Physics I } & 3 & 3 & 0 & 0 & 4\end{array}\right.$
Mathematics (6 SHC) Select at least one course in introductory mathematics. The other unit may be selected from among other quantitative subjects, such as computer science and statistics.
Introductory Mathematics (Select one):

| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| Select one course from the following: |  |  |  |  |  |  |
| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 |
| CIS 115 | Intro. to Programming \& Logic | 2 | 2 | 0 | 0 | 3 |
| MAT 151 | Statistics I | 3 | 0 | 0 | 0 | 3 |
| MAT 263 | Brief Calculus | 3 | 0 | 0 | 0 | 3 |

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Students should check with the university of their choice to make sure that they complete the appropriate math course.
II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required.

| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| ART 121 | Design I | 0 | 6 | 0 | 0 | 3 |
| ART 131 | Drawing I | 0 | 6 | 0 | 0 | 3 |
| ART 240 | Painting I | 0 | 6 | 0 | 0 | 3 |
| ART 241 | Painting II | 0 | 6 | 0 | 0 | 3 |
| ART 244 | Watercolor | 0 | 6 | 0 | 0 | 3 |
| ART 261 | Photography I | 0 | 6 | 0 | 0 | 3 |
| ART 264 | Digital Photography I | 1 | 4 | 0 | 0 | 3 |
| AST 152 | General Astronomy II | 3 | 0 | 0 | 0 | 3 |
| AST 152A | General Astronomy II Lab | 0 | 2 | 0 | 0 | 1 |
| AST 251 | Observational Astronomy | 1 | 3 | 0 | 0 | 2 |
| BIO 140 | Environmental Biology | 3 | 0 | 0 | 0 | 3 |
| BIO 140A | Environmental Biology Lab | 0 | 3 | 0 | 0 | 1 |
| BIO 163 | Basic Anatomy \& Physiology | 4 | 2 | 0 | 0 | 5 |
| BIO 168 | Anatomy and Physiology I | 3 | 3 | 0 | 0 | 4 |
| BIO 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 | 4 |
| BIO 250 | Genetics | 3 | 3 | 0 | 0 | 4 |
| BIO 280 | Biotechnology | 2 | 3 | 0 | 0 | 3 |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 0 | 3 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 0 | 3 |
| CHM 132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| CHM 152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| CJC 111 | Introduction to Criminal Justice | 3 | 0 | 0 | 0 | 3 |
| CJC 121 | Law Enforcement Operations | 3 | 0 | 0 | 0 | 3 |
| CJC 141 | Corrections | 3 | 0 | 0 | 0 | 3 |
| COM140 | Intro. to Intercultural Communication | 3 | 0 | 0 | 0 | 3 |
| COM232 | Election Rhetoric | 3 | 0 | 0 | 0 | 3 |
| COM233 | Persuasive Speaking | 3 | 0 | 0 | 0 | 3 |
| COM251 | Debate I | C++ Programming | 3 | 0 | 0 | 0 |
| CSC 134 | C++ | 3 |  |  |  |  |
| ECO 151 | Survey of Economics | Creative Writing I | 3 | 0 | 0 | 0 |
| ENG 125 | Creative Writing II | 3 | 0 | 0 | 0 | 3 |
| ENG 126 | ENG 132 | Introduction to Drama | 3 | 0 | 0 | 0 |
| EN | 3 | 0 | 0 | 0 | 3 |  |


|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :---: | :--- | :--- | :--- | :--- |
| ENG 235 | Survey of Film as Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 272 | Southern Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 273 | African-American Literature | 3 | 0 | 0 | 0 | 3 |
| ENG 274 | Literature by Women | 3 | 0 | 0 | 0 | 3 |
| GEO 121 | North Carolina Geography | 3 | 0 | 0 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 0 | 0 | 3 |
| HIS 160 | Labor Relations in the US | 3 | 0 | 0 | 0 | 3 |
| HIS 163 | The World Since 1945 | 3 | 0 | 0 | 0 | 3 |
| HIS 226 | The Civil War | 3 | 0 | 0 | 0 | 3 |
| HIS 236 | North Carolina History | 3 | 0 | 0 | 0 | 3 |
| JOU 110 | Introduction to Journalism | 3 | 0 | 0 | 0 | 3 |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 0 | 4 |
| MAT 273 | Calculus III | 3 | 2 | 0 | 0 | 4 |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |
| PHY 152 | College Physics II | 3 | 2 | 0 | 0 | 4 |
| PHY 252 | General Physics II | 3 | 3 | 0 | 0 | 4 |
| POL 130 | State \& Local Government | 3 | 0 | 0 | 0 | 3 |
| PSY 211 | Psychology of Adjustment | 3 | 0 | 0 | 0 | 3 |
| PSY 231 | Forensic Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 249 | Psychology of Aging | 3 | 0 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 3 | 0 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.

ACA 115 Success and Study Skills $\begin{array}{llllll}0 & 2 & 0 & 0 & 1\end{array}$
III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM:

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Pre-Major Associate in Arts Social Science Secondary Education <br> (A1010M) 

This program is designed for students who intend to major in Social Science Secondary Education. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary, and admission is competitive across the several programs in Social Science Secondary Education. Admission to teacher licensure programs requires satisfactory scores on PRAXIS I and II. For information and registration for PRAXIS, contact www.ets.org/praxis or a counselor in Student Services.

## Title

Class Lab Clinical W Exp. Credits

## I. General Education (44 SHC)

## English Composition (6 SHC)

ENG 111 Expository Writing | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

Select one course from the following (ENG 112 OR ENG 113 is recommended):

| ENG 112 | Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 113 | Literature-Based Research | 3 | 0 | 0 | 0 | 3 |
| ENG 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |

Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

Select three courses (9 SHC) from at least two of the following discipline areas:
Art
ART 111 Art Appreciation $\quad 3 \quad 0 \quad 0 \quad 0 \quad 3$
$\begin{array}{llllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$

## Foreign Languages

| FRE 111 | Elementary French I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE 112 | Elementary French II | 3 | 0 | 0 | 0 | 3 |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |

Humanities

| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM 160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM 161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM 211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM 212 | Humanities II | 3 | 0 | 0 | 0 | 3 |

Music
MUS 110 Music Appreciation $\quad 3 \quad 0 \quad 0 \quad 0 \quad 0$

Philosophy

| PHI | 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PHI | 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI | 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI | 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI | 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |

## Religion

REL 110 World Religions | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |


$\begin{array}{lllllll}\text { REL } 212 & \text { Introduction to New Testament } & 3 & 0 & 0 & 0 & 3\end{array}$
REL 221 Religion in America $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Speech/Communication (one of the following courses may be substituted for 3 SHC in Humanities/Fine Arts):
COM110 Introduction to Communication $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
COM120 $\begin{array}{llllllll}\text { Intro. to Interpersonal Communication } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { COM231 Public Speaking } & 3 & 0 & 0 & 0 & 3\end{array}$

## Social/Behavioral Sciences (12 SHC)

The following courses are required ( 6 SHC ):

$\begin{array}{lllllll}\text { SOC } 210 & \text { Introduction to Sociology } & 3 & 0 & 0 & 0 & 3\end{array}$
History Select one of the following course sequences (6 SHC). HIS 111 and HIS 112 are recommended:
$\begin{array}{llllllll}\text { HIS } & 111 & \text { World Civilizations I } & 3 & 0 & 0 & 0 & 3\end{array}$

| HIS 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| OR |  |  |  |  |  | 3 |
| HIS 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 |

Natural Sciences/Mathematics (14 SHC)
Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work) (AST,BIO, CHM, or PHY) from the following biological and physical science disciplines:
$\left[\begin{array}{lllllll}\text { AST 151 } & \text { General Astronomy I } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 151A } & \text { General Astronomy I Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { AST 152 } & \text { General Astronomy II } & 3 & 0 & 0 & 0 & 3 \\ \text { AST 152A } & \text { General Astronomy II Lab } & 0 & 2 & 0 & 0 & 1 \\ \text { BIO 111 } & \text { General Biology I } & 3 & 3 & 0 & 0 & 4 \\ \text { BIO 112 } & \text { General Biology II } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM131 } & \text { Introduction to Chemistry } & 3 & 0 & 0 & 0 & 3 \\ \text { CHM131A } & \text { Introduction to Chemistry Lab } & 0 & 3 & 0 & 0 & 1 \\ \text { CHM132 } & \text { Organic and Biochemistry } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM151 } & \text { General Chemistry I } & 3 & 3 & 0 & 0 & 4 \\ \text { CHM152 } & \text { General Chemistry II } & 3 & 3 & 0 & 0 & 4 \\ \text { PHY 151 } & \text { College Physics I } & 3 & 2 & 0 & 0 & 4 \\ \text { PHY 152 } & \text { College Physics II } & 3 & 2 & 0 & 0 & 4 \\ {\left[\begin{array}{lll}\text { PHY 251 } & \text { General Physics I } & 3 \\ \text { PHY 252 } & \text { General Physics II } & 3\end{array} 00\right.} & 0 & 4 \\ \end{array}\right.$

Mathematics (6 SHC) Select at least one course in introductory mathematics.
The other unit may be selected from among other quantitative subjects, such as computer science and statistics.
Introductory Mathematics (Select one):

| MAT 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| MAT 175 | Precalculus |  |  |  |  |  |
| Select one course from the following: |  | 4 | 0 | 0 | 0 | 4 |
| CIS | 110 | Introduction to Computers |  |  |  |  |
| CIS 115 | Intro. to Programming \& Logic | 2 | 2 | 0 | 0 | 3 |
| MAT 151 | Statistics I | 2 | 2 | 0 | 0 | 3 |
| MAT 263 | Brief Calculus | 3 | 0 | 0 | 0 | 3 |
| MA | 3 | 0 | 0 | 0 | 3 |  |

Students should check with the university of their choice to make sure that they complete the appropriate math course.
II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required. The following courses are required:

| ECO 151 | Survey of Economics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| GEO111 | World Regional Geography | 3 | 0 | 0 | 0 | 3 |
| HIS 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS 132 | American History II | 3 | 0 | 0 | 0 | 3 |
| Select 8 SHC from the following courses: |  |  |  |  |  |  |
| ACC 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| ACC 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| ANT 210 | General Anthropology | 3 | 0 | 0 | 0 | 3 |
| ART 121 | Design I | 0 | 6 | 0 | 0 | 3 |
| ART 131 | Drawing I | 0 | 6 | 0 | 0 | 3 |
| ART 240 | Painting I | 0 | 6 | 0 | 0 | 3 |


|  | Title | Class | Lab | Clinical | W Exp. Credits |
| :---: | :---: | :---: | :---: | :---: | :---: |
| ART 241 | Painting II | 0 | 6 | 0 | 03 |
| ART 244 | Watercolor | 0 | 6 | 0 | 03 |
| ART 261 | Photography I | 0 | 6 | 0 | 03 |
| ART 264 | Digital Photography I | 1 | 4 | 0 | 03 |
| AST 111 | Descriptive Astronomy | 3 | 0 | 0 | 03 |
| AST 111A | Descriptive Astronomy Lab | 0 | 2 | 0 | 01 |
| AST 251 | Observational Astronomy | 1 | 3 | 0 | 02 |
| BIO 110 | Principles of Biology | 3 | 3 | 0 | $0 \quad 4$ |
| BIO 140 | Environmental Biology | 3 | 0 | 0 | 03 |
| BIO 140A | Environmental Biology Lab | 0 | 3 | 0 | 0 |
| BIO 163 | Basic Anatomy \& Physiology | 4 | 2 | 0 | 05 |
| BIO 250 | Genetics | 3 | 3 | 0 | $0 \quad 4$ |
| BIO 280 | Biotechnology | 2 | 3 | 0 | 03 |
| BUS 110 | Introduction to Business | 3 | 0 | 0 | 03 |
| BUS 115 | Business Law I | 3 | 0 | 0 | 03 |
| CJC 111 | Introduction to Criminal Justice | 3 | 0 | 0 | 03 |
| CJC 121 | Law Enforcement Operations | 3 | 0 | 0 | 03 |
| CJC 141 | Corrections | 3 | 0 | 0 | 03 |
| COM140 | Intro. to Intercultural Communication | 3 | 0 | 0 | 03 |
| COM232 | Election Rhetoric | 3 | 0 | 0 | 03 |
| COM233 | Persuasive Speaking | 3 | 0 | 0 | 03 |
| COM251 | Debate I | 3 | 0 | 0 | 03 |
| CSC 134 | C++ Programming | 2 | 3 | 0 | 03 |
| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 03 |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 03 |
| ENG 125 | Creative Writing I | 3 | 0 | 0 | 03 |
| ENG 126 | Creative Writing II | 3 | 0 | 0 | 03 |
| ENG 132 | Introduction to Drama | 3 | 0 | 0 | 03 |
| ENG 235 | Survey of Film as Literature | 3 | 0 | 0 | 03 |
| ENG 272 | Southern Literature | 3 | 0 | 0 | 03 |
| ENG 273 | African-American Literature | 3 | 0 | 0 | 03 |
| ENG 274 | Literature by Women | 3 | 0 | 0 | 03 |
| GEO 112 | Cultural Geography | 3 | 0 | 0 | 03 |
| GEO 113 | Economic Geography | 3 | 0 | 0 | 03 |
| GEO 121 | North Carolina Geography | 3 | 0 | 0 | 03 |
| GEO 130 | General Physical Geography | 3 | 0 | 0 | 03 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 0 | 03 |
| HIS 160 | Labor Relations in the US | 3 | 0 | 0 | 03 |
| HIS 163 | The World Since 1945 | 3 | 0 | 0 | 03 |
| HIS 226 | The Civil War | 3 | 0 | 0 | 03 |
| HIS 236 | North Carolina History | 3 | 0 | 0 | 03 |
| JOU 110 | Introduction to Journalism | 3 | 0 | 0 | 03 |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | $0 \quad 1$ |
| MAT 271 | Calculus I | 3 | 2 | 0 | $0 \quad 4$ |
| MAT 272 | Calculus II | 3 | 2 | 0 | $0 \quad 4$ |
| MUS 131 | Chorus I | 0 | 2 | 0 | $0 \quad 1$ |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 |
| PED 113 | Aerobics I | 0 | 3 | 0 | $0 \quad 1$ |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | $0 \quad 1$ |
| PED 122 | Yoga I | 0 | 2 | 0 | $0 \quad 1$ |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | $0 \quad 1$ |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | $0 \quad 1$ |
| PED 217 | Pilates I | 0 | 2 | 0 | 01 |
| POL 110 | Introduction to Political Science | 3 | 0 | 0 | 03 |
| POL 130 | State \& Local Government | 3 | 0 | 0 | 03 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 03 |
| POL 220 | International Relations | 3 | 0 | 0 | 03 |


| PSY 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PSY 211 | Psychology of Adjustment | 3 | 0 | 0 | 0 | 3 |
| PSY 231 | Forensic Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 249 | Psychology of Aging | 3 | 0 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |
| SOC 213 | Sociology of the Family | 3 | 0 | 0 | 0 | 3 |
| SOC 220 | Social Problems | 3 | 0 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 240 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{lllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

## III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Pre-Major Associate in Arts Social Work 

(A1010Q)
This program is designed for students who intend to major in Social Work. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary, and admission is competitive across the several programs in Social Work.

## I. General Education (44 SHC)

## English Composition (6 SHC)


Select one course from the following:
ENG 112 Argument-Based Research $30 \begin{array}{lllll}3\end{array}$
ENG 113 Literature-Based Research $30 \begin{array}{lllll}3\end{array}$
ENG 114 Professional Research \& Reporting $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
Humanities/Fine Arts (12 SHC) Select four courses from at least three of the
following discipline areas: music, art, foreign languages, interdisciplinary
humanities, literature, philosophy, and religion. At least one course must be a
literature course.
Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):
ENG 131 Introduction to Literature $\quad 3 \quad 0 \quad 0 \quad 0$
ENG 231 American Literature I $3 \begin{array}{llllll} & 0 & 0 & 0 & 3\end{array}$
ENG 232 American Literature II $3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$

ENG 242 British Literature II $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$
ENG 251 Western World Literature I $\quad 3 \quad 0 \quad 0 \quad 0 \quad 3$
ENG 262 World Literature II $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Select three courses (9 SHC) from at least two of the following discipline areas:
Art
ART 111 Art Appreciation $30 \begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$

Foreign Languages

| FRE 111 | Elementary French I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE 112 | Elementary French II | 3 | 0 | 0 | 0 | 3 |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |

Humanities


ASL 112 Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

$\begin{array}{lllllll}\text { HUM } 110 & \text { Technology and Society } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { HUM } 115 & \text { Critical Thinking } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { HUM } 122 \text { Southern Culture } & 3 & 0 & 0 & 0 & 3\end{array}$

HUM 160 Introduction to Film $2 \begin{array}{lllll}2 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { HUM } 161 & \text { Advanced Film Studies } & 2 & 2 & 0 & 0 & 3\end{array}$
HUM 211 Humanities I $3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$

Music
$\begin{array}{lllllll}\text { MUS } 110 & \text { Music Appreciation } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { MUS } 113 & \text { American Music } & 3 & 0 & 0 & 0 & 3\end{array}$

## Philosophy

| PHI | 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| PHI | 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI | 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI | 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI | 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |

## Religion

| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America | 3 | 0 | 0 | 0 | 3 |

Speech/Communication (one of the following courses may be substituted for 3 SHC in Humanities/Fine Arts):

| COM110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COM120 | Intro. to Interpersonal Communication | 3 | 0 | 0 | 0 | 3 |
| COM231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |

## Social/Behavioral Sciences (12 SHC)

Four courses from the following discipline areas are required. One history course is required:

| HIS | 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS | 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS | 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| HIS | 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS | 132 | American History II | 3 | 0 | 0 | 0 | 3 |
|  | The following courses are required: |  |  |  |  |  |  |
| POL | 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| PSY | 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| SOC | 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |

## Natural Sciences/Mathematics (14 SHC)

Natural Sciences (8 SHC) The following courses are required:

| BIO | 111 | General Biology I | 3 | 3 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BIO | 112 | General Biology II | 3 | 3 | 0 | 0 |

## Mathematics (6 SHC)

One of the following courses is required.

| MAT161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |

Select one course from the following to satisfy the second mathematics requirement:
$\begin{array}{lllllll}\text { CIS } & 110 & \text { Introduction to Computers } & 2 & 2 & 0 & 0 \\ \text { MAT 151 } & \text { Statistics I } & 3 & 0 & 0 & 0 & 3\end{array}$
Students should check with the university of their choice to make sure that they complete the appropriate math course.
II. Other Required Hours (20 SHC) A minimum of 20 SHC of college transfer general education, elective, and/or pre-major courses is required.

## Select from the following 12 recommended courses:

| ANT 210 | General Anthropology | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ECO 151 | Survey of Economics | 3 | 0 | 0 | 0 | 3 |
| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 0 | 3 |
| HIS | 112 | World Civilizations II | 3 | 0 | 0 | 0 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 |
| HIS | 132 | American History II | 3 | 0 | 0 | 0 |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY | 241 | Developmental Psychology | 3 | 0 | 0 | 0 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |
| SPA | 111 | Elementary Spanish I | 3 | 0 | 0 | 0 |
| SPA | 112 | Elementary Spanish II | 3 | 0 | 0 | 0 |
| S |  |  |  |  |  |  |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.
$\begin{array}{lllllll}\text { ACA } 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$
III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Pre-Major Associate in Arts Sociology

(A1010N)
This program is designed for students who intend to major in Sociology. Students who successfully complete this course of study and who meet the requirements for admission to the university are eligible to apply for admission to the major with junior standing.

## Application to a University:

Admission application deadlines vary; students must meet the deadline for the university to which they plan to transfer. Upon successful completion of the associate degree, students who meet the requirements outlined in this pre-major articulation agreement will be eligible to be considered for admission as juniors to the universities offering the baccalaureate degree as listed at: www.northcarolina.edu/content.php/aa/planning/traditional.htm. Students are encouraged to contact the senior institution to confirm degree offerings.

## Admission to the Major:

Grade-point average requirements vary, and admission is competitive across the several programs in Sociology.
Titte Class Lab Clinical W Exp. Credits

## I. General Education (44 SHC)

English Composition (6 SHC)
ENG 111 Expository Writing $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
Select one course from the following (ENG 112 is recommended):
ENG 112 Argument-Based Research $\quad 3 \quad 0 \quad 0 \quad 0$ $\begin{array}{lllllll}\text { ENG } 113 & \text { Literature-Based Research } & 3 & 0 & 0 & 0 & 3 \\ \text { ENG } 114 & \text { Professional Research \& Reporting } & 3 & 0 & 0 & 0 & 3\end{array}$

Humanities/Fine Arts (12 SHC) Select four courses from at least three of the following discipline areas: music, art, foreign languages, interdisciplinary humanities, literature, philosophy, and religion. At least one course must be a literature course.

## Literature (3 SHC) Select one course from the following (Speech/ Communication may not substitute for the literature requirement):

| ENG 131 | Introduction to Literature | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG 231 | American Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 232 | American Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 241 | British Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 242 | British Literature II | 3 | 0 | 0 | 0 | 3 |
| ENG 251 | Western World Literature I | 3 | 0 | 0 | 0 | 3 |
| ENG 262 | World Literature II | 3 | 0 | 0 | 0 | 3 |

Select three courses (9 SHC) from at least two of the following discipline areas:
Art
ART 111 Art Appreciation $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { ART } 116 & \text { Survey of American Art } & 3 & 0 & 0 & 0 & 3\end{array}$

## Foreign Languages

| FRE | 111 | Elementary French I | 3 | 0 | 0 | 0 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| FRE | 112 | Elementary French II | 3 | 0 | 0 | 0 |


|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :---: | :--- | :---: | :--- | :--- | :--- | :--- |
| GER 111 | Elementary German I | 3 | 0 | 0 | 0 | 3 |
| GER 112 | Elementary German II | 3 | 0 | 0 | 0 | 3 |
| SPA 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| SPA 211 | Intermediate Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA 212 | Intermediate Spanish II | 3 | 0 | 0 | 0 | 3 |
| Humanities |  |  |  |  |  |  |
| ASL 111 | Elementary ASL I | 3 | 0 | 0 | 0 | 3 |
| ASL 112 | Elementary ASL II | 3 | 0 | 0 | 0 | 3 |
| HUM110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| HUM115 | Critical Thinking | 3 | 0 | 0 | 0 | 3 |
| HUM122 | Southern Culture | 3 | 0 | 0 | 0 | 3 |
| HUM130 | Myth in Human Culture | 3 | 0 | 0 | 0 | 3 |
| HUM160 | Introduction to Film | 2 | 2 | 0 | 0 | 3 |
| HUM161 | Advanced Film Studies | 2 | 2 | 0 | 0 | 3 |
| HUM211 | Humanities I | 3 | 0 | 0 | 0 | 3 |
| HUM212 | Humanities II | 3 | 0 | 0 | 0 | 3 |
| Music |  |  |  |  |  |  |
| MUS 110 | Music Appreciation | 3 | 0 | 0 | 0 | 3 |
| MUS 113 | American Music | 3 | 0 | 0 | 0 | 3 |
| Philosophy |  |  |  |  |  |  |
| PHI 210 | History of Philosophy | 3 | 0 | 0 | 0 | 3 |
| PHI 220 | Western Philosophy I | 3 | 0 | 0 | 0 | 3 |
| PHI 221 | Western Philosophy II | 3 | 0 | 0 | 0 | 3 |
| PHI 230 | Introduction to Logic | 3 | 0 | 0 | 0 | 3 |
| PHI 240 | Introduction to Ethics | 3 | 0 | 0 | 0 | 3 |
| Religion |  |  |  |  |  |  |
| REL 110 | World Religions | 3 | 0 | 0 | 0 | 3 |
| REL 211 | Introduction to Old Testament | 3 | 0 | 0 | 0 | 3 |
| REL 212 | Introduction to New Testament | 3 | 0 | 0 | 0 | 3 |
| REL 221 | Religion in America | 3 | 0 | 0 | 0 | 3 |
| Speech/Communication (one of the following courses may be |  |  |  |  |  |  |
| COM110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| COM120 | Intro. to Interpersonal Communication | 3 | 0 | 0 | 0 | 3 |
| COM231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |

Social/Behavioral Sciences (12 SHC) Select four courses from at least three of the following discipline areas: anthropology, economics, geography, history, political science, psychology, and sociology. At least one course must be a history course.

History (Select one course from the following):

| HIS | 111 | World Civilizations I | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| HIS | 112 | World Civilizations II | 3 | 0 | 0 | 0 | 3 |
| HIS | 121 | Western Civilization I | 3 | 0 | 0 | 0 | 3 |
| HIS | 122 | Western Civilization II | 3 | 0 | 0 | 0 | 3 |
| HIS | 131 | American History I | 3 | 0 | 0 | 0 | 3 |
| HIS | 132 | American History II | 3 | 0 | 0 | 0 | 3 |

## Sociology (The following course is required):

| SOC 210 | Introduction to Sociology <br> Select one of the following SOC courses: | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| SOC 213 | Sociology of the Family |  |  |  |  |  |
| SOC 220 | Social Problems | 3 | 0 | 0 | 0 | 3 |
| SOC 225 | Social Diversity | 3 | 0 | 0 | 0 | 3 |
| SOC 240 | Social Psychology | 3 | 0 | 0 | 0 | 3 |

Students must select one course (3 SHC) from the following:
Anthropology
$\begin{array}{llllllll}\text { ANT } 210 & \text { General Anthropology } & 3 & 0 & 0 & 0 & 3\end{array}$

## Economics

| ECO 251 | Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ECO 252 | Principles of Macroeconomics | 3 | 0 | 0 | 0 | 3 |

Geography
GEO 111 World Regional Geography $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 112 Cultural Geography
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 113 Economic Geography
$\begin{array}{lllll}3 & 0 & 0 & 0 & 3\end{array}$
GEO 130 General Physical Geography $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$
Political Science

| POL 110 | Introduction to Political Science | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| POL 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| POL 210 | Comparative Government | 3 | 0 | 0 | 0 | 3 |
| POL 220 | International Relations | 3 | 0 | 0 | 0 | 3 |
| sychology |  |  |  |  |  |  |
| PSY 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 237 | Social Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 239 | Psychology of Personality | 3 | 0 | 0 | 0 | 3 |
| PSY 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 281 | Abnormal Psychology | 3 | 0 | 0 | 0 | 3 |

Natural Sciences/Mathematics (14 SHC)
Natural Sciences (8 SHC) Select two courses (including accompanying laboratory work)
(AST, BIO, CHM, or PHY) from the following biological and physical science disciplines:

| [ AST 151 | General Astronomy I | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AST 151A | General Astronomy I Lab | 0 | 2 | 0 | 0 | 1 |
| AST 152 | General Astronomy II | 3 | 0 | 0 | 0 | 3 |
| AST 152A | General Astronomy II Lab | 0 | 2 | 0 | 0 | 1 |
| [ BIO 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| [ BIO 112 | General Biology II | 3 | 3 | 0 | 0 | 4 |
| [ CHM131 | Introduction to Chemistry | 3 | 0 | 0 | 0 | 3 |
| CHM131A | Introduction to Chemistry Lab | 0 | 3 | 0 | 0 | 1 |
| CHM132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| [ CHM151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| CHM152 | General Chemistry II | 3 | 3 | 0 | 0 | 4 |
| [ PHY 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |
| [ PHY 152 | College Physics II | 3 | 2 | 0 | 0 | 4 |
| [ PHY 251 | General Physics I | 3 | 3 | 0 | 0 | 4 |
| [ PHY 252 | General Physics II | 3 | 3 | 0 | 0 | 4 |

Mathematics (6 SHC) Select at least one course in introductory mathematics:

## Introductory Mathematics (Select one):

| MAT 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| MAT 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| MAT 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |

The following mathematics course is required:
MAT151 Statistics I $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$

## REVISED <br> 11:25 am, May 21, 2007 <br> Students should check with the university of their choice to make sure

 that they complete the appropriate math course.三II. Other Required Hours (20 SHC) A minimum of 20 SHC of college
transfer general education, elective, and/or pre-major courses is required.
ACC 120 Principles of Financial Accounting $\begin{array}{llllll}3 & 2 & 0 & 0 & 4\end{array}$
$\begin{array}{llllllll}\text { ACC } 121 & \text { Principles of Managerial Accounting } & 3 & 2 & 0 & 0 & 4\end{array}$
ART 121 Design I $\begin{array}{llllll} & 0 & 6 & 0 & 0 & 3\end{array}$
ART 240 Painting
ART 241 Painting II
$\begin{array}{lllll}0 & 6 & 0 & 0 & 3\end{array}$
ART 244 Watercolor
$\begin{array}{lllll}0 & 6 & 0 & 0 & 3\end{array}$
ART 261 Photography I
ART 264 Digital Photography I
$\begin{array}{lllll}0 & 6 & 0 & 0 & 3 \\ 1 & 4 & 0 & 0 & 3\end{array}$
AST 111 Descriptive Astronomy

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 2 | 0 | 0 | 1 |

AST 111A Descriptive Astronomy Lab
AST 251 Observational Astronomy
BIO 110 Principles of Biology

| 1 | 3 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- |

BIO 140 Environmental Biology

| 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 0 | 3 | 0 | 0 | 1 |

BIO 140A Environmental Biology Lab

| 0 | 3 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- |
| 4 | 2 | 0 | 0 | 5 |

BIO 163 Basic Anatomy \& Physiology
4
BIO 168 Anatomy and Physiology I

| 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 3 | 0 | 0 | 4 |

BIO 169 Anatomy and Physiology II

| 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 3 | 0 | 0 | 4 |

BIO 250 Genetics

| 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |

BIO 275 Microbiology

| 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |

BIO 280 Biotechnology

| 2 | 3 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

$\begin{array}{lllllll}\text { BUS } 110 & \text { Introduction to Business } & 3 & 0 & 0 & 0 & 3\end{array}$
BUS 115 Business Law I

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

CJC 111 Introduction to Criminal Justice

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

CJC 121 Law Enforcement Operations

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

CJC 141 Corrections

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

CIS 110 Introduction to Computers

| 2 | 2 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

$\begin{array}{llllllll}\text { CIS } & 115 & \text { Intro. to Programming \& Logic } & 2 & 2 & 0 & 0 & 3\end{array}$
COM140 Intro. to Intercultural Communication

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |

COM232 Election Rhetoric
$\begin{array}{lllllll}\text { COM233 } & \text { Persuasive Speaking } & 3 & 0 & 0 & 0 & 3\end{array}$
COM251 Debate I
CSC 134 C++ Programming

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 3 | 0 | 0 | 3 |

ECO 151 Survey of Economics

| 2 | 3 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |

ENG 125 Creative Writing I $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
ENG 126 Creative Writing II $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { ENG } 132 & \text { Introduction to Drama } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { ENG } 235 & \text { Survey of Film as Literature } & 3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{lllllll}\text { ENG } 272 & \text { Southern Literature } & 3 & 0 & 0 & 0 & 3 \\ \text { ENG } 273 & \text { African-American Literature } & 3 & 0 & 0 & 0 & 3\end{array}$

| ENG 274 | Literature by Women | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| GEO 121 | North Carolina Geography | 3 | 0 | 0 | 0 | 3 |
| HEA 110 | Personal Health/Wellness | 3 | 0 | 0 | 0 | 3 |
| HIS 160 | Labor Relations in the US | 3 | 0 | 0 | 0 | 3 |
| HIS 163 | The World Since 1945 | 3 | 0 | 0 | 0 | 3 |
| HIS 226 | The Civil War | 3 | 0 | 0 | 0 | 3 |
| HIS 236 | North Carolina History | 3 | 0 | 0 | 0 | 3 |
| JOU 110 | Introduction to Journalism | 3 | 0 | 0 | 0 | 3 |
| MAT 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| MAT 263 | Brief Calculus | 3 | 0 | 0 | 0 | 3 |
| MAT 271 | Calculus I | 3 | 2 | 0 | 0 | 4 |
| MAT 272 | Calculus II | 3 | 2 | 0 | 0 | 4 |
| MAT 273 | Calculus III | 3 | 2 | 0 | 0 | 4 |
| MUS 131 | Chorus I | 0 | 2 | 0 | 0 | 1 |
| PED 111 | Physical Fitness I | 0 | 3 | 0 | 0 | 1 |
| PED 113 | Aerobics I | 0 | 3 | 0 | 0 | 1 |
| PED 117 | Weight Training I | 0 | 3 | 0 | 0 | 1 |
| PED 121 | Walk, Jog, Run | 0 | 3 | 0 | 0 | 1 |
| PED 122 | Yoga I | 0 | 2 | 0 | 0 | 1 |
| PED 128 | Golf - Beginning | 0 | 2 | 0 | 0 | 1 |
| PED 142 | Lifetime Sports | 0 | 2 | 0 | 0 | 1 |
| PED 217 | Pilates I | 0 | 2 | 0 | 0 | 1 |
| POL 130 | State \& Local Government | 3 | 0 | 0 | 0 | 3 |
| PSY 211 | Psychology of Adjustment | 3 | 0 | 0 | 0 | 3 |
| PSY 231 | Forensic Psychology | 3 | 0 | 0 | 0 | 3 |
| PSY 249 | Psychology of Aging | 3 | 0 | 0 | 0 | 3 |
| PSY 259 | Human Sexuality | 3 | 0 | 0 | 0 | 3 |
| SOC 230 | Race and Ethnic Relations | 3 | 0 | 0 | 0 | 3 |
| SOC 234 | Sociology of Gender | 3 | 0 | 0 | 0 | 3 |
| SOC 242 | Sociology of Deviance | 3 | 0 | 0 | 0 | 3 |
| SOC 250 | Sociology of Religion | 3 | 0 | 0 | 0 | 3 |

In addition to the above, any courses not taken to satisfy the general education core requirement may be used to fulfill the other required hours' requirement of 20 SHC.

A success and study skills course (one semester hour credit) must be taken in the first semester by all students pursuing this Pre-Major in the Associate in Arts degree. This 65th-hour course listed below possibly may not transfer to a senior institution.

ACA 115 Success and Study Skills $\begin{array}{llllll}0 & 2 & 0 & 0 & 1\end{array}$
III. TOTAL SEMESTER HOURS CREDIT (SHC) IN PROGRAM: 65

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Approved Humanities/Fine Arts and Social/Behavioral Sciences Electives for Associate in Applied Science Programs and Diploma Programs <br> REVISED 

| Humanities / Fine Arts |  | Social / Behavioral Sciences |  |
| :---: | :---: | :---: | :---: |
| ART 111 ART 116 ART 121 ART 131 ART 240 ART 241 ART 244 ART 261 ENG 125 * ENG 131 * ENG 132 <br> * ENG 231 <br> * ENG 232 <br> * ENG 241 <br> * ENG 242 <br> * ENG 251 <br> * ENG 262 <br> * ENG 272 <br> * ENG 273 <br> * ENG 274 <br> HUM 110 <br> **HUM 115 | HUM 122 <br> HUM 130 <br> HUM 160 <br> HUM 161 <br> HUM 211 <br> HUM 212 <br> MUS 110 <br> MUS 113 <br> PHI 210 <br> PHI 220 <br> PHI 221 <br> PHI 230 <br> PHI 240 <br> REL 110 <br> REL 211 <br> REL 212 <br> REL 221 | ANT 210 <br> ECO 151 <br> ECO 251 <br> ECO 252 <br> GEO 111 <br> GEO 112 <br> GEO 113 <br> GEO 121 <br> GEO 130 <br> HIS 111 <br> HIS 112 <br> HIS 121 <br> HIS 122 <br> HIS 131 <br> HIS 132 <br> HIS 163 <br> HIS 226 <br> HIS 236 <br> POL 110 <br> POL 120 <br> POL 130 <br> POL 210 | POL 220 <br> PSY 110 <br> PSY 118 <br> PSY 150 <br> PSY 211 <br> PSY 237 <br> PSY 239 <br> PSY 241 <br> PSY 249 <br> PSY 281 <br> SOC 210 <br> SOC 213 <br> SOC 220 <br> SOC 225 <br> SOC 230 <br> SOC 234 <br> SOC 240 <br> SOC 242 <br> SOC 250 |

* These ENG courses require a prerequisite or corequisite of ENG 112, ENG 113, or ENG 114. Automotive Systems Technology and Radiography do not require ENG 112, ENG 113, or ENG 114 in their program of study. Therefore, these ENG courses will not satisfy the Humanities/Fine Arts requirement for these two programs.
** HUM 115 may meet the SACS humanities requirement for AAS degree programs.


## Un-Declared Program Students Who Have Not Yet Chosen a Technical or Vocational Program

Choosing a career goal, a program of study, can be a difficult decision. It must be made with careful consideration and guidance. A student who wishes to enroll in classes but who has not yet chosen a program may begin in the General Occupational Technology program. The following suggestions are useful guidance in selecting first-term classes and activities for an undecided student. These suggestions should assist the student in reaching a program choice or career goal.

1. Seek career counseling through the Discover program in Student Services at either campus.
2. Take ACA 090 Study Skills, or ACA 115 Success and Study Skills.
3. Take appropriate courses in reading, English, math, or algebra as recommended by the COMPASS/ASSET Placement program.
4. Consider taking introductory courses in subject areas of interest. Be aware that individual courses may or may not count in a subsequently selected program of study.
5. Consider attending one of the Allied Health program orientations if there is interest in healthrelated occupations. These orientations are offered on a regular basis, and the schedule can be obtained in the Student Services Office.

## Accounting

## Associate in Applied Science Degree <br> (A25100)

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

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

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

For additional information regarding this program, contact Program Head Robin Turner at 704-216-3789 or send an email to turnerr@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

$\begin{array}{llllllll}\text { ACA } & 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

- ACC 120 Principles of Financial Accounting $\begin{array}{lllllll} & 3 & 2 & 0 & 0 & 4\end{array}$
-BUS 115 Business Law I $3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
- CIS $\left.110 \begin{array}{lllllll} & 110 & \text { Introduction to Computers } & 2 & 2 & 0 & 0\end{array}\right]$

ENG 111 Expository Writing $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\text { MAT } & 140 & \text { Survey of Mathematics } & 3 & 0 & 0 & 0 & 3\end{array}$ OR
$\left.\begin{array}{lllllll}\text { MAT } & 161 & \text { College Algebra } & 3 & 0 & 0 & 0\end{array}\right]$
MAT 175 Precalculus
Total

| 4 | 0 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1 4 - 1 5}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 7 - 1 8}$ |

## First Year (Spring)

- ACC 121 Principles of Managerial Accounting $\begin{array}{lllllll} & 3 & 2 & 0 & 0 & 4\end{array}$
- ACC $129 \begin{array}{llllll}129 & \text { Individual Income Taxes } & 2 & 2 & 0 & 0\end{array}$
$\begin{array}{llllllll}\text { ACC } & 140 & \text { Payroll Accounting } & 1 & 2 & 0 & 0 & 2\end{array}$
$\begin{array}{llllllll}\text { ACC } & 150 & \text { Accounting Software Applications } & 1 & 2 & 0 & 0 & 2\end{array}$
- ACC 220 Intermediate Accounting I

| 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{1 3}$ | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 8}$ |

First Year (Summer)

| PSY | 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| --- | --- | Humanities/Fine Arts Elective (p. 140 ) | 3 | 0 | 0 | 0 | 3 |
|  |  | Total | 6 | 0 | 0 | 0 | 6 |

## Second Year (Fall)

| ACC | 221 | Intermediate Accounting II | 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ACC | 225 | Cost Accounting | 3 | 0 | 0 | 0 | 3 |
| ACC | 240 | Government \& Not-for-Profit Acct. | 3 | 0 | 0 | 0 | 3 |
| BUS | 137 | Principles of Management | 3 | 0 | 0 | 0 | 3 |
| COM | 110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| COM | 231 | Public Speaking |  | 3 | 0 | 0 | 0 |
| --- | --- | Major Elective* |  | $0-3$ | $\mathbf{2 - 4}$ | 0 | $0-30$ |
|  |  |  | Total | $\mathbf{1 5 - 1 8}$ | $\mathbf{2 - 4}$ | $\mathbf{0}$ | $\mathbf{0 - 3 0}$ |

## Second Year (Spring)

ACC 227 Practices in Accounting
ACC 250 Advanced Accounting
ACC 269 Auditing \& Assurance Services

- ECO 251 Principles of Microeconomics

OR

- ECO 252 Principles of Macroeconomics
--- --- Major Elective*
Total

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
|  |  |  |  |  |
| 3 | 0 | 0 | 0 | 3 |
| $0-3$ | $\mathbf{2 - 4}$ | 0 | $0-30$ | 3 |
| $\mathbf{1 5 - 1 8}$ | $\mathbf{0 - 4}$ | $\mathbf{0}$ | $\mathbf{0 - 3 0}$ | $\mathbf{1 5}$ |

Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 6 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses:

|  |  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| ACC | 132 | NC Business Taxes | 2 | 0 | 0 | 0 | 2 |
| BAF | 111 | Teller Training | 3 | 0 | 0 | 0 | 3 |
| BUS | 125 | Personal Finance | 3 | 0 | 0 | 0 | 3 |
| BUS | 217 | Employment Law and Regulations | 3 | 0 | 0 | 0 | 3 |
| BUS | 225 | Business Finance | 2 | 2 | 0 | 0 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 0 | 0 | 3 |
| BUS | 260 | Business Communication | 3 | 0 | 0 | 0 | 3 |
| BUS | 280 | REAL Small Business | 4 | 0 | 0 | 0 | 4 |
| CTS | 130 | Spreadsheet | 2 | 2 | 0 | 0 | 3 |
| INT | 110 | International Business | 3 | 0 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-Op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-Op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-Op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-Op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-Op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 123 | Co-Op Work Experience II | 0 | 0 | 0 | 30 | 3 |
| COE | 131 | Co-Op Work Experience III | 0 | 0 | 0 | 10 | 1 |
| COE | 132 | Co-Op Work Experience III | 0 | 0 | 0 | 20 | 2 |
| COE | 211 | Co-Op Work Experience IV | 0 | 0 | 0 | 10 | 1 |
| COE | 221 | Co-Op Work Experience V | 0 | 0 | 0 | 10 | 1 |

## Accounting

## Diploma Program <br> (D25100)

| Courses |  | Credit Hours |
| :---: | :--- | :---: |
| - ACC 120 | Principles of Financial Accounting | 4 |
| - ACC 121 | Principles of Managerial Accounting | 4 |
| - ACC 129 | Individual Income Taxes | 3 |
| ACC 132 | NC Business Taxes | 2 |
| ACC 140 | Payroll Accounting | 2 |
| ACC 150 | Accounting Software Applications | 2 |
| ACC 220 | Intermediate Accounting I | 4 |
| - BUS 115 | Business Law I | 3 |
| BUS 137 | Principles of Management | 3 |
| CIS 110 | Introduction to Computers | 3 |
| ENG 111 | Expository Writing | 3 |
| ENG 114 | Professional Research \& Reporting | 3 |
| PSY 150 | General Psychology | 3 |
| Total Semester Hours Credit: | 39 |  |

- This is a Core course and cannot be substituted.


## Accounting

## Certificate Programs

(C25100)
Technical Track Certificate (C25100TT)
ACC 120 Principles of Financial Accounting ..... 4
ACC 121 Principles of Managerial Accounting ..... 4
ACC 129 Individual Income Taxes ..... 3
ACC 220 Intermediate Accounting I ..... 4
ACC 225 Cost Accounting ..... 3
Total Semester Hours Credit: ..... 18
Managerial Track Certificate (C25100MT)
ACC $120 \quad$ Principles of Financial Accounting ..... 4
ACC 121 Principles of Managerial Accounting ..... 4
ACC 220 Intermediate Accounting I ..... 4
ACC 225 Cost Accounting ..... 3
ACC 269 Auditing \& Assurance Services ..... 3
Total Semester Hours Credit: ..... 18
Government Track Certificate (C25100GT)
ACC 120 Principles of Financial Accounting ..... 4
ACC 121 Principles of Managerial Accounting ..... 4
ACC 132 NC Business Taxes ..... 2
ACC 220 Intermediate Accounting I ..... 4
ACC 240 Government \& Not-for-Profit Accounting ..... 3
Total Semester Hours Credit: ..... 17
Clerical Track Certificate (C25100CT)
ACC 120 Principles of Financial Accounting ..... 4
ACC 121 Principles of Managerial Accounting ..... 4
ACC 132 NC Business Taxes ..... 2
ACC 140 Payroll Accounting ..... 2
ACC 150 Accounting Software Applications ..... 2
BAF 111 Teller Training ..... 3
Total Semester Hours Credit: ..... 17
Tax Track Certificate (C25100XT)
ACC 120 Principles of Financial Accounting ..... 4
ACC 121 Principles of Managerial Accounting ..... 4
ACC 129 Individual Income Taxes ..... 3
ACC 132 NC Business Taxes ..... 2
ACC 140 Payroll Accounting ..... 2
ACC 150 Accounting Software Applications ..... 2
Total Semester Hours Credit: ..... 17
Personal Finance Certificate (C25100PF)
ACC 120 Principles of Financial Accounting ..... 4
ACC 129 Individual Income Taxes ..... 3
ACC 132 NC Business Taxes ..... 2
ACC 140 Payroll Accounting ..... 2
BUS 125 Personal Finance ..... 3
BUS 217 Employment Law and Regulations ..... 3
Total Semester Hours Credit: ..... 15

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Air Conditioning, Heating \& Refrigeration Technology 

Diploma Program

(D35100)
The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems.

Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools and instruments. In addition, the A.A.S. degree covers residential building codes, residential system sizing and advanced comfort systems. An A.A.S. degree is currently in the planning stages for this program.

Diploma graduates should be able to assist in the start-up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. A.A.S. degree graduates should be able to demonstrate an understanding of system selection and balance and advanced systems.

For additional information regarding this program, contact Program Head Joe Christie at 704-216-3908 or send an email to christiej@rccc.edu, or instructor Fred Loving at 704-216-3912 or send an email to lovingf@rccc.edu, or instructor Jon Crockett at 740-216-3909 or send an email to crockettj@rccc.edu.

The following is a suggested program of study for completing this program in three semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time). Entry-level courses are offered year round for students to begin their education during any semester.

## Title

Class Lab Clinical W Exp. Credits

## Fall Semester

| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - AHR | 110 | Introduction to Refrigeration | 2 | 6 | 0 | 0 | 5 |
| - AHR | 111 | HVACR Electricity | 2 | 2 | 0 | 0 | 3 |
| - AHR | 112 | Heating Technology |  | 2 | 4 | 0 | 0 |
| MAT | 115 | Mathematical Models | Total | 2 | 2 | 0 | 0 |
|  |  |  | $\mathbf{1 0}$ | $\mathbf{1 6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 8}$ |

## Spring Semester

| - AHR | 113 | Comfort Cooling | 2 | 4 | 0 | 0 | 4 |
| ---: | :--- | :--- | :---: | :--- | :--- | :--- | :--- |
| AHR | 115 | Refrigeration Systems | 1 | 3 | 0 | 0 | 2 |
| AHR | 130 | HVAC Controls | 2 | 2 | 0 | 0 | 3 |
| AHR | 180 | HVACR Customer Relations | 1 | 0 | 0 | 0 | 1 |
|  | OR |  |  |  |  |  |  |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| AHR | 210 | Residential Building Code | 1 | 2 | 0 | 0 | 2 |
| * ENG | 111 | Expository Writing | Total | $\mathbf{3}$ | 0 | 0 | 0 |
|  |  |  | $\mathbf{9 - 1 0}$ | $\mathbf{1 1}$ | $\mathbf{0}$ | $\mathbf{0 - 1 0}$ | $\mathbf{1 5}$ |

## Summer Term

| - AHR | 114 | Heat Pump Technology | 2 | 4 | 0 | 0 | 4 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| AHR | 211 | Residential System Design | 2 | 2 | 0 | 0 | 3 |
| AHR | 235 | Refrigeration Design | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Major Elective* | Total | $\mathbf{7}$ | $\mathbf{2 - 3}$ | 0 | 0 |

## *Major Electives:

Select 4 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses:

|  |  | Title | Class | Lab | Clinical |  | W Exp. Credits |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AHR | 140 | All-Weather Systems | 1 | 3 | 0 | 0 | 2 |
| AHR | 151 | HVAC Duct Systems I | 1 | 3 | 0 | 0 | 2 |
| AHR | 255 | Indoor Air Quality | 1 | 2 | 0 | 0 | 2 |
|  |  |  |  |  |  |  |  |
| Total Semester Hours Credit (SHC) in Program: |  |  | $\mathbf{4 7}$ |  |  |  |  |

- This is a Core course and cannot be substituted.
*Students will be allowed to take ENG 102 Applied Communications II if they do not plan to pursue an A.A.S. degree.


# Air Conditioning, Heating \& Refrigeration Technology 

Certificate Programs (C35100)

Courses Credit Hours
Basic Certificate (C35100BA)
AHR 110 Introduction to Refrigeration ..... 5
AHR 111 HVACR Electricity ..... 3
AHR 112 Heating Technology ..... 4
CIS 110 Introduction to Computers ..... 3
Total Semester Hours Credit: ..... 15
Intermediate Certificate (C35100IN)
AHR 113 Comfort Cooling ..... 4
AHR 115 Refrigeration Systems ..... 2
AHR 130 HVAC Controls ..... 3
AHR 180 HVACR Customer Relations ..... 1
AHR 210 Residential Building Code ..... 2
Total Semester Hours Credit: ..... 12
Advanced Certificate (C35100AD)
AHR 114 Heat Pump Technology ..... 4
AHR 140 All-Weather Systems ..... 1
AHR 211 Residential System Design ..... 3
AHR 235 Refrigeration Design ..... 3
Select two of the following courses:
AHR 140 All-Weather Systems ..... 2
AHR 151 HVAC Duct Systems I ..... 2
AHR 255 Indoor Air Quality ..... 2
Total Semester Hours Credit: ..... 14

A student may earn a Diploma in Air Conditioning, Heating \& Refrigeration Technology by completing the above three certificates, plus completion of ENG 102 and ONE three-credit hour college-level general education course selected in consultation with an AHR Advisor.

# Associate Degree Nursing - Integrated 

## Associate In Applied Science Degree

(A45100)
The Associate Degree Nursing curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings.

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

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

The following Admission Requirements are not eligible for appeal and are subject to change:

## ADMISSION REQUIREMENTS:

Please note important deadlines for applying to the nursing programs. Admission requirements will be finalized by February 1 of each year for the subsequent year. Program requirements will be finalized by August 1 of each year for the subsequent year.

In addition to the general enrollment process for Rowan-Cabarrus Community College, the applicant must complete the following:

1. To be considered for the nursing class beginning August of each year, all applicants must:
a. Submit an "Interest Form" to the Admissions office February 1 - October 1 of the previous year. Interest Forms will be available at the Information Session in Student Services, or at the Health Programs website.
b. Meet admission requirements (1-6) prior to January 1 of the year to be admitted. Example: Applicant wants to be considered for admission August 2008:
(1) applicant must complete admission criteria (1-6) prior to January 1, 2008;
(2) applicant must submit an Interest Form February 1-October 1, 2007.
c. Applicants will be admitted based on a competitive selection process.
d. All applicants who are not accepted must re-submit an Interest Form during the following time period of February 1- October 1, to be considered for the next year’s class.
2. Attend one (1) of three (3) Nursing Information Sessions offered by the nursing education faculty annually, in order to make informed decisions regarding their program selection. FAILURE TO ATTEND WILL DELAY THE ADMISSION PROCESS. Applicants should direct all questions regarding the program requirements to their assigned nursing faculty advisors. All applicants will be required to sign in.

All applicants must complete the "Program Survey" form and must sign the "Statement of Understanding Regarding Acceptance for Clinical Training" during the Information Session. The clinical training statement pertains to submission of a required criminal history report and mandatory drug screen. Please realize that for admission to the program, a criminal background check will be required. A negative review may prevent students from participating in clinical practice (which means that they cannot complete program requirements).
a. Applicants must attend an Information Session the year prior to potential program entry. This means that if applicants attended an Information Session two years ago
and want to be considered for fall 2008 entry, they must attend an Information Session in 2007.
3. Submit evidence of high school graduation and transcript of grades, as well as GED scores, and college transcripts, if applicable. In regards to transfer credit (or credit previously earned at RCCC), related courses within the nursing curriculum - BIO and PSY - must be within five years of January 1 of the admission year.
4. Present evidence of successful completion of the following within the last five years:
a. Biology - high school or BIO 106 or higher at a college level
b. Chemistry - high school or CHM 090 or higher at a college level
c. Computer - CIS 110 or make an acceptable score on the RCCC Technical Proficiency Exam (TPE)
5. Be academically prepared to enroll in ENG 111, Expository Writing, and show proficiency in the mathematics area (Algebra I). All applicants for admission into the nursing programs can satisfy this requirement by meeting one criterion from each of the following areas: NOTE: Placement test scores, remedial course work, and demonstrated proficiency in mathematics (Algebra I) must be acquired within the last five years of January 1 of the admission year.

## Writing

- Standard score of 42 or higher on the ASSET Writing or
- Standard score of 71 or higher on the COMPASS Writing or
- Satisfactory completion of ENG 090 or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) course in English composition or
- SAT Writing score of 500 or ACT Writing score of 21 (completed within five years of January 1 of the admission year)


## Reading

- Standard score of 42 or higher on the ASSET Reading Skills or
- Standard score of 81 or higher on the COMPASS Reading Comprehension or
- Satisfactory completion (grade C or higher) of a college-level (associate degree or higher) course in English composition or
- Satisfactory completion of RED 090
or
- SAT Reading score of 500 or ACT Reading score of 21 (completed within five years of January 1 of the admission year)


## Math-Numerical Skills

- Standard score of 42 or higher on the ASSET Numerical Skills or
- Standard score of 47 or higher on the COMPASS Pre-algebra or
- Satisfactory completion of MAT 060
or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) math course
- SAT Math score of 500 or ACT Math score of 21
(completed within five years of January 1 of the admission year)


## Math-Elementary Algebra

- Standard score of 42 or higher on the ASSET Elementary Algebra +42 or higher on the Numerical Skills or
- Standard score of 46 or higher on the COMPASS Algebra +47 or higher on the Prealgebra
or
- Satisfactory completion of MAT 070
or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) math course within the last five years
or
- SAT Math score of 500 or ACT Math score of 21 (completed within five years of January 1 of the admission year)

The applicant is limited to testing twice in a twelve-month period (initial test and one re-test). Placement test requirements can be met by successfully completing the remedial courses recommended after COMPASS/ASSET testing. Students who have withdrawn from the nursing education program due to academic reasons may be required to re-test and meet minimum acceptable scores. Specific placement re-test requirements will be based on individual academic deficiencies (see ADN Competency Standards). Applicants should check with the Admissions Office if they have any questions related to testing.
6. Provide evidence of successful completion of a current, non-restrictive North Carolina Nurse Aide I listing. Student must remain current in NC Nurse Aide I listing throughout the nursing program. For information on Nurse Aide I training, contact RCCC Continuing Education at 704-216-3657.
7. Applicants meeting admission requirements (1-6) prior to January 1, and submitting an Interest Form from February 1 - October 1 of the previous year will be eligible for the Health Occupations Basic Entrance Test (HOBET). The college reserves the right to extend the deadline date if necessary to secure qualified applicants for program admission. Testing dates will be provided.

- Testing fee must be paid in the Business Office prior to testing.
- A photo ID is required for entrance to the test.
- Study guides will be available for purchase in the RCCC bookstore (North and South campuses).


## Selection Criteria

Admission into the nursing program is competitive. The higher the applicant's HOBET scores, the greater the opportunity for selection. Scores at or above the current national passing standard will be utilized to rank the applicant for selection into the Nursing program(s). Applicants must take the current HOBET test; only current test scores will be used to rank the applicants.

Applicants who do not acquire the current national passing standard for math, reading, and critical thinking components of the test during the initial testing period or who desire to improve their score will be eligible for one (1) re-test within the allotted admission selection time period of that year.

The applicant's highest reading and math score, which constitute the Composite score, along with the critical thinking component will be utilized and evaluated for program selection. The critical thinking component is a combination of inferential reading, main idea of passage and predicting of outcomes.

In the event that applicants have identical HOBET scores, the HOBET critical thinking component will be used to further rank the applicants for the nursing program selection.

## Alternate List for the Nursing Program

Applicants not offered Tentative Program Placement will be ranked, placed on an alternate list and will be admitted in that order, if space becomes available. Applicants remaining after the fall class has been filled will not be carried over to a waiting list the following year(s); they will have to reapply, meet current admission requirements, retest, and will be ranked with the applicants for the next year.
8. When items 1-7 have been successfully met, the applicant's file is reviewed by the Admissions Committee and tentative program placement is established. Full acceptance/admission into the Nursing program is not granted until the applicant completes the following items:
a. Satisfactory completion of the Readiness for Nursing course (grade of 77 or higher) that will be offered through the Continuing Education Program. All applicants will be required to attend one of two five-week sessions offered. Days and times will be provided through Continuing Education. Information will be mailed to all tentative fall acceptances. Contact person is Molly Cline (704-2163511), in Continuing Education.
b. Criminal Background History Report as required by clinical sites. RCCC Admission Office will provide directives for securing the report.
c. Completed physical examination form (exam within the last six months) that provides evidence of satisfactory physical, emotional and mental health. Preadmission drug screening is required (see Evaluation of Physical and Emotional Health Guidelines and Procedure Regarding Acceptance for Clinical Training for Health Programs). Problematic areas will be handled on an individual basis by the Director of Nursing Education after consultation with clinical affiliates.
d. Certification in basic life support, CPR, at the Health Care Provider level (adult, child, and infant). Certification can be obtained through Continuing Education and must be maintained throughout the NUR course sequence.
e. All applicants' admission data, including health form, CPR verification and criminal background check, must be finalized ten (10) business days prior to the first day of fall semester due to required diagnostic testing and reporting of results. Final approval for admission has to be granted by the Director of Nursing Education.
9. When problematic, physical, or mental health conditions exist, faculty may require timely medical reports from the student's physician confirming that the individual is physically and mentally competent to enter, or continue, in the Nursing program.

## Second-year Students

Students progressing to NUR 210 are required to attend the Student Services’ sponsored nursing workshop held at the end of the Summer Term of NUR 130. The Director of Nursing Education will communicate the date and time to the students.

## Re-entry Students

Students unable to continue in the Nursing Program course sequence may re-apply to the Nursing Program one time. The student desiring to reapply to the program must do so within one year and will be re-evaluated for program placement based on individual circumstances and program requirements.

Acceptance is contingent upon:
a. Meeting the current admission, advanced placement and graduation requirements in effect at the time of re-application. (HOBET scores that are within two years of re-entry and are at or above the current passing national average will be exempt in satisfying this ADN admission criteria.)
b. Availability of space.

Final approval for re-entry has to be granted by the Director of Nursing Education following a thorough review of the student's record by the nursing faculty. The Director of Nursing Education will communicate the faculty's decision to the Admissions Committee.

## Advanced Placement Students

Students applying to enter the program in an advanced placement status must follow requirements stated in the Advanced Placement Policy and stipulations specified for admission. Failure to meet pre-requisite requirements will result in denial of admission. Advanced placement for college transfer students is for first level courses only in order to meet RCCC residency requirements. Final approval for advanced placement admission has to be granted by the Director of Nursing Education following a thorough review of the student's record by the nursing faculty. The Director of Nursing Education will communicate the faculty's decision to the Admissions Committee.

NON-DISCRIMINATION POLICY:
Rowan-Cabarrus Community College does not discriminate in its admissions policies and procedures on the basis of sex, race, color, national origin, age, religion or handicap.

For additional information regarding this program, contact Director of Nursing Education Cathy Norris at 704-216-3701, or send an email to norrisc@rccc.edu.

First Year (Fall)

| ENG | 111 | Expository Writing |  | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :---: | :--- | :--- | :--- | :---: |
| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 0 | 0 | 4 |  |
| $\bullet$ NUR | 110 | Nursing I | 5 | 3 | 6 | 0 | 8 |  |
| PSY | 150 | General Psychology |  | 3 | 0 | 0 | 0 | 3 |
| ** COE | $\mathbf{1 1 0}$ | World of Work |  | 1 | 0 | 0 | 0 | 1 |
|  |  | Total | $\mathbf{1 4 - 1 5}$ | $\mathbf{6}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{1 8 - 1 9}$ |  |

## First Year (Spring)

| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 | 4 |
| :---: | :---: | :--- | :---: | :--- | :--- | :--- | :---: |
| ENG | 112 | Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
| $\bullet$ NUR | 120 | Nursing II | 5 | 3 | 6 | 0 | 8 |
| PSY | 241 | Developmental Psychology | 3 | 0 | 0 | 0 | 3 |
| ** COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
|  |  | Total | $\mathbf{1 4 - 1 5}$ | $\mathbf{6}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{1 8 - 1 9}$ |

## First Year (Summer)

| - NUR | 130 | Nursing III |  | 4 | 3 | 6 | 0 | 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ** COE | 110 | World of Work |  | 1 | 0 | 0 | 0 | 1 |
|  |  | OR |  |  |  |  |  |  |
| ** COE | 111 | Co-op Work Experience I |  | 0 | 0 | 0 | 10 | 1 |
|  |  |  | Total | 4-5 | 3 | 6 | 0-10 | 7-8 |



- This is a Core course and cannot be substituted.

Note: If COE 111 is selected, students should contact the Director of Cooperative Education regarding special cooperative education requirements for ADN students.
** Students who select COE 110 may take the course prior to admission or corequisite with
a NUR course. Students who select COE 111 must take this course in Summer Term or Fall
Semester of the second year and in accordance with approval by the Director of Nursing
Education.
Note: Clinical rotations in NUR courses may be scheduled during weekdays, evenings or weekends.

Note: For students enrolled in the Associate Degree Nursing and Practical Nursing programs, numerical grades below 77 (C) in all required nursing and non-nursing courses are considered unsatisfactory attainment of course competencies.

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Associate Degree Nursing 

## Completion Program for the Licensed Practical Nurse <br> (A45100C)

The NUR curriculum for the Completion Program starts in the spring semester. Please note dates and deadlines for meeting admission requirements.

Listed below are the guidelines and ADN curriculum NUR course sequence for the licensed practical nurse who is entering in advanced placement standing.

The LPN admitted to this program:

1. Will document current unrestricted licensure as a LPN.
2. Will have met the current admission criteria required of the Associate Degree Nursing Program by September 1 prior to program entry. Note: Students entering this program do not have to hold a current, non-restrictive North Carolina Nurse Aide I certification due to LPN licensure status.
3. Will have satisfactorily completed ( $77 \%$ competency level) the Readiness for Nursing course offered through Continuing Education during the fall semester prior to program entry. Contact person is Molly Cline (704-216-3511) in Continuing Education.
4. Will have successfully completed (77\% competency level) ENG 111, BIO 168, and PSY 150.
5. Will be required to meet current national passing standard in math, reading, and critical thinking components for the HOBET test. Testing will occur during the fall semester prior to program entry.
6. Will be required to meet current national passing standard for the GAP test. Testing will occur during the fall semester prior to program entry.
7. Will be certified in IV therapy and will provide evidence of current IV therapy administration (within the last 12 months). IV certification is available through RCCC (Continuing Education).
8. Will have had six months of full-time work experience within the last 12 months in the role of LPN. Verification of employment, role, and responsibilities are required by the LPN's employer. Same year graduates of the RCCC Practical Nursing program will be required to have three months of full-time work experience as a LPN.

Following satisfactory completion of NUR 189 and NUR 187, the ADN completion student will be integrated with the generic students in NUR 130, Summer Term, and follow through the remainder of the NUR course sequence with the exception that COE 111 is not an option for the Completion Program due to students' LPN status. Students should be aware that NUR 187 and NUR 189 require a minimum of ten students to ensure course offerings.

For additional information regarding this program, contact Director of Nursing Education, Cathy Norris at 704-216-3701, or send an email to norrisc@rccc.edu.

## First Year (Spring)

BIO 169 Anatomy and Physiology II
ENG 112 Argument-Based Research

| 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 0 | 0 | 6 | 0 | 2 |
| 1 | 3 | 0 | 0 | 2 |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{1 0}$ | $\mathbf{6}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{1 4}$ |

## First Year (Summer)

- NUR 130 Nursing III

Total

| 4 | 3 | 6 | 0 | 7 |
| :--- | :--- | :--- | :--- | :--- |
| 4 | 3 | 6 | 0 | 7 |

## First Year (Fall)

BIO 275 Microbiology

|  | 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 5 | 3 | 12 | 0 | 10 |
|  | 1 | 0 | 0 | 0 | 1 |
| Total | $\mathbf{9}$ | $\mathbf{6}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## Second Year (Spring)

- NUR 220 Nursing V $4 \begin{array}{lllll} & 3 & 15 & 0 & 10\end{array}$

- This is a Core course and cannot be substituted.

Note: For students enrolled in the Associate Degree Nursing and Practical Nursing programs, numerical grades below 77 (C) in all required nursing and non-nursing courses are considered unsatisfactory attainment of course competencies.
*COE 110 may be taken prior to admission or corequisite with NUR 130.

# Automotive Systems Technology 

## Associate in Applied Science Degree <br> (A60160)

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

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

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

Students must furnish hand tools and protective clothing, as well as textbooks, and may obtain this list from the Automotive Systems Technology Program Head or Student Services.

For additional information regarding this program, contact Program Head Wade Vernon at 704-216-3924, or send an email to vernonm@rccc.edu.

The following is a suggested program of study for completing this program in six semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

Class Lab Clinical W Exp. Credits
First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| ---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| AUT | 110 | Introduction to Automotive Technology | 2 | 2 | 0 | 0 | 3 |
| AUT | 116 | Engine Repair | 2 | 3 | 0 | 0 | 3 |
| AUT | $116 A$ | Engine Repair Lab | 0 | 3 | 0 | 0 | 1 |
| - AUT | 161 | Basic Automotive Electricity | Total | $\mathbf{8}$ | 3 | 0 | 0 |
|  |  | $\mathbf{8}$ | $\mathbf{1 3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 3}$ |  |

## First Year (Spring)



First Year (Summer)

| AUT | 171 | Automotive Climate Control | 2 | 4 | 0 | 0 | 4 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - AUT | 183 | Engine Performance II | 2 | 6 | 0 | 0 | 4 |
| AUT | 186 | PC Skills for Auto Techs | 2 | 2 | 0 | 0 | 3 |
| --- | --- | COE Coursework* | Total | $\mathbf{6}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ |
|  |  |  |  | $\mathbf{1 1}$ |  |  |  |



- This is a Core course and cannot be substituted.
*Students may take either AUT 113 or COE 112 in the second year summer term. If students choose to co-op throughout the course sequence instead of taking AUT 113 or COE 112, they may choose 2 SHC from the following COE coursework:

|  |  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| COE | 111 | Co-Op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 121 | Co-Op Work Experience II | 0 | 0 | 0 | 10 | 1 |

## Automotive Systems Technology

Diploma Program (D60160)
Fall Semester

| AUT | 110 | Introduction to Automotive Technology | 2 | 2 | 0 | 0 | 3 |
| ---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| AUT | 116 | Engine Repair | 2 | 3 | 0 | 0 | 3 |
| AUT | $116 A$ | Engine Repair Lab | 0 | 3 | 0 | 0 | 1 |
| - AUT | 161 | Basic Automotive Electricity | 4 | 3 | 0 | 0 | 5 |
| - | - | Social Science/Behavioral Science Elective | 3 | 0 | 0 | 0 | 3 |
|  | Total | $\mathbf{1 1}$ | $\mathbf{1 1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |  |


Suspension \& Steering Certificate (C60160SS)
AUT 141 Suspension \& Steering ..... 3
AUT 141A Suspension \& Steering Lab ..... 1
AUT 151 Brake Systems ..... 3
AUT 151A Brake Systems Lab ..... 1
AUT 161 Basic Automotive Electricity ..... 5
Total Semester Hours Credit: ..... 13
Heating \& Air Conditioning Certificate (C60160HA)
AUT 110 Introduction to Automotive Technology ..... 3
AUT 113 Automotive Servicing ..... 2
OR
COE 112 Co-op Work Experience I ..... 2
AUT 161 Electrical Systems ..... 5
AUT 171 Automotive Air Conditioning ..... 4
Total Semester Hours Credit: ..... 14
Automatic Transmission Certificate (C60160AT)
AUT 110 Introduction to Automotive Technology ..... 3
AUT 113 Automotive Servicing ..... 2
OR
COE 112 Co-op Work Experience I ..... 2
AUT 221 Automatic Transmission/Transaxles ..... 3
AUT 221A Automatic Transmission/Transaxles Lab ..... 1
AUT 161 Basic Automotive Electricity ..... 5
Total Semester Hours Credit: ..... 14
Manual Drive Train \& Axles Certificate (C60160MD)
AUT 110 Introduction to Automotive Technology ..... 3
AUT 113 Automotive Servicing ..... 2
OR
COE 112 Co-op Work Experience I ..... 2
AUT 161 Electrical Systems ..... 5
AUT 231 Manual Transmission/Transaxles ..... 3
AUT 231A Manual Transmission/Transaxles Lab ..... 1
Total Semester Hours Credit: ..... 14

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Basic Law Enforcement Training 

Certificate Program<br>(C55120)

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

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

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

CREDITS, HOURS, PREREQUISITES:
A. 19 Semester Hour Credits
B. Nine Lecture Hours; 30 Lab Hours Per Week; 624 Contact Hours
C. Prerequisites: None

Corequisites: None
D. Admission Requirements

In addition to regular Rowan-Cabarrus Community College (RCCC) admission requirements, the following apply to the Basic Law Enforcement Training (BLET) program.

1. Each candidate must be sponsored or employed by a public law enforcement agency prior to enrollment and maintain that sponsorship/employment throughout the course.
2. Each candidate must meet minimum standards for employment as established by the N.C. Criminal Justice Education and Training Standards Commission and/or the N.C. Sheriff's Education and Training Standards Commission.
3. Each candidate must provide true and accurate information concerning his or her background. Any information provided by the candidate that is determined to be false or inaccurate will be grounds to deny entry into the BLET program or to invoke sanctions under RCCC Procedure 7.16, Student Behavior Standards/Sanctions.
4. Each candidate must provide BLET officials with a criminal records check from the "Clerk of Courts Office" in each county/state of residence since he/she became sixteen (16) years old or submit evidence that this information is on file with the sponsoring/employing agency. This also applies to military records.
5. Each candidate sponsored through the N.C. Criminal Justice Education and Training Standards Commission must be $\mathbf{2 0}$ years of age as of the initial (first) day of class or have prior written authorization from the Director of the Criminal Justice Standards Division, if less than 20 years of age. (Candidates sponsored by the Sheriff's Education and Training Standards Commission must be 21 years of age.)
6. Each candidate by the time of REGISTRATION must provide the BLET School Director current medical examination report forms F-1; F-2; F-2A; RCCC Exposure to Tear Gas, Mace, and Pepper Mace Release Form; and RCCC Medical Questionnaire/Release Form properly completed by a physician licensed to practice medicine in North Carolina. Satisfactory health documented by a physician is mandatory for acceptance into the program.
7. Each candidate must provide evidence if he or she has been convicted of any crimes, civilian or military.
8. Be a high school graduate or have passed the General Education Development test. (Correspondence diplomas are not accepted.)
9. Possess a valid driver's license.
10. Be a citizen of the United States.

Note: Rowan-Cabarrus Community College has increased the hours in some topical areas of the Basic Law Enforcement Training course above the minimum required by the North Carolina Criminal Justice Training and Standards.

Prospecitve candidates should follow the below listed seven (7) step enrollment process.

## STEPS TO ENROLLMENT:

Step One: Each candidate MUST obtain the BLET student information packet from the Law Enforcement Training Office on North Campus, Room 241. The candidate may pick up the packet in person or may call and leave his/her name, address, and phone number. A packet will then be placed in the mail. Candidates DO NOT complete RCCC Application for Admission at this time or take the placement test. RCCC Application for Admission will be given to students in Step Five as indicated below.

Step Two: Each candidate MUST obtain a Criminal Records Check from the "Clerk of Courts Office" in each County/State of residence since the candidate became sixteen (16) years old. This also applies to times during which the candidate was a member of the US Military (Military Records).

Step Three: Each candidate MUST take the Criminal Records Check along with the verification of sponsorship form to the sponsoring Law Enforcement Agency and request Sponsorship for Basic Law Enforcement Training.

Step Four: Each candidate MUST pre-register by bringing the signed Verification of Sponsorship Form along with a copy of the candidate's Criminal Records Check and High School Diploma/GED to the School Director for preregistration. Note: The only person authorized to sign the Verification of Sponsorship form is the Agency head or his/her designee.

Step Five: Each candidate MUST complete an RCCC APPLICATION FOR ADMISSION when submitting sponsorship/employment form.

Step Six: Upon pre-registration, each candidate MUST obtain from the School Director the necessary forms to be completed and returned to the School Director's office TWO WEEKS PRIOR TO THE FIRST DAY OF CLASS. These forms include:

- Medical Screening Guidelines (F-1 \& F-2)/Tear Gas form
- Note: Deliver the "Medical Screening Guidelines" to the examining physician. The Medical Screening Guidelines "Implementation Manual" is intended to provide the examining physician with information so that he/she may better determine the ability of an applicant, either for employment or training status as an entry level officer. The F-1(LE)/F-2(LE)/RCCC Tear Gas form is to be completed by a physician licensed to practice medicine in North Carolina. The candidate will need to sign and date the F-1. The physician
signs the F-1(LE)/F-2(LE)/RCCC Tear Gas form and must return them to Mr. Rummage, in the self-addressed stamped envelope provided in the front of the packet.
- Medical Questionnaire (Purple)
- BLET Candidate Data File Card (Blue for Day Course/Beige for Night Course)
- BLET Interview Questions (Yellow)
- Self-addressed stamped envelope

Note: $\quad$ The self-addressed envelope will be used to return the Medical Questionnaire, BLET Candidate Data File Card, and Interview Questions.
Step Seven: Each candidate MUST attend "Orientation" on the first Day/Night of the course and MUST bring the following:

- Textbooks (student manuals to be assembled in class)
- Be in uniform (Blue RCCC BLET shirt, tan khaki pants, black leather belt, black leather shoes, and blue or black socks).
- \$16.00 Student Activity Fee (which includes Student Accident Insurance) and \$16.00 Technology Fee.
- This totals $\$ 32.00$. Please have the correct cash or check to be written to Rowan-Cabarrus Community College. A billing letter from the employing agency may also be used.

For additional information regarding this program, contact Program Head Spencer Rummage at 704-216-3738, or send an email to rummages@rccc.edu.

## BLET Transfer Credit:

Students successfully completing Basic Law Enforcement Training at a school accredited by the N.C. Criminal Justice Training and Standards Commission will receive ten semester hours' credit toward their Associate in Applied Science degree in Criminal Justice Technology at RowanCabarrus Community College. These students must have successfully completed Basic Law Enforcement Training since 1985. RCCC only ensures acceptance of these transfer credits in our Associate in Applied Science - Criminal Justice Technology degree program. These transfer credits may or may not be accepted by a four-year institution. Students are responsible for checking the degree requirements of the four-year institution to which they intend to transfer.

## REVISED

# Biotechnology 

## Cooperative Transfer Program

 Program Offered in Cooperation with Forsyth Technical Community College (A20100FS)The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

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

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

RCCC has a collaboration agreement for this program with Forsyth Technical Community College (Forsyth Tech). Under this agreement, students are able to take first-year courses at RCCC.

The Associate in Applied Science Degree in Biotechnology will be awarded by Forsyth Tech.
For additional information regarding this program, contact RCCC Biotechnology Director Dr. Ed Otto at 704-216-7200, or send an email to ottoe@rccc.edu. Additional information may also be obtained from Forsyth Tech's website (www.forsythtech.edu) or by calling the Forsyth Tech Biotechnology Department Chair at 336-734-7575.

Listed below are courses that can be taken at RCCC.

|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |  |
| :--- | :--- | :--- | :---: | :--- | :---: | :---: | :---: |
| BIO | 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| BIO | 112 | General Biology II | 3 | 3 | 0 | 0 | 4 |
| CHM | 131 | Intro to Chemistry | 3 | 0 | 0 | 0 | 3 |
| CHM | 131 A | Intro to Chemistry Lab | 0 | 3 | 0 | 0 | 1 |
|  |  | OR |  |  |  |  |  |
| CHM | 151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |
| CHM | 132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| CIS | 110 | Intro to Computers | 2 | 2 | 0 | 0 | 3 |
| COM | 231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| ENG | 112 | Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| ENG | 114 | Prof. Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| MAT | 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| MAT | 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| MAT | 151 | Statistics I | 3 | 0 | 0 | 0 | 3 |
| MAT | $151 A$ | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| PSY | 118 | Interpersonal Psychology | 3 | 0 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| PSY | 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |


|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| HUM | 110 | Technology and Society | 3 | 0 | 0 | 0 | 3 |
| WEB | 110 | Internet/Web Fundamentals | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Biotechnology

Cooperative Transfer Program
Program Offered in Cooperation with Gaston College
(A20100GS)
The Biotechnology curriculum, which has emerged from molecular biology and chemical engineering, is designed to meet the increasing demands for skilled laboratory technicians in various fields of biological and chemical technology.

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

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

RCCC has a collaboration agreement for this program with Gaston College. Under this agreement, students may take required courses at RCCC, but must earn at least 16 SHC of the required 64-66 SHC at Gaston College.

The Associate in Applied Science Degree in Biotechnology will be awarded by Gaston College.

For additional information regarding this program, contact RCCC Biotechnology Director Dr. Ed Otto at 704-216-7200, or send an email to ottoe@rccc.edu or call the Gaston College Science Department Chair at 704-922-6458.

Students may take up to 48 SHC from the following RCCC courses.

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| BIO | 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| BIO | 112 | General Biology II | 3 | 3 | 0 | 0 | 4 |
| BIO | 250 | Genetics | 3 | 3 | 0 | 0 | 4 |
| BIO | 275 | Microbiology | 3 | 3 | 0 | 0 | 4 |



This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Business Administration 

## Associate In Applied Science Degree

(A25120)
The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

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

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

The following is a suggested program of study for completing this program in four semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)



First Year (Spring)

| - BUS | 115 | Business Law I | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - ECO | 151 | Survey of Economics | 3 | 0 | 0 | 0 | 3 |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Humanities/Fine Arts Elective $(p .140)$ | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Major Elective* |  | 3 | 0 | 0 | 0 |
|  | Total | $\mathbf{1 5}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |  |

## Second Year (Fall)

| - ACC | 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - BUS | 137 | Principles of Management | 3 | 0 | 0 | 0 | 3 |
| BUS | 260 | Business Communication | 3 | 0 | 0 | 0 | 3 |
| - MKT | 120 | Principles of Marketing | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Science Elective (p.140) |  | 0 | 0 | 0 | 3 |
| --- | --- | Major Elective* | 3 | 0 | 0 | 0 | 3 |
|  | Total |  | 18 | 2 | 0 | 0 | 19 |

## Second Year (Spring)

| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |  |
| :--- | :---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BUS | 225 | Business Finance |  | 2 | 2 | 0 | 0 | 3 |
| CTS | 130 | Spreadsheet |  | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Major Elective* |  | 7 | 0 | 0 | 0 | 7 |
|  |  |  | Total | $\mathbf{1 4}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 7}$ |

Total Semester Hours Credit (SHC) in Program: ..... 67-68

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 13 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses:

|  |  | Titte | Class | Lab | Clinical |  | W Exp. Credits |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| BUS | 153 | Human Resource Management | 3 | 0 | 0 | 0 | 3 |
| BUS | 217 | Employment Law \& Regulations | 3 | 0 | 0 | 0 | 3 |
| BUS | 230 | Small Business Management | 3 | 0 | 0 | 0 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 0 | 0 | 3 |
| BUS | 253 | Leadership \& Management Skills | 3 | 0 | 0 | 0 | 3 |
| BUS | 280 | REAL Small Business | 4 | 0 | 0 | 0 | 4 |
| INT | 110 | International Business | 3 | 0 | 0 | 0 | 3 |
| MKT | 123 | Fundamentals of Selling | 3 | 0 | 0 | 0 | 3 |
| MKT | 220 | Advertising and Sales Promotion | 3 | 0 | 0 | 0 | 3 |
| OST | 136 | Word Processing | 1 | 2 | 0 | 0 | 2 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |

## Business Administration

Diploma Program
(D25120)
CoursesCredit Hours

- ACC 120 Principles of Financial Accounting ..... 4
ACC 121 Principles of Managerial Accounting ..... 4
BUS 110 Introduction to Business ..... 3
- BUS 115 Business Law I ..... 3
BUS 121 Business Mathematics ..... 3
- BUS 137 Principles of Management ..... 3
BUS 260 Business Communication ..... 3
- CIS 110 Introduction to Computers ..... 3
- ECO 151 Survey of Economics ..... 3
ENG 111 Expository Writing ..... 3
- MKT 120 Principles of Marketing ..... 3
--- --- Social/Behavioral Science Elective ..... 3
Total Semester Hours Credit: ..... 38
- This is a Core course and cannot be substituted.
Business Administration
Certificate Programs
(C25120)
Courses
Credit Hours
Business Accounting Certificate (C25120BA)
ACC 120 Principles of Financial Accounting ..... 4
BUS 121 Business Mathematics ..... 3
BUS 225 Business Finance ..... 3
BUS 260 Business Communication ..... 3
Total Semester Hours Credit: ..... 13
Small Business Management Certificate (C25120SB)
BUS 137 Principles of Management ..... 3
BUS 153 Human Resource Management ..... 3
BUS 230 Small Business Management ..... 3
BUS 240 Business Ethics ..... 3
BUS 253 Leadership \& Management Skills ..... 3
Total Semester Hours Credit: ..... 15
Business Management Certificate (C25120BM)
BUS 115 Business Law I ..... 3
BUS 137 Principles of Management ..... 3
BUS 153 Human Resource Management ..... 3
BUS 240 Business Ethics ..... 3
BUS 253 Leadership \& Management Skills ..... 3
Total Semester Hours Credit: ..... 15
General Business Certificate (C25120GB)
BUS 110 Introduction to Business ..... 3
BUS 121 Business Mathematics ..... 3
BUS 137 Principles of Management ..... 3
BUS 260 Business Communication ..... 3
CIS 110 Introduction to Computers ..... 3
Total Semester Hours Credit: ..... 15
Business Computing Certificate (C25120BC)
BUS 110 Introduction to Business ..... 3
BUS 260 Business Communication ..... 3
CIS 110 Introduction to Computers ..... 3
CTS 130 Spreadsheet ..... 3
OST 136 Word Processing ..... 2
Total Semester Hours Credit: ..... 14

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Business Administration Marketing and Retailing 

## Associate In Applied Science Degree <br> (A2512F)

Marketing and Retailing is a concentration under the curriculum title of Business Administration. This curriculum is designed to provide students with fundamental skills in marketing and retailing.

Course work includes marketing, retailing, merchandising, selling, advertising, computer technology and management.

Graduates should qualify for marketing positions within manufacturing, retailing and service organizations.

For additional information regarding this program, contact Program Head Garland Fulp at 704-216-3770 or send an email to fulpg@rccc.edu.

The following is a suggested program of study for completing this program in four semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

| ACA | 115 | Success and Study Skills |  | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - BUS | 115 | Business Law I |  | 3 | 0 | 0 | 0 | 3 |
| BUS | 121 | Business Mathematics | 2 | 2 | 0 | 0 | 3 |  |
| - CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |  |
| ENG | 111 | Expository Writing |  | 3 | 0 | 0 | 0 | 3 |
| - MKT | 120 | Principles of Marketing |  | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Major Elective* | Total | $\mathbf{0 - 3}$ | $0-2$ | 0 | $0-30$ | 3 |

## First Year (Spring)

| - ECO | 151 | Survey of Economics | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| - MKT | 122 | Visual Merchandising | 3 | 0 | 0 | 0 | 3 |
| - MKT | 123 | Fundamentals of Selling | 3 | 0 | 0 | 0 | 3 |
| MAT | 140 | Survey of Mathematics OR | 3 | 0 | 0 | 0 | 3 |
| MAT | 161 | College Algebra OR | 3 | 0 | 0 | 0 | 3 |
| MAT | 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
|  |  | Total | 15-16 | 0 | 0 | 0 | 5-16 |

## Second Year (Fall)

- ACC 120 Principles of Financial Accounting $\quad 3 \quad 2 \quad 2 \quad 0 \quad 0 \quad 4$
- BUS 137 Principles of Management $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$

| BUS 260 | Business Communication | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

- MKT 220 Advertising \& Sales Promotion $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$



## Second Year (Spring)

- MKT 225 Marketing Research $\begin{array}{lllllll} & 3 & 0 & 0 & 0 & 3\end{array}$
- MKT 226 Retail Applications $\begin{array}{lllllll} & 3 & 0 & 0 & 0 & 3\end{array}$
--- --- Humanities/Fine Arts Elective (p.140) 3000003
--- --- Major Electives* $\quad$ Total $\quad \begin{array}{lllll}0-3 & 0-2 & 0 & 0-30 & 10 \\ & & \mathbf{9 - 1 2} & \mathbf{0 - 2} & \mathbf{0} \\ \mathbf{0 - 3 0} & \mathbf{1 9}\end{array}$

Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 13 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses.

|  |  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :--- | :--- | :--- | :--- |
| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| BUS | 110 | Introduction to Business | 3 | 0 | 0 | 0 | 3 |
| BUS | 230 | Small Business Management | 3 | 0 | 0 | 0 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 0 | 0 | 3 |
| BUS | 253 | Leadership and Management Skills | 3 | 0 | 0 | 0 | 3 |
| BUS | 280 | REAL Small Business | 4 | 0 | 0 | 0 | 4 |
| CTS | 130 | Spreadsheet | 2 | 2 | 0 | 0 | 3 |
| INT | 110 | International Business | 3 | 0 | 0 | 0 | 3 |
| MKT | 125 | Buying \& Merchandising | 3 | 0 | 0 | 0 | 3 |
| MKT | 221 | Consumer Behavior | 3 | 0 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |

# Business Administration Marketing \& Retailing 

Diploma Program<br>(D2512F)

Courses
Credit Hours

- ACC 120 Principles of Financial Accounting ..... 4
- BUS 115 Business Law I ..... 3
BUS 121 Business Mathematics ..... 3
- BUS 137 Principles of Management ..... 3
- CIS 110 Introduction to Computers ..... 3
- ECO 151 Survey of Economics ..... 3
ENG 111 Expository Writing ..... 3
- MKT 120 Principles of Marketing ..... 3
MKT 122 Visual Merchandising ..... 3
MKT 123 Fundamentals of Selling ..... 3
MKT 220 Advertising \& Sales Promotion ..... 3
MKT 225 Marketing Research ..... 3
Social/Behavioral Sciences Elective ..... 3
Total Semester Hours Credit: ..... 40
- This is a Core course and cannot be substituted.


# Business Administration Marketing \& Retailing 

## Certificate Programs

(C2512F)

## Courses

Credit Hours

Marketing \& Sales Certificate (C2512FMS)
MKT $120 \quad$ Principles of Marketing ..... 3
MKT $122 \quad$ Visual Merchandising ..... 3
MKT 123 Fundamentals of Selling ..... 3
MKT 220 Advertising \& Sales Promotions ..... 3
MKT 225 Marketing Research ..... 3
Total Semester Hours Credit: ..... 15
Marketing Management Certificate (C2512FMM)
ACC 120 Principles of Financial Accounting ..... 4
BUS 137 Principles of Management ..... 3
BUS 253 Leadership and Management Skills ..... 3
MKT $120 \quad$ Principles of Marketing ..... 3
Total Semester Hours Credit: ..... 13
General Marketing Certificate (C2512FGM)
CIS 110 Introduction to Computers ..... 3
MKT $120 \quad$ Principles of Marketing ..... 3
MKT $122 \quad$ Visual Merchandising ..... 3
MKT 123 Fundamentals of Selling ..... 3
MKT 220 Advertising and Sales Promotion ..... 3
Total Semester Hours Credit: ..... 15

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Computer Information Technology

Associate In Applied Science Degree
(A25260)
The Computer Information Technology curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

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

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

For additional information regarding this program, contact Program Head Anne Curlee at 704-216-3758, or send an email to curleea@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - BUS | 110 | Introduction to Business | 3 | 0 | 0 | 0 | 3 |
| - CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| MAT | 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| MAT | 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  |  | Total | 13-15 | 4-6 | 0 | 0 |  |

## First Year (Spring)

| - CTS | 120 | Hardware/Software Support | 2 | 3 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENG | 112 | Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
|  | OR |  |  |  |  |  |  |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| - NET | 110 | Networking Concepts | 2 | 2 | 0 | 0 | 3 |
| - NOS | 110 | Operating System Concepts | 2 | 3 | 0 | 0 | 3 |
| --- | --- | Major Elective* | 1-3 | 0-3 | 0 | 0-40 | 3 |
|  |  | Total | 10-12 | 8-11 | 0 | 0-40 | 15 |

## Title

Class Lab Clinical W Exp. Credits
First Year (Summer)

| $\bullet$ CIS | 115 | Intro. to Programming and Logic | 2 | 3 | 0 | 0 | 3 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | :--- |
| CTS | 135 | Integrated Software Introduction | 2 | 4 | 0 | 0 | 4 |
|  |  | Total | $\mathbf{4}$ | $\mathbf{7}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{7}$ |

Second Year (Fall)

| CTS | 240 | Project Management | 2 | 2 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - CTS | 285 | Systems Analysis and Design | 3 | 0 | 0 | 0 | 3 |
| - DBA | 110 | Database Concepts | 2 | 3 | 0 | 0 | 3 |
| - SEC | 110 | Security Concepts | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Science Elective (p. 140) | 3 | 0 | 0 | 0 | 3 |
|  |  |  |  |  |  |  |  |
|  |  | Total | $\mathbf{1 3}$ | $\mathbf{5}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## Second Year (Spring)

- CTS 289 System Support Project

| 1 | 4 | 0 | 0 | 3 |
| :---: | :--- | :--- | :--- | :--- |
| 2 | 2 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| $1-3$ | $0-3$ | 0 | $0-40$ | 3 |
| $\mathbf{8 - 1 0}$ | $\mathbf{1 0 - 1 3}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ | $\mathbf{1 5}$ |

## Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 6 semester hour credits from the following courses. This may include up to 4 SHC from COE course/combination of courses.

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :--- | :--- | :--- | :--- |
| CIS | 165 | Desktop Publishing I | 2 | 2 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 114 | Co-op Work Experience I | 0 | 0 | 0 | 40 | 4 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 123 | Co-op Work Experience II | 0 | 0 | 0 | 30 | 3 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |
| COE | 211 | Co-op Work Experience IV | 0 | 0 | 0 | 10 | 1 |
| CSC | 139 | Visual BASIC Programming | 2 | 3 | 0 | 0 | 3 |
| CTS | 125 | Presentation Graphics | 2 | 2 | 0 | 0 | 3 |
| CTS | 130 | Spreadsheet | 2 | 2 | 0 | 0 | 3 |
| CTS | 230 | Advanced Spreadsheet | 2 | 2 | 0 | 0 | 3 |
| NOS | 120 | Linux/UNIX Single User | 2 | 2 | 0 | 0 | 3 |
| NOS | 220 | Linux/UNIX Administration I | 2 | 2 | 0 | 0 | 3 |


| OST | 136 | Word Processing | 1 | 2 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| SPA | 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| WEB | 111 | Introduction to Web Graphics | 2 | 2 | 0 | 0 | 3 |

## Computer Information Technology (Formerly Information Systems)

Diploma Program<br>(D25260)

Courses Credit Hours

- CIS 110 Introduction to Computers ..... 3
- CIS 115 Introduction to Programming \& Logic ..... 3
- CTS 120 Hardware/Software Support ..... 3
CTS 135 Integrated Software ..... 4
- DBA 110 Database Concepts ..... 3
ENG 111 Expository Writing ..... 3
MAT 115 Mathematical Models ..... 3
OR
MAT 161 College Algebra ..... 3
OR
MAT 175 Precalculus ..... 4
- NET 110 Networking Concepts ..... 3
- NOS 110 Operating System Concepts ..... 3
--- --- Social/Behavioral Science Elective (p.140) ..... 3
Select 9 semester hours from the following:
BUS 110 Introduction to Business ..... 3
CTS 240 Project Management ..... 3
CTS 285 System Analysis \& Design ..... 3
DBA 115 Database Applications ..... 3
NOS 130 Windows Single User ..... 3
NOS 230 Windows Administration I ..... 3
SEC 110 Security Concepts ..... 3
Total Semester Hours Credit ..... 40-41
- This is a Core course. A diploma offered for this program must have a minimum of 12 SHC extracted from the Core courses of the A.A.S. degree. 12 SHC of these courses cannot be substituted.


## Computer Information Technology

## Certificate Program (C25260)

CoursesCredit HoursComputer Information Technology Certificate (C25260CI)
CIS 110 Introduction to Computers ..... 3
CTS 120 Hardware/Software Support ..... 3
CTS 135 Integrated Software ..... 4
DBA 110 Database Concepts ..... 3
NOS 110 Operating System Concepts ..... 3
Total Semester Hours Credit: ..... 16
Operating Systems Certificate (C25260OS)
CIS 110 Introduction to Computers ..... 3
CTS 120 Hardware/Software Support ..... 3
NOS 110 Operating System Concepts ..... 3
NOS 130 Windows Single User ..... 3
NOS 230 Windows Administration I ..... 3
Total Semester Hours Credit: ..... 15
Computer Information Technology Office Support Certificate (C25260SU)
BUS 110 Introduction to Business ..... 3
CIS 110 Introduction to Computers ..... 3
CTS 135 Integrated Software Introduction ..... 4
CTS 240 Project Management ..... 3
Total Semester Hours Credit: ..... 13
This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Computer Programming 

Associate In Applied Science Degree
(A25130)
The Computer Programming curriculum prepares individuals for employment as computer programmers and related positions through study and applications in computer concepts, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations.

Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve.

Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, computer operators, systems technicians, or database specialists.

For additional information regarding this program, contact Program Head VernonClodfelter at 704-216-3756-or send an email to-clodfelterv@rece.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## Title

Class Lab Clinical W Exp. Credits

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| - CIS | 115 | Introduction to Programming and Logic | 2 | 3 | 0 | 0 | 3 |
| - CSC | 135 | COBOL Programming | 2 | 3 | 0 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Science Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
| Total |  |  |  |  |  |  |  |
|  |  | $\mathbf{1 2}$ | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 6}$ |  |

## First Year (Spring)

| - CSC | 235 | Advanced COBOL Programming | 2 | 3 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CTS | 120 | Hardware/Software Support | 2 | 3 | 0 | 0 | 3 |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| MAT | 115 | Mathematical Models OR | 3 | 0 | 0 | 0 | 3 |
| MAT | 161 | College Algebra OR | 3 | 0 | 0 | 0 | 3 |
| MAT | 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| - NET | 110 | Networking Concepts | 2 | 2 | 0 | 0 | 3 |
| - NOS | 110 | Operating Systems Concepts | 2 | 3 | 0 | 0 | 3 |
|  |  | Total | 14-15 | 11 | 0 | 0 | 8-19 |

## First Year (Summer)

| • BUS | 110 | Introduction to Business | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  | Total | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{6}$ |  |

## Second Year (Fall)

| - CSC | 139 | Visual BASIC Programming | 2 | 3 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - CSC | 141 | Visual C++ Programming | 2 | 3 | 0 | 0 | 3 |
| - CTS | 285 | Systems Analysis \& Design | 3 | 0 | 0 | 0 | 3 |
| - DBA | 110 | Database Concepts |  | 2 | 3 | 0 | 0 |
| - |  | 3 | 0 | 0 | 0 | 3 |  |
| SEC | 110 | Security Concepts |  | $0-3$ | $0-3$ | 0 | $0-40$ |
| --- | --- | Major Elective* | Total | $\mathbf{1 2 - 1 5}$ | $\mathbf{9 - 1 2}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ |

## Second Year (Spring)

| - CSC | 239 | Advanced Visual BASIC Programming | 2 | 3 | 0 | 0 | 3 |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - CSC | 241 | Advanced Visual C++ Programming | 2 | 3 | 0 | 0 | 3 |  |
| - CSC | 289 | Programming Capstone Project | 1 | 4 | 0 | 0 | 3 |  |
| - NOS | 130 | Windows Single User |  | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Major Elective* | Total | $\mathbf{0 - 3}$ | $0-3$ | 0 | $0-40$ | $2-3$ |
|  | $\mathbf{7 - 1 0}$ | $\mathbf{1 2 - 1 5}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ | $\mathbf{1 4 - 1 5}$ |  |  |  |

## Total Semester Hours Credit (SHC) in Program:

71-73

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 4-6 semester hour credits from the following courses. This may include up to 4 SHC from COE course/combination of courses.

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| ACC | 121 | Principles of Managerial Accounting | 3 | 2 | 0 | 0 | 4 |
| BUS | 121 | Business Math | 2 | 2 | 0 | 0 | 3 |
| CSC | 134 | C++ Programming | 2 | 3 | 0 | 0 | 3 |
| CSC | 138 | RPG Programming | 2 | 3 | 0 | 0 | 3 |
| CSC | 151 | JAVA Programming | 2 | 3 | 0 | 0 | 3 |
| CSC | 238 | Advanced RPG Programming | 2 | 3 | 0 | 0 | 3 |
| CTS | 130 | Spreadsheet | 2 | 2 | 0 | 0 | 3 |
| OST | 136 | Word Processing | 1 | 2 | 0 | 0 | 2 |
| WEB | 115 | Web Markup and Scripting | 2 | 2 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 114 | Co-op Work Experience I | 0 | 0 | 0 | 40 | 4 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 123 | Co-op Work Experience II | 0 | 0 | 0 | 30 | 3 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |
| COE | 211 | Co-op Work Experience IV | 0 | 0 | 0 | 10 | 1 |

## Computer Programming

## Diploma Program <br> (D25130)

Title Class Lab Clinical W Exp. Credits

- CIS 110 Introduction to Computers ..... 3
- CIS 115 Introduction to Programming \& Logic ..... 3
- CSC 135 Cobol Programming ..... 3
- CSC 139 Visual BASIC Programming ..... 3
OR
- CSC 141 Visual C++ Programming ..... 3
- CSC 235 Advanced COBOL Programming ..... 3
- CSC 239 Advanced Visual BASIC Programming ..... 3
OR
- CSC 241 Advanced Visual C++ Programming ..... 3
CTS 120 Hardware/Software Support ..... 3
- DBA 110 Database Concepts ..... 3
ENG 111 Expository Writing ..... 3
MAT 115 Mathematical Models ..... 3
OR
MAT 161 College Algebra ..... 3
OR
MAT 175 Precalculus ..... 4
- NET 110 Networking Concepts ..... 3
- NOS 110 Operating Systems Concepts ..... 3
--- --- Humanities/Fine Arts Elective (p.140) ..... 3
Total Semester Hours Credit ..... 39-40A diploma offered for this program must have a minimum of 12 SHC extracted fromthe Core courses of the A.A.S. degree.
Computer Programming
Certificate Programs
(C25130)


## Courses

Credit Hours

## COBOL Language Certificate (C25130CO)

Fall Semester
CIS 110 Introduction to Computers ..... 3
CIS 115 Introduction to Programming \& Logic ..... 3
CSC 135 COBOL Programming ..... 3
Spring Semester
CSC 235 Advanced COBOL Programming ..... 3
NOS 110 Operating Systems Concepts ..... 3
Total Semester Hours Credit: ..... 15

## RPG Language Certificate (C25130RP)

## Fall Semester

CIS 110 Introduction to Computers 3
CIS 115 Introduction to Programming \& Logic 3
CSC 138 RPG Programming 3

## Spring Semester

CSC 238 Advanced RPG Programming 3
NOS 110 Operating Systems Concepts 3
Total Semester Hours Credit: 15

Visual BASIC Language Certificate (C25130VB) Fall Semester

CIS 110 Introduction to Computers 3
CIS 115 Introduction to Programming \& Logic 3
CSC 139 Visual BASIC Programming 3
Spring Semester
CSC 239 Advanced Visual BASIC Programming 3
NOS 110 Operating Systems Concepts 3
Total Semester Hours Credit: 15

## Visual C Language Certificate (C25130VC)

Fall Semester
CIS 110 Introduction to Computers 3
CIS 115 Introduction to Programming \& Logic 3
CSC 141 Visual C++ Programming 3
Spring Semester
CSC 241 Advanced Visual C++ Programming 3
NOS 110 Operating Systems Concepts 3
Total Semester Hours Credit: 15

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Construction Management Technology

## Associate In Applied Science Degree (A35190)

This curriculum is designed to prepare individuals for careers in the construction management field. Such positions may include project manager, superintendent, estimator, or foreman.

Course work includes safety, planning, scheduling, cost control, productivity, human relations, estimating, and building codes. Students will also gain proficiency in specific construction-related skills.

Graduates should qualify for entry-level positions in the field of construction management.
For additional information regarding this program, contact Program Head Franklin Merrell at 704-216-3920, or send an email to merrellf@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| - CMT | 210 | Professional Construction Supervision | 3 | 0 | 0 | 0 | 3 |
| - CMT | 212 | Total Safety Performance | 3 | 0 | 0 | 0 | 3 |
| ENG | 111 | Expository Writing |  | 3 | 0 | 0 | 0 |
| MAT | 121 | Algebra/Trigonometry I | Total | 2 | 2 | 0 | 0 |
|  |  |  | $\mathbf{1 3}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 6}$ |

## First Year (Spring)

- ACC 120 Principles of Financial Accounting
- BPR 130 Blueprint Reading/Construction
- CST 241 Planning/Estimating I

| 3 | 2 | 0 | 0 | 4 |
| :---: | :--- | :--- | :--- | :--- |
| 1 | 2 | 0 | 0 | 2 |
| 2 | 2 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| $2-5$ | $2-6$ | 0 | 0 | $3-5$ |
| $\mathbf{1 1 - 1 4}$ | $\mathbf{8 - 1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5 - 1 7}$ |

## First Year (Summer)



## Second Year (Fall)

- CMT 214 Planning and Scheduling $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
- CMT 216 Cost and Productivity
- SPA 120 Spanish for the Workplace

COE 112 Co-op Work Experience I

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |

$\begin{array}{llllll}0 & 0 & 0 & 20 & 2\end{array}$
--- $\quad$--- $\quad$ Social/Behavioral Science Elective (p.140) $3 \quad 0 \quad 0 \quad 0 \quad 0 \quad 3$
--- --- Technical Elective*
Total

| $2-5$ | $2-6$ | 0 | 0 | $3-5$ |
| ---: | ---: | ---: | :--- | ---: |
| $\mathbf{1 4 - 1 7}$ | $\mathbf{2 - 6}$ | $\mathbf{0}$ | $\mathbf{2 0}$ | $\mathbf{1 7 - 1 9}$ |

## Second Year (Spring)

| - CIV | 230 | Construction Estimating | 2 | 3 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - CMT | 218 | Human Relations Issues | 3 | 0 | 0 | 0 | 3 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| --- | --- | Technical Elective* |  | Total | $\mathbf{7 - 1 0}$ | $2-6$ | 0 |

## Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.


## *Technical Electives:

Choose an area of specialization listed below and select 8 or 9 semester hours of credit from that area, plus 6 or 7 semester hours of credit from the other three areas of specialization. The total is to include 15 semester hours of credit. Students who anticipate transfer to a four-year university may select more than 9 hours from the Civil Engineering Technology Option and should also take MAT 122. SRV 110 may be taken at CPCC and transferred.

## Title

Class
Lab
Clinical W Exp. Credits
Air Conditioning, Heating and Refrigeration:

| AHR | 110 | Introduction to Refrigeration | 2 | 6 | 0 | 0 | 5 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| AHR | 111 | HVACR Electricity | 2 | 2 | 0 | 0 | 3 |
| AHR | 112 | Heating Technology | 2 | 4 | 0 | 0 | 4 |
| AHR | 113 | Comfort Cooling | 2 | 4 | 0 | 0 | 4 |
| AHR | 130 | HVAC Controls | 2 | 2 | 0 | 0 | 3 |

## Electrical:

| ELC | 113 | Basic Wiring I | 2 | 6 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ELC | 117 | Motors and Controls | 2 | 6 | 0 | 0 | 4 |
| ELC | 118 | National Electrical Code | 1 | 2 | 0 | 0 | 2 |
| ELC | 125 | Diagrams and Schematics | 1 | 2 | 0 | 0 | 2 |
| ELC | 138 | DC Circuit Analysis | 2 | 3 | 0 | 0 | 3 |

## Welding:

| WLD | 112 | Basic Welding Processes | 1 | 3 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| WLD | 115 | SMAW (Stick) Plate | 2 | 9 | 0 | 0 | 5 |
| WLD | 121 | GMAW (MIG) FCAW/Plate | 2 | 6 | 0 | 0 | 4 |
| WLD | 131 | GTAW (TIG) Plate | 2 | 6 | 0 | 0 | 4 |
| WLD | 141 | Symbols \& Specifications | 2 | 2 | 0 | 0 | 3 |

Civil Engineering Technology:

| CIV | 110 | Statics/Strength of Materials | 2 | 6 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CIV | 210 | Engineering Materials | 1 | 3 | 0 | 0 | 2 |
| CIV | 240 | Project Management | 2 | 3 | 0 | 0 | 3 |
| SRV | 110 | Surveying I | 2 | 6 | 0 | 0 | 4 |
| EGR | 115 | Introduction to Technology | 2 | 3 | 0 | 0 | 3 |
| CSC | 134 | C++ Programming | 2 | 3 | 0 | 0 | 3 |

## Construction Management Technology

Diploma Program
(D35190)CoursesCredit Hours

- ACC 120 Principles of Financial Accounting ..... 4
- BPR 130 Blueprint Reading/Construction ..... 2
- CIS 110 Introduction to Computers ..... 3
- CIV 230 Construction Estimating ..... 3
- CMT 210 Professional Construction Supervision ..... 3
- CMT 212 Total Safety Performance ..... 3
- CMT 214 Planning and Scheduling ..... 3
- CMT 216 Cost and Productivity ..... 3
- CMT 218 Human Relations Issues ..... 3
- CST 241 Planning/Estimating I ..... 3
ENG 102 Applied Communications II ..... 3
(or ENG 111 Expository Writing)
MAT 121 Algebra/Trigonometry I ..... 3
- SPA 120 Spanish for the Workplace ..... 3
Total Semester Hours Credit: ..... 39- This is a Core course and cannot be substituted.
Construction Management Technology
Certificate Programs
(C35190)
Courses Credit Hours
Basic Certificate (C35190BA)
BPR 130 Blueprint Reading/Construction ..... 2
CIS 110 Introduction to Computers ..... 3
CMT 210 Professional Construction Supervision ..... 3
CMT 212 Total Safety Performance ..... 3
SPA 120 Spanish for the Workplace ..... 3
Total Semester Hours Credit: ..... 14
Intermediate Certificate (C35190IN)
CMT 214 Planning and Scheduling ..... 3
CMT 216 Costs and Productivity ..... 3
CMT 218 Human Relations Issues ..... 3
CST 241 Planning/Estimating I ..... 3
Total Semester Hours Credit: ..... 12
Project Supervision Certificate (C35190PS)
CMT 210 Professional Construction Supervision ..... 3
CMT 212 Total Safety Performance ..... 3
CMT 214 Planning and Scheduling ..... 3
CMT 216 Costs and Productivity ..... 3
CMT 218 Human Relations Issues ..... 3
COE 112 Co-op Work Experience I ..... 2
Total Semester Hours Credit: ..... 17

This program offers various courses via distance education. See pages 63-67 for a listing of
these courses.

## REVISED

11:18 am, Aug 01, 2007

## Cosmetology

Diploma Program
(D55140)


## REVISED

2:04 pm, Aug 22, 2007
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 entrance is based on space availability (first come, first serve) on the day of registration. If more than the number of students that can be accepted into the program come at the same time, they will be chosen by application dates obtained by Student Services.

For additional information regarding this program, contact Program Head Kathy Nash at 704-216-3927, or send an email to nashk@rccc.edu.

The following is a suggested program of study for completing this program in four semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

- COS 111 Cosmetology Concepts I
- COS 112 Salon I

ENG 102 Applied Communications II
Total

| 4 | 0 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 24 | 0 | 0 | 8 |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{7}$ | $\mathbf{2 4}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

First Year (Spring)

- COS 113 Cosmetology Concepts II
- COS 114 Salon II

PSY 101 Applied Psychology

| 0 | 24 | 0 | 0 | 8 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |

PSY 118 Interpersonal Psychology
300030
SOC 100 Concept in Sociology
Total

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 7 | $\mathbf{2 4}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

First Year (Summer)

- COS 115 Cosmetology Concepts III
- COS 116 Salon III

Total

| 4 | 0 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 12 | 0 | 0 | 4 |
| $\mathbf{4}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{8}$ |

## Second Year (Fall)

-COS 117 Cosmetology Concepts IV $20 \begin{array}{lllll} & 0 & 0 & 0 & 2\end{array}$
-COS 118 Salon IV

| Total | 2 | 21 | 0 | 0 | 9 |
| :--- | :--- | :--- | :--- | :--- | :--- |

Total Semester Hours Credit (SHC) in Program: ..... 47

- This is a Core course and cannot be substituted.


## Cosmetology

Certificate Program
(C55140)

## Title

Class Lab Clinical W Exp. Credits
First Year (Fall)

- COS 111 Cosmetology Concepts I
- COS 112 Salon I

Total


## First Year (Spring)

- COS 113 Cosmetology Concepts II
- COS 114 Salon II

Total


## First Year (Summer)

- COS 115 Cosmetology Concepts III
- COS 116 Salon III

Total

| 4 | 0 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 12 | 0 | 0 | 4 |
| $\mathbf{4}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{8}$ |

Total Semester Hours Credit (SHC) in Program: 32

- This is a Core course and cannot be substituted.


## Cosmetology Instructor

## Certificate Program

(C55160)
The Cosmetology Instructor curriculum provides a course of study for learning the skills needed to teach the theory and practice of cosmetology as required by the North Carolina Board of Cosmetic Arts.

Course work includes requirements for becoming an instructor, introduction to teaching theory, methods and aids, practice teaching, and development of evaluation instruments.

Graduates of the program may be employed as cosmetology instructors in public or private education and business. Applicants to this program must have a current North Carolina Cosmetologist License and six months' experience as a licensed cosmetologist.

For additional information regarding this program, contact Program Head Kathy Nash at 704-216-3927, or send an email to nashk@rccc.edu.
Title Class Lab Clinical W Exp. Credits

First Semester

- COS 271 Instructor Concepts I

| 5 | 0 | 0 | 0 | 5 |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 21 | 0 | 0 | 7 |
| $\mathbf{5}$ | $\mathbf{2 1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 2}$ |

Second Semester

| - COS | 273 | Instructor Concepts II |  | 5 | 0 | 0 | 0 | 5 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - COS | 274 | Instructor Practicum II |  | 0 | 21 | 0 | 0 | 7 |
|  |  |  | Total | $\mathbf{5}$ | $\mathbf{2 1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 2}$ |

## Total Semester Hours Credit (SHC) in Program: <br> 24

- This is a Core course and cannot be substituted.


# Criminal Justice Technology 

Associate In Applied Science Degree

(A55180)
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.

For additional information regarding this program, contact Program Head Spencer Rummage at 704-216-3738, or send an email to rummages@rccc.edu.

The following is a suggested program of study for completing this program in four semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## Title

Class Lab Clinical W Exp. Credits

## First Year (Fall)

ACA 115 Success and Study Skills

- CJC 111 Introduction to Criminal Justice

CJC 121 Law Enforcement Operations

- CJC** 131 Criminal Law

ENG 111 Expository Writing PSY 150 General Psychology

Total

| 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{1 5}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 6}$ |

## First Year (Spring)

| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - CJC | 112 | Criminology | 3 | 0 | 0 | 0 | 3 |
| - CJC | 113 | Juvenile Justice | 3 | 0 | 0 | 0 | 3 |
| ENG | 112 | Argument-Based Research | 3 | 0 | 0 | 0 | 3 |
| SOC | 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Major Elective* | Total | $\mathbf{1 7}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ |
|  |  |  | $\mathbf{1 8}$ |  |  |  |  |

## Second Year (Fall)

| CJC | 141 | Corrections | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - CJC | 212 | Ethics \& Community Relations | 3 | 0 | 0 | 0 | 3 |
| - CJC** | 231 | Constitutional Law | 3 | 0 | 0 | 0 | 3 |
| MAT | 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| MAT | 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| MAT | 175 | Precalculus | 4 | 0 | 0 | 0 | 4 |
| --- | --- | Major Elective* | 0-3 | 0 | 0 | 0-30 | 3 |
|  |  | Total | 12-16 | 0 | 0 | 0-30 | 5-16 |

## Second Year (Spring)

| CJC | 132 | Court Procedure \& Evidence | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| CJC | 214 | Victimology | 3 | 0 | 0 | 0 | 3 |
| $\bullet$ CJC** 221 | Investigative Principles | 3 | 2 | 0 | 0 | 4 |  |
| COM | 231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| COM | 110 | Introduction to Communication | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  |  | $\mathbf{1 5}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 6}$ |  |

Total Semester Hours Credit (SHC) in Program:
65-66

- This is a Core course and cannot be substituted.


## Note: Criminal Justice employers require criminal background checks, and a criminal record may prohibit employment.

## **BLET Transfer Credit:

Students successfully completing Basic Law Enforcement Training at a school accredited by the N.C. Criminal Justice Training and Standards Commission will receive BLET transfer credit for these courses ( 10 semester hours). These students must have successfully completed Basic Law Enforcement Training since 1985. RCCC only ensures acceptance of these transfer credits in our Associate in Applied Science - Criminal Justice Technology Degree program. These transfer credits may or may not be accepted by a four-year institution to which they intend to transfer.

## *Major Electives:

Select 6 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses.

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CJC | 160 | Terrorism: Underying Issues | 3 | 0 | 0 | 0 | 3 |
| CJC | 222 | Criminalistics | 3 | 0 | 0 | 0 | 3 |
| CJC | 223 | Organized Crime | 3 | 0 | 0 | 0 | 3 |
| CJC | 225 | Crisis Intervention | 3 | 0 | 0 | 0 | 3 |
| CJC | 233 | Correctional Law | 3 | 0 | 0 | 0 | 3 |
| CJC | 241 | Community-Based Corrections | 3 | 0 | 0 | 0 | 3 |
| POL | 120 | American Government | 3 | 0 | 0 | 0 | 3 |
| SOC | 213 | Sociology of the Family | 3 | 0 | 0 | 0 | 3 |
| SPA | 111 | Elementary Spanish I | 3 | 0 | 0 | 0 | 3 |
| SPA | 112 | Elementary Spanish II | 3 | 0 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |

# Criminal Justice Technology 

Certificate Program<br>(C55180)

| Courses |  | Credit Hours |
| :---: | :--- | :---: |
| CJC 111 | Introduction to Criminal Justice | 3 |
| CJC 112 | Criminology | 3 |
| CJC 121 | Law Enforcement Operations | 3 |
| CJC 141 | Corrections | 3 |
| SOC 210 | Introduction to Sociology | 3 |
| Total Semester Hours Credit: | $\mathbf{1 5}$ |  |

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Dental Assisting

Diploma Program (D45240)

The Dental Assisting curriculum prepares individuals to assist the dentist in the delivery of dental treatment and to function as integral members of the dental team while performing chairside and related office and laboratory procedures.

Course work includes instruction in general studies, biomedical sciences, dental sciences, clinical sciences, and clinical practice. A combination of lecture, laboratory, and clinical experiences provide students with knowledge in infection/hazard control, radiography, dental materials, preventive dentistry, and clinical procedures.

The Dental Assisting program is accredited by the Commission on Dental Accreditation. Graduates of ADA accredited dental assisting programs are DA IIs. As a DA II, defined by the Dental Laws of NC, graduates work in dental offices and other related areas.

Upon completion of the program, graduates are eligible to take the Dental Assisting National Board to become Certified Dental Assistants.

The following admission requirements are not eligible for appeal and are subject to change.

## Admission Requirements:

In addition to the general requirements listed under the Admission Procedures for RCCC, the applicant must complete the following:

1. Submit an "Application for Admission" form.
2. Submit evidence of high school graduation and transcript of grades or GED scores, and college transcripts if applicable.
3. Have demonstrated proficiency in writing, reading, and basic numerical skills by COMPASS/ASSET testing or appropriate developmental or appropriate college courses. Placement test scores, remedial coursework, and appropriate college coursework (BIO, CIS), must be acquired within five (5) years of the applicant's date of application for the Dental Assisting program.

## Writing

- Standard score of 42 or higher on the ASSET Writing (or)
- Standard score of 71 or higher on the COMPASS Writing (or)
- Satisfactory completion of ENG 090 (or)
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) course in English composition (or)
- SAT Writing score of 500 or ACT Writing score of 21 (completed within five years of the date of application)


## Reading

- Standard score of 42 or higher on the ASSET Reading Skills (or)
- Standard score of 81 or higher on the COMPASS Reading Comprehensive (or)
- Satisfactory completion (grade C or higher) of a college-level (associate degree or higher) course in English composition (or)
- Satisfactory completion of RED 090 (or)
- SAT Reading score of 500 or ACT Reading score of 21 (completed within five years of the date of application)


## Math-Numerical Skills

- Standard score of 42 or higher on the ASSET Numerical Skills (or)
- Standard score of 47 or higher on the COMPASS Pre-Algebra (or)
- Satisfactory completion of MAT 060 (or)
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) math course (or)
- SAT Math score of 500 or ACT Math score of 21 (completed within five years of the date of application)

The applicant is limited to testing twice in a 12-month period (initial test and one retest). Placement test requirements can be met by successfully completing the remedial courses recommended after COMPASS/ASSET testing. Applicants should check with the Admissions Office if they have any questions related to testing.
4. Attend a Dental Assisting Information Session with the Dental Assisting faculty. The information session is used to convey information pertaining to goals and expectations of faculty members and students. (FAILURE TO ATTEND WILL DELAY YOUR ADMISSIONS PROCESS.) The following three forms will be made available to you in the Information Session:
a. Program Survey
b. Statement of Understanding regarding Drug Screening and Criminal Background Check
c. Technical Standards
5. Begin Hepatitis B series, which is a required immunization for Dental Assisting students. This immunization is a series of three injections. Submit documentation when first two injections have been received.
6. Submit proof of certification in basic life support, CPR, at the Health Care Provider level (adult, child, and infant). Certification can be obtained through Continuing Education and must be maintained throughout the DEN course sequence. (Proof is a copy of applicant's CPR card.)
7. When items 1-6 have been completed, submit an Interest Form (available in Student Services or at the Dental Assisting Information session, or at the Health Programs website). This Interest Form indicates to Student Services that the applicant wants
to be considered for fall admission into the Dental Assisting Program. This form MUST be submitted before your file will be reviewed.
8. When items 1-7 have been met, the Admissions Committee reviews the applicant's file. Tentative program placement is established and the student will be notified. Full acceptance/admission into the Dental Assisting Program is not granted until the applicant completes the following:
a. Criminal Background Report: RCCC Admissions Office will provide you with directives for securing the report.
b. Completed physical/dental examination forms (exam within last six months), which provide evidence of satisfactory physical, emotional, and mental health. Preadmission drug screening is required. The program head of Dental Assisting will handle problematic areas on an individual basis after consulting with clinical affiliates.
9. Students who are not placed into the Dental Assisting program for the fall semester must meet admission requirements for the following year and resubmit an Interest Form.

Should an applicant not meet the prerequisites, RCCC provides courses to assist the applicant in meeting the admissions requirements. Upon completion of the requirements, the applicant will be considered for entry into the program if space in the program is available.

The General Occupational Technology Degree (GOT) program offers students enrolled in the Dental Assisting diploma program the opportunity to earn an A.A.S. degree. Students interested in this GOT program should make an appointment with the Director of General Occupational Technology immediately after completing the application and placement testing process in order to avoid taking courses that will not count toward the degree. Students wishing to obtain the GOT degree with a Concentration in Dental Assisting should substitute the following diploma General Education courses:

ENG 111 and COM 231 should be substituted for ENG 102.
PSY 150 should be substituted for PSY 118.
BIO 168, BIO 169, and BIO 275 should be substituted for BIO 106 (Even though BIO 168 will satisfy the Mathematics/Natural Sciences requirement for the GOT program, BIO 169 and BIO 275 are required for students pursuing a Dental Hygiene program at another community college and is also required by the Commission on Dental Accreditation for the Dental Assisting program.)

In addition to these course substitutions, anyone pursuing the GOT degree must select a humanities/fine arts elective from the list found on page 140 of this catalog.

## Pre-dental Hygiene:

Students wishing to enter a dental hygiene program can complete the General Education core requirements at RCCC for transfer. The student MUST contact the hygiene program or programs to acquire a list of the General Education core requirements specific to that program. However, completion of these general education requirements does NOT assure acceptance into a dental hygiene program. It is the student's responsibility to apply to the program of his or her choice and to meet specific admission requirements of that college.

For additional information regarding this program, contact Program Head Linda Kamp at 704-216-3726, or send an email to kampl@rccc.edu.

## Fall Semester

- DEN 100 Basic Orofacial Anatomy

|  | 2 | 0 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 4 | 6 | 0 | 0 | 7 |
|  | 3 | 4 | 0 | 0 | 5 |
|  | 2 | 0 | 0 | 0 | 2 |
| Total | 3 | 0 | 0 | 0 | 3 |
|  | $\mathbf{1 4}$ | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 9}$ |

## Spring Semester

- DEN 103 Dental Sciences
- DEN 104 Dental Health Education

|  | 2 | 0 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 2 | 2 | 0 | 0 | 3 |
|  | 2 | 0 | 0 | 0 | 2 |
|  | Total | 1 | 0 | 12 | 0 |
| 5 |  |  |  |  |  |
|  | 2 | 3 | 0 | 0 | 3 |
|  | $\mathbf{9}$ | $\mathbf{5}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## Summer Term

| BIO | 106 | Intro to Anatomy/Physiology/Microbiology | 2 | 2 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| - DEN | 107 | Clinical Practice II | 1 | 0 | 12 | 0 | 5 |
| PSY | 118 | Interpersonal Psychology |  | 3 | 0 | 0 | 0 |

Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.

ENG 111 and COM 231 may be substituted for ENG 102.
PSY 150 may be substituted for PSY 118.
BIO 168, BIO 169, and BIO 275 may be substituted for BIO 106.

# Early Childhood Associate 

General Program<br>Associate In Applied Science Degree<br>(A55220)

The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, and Head Start programs.

For additional information regarding this program, contact the Director of Early Childhood Education Sandra Novick at 704-216-3728, or send an email to novicks@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

ACA 115 Success and Study Skills

- EDU 119 Intro. to Early Childhood Education

| 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- |
| 4 | 0 | 0 | 0 | 4 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{1 6}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 7}$ |

## First Year (Spring)

| - EDU | 131 | Children, Family, \& Community | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - EDU | 145 | Child Development II | 3 | 0 | 0 | 0 | 3 |
| - EDU | 146 | Child Guidance | 3 | 0 | 0 | 0 | 3 |
| - EDU | 271 | Educational Technology | 2 | 2 | 0 | 0 | 3 |
| ENG | 112 | Argument-Based Research OR | 3 | 0 | 0 | 0 | 3 |
| ENG | 113 | Literature-Based Research | 3 | 0 | 0 | 0 | 3 |
|  | Total |  | 14 | 2 | 0 | 0 | 15 |

## First Year (Summer)

| PSY | 150 | General Psychology |  | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| --- | --- | Major Elective* |  | Total | $1-3$ | $0-2$ | 0 | 0 |
|  |  | $\mathbf{4 - 6}$ | $\mathbf{0 - 2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{6}$ |  |  |

## Second Year (Fall)

| - COE | 111PS Co-op Work Exp. I - EC (Preschool) OR | 0 | 0 | 0 | 10 | 1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - COE | 111SACo-op Work Exp. I - EC (School-Age) | 0 | 0 | 0 | 10 | 1 |
| EDU | 126PS Early Childhood Seminar I (Preschool) OR | 2 | 0 | 0 | 0 | 2 |
| EDU | 126SAEarly Childhood Seminar I (School-Age) | 2 | 0 | 0 | 0 | 2 |
| - EDU | 221 Children with Exceptionalities | 3 | 0 | 0 | 0 | 3 |
| EDU | 251 Exploration Activities | 3 | 0 | 0 | 0 | 3 |
| - EDU | 280 Language \& Literacy Experiences | 3 | 0 | 0 | 0 | 3 |
| --- | --- Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  | Total | 14 | 0 | 0 | 10 | 15 |

Second Year (Spring)


## Total Semester Hours Credit (SHC) in Program:

68-69

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 6 semester hour credits from the following:.

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| EDU | 234 | Infants, Toddlers \& Twos | 3 | 0 | 0 | 0 | 3 |
| EDU | 254 | Music and Movement for Children | 1 | 2 | 0 | 0 | 2 |
| EDU | 259 | Curriculum Planning | 3 | 0 | 0 | 0 | 3 |
| EDU | 261 | Early Childhood Administration I | 3 | 0 | 0 | 0 | 3 |
| EDU | 262 | Early Childhood Administration II | 3 | 0 | 0 | 0 | 3 |
| SOC | 210 | Introduction to Sociology | 3 | 0 | 0 | 0 | 3 |
| SOC | 213 | Sociology of the Family | 3 | 0 | 0 | 0 | 3 |

## **Mathematics/Natural Sciences Electives:

Select 3-4 semester hour credits from the following.

| Titte |  |  |  | Class | Lab | Clinical | W Exp. Credits |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AST | 111 | Descriptive Astronomy | AND | 3 | 0 | 0 | 0 | 3 |
| AST | 111A | Descriptive Astronomy Lab OR |  | 0 | 2 | 0 | 0 | 1 |
| BIO | 111 | General Biology I OR |  | 3 | 3 | 0 | 0 | 4 |
| BIO | 140 | Environmental Biology | AND | 3 | 0 | 0 | 0 | 3 |
| BIO | 140A | Environmental Biology Lab OR |  | 0 | 3 | 0 | 0 | 1 |
| PHY | 110 | Conceptual Physics | AND | 3 | 0 | 0 | 0 | 3 |
| PHY | 110A | Conceptual Physics Lab OR |  | 0 | 2 | 0 | 0 | 1 |
| MAT | 140 | Survey of Mathematics |  | 3 | 0 | 0 | 0 | 3 |

For students who choose a Natural Sciences elective, the requirement for meeting basic mathematical computation skills must be met. This can be accomplished by receiving an acceptable score on the basic math section of the placement test or successfully completing MAT 060.

## Early Childhood Associate

## Diploma Program <br> (D55220)

Courses Credit Hours

- COE 111PS Co-op Work Experience I - EC (Preschool) ..... 1
Or
- COE 111SA Co-op Work Experience I - EC (School-Age) ..... 1
- EDU 119 Intro. to Early Childhood Education ..... 4
EDU 126PS Early Childhood Seminar I (Preschool) ..... 2or
EDU 126SA Early Childhood Seminar I (School-Age) ..... 2
- EDU 131 Children, Family \& Community ..... 3
- EDU 144 Child Development I ..... 3
- EDU 145 Child Development II ..... 3
- EDU 146 Child Guidance ..... 3
- EDU 151 Creative Activities ..... 3
- EDU 153 Health, Safety \& Nutrition ..... 3
- EDU 221 Children with Exceptionalities ..... 3
EDU 271 Educational Technology ..... 3
ENG 111 Expository Writing ..... 3
PSY 150 General Psychology ..... 3
Total Semester Hours Credit: ..... 37
- This is a Core course and cannot be substituted.
Early Childhood AssociateCertificate Programs(C55220)
Courses Credit Hours
Child Care Specialist Certificate (C55220CS)
EDU 146 Child Guidance ..... 3
EDU 151 Creative Activities ..... 3
Additional Early Childhood Course Work ..... 6
Total Semester Hours Credit: ..... 12Requirements: Students must successfully complete the N. C. Early Childhood Credential(EDU 119 or EDU 111 and EDU 112) or present an equivalency letter from the N. C.Division of Child Development.
Early Childhood Administrator Advanced Certificate (C55220EA)
EDU 144 Child Development I ..... 3
EDU 145 Child Development II ..... 3
EDU 146 Child Guidance ..... 3
EDU 259 Curriculum Planning ..... 3
Total Semester Hours Credit: ..... 12
Requirements: Students must successfully complete the N. C. Early Childhood Administration Credential (EDU 261 and EDU 262) or present an equivalency letter from the N. C. Division of Child Development.
This program offers various courses via distance education. See pages 63-67 for a listing of these courses.


# Early Childhood Associate 

Associate in Applied Science Degree<br>Birth-Kindergarten UNC-Charlotte and Catawba College Transfer Program (A55220TR)

The Early Childhood Education curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, and Head Start programs.

This program is designed for students who intend to transfer to the UNC-Charlotte Child and Family Development and the Birth-Kindergarten Teaching License Program. This program is also designed for students who intend to transfer to Catawba College's Evening and Graduate Studies Programs, B-K Program. Students who successfully complete this course of study and who meet the requirements for admission to UNC-Charlotte are eligible to apply for admission to the major with junior standing.

Requirements are:

- A.A.S. in Early Childhood Associate (A55220TR)
- Cumulative GPA of 2.5 or higher
- Passing scores on all three Praxis I exams (Reading, Writing, Mathematics). For information and registration for PRAXIS, contact www.etc.org/praxis or a counselor in Student Services.
- Grade of C or higher on EDU 119 and EDU 221

For additional information regarding this program, contact the Director of Early Childhood Education Sandra Novick at 704-216-3728, or send an email to novicks@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

$\begin{array}{llllllll}\text { ACA } & 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$
-EDU 119 Introduction to Early Childhood Ed. $4 \begin{array}{llllll}4\end{array}$
-EDU 144 Child Development I $3 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$

- EDU 151 Creative Activities
- EDU 153 Health, Safety \& Nutrition3

ENG 111 Expository Writing
Total
Class Lab Clinical W Exp. Credits


## First Year (Spring)

- EDU 131 Children, Family, \& Community $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
- EDU 145 Child Development II $3 \begin{array}{llllll} & 0 & 0 & 0 & 3\end{array}$
- EDU 146 Child Guidance $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
- EDU 271 Educational Technology $2 \begin{array}{lllll} & 2 & 0 & 0 & 3\end{array}$

ENG 112 Argument-Based Research $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$ OR
ENG 113 Literature-Based Research

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 14 | 2 | 0 | 0 | 15 |

First Year (Summer)
MAT 140 Survey of Mathematics
PSY 150 General Psychology
Total

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{6}$ |



## Second Year (Spring)

| COM | 231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| EDU | 234 | Infants, Toddlers, \& Twos | 3 | 0 | 0 | 0 | 3 |
| EDU | 259 | Curriculum Planning | 3 | 0 | 0 | 0 | 3 |
| EDU | 282 | Early Childhood Literature | 3 | 0 | 0 | 0 | 3 |
| BIO | 111 | General Biology I OR | 3 | 3 | 0 | 0 | 4 |
| BIO | 140 | Environmental Biology AND | 3 | 0 | 0 | 0 | 3 |
| BIO | 140A | Environmental Biology Lab | 0 | 3 | 0 | 0 | 1 |
|  |  | Total | 15 | 3 | 0 | 0 | 16 |

## Total Semester Hours Credit (SHC) in Program:

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

- This is a Core course and cannot be substituted.


# Early Childhood Associate Teacher Associate 

## Associate In Applied Science Degree <br> (A5522B)

## This program transfers to Pfeiffer University - Elementary Education

Teacher Associate is a concentration under the curriculum title of Early Childhood Education. This curriculum prepares individuals to work with children from infancy through middle childhood in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with parents and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children.

Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start programs, and school-age programs.

For additional information regarding this program, contact Director of Early Childhood Education Sandra Novick at 704-216-3728, or send an email to novicks@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

> Title

Class Lab Clinical W Exp. Credits

## First Year (Fall)

$\begin{array}{llllllll}\text { ACA } & 115 & \text { Success and Study Skills } & 0 & 2 & 0 & 0 & 1\end{array}$

- EDU 118 Teacher Assocate Principles \& Practices $3 \quad 0 \quad 0 \quad 0 \quad 0 \quad 3$
-EDU 144 Child Development I $30 \begin{array}{lllll} & 0 & 0 & 0 & 3\end{array}$
- EDU 151 Creative Activities $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$
- EDU 153 Health, Safety and Nutrition $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$

ENG 111 Expository Writing
Total
First Year (Spring)

- EDU 131 Children, Family \& Community
- EDU 145 Child Development II
- EDU 146 Child Guidance
- EDU 186 Reading and Writing Methods
- EDU 271 Educational Technology

Total

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| $\mathbf{1 4}$ | $\mathbf{2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## First Year (Summer)

| PSY | 150 | General Psychology |
| :--- | :--- | :--- |
| - EDU | 119 | Intro to Early Childhood Education |


| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 4 | 0 | 0 | 0 | 4 |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 0}$ |


|  | Title C | Class | Lab | Clinical | W Exp. Credits |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Second Year (Fall) |  |  |  |  |  |
| - COE | 111PS Co-op Work Exp. I - EC (Preschool) OR | 0 | 0 | 0 | 10 |
| - COE | 111SACo-op Work Exp. I- EC (School-Age) | 0 | 0 | 0 | 10 |
| OR |  |  |  |  |  |
| EDU | 126SAEarly Childhood Seminar I (School-Age) | 2 | 0 | 0 | 02 |
| - EDU | 221 Children with Exceptionalities | 3 | 0 | 0 | 03 |
| - EDU | 235 School-Age Development \& Programs | 2 | 0 | 0 | 02 |
| - EDU | 280 Language \& Literacy Experiences | 3 | 0 | 0 | 03 |
| ENG | 112 Argument-Based Research OR | 3 | 0 | 0 | 03 |
| ENG | 113 Literature-Based Research | 3 | 0 | 0 | $0 \quad 3$ |
|  | Total | 13 | 0 | 0 | 1014 |

## Second Year (Spring)

-COE 121SACo-op Work Exp. II - EC (School-Age) $0 \quad 0 \quad 0 \quad 10$

COM 231 Public Speaking 3 |  | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |

-EDU 275 Effective Teaching Training $\begin{array}{llllll}2 & 0 & 0 & 0 & 2\end{array}$

EDU 282 Early Childhood Literature |  | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |

- EDU 285 Internship Experiences (School-Age) $1 \begin{array}{llllll} & 0 & 0 & 0 & 1\end{array}$

EDU 286 Early Childhood Issues $1 \begin{array}{llllll}1\end{array}$
$\begin{array}{cccccccc}\text {--- } & \text {--- } & \text { Mathematics/Natural Sciences Elective* } & 3 & 0-3 & 0 & 0 & 3-4 \\ & \text { Total } & \mathbf{1 3} & \mathbf{0 - 3} & \mathbf{0} & \mathbf{1 0} & \mathbf{1 4 - 1 5}\end{array}$

Total Semester Hours Credit (SHC) in Program:
69-70

- This is a Core course and cannot be substituted.
*Mathematics/Natural Sciences Electives:
Select 3-4 semester hour credits from the following.

| Title |  |  |  | Class <br> 3 | $\begin{gathered} \text { Lab } \\ 3 \end{gathered}$ | Clinical <br> 0 | W Exp. Credits |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BIO | 111 | General Biology OR |  |  |  |  | 0 | 4 |
| BIO | 140 | Environmental Biology | AND | 3 | 0 | 0 | 0 | 3 |
| BIO | 140A | Environmental Biology Lab OR |  | 0 | 3 | 0 | 0 | 1 |
| MAT | 140 | Survey of Mathematics OR |  | 3 | 0 | 0 | 0 | 3 |
| PHY | 110 | Conceptual Physics | AND | 3 | 0 | 0 | 0 | 3 |
| PHY | 110A | Conceptual Physics Lab |  | 0 | 3 | 0 | 0 | 1 |

For students who choose a Natural Sciences elective, the requirement for meeting basic mathematical computation skills must be met. This can be accomplished by receiving an acceptable score on the basic math section of the placement test or successfully completing MAT 060.

## Early Childhood AssociateTeacher Associate

Certificate Program (C5522B)

| Courses |  | Credit Hours |
| :--- | :--- | :--- |
| EDU 144 | Child Development I | 3 |
| EDU 145 | Child Development II | 3 |
| EDU 146 | Child Guidance | 3 |
| EDU 235 | School-Age Development \& Programs | 2 |
| EDU 275 | Effective Teaching Training | 2 |
| Total Semester Hours Credit: | $\mathbf{1 3}$ |  |
| This program offers various courses via distance education. See pages 63-67 for a listing of |  |  |
| these courses. |  |  |

# Electrical/Electronics Technology "Electrical Technology" 

## Associate In Applied Science Degree

(A35220)
The Electrical/Electronics Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical/electronic systems found in residential, commercial, and industrial facilities.

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

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

For additional information regarding this program, contact Program Head Tony Deyton at 704-216-3916, or send an email to deytont@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## Title

Class Lab Clinical W Exp. Credits
First Year (Fall)


## First Year (Spring)

| - ELC | 117 | Motors \& Controls | 2 | 6 | 0 | 0 | 4 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| ELC | 125 | Diagrams \& Schematics | 1 | 2 | 0 | 0 | 2 |
| ELC | 127 | Software for Technicians | 1 | 2 | 0 | 0 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Sciences Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  | Total | $\mathbf{1 0}$ | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 4}$ |  |

## First Year (Summer)

- ELC 115 Industrial Wiring

ELC 119 NEC Calculations

- ELC 128 Introduction to PLC

|  | 2 | 6 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1 | 2 | 0 | 0 | 2 |
|  | 2 | 3 | 0 | 0 | 3 |
| Total | $\mathbf{5}$ | $\mathbf{1 1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{9}$ |

Second Year (Fall)

| ELC | 228 | PLC Applications | 2 | 6 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 三 •ELN | 131 | Electronic Devices | 3 | 3 | 0 | 0 | 4 |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Major Elective* | 0-2 | 0-3 | 0 | 0-30 | 2 |
| REVISED <br> 3:54 pm, May 16, 2007 |  | Total | 10-12 | 11-14 | 0 | 0-30 | 16 |
| Second Year (Spring) |  |  |  |  |  |  |  |
| - ELC | 215 | Electrical Maintenance | 2 | 3 | 0 | 0 | 3 |
| $=\cdot \mathrm{ELN}$ | 133 | Digital Electronics | 3 | 3 | 0 | 0 | 4 |
| MAT | 122 | Algebra/Trigonometry II | 2 |  | 0 | 0 | 3 |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 |  | 0 | 0 | 3 |
| --- | --- | Major Elective* | 0-2 | 0-3 | 0-3 | 0-30 | 2 |
|  |  | Total | 10-12 | 8-11 | 0-3 | 0-30 | 15 |

Total Semester Hours Credit (SHC) in Program:
69

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 4 semester hour credits from the following courses. This may include up to 4 SHC from COE course/combination of courses.

|  | Title | Class | Lab | Clinical | W Exp. Credits |  |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| DFT | 151 | CAD I | 2 | 3 | 0 | 0 | 3 |
| ELN | 150 | CAD for Electronics | 1 | 3 | 0 | 0 | 2 |
| ISC | 112 | Industrial Safety | 2 | 0 | 0 | 0 | 2 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |

# Electrical/Electronics Technology "Electrical Technology" <br> Diploma Program <br> (D35220) 

Courses
Credit Hours
ENG 102 Applied Communications II ..... 3

- ELC 112 DC/AC Electricity ..... 5
- ELC 113 Basic Wiring I ..... 4
- ELC 115 Industrial Wiring ..... 4
- ELC 117 Motors \& Controls ..... 4
ELC 118 National Electrical Code ..... 2
ELC 119 NEC Calculations ..... 2
ELC 125 Diagrams \& Schematics ..... 2
ELC 126 Electrical Computations ..... 3
ELC 127 Software for Technicians ..... 2
ELC 128 Introduction to PLC ..... 3
PSY 101 Applied Psychology ..... 3
Total Semester Hours Credit: ..... 37
- This is a Core course and cannot be substituted.
This program offers various courses via distance education. See pages 63-67 for a listing of these courses.


# Electrical/Electronics Technology "Electrical Technology" 

Certificate Programs<br>(C35220)

## Industrial Motor Control (C35220MO)

ELC 112 Direct \& Alternating Current 5
ELC 117 Motors \& Controls 4
ELC 125 Diagrams \& Schematics 2
ELC 126 Electrical Computations 3
ELC 128 Introduction to PLC 3
Total Semester Hours Credit: 17
Wiring and the NEC (C35220NE)
ELC 113 Basic Wiring I 4
ELC 115 Industrial Wiring 4
ELC 118 National Electrical Code 2
ELC 119 NEC Calculations 2
Total Semester Hours Credit: 12

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Electronics Engineering Technology 

REVISED<br>9:59 am, Apr 19, 2007

## Associate In Applied Science Degree <br> (A40200)

(Revisions have been made to this program and are subject to State Board approval.)
The Electronics Engineering Technology curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems.

A broad-based core of courses, including basic electricity, solid-state fundamentals, digital concepts, and microprocessors, ensures the student will develop the skills necessary to perform entry-level tasks. Emphasis is placed on developing the student's ability to analyze and troubleshoot electronic systems.

Graduates should qualify for employment as engineering assistants or electronic technicians with job titles such as electronics engineering technician, field service technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

Students who desire to pursue a BS degree in any engineering technology field are strongly recommended to: (a) Substitute MAT 175 for MAT 121; (b) Select SOC 210 and HUM 211 for the Social/Behavioral Sciences and Humanities/Fine Arts electives; and (c) Substitute PHY 151 and PHY 152 for PHY 131 and PHY 132.

For additional information regarding this program, contact Program Head Michele Chance at 704-216-3905 or send an email to chancem@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## Title

Class Lab Clinical W Exp. Credits

First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| $\bullet$ ELC | 138 | DC Circuit Analysis | 2 | 3 | 0 | 0 | 3 |
| $\bullet$ ELC | 139 | AC Circuit Analysis | 2 | 3 | 0 | 0 | 3 |
| ELN | 150 | CAD for Electronics | Total | $\mathbf{7}$ | $\mathbf{1 3}$ | $\mathbf{0}$ | $\mathbf{0}$ |
| REVISED <br> $9: 59$ am, Apr 19, 2007 |  |  |  |  |  | 12 |  |

9:59 am, Apr 19, 2007
First Year (Spring)


| $\bullet$ ELN | 131 | Electronic Devices | 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ELN | 133 | Digital Electronics | 3 | 3 | 0 | 0 | 4 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Humanities/Fine Arts Elective (p. 140) | 3 | 0 | 0 | 0 | 3 |
|  |  | Total | $\mathbf{1 4}$ | $\mathbf{8}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 7}$ |

## First Year (Summer)

| 三 | ELN | 132 | Linear IC Applications |  | 3 | 3 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | ELN | 229 | Industrial Electronics |  | 3 | 3 | 0 | 0 | 4 |
|  | --- | --- | Social/Behavioral Science Elective (p.140) |  | 3 | 0 | 0 | 0 | 3 |
| $\begin{aligned} & \text { MEVISED } \\ & 9: 59 \text { am, Apr 19, } 2007 \end{aligned}$ |  |  | Total |  | 9 | 6 | 0 | 0 | 11 |

Second Year (Fall)

| CSC | 134 | C++Programming | 2 | 3 | 0 | 0 | 3 |
| ---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - ELN | 232 | Introduction to Microprocessors | 3 | 3 | 0 | 0 | 4 |
| ELN | 234 | Communication Systems | 3 | 3 | 0 | 0 | 4 |
| MAT | 122 | Algebra/Trigonometry II | 2 | 2 | 0 | 0 | 3 |
| PHY | 131 | Physics-Mechanics | Total | $\mathbf{1 3}$ | 2 | 0 | 0 |
|  |  |  | $\mathbf{1 3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 8}$ |  |

## Second Year (Spring)

| EGR | 285 | Design Project | 0 | 4 | 0 | 0 | 2 |
| :--- | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| ELN | 135 | Electronic Circuits | 2 | 3 | 0 | 0 | 3 |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| PHY | 132 | Physics-Electricity and Magnetism | 3 | 2 | 0 | 0 | 4 |
| --- | --- | Major Elective* |  | Total | $\mathbf{0 - 2}$ | $0-3$ | 0 |
|  | $\mathbf{8 - 1 0}$ | $\mathbf{9 - 1 2}$ | $\mathbf{0}$ | $\mathbf{0 - 3 0}$ | 3 |  |  |

## Total Semester Hours Credit (SHC) in Program: 73

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 3 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses.

|  |  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |
| ELC | 128 | Introduction to PLC | 2 | 3 | 0 | 0 | 3 |
| ELN | 237 | Local Area Networks | 2 | 3 | 0 | 0 | 3 |

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Esthetics Instructor

## REVISED

2:10 pm, Aug 22, 2007

## Certificate Program

(C55270)

The Esthetics Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of esthetics as required by the North Carolina State Board of Cosmetology.

Course work includes all phases of esthetics theory laboratory instruction.
Graduates should be prepared to take the North Carolina Cosmetology State Board Esthetics Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or esthetics school.

Applicants to this program must have a current North Carolina Esthetician or Cosmetologist License and six months' experience as a licensed esthetician or cosmetologist.

Evidence of high sehool completion or GED is recommended.
For additional information regarding this program, contact Program Head Kathy Nash at 704-216-3927, or send an email to nashk@rccc.edu.
Title Class Lab Clinical W Exp. Credits

First Semester
$\begin{array}{lllllllll}\text { - COS } & 253 & \text { Esthetics Instructor Concepts I } & 6 & 15 & 0 & 0 & 11\end{array}$

## Second Semester

$\begin{array}{lllllllll}\text { - COS } 254 & \text { Esthetics Instructor Concepts II } & 6 & 15 & 0 & 0 & 11\end{array}$

Total Semester Hours Credit (SHC) in Program: 22

- This is a Core course and cannot be substituted.


## REVISED

2:11 pm, Aug 22, 2007

## Esthetics Technology

## Certificate Program

(C55230)
The Esthetics Technology curriculum provides competency-based knowledge, scientific/ artistic principles and hands-on fundamentals associated with the art of skin care.

The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Course work includes instruction in all phases of professional Esthetics Technology, business/human relations, 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 cosmetic/skin care salons, as a platform artist, and in related businesses.

Evidence of high school completion or GED is recommended.
For additional information regarding this program, contact Program Head Kathy Nash at 704-216-3927, or send an email to nashk@rccc.edu.
Title Class Lab Clinical W Exp. Credits

## First Semester

- COS 119 Esthetics Concepts I
- COS 120 Esthetics Salon I

Total

| 2 | 0 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 18 | 0 | 0 | 6 |
| $\mathbf{2}$ | $\mathbf{1 8}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{8}$ |

## Second Semester

- COS 125 Esthetics Concepts II
- COS 126 Esthetics Salon II

Total

| 2 | 0 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- |
| 0 | 18 | 0 | 0 | 6 |
| $\mathbf{2}$ | $\mathbf{1 8}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{8}$ |

- This is a Core course and cannot be substituted.


# Fire Protection Technology 

Cooperative Transfer Program<br>Program Offered in Cooperation with Guilford Technical Community College (A55240GT)<br>(Part-Time Evening North Campus Program)<br>This cooperative program will be terminated at the end of<br>Spring Semester 2007.

The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management.

Coursework includes classroom and laboratory exercises to introduce the student to various aspects of fire protection. Students will learn technical and administrative skills such as hydraulics, hazardous materials, arson investigation, fire protection safety, fire suppression management, law, and codes.

Graduates should qualify for employment or advancement in governmental agencies, industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons should have opportunities for skilled and supervisory-level positions within their current organizations.

RCCC has a transfer agreement for this program with Guilford Technical Community College (GTCC). In this cooperative approach, students are able to take general education courses at RCCC. Fire protection courses are taught in Salisbury; however, some specialty courses may be taught at GTCC.

The Associate in Applied Science Degree - Fire Protection Technology - will be awarded by GTCC.

For additional information regarding this program, contact RCCC Program Head Franklin Merrell at 704-216-3920, or send an email to merrellf@rccc.edu or call the GTCC Program Director at 336-334-4822, Ext. 2714.

# Fire Protection Technology 

Cooperative Transfer Program<br>Program Offered in Cooperation with Central Piedmont Community College (A55240CP)<br>(Part-Time South Campus Program)

The Fire Protection Technology curriculum is designed to provide individuals with technical and professional knowledge to make decisions regarding fire protection for both public and private sectors. It also provides a sound foundation for continuous higher learning in fire protection, administration, and management.

Coursework includes classroom and laboratory exercises to introduce the student to various aspects of fire protection. Students will learn technical and administrative skills such as hydraulics, hazardous materials, arson investigation, fire protection safety, fire suppression management, law, and codes.

Graduates should qualify for employment or advancement in governmental agencies,
industrial firms, insurance rating organizations, educational organizations, and municipal fire departments. Employed persons should have opportunities for skilled and supervisory-level positions within their current organizations.

RCCC has a transfer agreement for this program with Central Piedmont Community College (СРСС). In this cooperative approach, students are able to take general education courses at RCCC. Fire protection courses are taught in Concord; however, some specialty courses may be taught at CPCC.

The Associate in Applied Science Degree - Fire Protection Technology - will be awarded by CPCC.

For additional information regarding this program, contact RCCC Program Head Franklin Merrell at 704-216-3920, or send an email to merrellf@rccc.edu or call the CPCC Program Chair at 704-330-4636, or program counselors at 704-330-4646.

## General Occupational Technology

Associate in Applied Science Degree<br>(A55280)

The General Occupational Technology (GOT) curriculum program is intended to meet the needs of individual students or groups of students who require programming other than that offered through the structure of the college's approved curricula. The curriculum provides individuals with the opportunity to upgrade their skills and to earn an associate degree by taking courses suited for their occupational interests and/or needs.

The curriculum content will be individualized for students according to their occupational interests and needs. For the student seeking an associate degree, a program of study will be selected from associate degree-level courses offered by the college and MUST be approved by the appropriate program head, dean, and Director of the Occupational Technology program.

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

To enroll in this program, individuals must complete the following steps: fill out an application to RCCC, schedule to take the Placement Test, and make an appointment with the Director of General Occupational Technology (Brenda Moon), 704-216-3853 or send an email to moonb@rccc.edu.

## General Occupational Technology

Diploma Program

(D55280)
Students interested in entering a limited enrollment program (Radiography, Nursing, or Dental Assisting) at RCCC are admitted to the diploma program for General Occupational Technology while they are actively working to meet program admission requirements. Students will work directly with their program advisors regarding specific requirements.

## Industrial Engineering Technology

## Associate In Applied Science Degree <br> (A40240)

The Industrial Engineering Technology curriculum prepares graduates to perform as technical leaders in manufacturing and service organizations. The curriculum incorporates the study and application of methods and techniques for developing, implementing, and improving integrated systems involving people, material, equipment, and information.

The course work emphasizes analytical and problem-solving techniques for process development and improvement. The curriculum includes systems analysis, quality and productivity improvement techniques, cost analysis, facilities planning, organizational management, effective communications, and computer usage as a problem-solving tool.

Graduates of the curriculum should qualify for positions in a wide range of manufacturing and service organizations. Employment opportunities include industrial engineering technology, quality assurance, supervision, team leadership, and facilities management. Certification is available through organizations such as ASQ, SME, and APICS.

For additional information regarding this program, contact Program Head Franklin Merrell at 704-216-3920, or send an email to merrellf@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

Title Class Lab Clinical W Exp. Credits

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| $\bullet$ BUS | 137 | Principles of Management | 3 | 0 | 0 | 0 | 3 |
| EGR | 115 | Introduction to Technology | 2 | 3 | 0 | 0 | 3 |
| EGR | 125 | Applications Software for Technology | 1 | 2 | 0 | 0 | 2 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| - ISC | 112 | Industrial Safety | 2 | 0 | 0 | 0 | 2 |
| MAT | 121 | Algebra/Trigonometry I | 2 | 2 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| MAT | 161 | College Algebra |  | 3 | 0 | 0 | 0 |
| 3 |  |  |  |  |  |  |  |
|  |  | Total | $\mathbf{1 3 - 1 4}$ | $\mathbf{7 - 9}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 7}$ |

## First Year (Spring)

| - DFT ${ }^{\text {- }}$ | 170 | Engineering Graphics | 2 | 2 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ENG | 114 | Professional Research and Reporting | 3 | 0 | 0 | 0 | 3 |
| - ISC | 136 | Productivity Analysis I | 2 | 3 | 0 | 0 | 3 |
| MAT | 151 | Statistics I | 3 | 0 | 0 | 0 | 3 |
| MAT | 151A | Statistics I Lab | 0 | 2 | 0 | 0 | 1 |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  |  | Total | 13 | 7 | 0 | 0 | 16 |

## First Year (Summer)

| ISC | 214 | Job Analysis/Wages \& Salary | 2 | 3 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ECO | 251 | Principles of Microeconomics | 3 | 0 | 0 | 0 | 3 |
|  |  |  | Total | $\mathbf{5}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{0}$ |
|  |  | $\mathbf{6}$ |  |  |  |  |  |

## Second Year (Fall)

CIV 240 Project Management $\begin{array}{llllll}2 & 3 & 0 & 0 & 3\end{array}$

- ISC 132 Manufacturing Quality Control $\begin{array}{lllllll}2 & 3 & 0 & 0 & 3\end{array}$
- ISC 243 Productivity \& Operational Mgmt. I $\begin{array}{lllllll}2 & 3 & 0 & 0 & 3\end{array}$
--- --- Technical Elective*
Total

| $1-6$ | $0-10$ | 0 | $0-30$ | 6 |
| ---: | :--- | :--- | :--- | :--- |
| $\mathbf{7 - 1 3}$ | $\mathbf{9 - 1 9}$ | $\mathbf{0}$ | $\mathbf{0 - 3 0}$ | $\mathbf{1 5}$ |

## Second Year (Spring)

| ISC | 255 | Engineering Economy | 2 | 2 | 0 | 0 | 3 |  |
| :---: | :---: | :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| - MEC | 242 | Value/Supply Chain Management | 3 | 0 | 0 | 0 | 3 |  |
| --- | --- | Technical Elective* |  | Total | $\mathbf{1 - 6}$ | $0-10$ | 0 | $0-30$ |

Total Semester Hours Credit (SHC) in Program: 66

- This is a Core course and cannot be substituted.


## *Technical Electives:

Select 12 semester hour credits from the following. This may include up to 3 SHC from COE course/combination of courses.

Titte Class Lab Clinical W Exp. Credits

## Biotechnology Option

| BIO | 111 | General Biology I | 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| * BTC | 181 | Basic Lab Techniques | 3 | 3 | 0 | 0 | 4 |
| * BPM | 110 | Bioprocess Practices | 3 | 4 | 0 | 0 | 5 |
| CHM | 132 | Organic and Biochemistry | 3 | 3 | 0 | 0 | 4 |
| CHM | 151 | General Chemistry I | 3 | 3 | 0 | 0 | 4 |

* BTC 181 is required. BPM 110 is highly recommended.


## Manufacturing/Services Option

| BUS | 217 | Employment Law \& Regulations | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ISC | 121 | Environmental Health \& Safety | 3 | 0 | 0 | 0 | 3 |
| ISC | 225 | Facility Layout | 3 | 2 | 0 | 0 | 4 |
| MEC | 111 | Machine Processes I | 1 | 4 | 0 | 0 | 3 |
| PHY | 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |

## Logistics/Warehousing Option

| OMT | 226 | Facility Security | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| OMT | 240 | Customers \& Products | 3 | 0 | 0 | 0 | 3 |
| OMT | 241 | Logistics | 3 | 0 | 0 | 0 | 3 |
| OMT | 243 | Support Functions | 3 | 0 | 0 | 0 | 3 |
| OMT | 246 | Strategic Management of Resources | 2 | 0 | 0 | 0 | 2 |

## Construction Option

| CIV | 230 | Construction Estimating | 2 | 3 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CMT | 210 | Professional Construction Supervision | 3 | 0 | 0 | 0 | 3 |
| CMT | 212 | Total Safety Performance | 3 | 0 | 0 | 0 | 3 |
| CMT | 216 | Costs and Productivity | 3 | 0 | 0 | 0 | 3 |
| CMT | 218 | Human Relations Issues | 3 | 0 | 0 | 0 | 3 |

Three (3) SHC may be selected from the following COE courses:

| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |

NOTES:
(1) MAT 161, MAT 175, or MAT 271 may be substituted for transfer credit (may require extra prerequisites).
(2) Students who wish to transfer to a four-year school should select PHY 151 and substitute MAT 161 for MAT 121.
(3) Some BTC prefix courses may need to be taken at either Gaston College or Forsyth Technical Community College and transferred back to RCCC.

## Industrial Engineering Technology

Certificate Programs<br>(C40240)

## Safety Certificate (C40240SA)

| CMT212 | Total Safety Performance | 3 |
| :--- | :--- | :--- |
| EGR 125 | Applications Software for Technology | 2 |
| ISC 112 | Industrial Safety | 2 |
| ISC 121 | Environmental Health \& Safety | 3 |
| ISC 225 | Facility Layout | 4 |
| Semester | Credit Hours: | $\mathbf{1 4}$ |

Total Semester Credit Hours: 14
Quality Certificate (C40240QL)
CIV 240 Project Management 3
DFT 170 Engineering Graphics 3
EGR 125 Applications Software for Technology 2
ISC 132 Manufacturing Quality Control 3
MEC242 Value/Supply Chain Management 3
Total Semester Credit Hours: 14
Maintenance Management Certificate (C40240MM)
BUS 137 Principles of Management 3
DFT 170 Engineering Graphics 3
ISC 112 Industrial Safety 2
ISC 225 Facility Layout 4
MEC111 Machine Processes I 3
Total Semester Credit Hours: 15

The following cognate courses may be taken to enhance the student's skills;
CIV 240 Project Management 3
ELC 112 DC/AC Electricity 5
MEC242 Value/Supply Chain Management 3
Bioprocess Engineering Technology Certificate (C40240BP)
BIO 111 General Biology I 4
BTC 181 Basic Lab Techniques 4
BPM 110 Bioprocess Practices 5
ISC 112 Industrial Safety 2
ISC 132 Manufacturing Quality Control 3
Total Semester Credit Hours: 18
Production Control Certificate (C40240PC)
CIV 240 Project Management 3
ISC 136 Productivity Analysis I 3
ISC 243 Production \& Operations Management I 3
ISC 255 Engineering Economy 3
Electives (Select one course)
ECO 251 Principles of Microeconomics 3
EGR 125 Applications Software for Technology 2
MEC242 Value/Supply Chain Management 3
Total Semester Credit Hours: 14-15
Manufacturing I Certificate (C40240MF)
DFT 170 Engineering Graphics 3
EGR 125 Applications Software for Technology 2
ISC 132 Manufacturing Quality Control 3
MEC111 Machine Processes I 3
MEC242 Value/Supply Chain Management 3
Total Semester Credit Hours: 14
Management Certificate (C40240MC)
BUS 217 Employment Law and Regulations 3
CIV 240 Project Management 3
EGR 125 Applications Software for Technology 2
ISC 243 Productivity \& Operations Management I 3
ISC 255 Engineering Economy 3
Electives (Select one course)
BUS 137 Principles of Management 3
ISC 136 Productivity Analysis I 3
ISC 214 Job Analysis/Wages \& Salary 3
Total Semester Credit Hours: 17

## Industrial Engineering Technology Certificate (C40240IE)

EGR 125 Applications Software for Technology 2
ISC 112 Industrial Safety 2
ISC 132 Manufacturing Quality Control 3
ISC 136 Productivity Analysis I 3
ISC 225 Facility Layout 4
MEC242 Value/Supply Chain Management 3
Total Semester Credit Hours:
This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Infant/Toddler Care <br> REVISED <br> 10:38 am, Jun 27, 2007 <br> (C55920) <br> 

The curriculum prepares individuals to work with children from infancy to three years of age in diverse learning environments. Students will combine learned theories, competencybased 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.

For additional information regarding this program, contact the Director of Early Childhood Education Sandra Novick at 704-216-3728, or send an email to novicks@rccc.edu.

## Fall Semester

| - EDU | 119 | Intro to Early Childhood Ed | 4 | 0 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - EDU | 144 | Child Development I | 3 | 0 | 0 | 0 | 3 |
| - EDU | 153 | Health, Safety \& Nutrition | 3 | 0 | 0 | 0 | 3 |

## Spring Semester

-EDU 131 Child, Family \& Community $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
$\begin{array}{llllllll}\bullet \text { EDU } & 234 & \text { Infant, Toddlers and Twos } & 3 & 0 & 0 & 0 & 3\end{array}$
Total Semester Hours Credit (SHC) in Program: ..... 16

[^0]
## Information Systems Security

Associate in Applied Science Degree
(A25270)
Information Systems Security covers a broad expanse of technology concepts. This curriculum provides individuals with the skills required to implement effective and comprehensive information security controls.

Course work includes networking technologies, operating systems administration, information policy, intrusion detection, security administration, and industry best practices to protect data communications.

Graduates should be prepared for employment as security administrators. Additionally, they will acquire the skills that allow them to pursue security certifications.

For additional information regarding this program, contact Program Head Ruth Parker at 704-216-3787, or send an email to parkerr@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

ACA 115 Success and Study Skills

- CIS 110 Introduction to Computers

| 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 2 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| 1 | 4 | 0 | 0 | 3 |
| 1 | 4 | 0 | 0 | 3 |
| 2 | 3 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{1 2}$ | $\mathbf{1 5}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 9}$ |

## First Year (Spring)

- CIS 115 Introduction to Programming \& Logic

ENG 114 Professional Research \& Reporting

| 2 | 2 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| 1 | 4 | 0 | 0 | 3 |
| 1 | 4 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| $\mathbf{9}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

First Year (Summer)

- BUS 110 Introduction to Busines

NET 175 Wireless Technology

- SEC 160 Secure Administration I

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 2 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| 3 | 0 | 0 | 0 | 3 |
| $\mathbf{1 0}$ | $\mathbf{4}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 2}$ |

## Second Year (Fall)



## Second Year (Spring)

| - DBA | 110 | Database Concepts | 2 | 3 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| NOS | 130 | Windows Single User | 2 | 2 | 0 | 0 | 3 |
| - SEC | 289 | Security Capstone Project | 1 | 4 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Science Elective $(p .140)$ | 3 | 0 | 0 | 0 | 3 |
|  |  | Total | $\mathbf{8}$ | $\mathbf{9}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 2}$ |

Total Semester Hours Credit (SHC) in Program: ..... 70

- This is a Core course and cannot be substituted.

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Machining Technology 

Diploma Program<br>(D50300)

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

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

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

For additional information regarding this program, contact Program Head Jerry Hunt at 704-216-3915, or send an email to huntj@rccc.edu.

The following is a suggested program of study for completing this program in three semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## Title

Class Lab Clinical W Exp. Credits
Fall Semester

- MAC 111 Machining Technology I
- BPR 111 Blueprint Reading

ENG 102 Applied Communications II
MAC 114 Introduction to Metrology
MAC 151 Machining Calculations
Total

| 2 | 12 | 0 | 0 | 6 |
| :--- | :--- | :--- | :--- | :--- |
| 1 | 2 | 0 | 0 | 2 |
| 3 | 0 | 0 | 0 | 3 |
| 2 | 0 | 0 | 0 | 2 |
| 1 | 2 | 0 | 0 | 2 |
| $\mathbf{9}$ | $\mathbf{1 6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## Spring Semester

- MAC 112 Machining Technology II
- BPR 121 Blueprint Reading: Mechanical
- MAC 121 Introduction to CNC
- MAC 122 CNC Turning MAC 152 Advanced Machining Calculations
MEC 142 Physical Metallurgy
OR
REVISED
1:02 pm, Apr 20, 2007
COE 111 Co-op Work Experience I
Total

| 0 | 0 | 0 | 10 | 1 |
| :--- | :--- | :--- | :--- | :--- |
| $7-8$ | $\mathbf{1 9 - 2 1}$ | $\mathbf{0}$ | $\mathbf{0 - 1 0}$ | $\mathbf{1 5 - 1 6}$ |

## Summer Term



Total Semester Hours Credit (SHC) in Program:
41-42

- This is a Core course and cannot be substituted.


# Machining Technology 

Certificate Programs
(C50300)
Basic Certificate (C50300BA)
BPR 111 Blueprint Reading ..... 2
MAC 111 Machining Technology I ..... 6
MAC 114 Introduction to Metrology ..... 2
MAC 151 Machining Calculations ..... 2
Total Semester Credit Hours: ..... 12
Intermediate Certificate (C50300IN)
MAC 111 Machining Technology I ..... 6
MAC 112 Machining Technology II ..... 6
Total Semester Credit Hours: ..... 12
Basic CNC Certificate (C50300CN)
BPR 111 Blueprint Reading ..... 2
MAC 114 Introduction to Metrology ..... 2
MAC 121 Introduction to CNC ..... 2
MAC $122 \quad$ CNC Turning ..... 2
MAC $124 \quad$ CNC Milling ..... 2
MAC 142 Physical Metallurgy ..... 2
Total Semester Credit Hours: ..... 12
Conventional Machining Certificate (C50300CM)
MAC 111 Machining Technology I ..... 6
MAC 112 Machining Technology II ..... 6
MAC 113 Machining Technology III ..... 6
Total Semester Credit Hours: ..... 18
CNC Operator Certificate (C503000P)
BPR 111 Blueprint Reading ..... 2
MAC 111 Machining Technology I ..... 6
MAC 114 Introduction to Metrology ..... 2
MAC 121 Introduction to CNC ..... 2
MAC $122 \quad$ CNC Turning ..... 2
MAC $124 \quad$ CNC Milling ..... 2
Total Semester Credit Hours: ..... 16

## Manicuring Instructor <br> 2:14 pm, Aug 22, 2007 <br> Certificate Program <br> (C55380)

The Manicuring Instructor curriculum provides a course of study covering the skills needed to teach the theory and practices of manicuring as required by the North Carolina State Board of Cosmetology.

Course work includes all phases of manicuring theory laboratory instruction.
Graduates should be prepared to take the North Carolina Cosmetology State Board Manicuring Instructor Licensing Exam and upon passing be qualified for employment in a cosmetology or manicuring school.

Evidence of high school completion or GED is recommended.
For additional information regarding this program, contact Program Head Kathy Nash at 704-216-3927, or send an email to nashk@rccc.edu.

| Titte |  |  |  | Lab | Clinical | W Exp. Credits |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - COS | 251 | Manicuring Instructor Concepts | 8 | 0 | 0 | 0 | 8 |
| - COS | 252 | Manicuring Instructor Practicum | 0 | 15 | 0 | 0 | 5 |
|  |  | Total | 8 | 15 | 0 | 0 | 13 |

## Total Semester Hours Credit (SHC) in Program: <br> 13

- This is a Core course and cannot be substituted.


## Manicuring/Nail Technology

Certificate Program
(C55400)
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.

For additional information regarding this program, contact Program Head Kathy Nash at 704-216-3927, or send an email to nashk@rccc.edu.

## First 8 Weeks

-COS 121 Manicure/Nail Technology I $\quad 4 \quad 6 \quad 0 \begin{array}{lllll}6\end{array}$
Second 8 Weeks
\(\begin{array}{ccc}- COS \& 222 \& Manicure/Nail Technology II <br>

Total\end{array} \quad\)|  | 4 | 6 | 0 | 0 | 6 |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | $\mathbf{8}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ |
| $\mathbf{1 2}$ |  |  |  |  |  |

## Total Semester Hours Credit (SHC) in Program: 12

- This is a Core course and cannot be substituted.


## Mechanical Drafting Technology

## Associate in Applied Science Degree

(A50340)
The Mechanical Drafting Technology curriculum prepares technicians to produce drawings of mechanical parts, components of mechanical systems, and mechanisms. CAD and the importance of technically correct drawings and designs based on current standards are emphasized.

Course work includes mechanical drafting, CAD, and proper drawing documentation. Concepts such as machine shop processes, basic materials, and physical sciences as they relate to the design process are also included. The use of proper dimensioning and tolerance techniques is stressed.

Graduates should qualify for employment in mechanical areas such as manufacturing, fabrication, research and development, and service industries.

Students who desire to pursue a BS degree in any engineering technology field are recommended to take MAT 271 (Calculus) and PHY 152 (College Physics II) in addition to their regular associate degree courses.

For additional information regarding this program, contact Program Head George Barringer at 704-216-3901 or send an email to barringerg@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| - DFT | 111 | Technical Drafting I | 1 | 3 | 0 | 0 | 2 |
| DFT | $111 A$ | Technical Drafting I Lab | 0 | 3 | 0 | 0 | 1 |
| - DFT | 151 | CAD I | 2 | 3 | 0 | 0 | 3 |
| MAT | 121 | Algebra/Trigonometry I |  | 2 | 2 | 0 | 0 |
| - MEC | 111 | Machine Processes I | Total | $\mathbf{1}$ | 4 | 0 | 0 |
|  |  |  | $\mathbf{8}$ | $\mathbf{1 9}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 6}$ |

## First Year (Spring)

| - DFT | 112 | Technical Drafting II | 1 | 3 | 0 | 0 | 2 |
| :---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| DFT | $112 A$ | Technical Drafting II Lab | 0 | 3 | 0 | 0 | 1 |
| DFT | 121 | Intro. to Geometric Dimen. \& Tol. | 1 | 2 | 0 | 0 | 2 |
| - DFT | 152 | CAD II | 2 | 3 | 0 | 0 | 3 |
| MAC | 121 | Introduction to CNC |  | 2 | 0 | 0 | 0 |
| MAC | 122 | CNC Turning |  | 1 | 3 | 0 | 0 |
| MAT | 175 | Precalculus |  | 4 | 0 | 0 | 0 |
|  |  |  | Total | $\mathbf{1 1}$ | $\mathbf{1 4}$ | $\mathbf{0}$ | $\mathbf{0}$ |
|  |  |  |  |  | $\mathbf{1 6}$ |  |  |

First Year (Summer)

| DDF | 211 | Design Process I |
| :--- | :--- | :--- |
| DFT | 153 | CAD III |
| PHY | 151 | College Physics I |

Total

| 1 | 6 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- |
| 2 | 3 | 0 | 0 | 3 |
| 3 | 2 | 0 | 0 | 4 |
| $\mathbf{6}$ | $\mathbf{1 1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 1}$ |

Second Year (Fall)

| CIS | 115 | Intro. to Programming \& Logic | 2 | 3 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| MEC | 275 | Engineering Mechanisms | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Sciences Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  | --- | Major Elective* | $\mathbf{1 - 3}$ | $\mathbf{2 - 3}$ | 0 | $0-20$ | 4 |
|  |  | Total | $\mathbf{1 1 - 1 3}$ | $\mathbf{7 - 8}$ | $\mathbf{0}$ | $\mathbf{0 - 2 0}$ | $\mathbf{1 6}$ |

## Second Year (Spring)

| CSC | 134 | C++ Programming | 2 | 3 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
|  |  | OR |  |  |  |  |  |
| CSC | 139 | Visual BASIC Programming | 2 | 3 | 0 | 0 | 3 |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| MEC | 142 | Physical Metallurgy | 1 | 2 | 0 | 0 | 2 |
| MEC | 251 | Statics | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  | Total | $\mathbf{1 1}$ | $\mathbf{7}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 4}$ |  |

- This is a Core course and cannot be substituted.


## *Major Electives

Select 4 semester hour credits from the following. This may include up to 2 SHC from COE course/combination of courses.

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| EGR | 115 | Introduction to Technology | 2 | 3 | 0 | 0 | 3 |
| ISC | 112 | Industrial Safety | 2 | 0 | 0 | 0 | 2 |
| ISC | 113 | Industrial Specifications | 1 | 0 | 0 | 0 | 1 |
| ISC | 132 | Manufacturing Quality Control | 2 | 3 | 0 | 0 | 3 |
| ISC | 225 | Facility Layout | 3 | 2 | 0 | 0 | 4 |
| MAC | 124 | CNC Milling | 1 | 3 | 0 | 0 | 2 |

## Mechanical Drafting Technology <br> Diploma Program

(D50340)

| Courses |  |  | Credit Hours |
| :---: | :---: | :---: | :---: |
| CIS | 110 | Introduction to Computers | 3 |
| DDF | 211 | Design Process I | 4 |
| - DFT | 111 | Technical Drafting I | 2 |
| DFT | 111A | Technical Drafting I Lab | 1 |
| - DFT | 112 | Technical Drafting II | 2 |
| DFT | 112A | Technical Drafting II Lab | 1 |
| DFT | 121 | Intro. to Geometric Dimensioning \& Toler. | 2 |
| - DFT | 151 | CAD I | 3 |
| - DFT | 152 | CAD II | 3 |
| DFT | 153 | CAD III | 3 |
| ENG | 111 | Expository Writing | 3 |
| MAC | 121 | Introduction to CNC | 2 |
| MAC | 122 | CNC Turning | 2 |
| MAT | 121 | Algebra/Trigonometry I | 3 |
| - MEC | 111 | Machine Processes I | 3 |
| Total Sem | ster | Oours Credit | 37 |

## Mechanical Drafting Technology

Certificate Program
(C50340)

| Courses |  |  | Credit Hours |
| :---: | :--- | :--- | :---: |
| DFT | 111 | Technical Drafting I | 2 |
| DFT | 111 A | Technical Drafting I Lab | 1 |
| DFT | 112 | Technical Drafting II | 2 |
| DFT 112A | Technical Drafting II Lab | 1 |  |
| DFT 151 | CAD I | 3 |  |
| DFT | 152 | CAD II | 3 |
| Total Semester Hours Credit | $\mathbf{1 2}$ |  |  |

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Medical Office Administration 

## Associate In Applied Science Degree <br> (A25310)

This curriculum prepares individuals for employment in medical and other health care related offices.

Course work will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other health care-related organizations.

For additional information regarding this program, contact Program Head Glenda Greene at 704-216-3773, or send an email to greeneg@rccc.edu.

The following is a suggested program of study for completing this program in four semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## Title

Class Lab Clinical W Exp. Credits

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| - OST | 131 | Keyboarding | 1 | 2 | 0 | 0 | 2 |
| - OST | 141 | Medical Terminology I - Med. Office | 3 | 0 | 0 | 0 | 3 |
| OST | 164 | Text Editing Applications | 3 | 0 | 0 | 0 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Sciences Elective $($ p.140 $)$ | 3 | 0 | 0 | 0 | 3 |
| Total |  |  |  |  |  |  | $\mathbf{1 6}$ |
|  |  | $\mathbf{4}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 8}$ |  |  |

## First Year (Spring)

| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MAT | 115 | Mathematical Models OR | 2 | 2 | 0 | 0 | 3 |
| BIO | 163 | Basic Anatomy \& Physiology OR | 4 | 2 | 0 | 0 | 5 |
| BIO | 168 | Anatomy \& Physiology I | 3 | 3 | 0 | 0 | 4 |
| - OST | 134 | Text Entry \& Formatting | 2 | 2 | 0 | 0 | 3 |
| - OST | 142 | Medical Terminology II - Med. Office | 3 | 0 | 0 | 0 | 3 |
| - OST | 148 | Medical Coding, Billing \& Insurance | 3 | 0 | 0 | 0 | 3 |
| - OST | 149 | Medical Legal Issues | 3 | 0 | 0 | 0 | 3 |
|  |  | Total | 16-18 | 4-5 | 0 | 0 | 8-20 |

## Second Year (Fall)

| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| ---: | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BUS | 137 | Principles of Management | 3 | 0 | 0 | 0 | 3 |
| OST | 136 | Word Processing | 1 | 2 | 0 | 0 | 2 |
| - OST | 137 | Office Software Applications | 1 | 2 | 0 | 0 | 2 |
| OST | 241 | Medical Office Transcription I | 1 | 2 | 0 | 0 | 2 |
| OST | 247 | CPT Coding in the Medical Office | 1 | 2 | 0 | 0 | 2 |
|  |  | Total | $\mathbf{1 0}$ | $\mathbf{1 0}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## Second Year (Spring)

| COM | 110 | Introduction to Communications | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :---: | :--- | :--- | :--- | :--- |
|  |  | OR |  |  |  |  |  |
| COM | 231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |
| OST | 236 | Advanced Word/Information Processing | 2 | 2 | 0 | 0 | 3 |
| OST | 242 | Medical Office Transcription II | 1 | 2 | 0 | 0 | 2 |
| - OST | 243 | Medical Office Simulation | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Major Elective(s)* | Total | $0-3$ | $0-3$ | 0 | $0-30$ |
|  |  |  | $\mathbf{1 1 - 1 4}$ | $\mathbf{6 - 9}$ | $\mathbf{0}$ | $\mathbf{0 - 3 0}$ | $\mathbf{1 7 - 1 8}$ |

## Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 3-4 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses:

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 | 4 |
| BUS | 121 | Business Mathematics | 2 | 2 | 0 | 0 | 3 |
| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| CIS | 165 | Desktop Publishing I | 2 | 2 | 0 | 0 | 3 |
| OST | 122 | Office Computations | 1 | 2 | 0 | 0 | 2 |
| OST | 132 | Keyboarding Skill Building | 1 | 2 | 0 | 0 | 2 |
| OST | 135 | Advanced Text Entry \& Formatting | 3 | 2 | 0 | 0 | 4 |
| OST | 184 | Records Management | 1 | 2 | 0 | 0 | 2 |
| OST | 244 | Medical Document Production | 1 | 2 | 0 | 0 | 2 |
| OST | 289 | Office Systems Management | 2 | 2 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-Op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-Op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-Op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-Op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-Op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-Op Work Experience III | 0 | 0 | 0 | 10 | 1 |

This program does not certify students to be Medical Transcriptionists but does give students medical transcribing skills to transcribe medical documents.

## Medical Office Administration

Diploma Program (D25310)

## Courses <br> Credit Hours

CIS 110 Introduction to Computers 3
ENG 111 Expository Writing 3

- OST 131 Keyboarding 2
- OST 134 Text Entry \& Formatting 3
- OST 136 Word Processing 2
- OST 137 Office Software Applications 2
- OST 141 Medical Terminology I - Medical Office 3
- OST 142 Medical Terminology II- Medical Office 3
- OST 148 Medical Coding, Billing \& Insurance 3
- OST 149 Medical Legal Issues 3
- OST 164 Text Editing Applications 3

OST 236 Advanced Word/Information Processing 3

- OST 289 Office Systems Management 3
--- --- Major Elective from A.A.S. program 3
--- --- Social/Behavioral Science Elective (p.140) 3


## Total Semester Hours Credit: 42

- This is a Core course and cannot be substituted.


## Medical Office Administration

Certificate Program (C25310)

| Courses |  | Credit Hours |
| :---: | :--- | :---: |
| OST 131 | Keyboarding | 2 |
| OST 134 | Text Entry \& Formatting | 3 |
| OST 141 | Medical Terminology I - Medical Office | 3 |
| OST 142 | Medical Terminology II - Medical Office | 3 |
| OST 149 | Medical Legal Issues | 3 |
| Total Semester | Hours Credit: | $\mathbf{1 4}$ |

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Motorsports Management Technology

## Associate In Applied Science Degree

(A60270)
The Motorsports Management Technology curriculum is designed to provide students with the knowledge and skills necessary to perform mid-management level functions in motorsports-related companies.

Course work includes instruction in general studies, motorsports, fundamentals, principles of management, computer applications, accounting, business mathematics, marketing, advertising and sales promotion, and human relations.

Graduates should qualify for employment/advancement in jobs related to management of motorsports teams/events/activities, as well as production and distribution of motorsports products and services.

Students who desire to pursue a BS degree in Manufacturing Systems, Motorsports, through North Carolina A\&T State University, are strongly recommended to take MAT 161 for the Math/Natural Sciences elective and either (a) CHM 151 or (b) PHY 151 as an approved substitution for an elective.

For additional information regarding this program, contact Program Head Richmond Gage at 704-216-3918, or send an email to gager@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - BUS | 137 | Principles of Management | 3 | 0 | 0 | 0 | 3 |
| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| - MSM | 110 | Intro. to Motorsports Management | 3 | 0 | 0 | 0 | 3 |
| - MSM | 112 | Engine/Drivetrain Fundamentals | 1 | 2 | 0 | 0 | 2 |
|  |  | Total | $\mathbf{1 2}$ | $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

First Year (Spring)

| BUS | 121 | Business Mathematics | 2 | 2 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :---: |
| CTS | 130 | Spreadsheet | 2 | 2 | 0 | 0 | 3 |
| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| - MSM | 216 | Organization Mobility | 2 | 0 | 0 | 0 | 2 |
| --- | --- | Mathematics/Natural Science Elective* | $2-4$ | $0-2$ | 0 | 0 | $3-4$ |
|  | Total | $\mathbf{1 1 - 1 3}$ | $\mathbf{4 - 6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 4 - 1 5}$ |  |

First Year (Summer)

| --- | --- | Major Elective** | $0-3$ | $0-3$ | 0 | $0-20$ | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| --- | --- | Major Elective** | $0-3$ | $0-3$ | 0 | $0-20$ | 3 |
| --- | --- | Humanities/Fine Arts Elective $($ p.140 | 3 | 0 | 0 | 0 | 3 |
|  | Total | $\mathbf{3 - 9}$ | $\mathbf{0 - 6}$ | $\mathbf{0}$ | $\mathbf{0 - 2 0}$ | $\mathbf{9}$ |  |

## Second Year (Fall)



## Second Year (Spring)

| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BUS | 253 | Leadership \& Management Skills | 3 | 0 | 0 | 0 | 3 |
| COM | 231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |
| - MSM | 214 | Fabrication Fundamentals | 1 | 2 | 0 | 0 | 2 |
| - MSM | 218 | Safety/Environment | Total | $\mathbf{1 2}$ | 0 | 0 | 0 |
|  |  |  | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 4}$ |  |

Total Semester Hours Credit (SHC) in Program:
68-69

- This is a core course and cannot be substituted.


## *Mathematics/Natural Sciences Electives:

Select 3-4 semester hour credits from the following.

|  | Titte | Class | Lab | Clinical | W Exp. Credits |  |  |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| BIO | 140 | Environmental Biology <br> OR <br> Conceptual Physics | 3 | 0 | 0 | 0 | 3 |
| PHY | 110 | 3 | 0 | 0 | 0 | 3 |  |
| MAT | 140 | OR <br> Survey of Mathematics <br> OR | 3 | 0 | 0 | 0 | 3 |
| MAT | 121 | Algebra/Trigonometry I <br> OR | 2 | 2 | 0 | 0 | 3 |
| MAT | 161 | College Algebra <br> OR | 4 | 0 | 0 | 0 | 3 |
| MAT | 175 | Precalculus |  | 0 | 0 | 0 | 4 |

For students who choose a Natural Sciences elective, the requirement for meeting basic mathematical computation skills must be met. This can be accomplished by receiving an acceptable score on the basic math section of the placement test or successfully completing MAT 060.

## *Major Electives:

Select 9 semester hour credits from the following courses. This may include up to 2 SHC from COE course/combination of courses:

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BUS | 115 | Business Law I | 3 | 0 | 0 | 0 | 3 |
| BUS | 153 | Human Resource Management | 3 | 0 | 0 | 0 | 3 |
| BUS | 240 | Business Ethics | 3 | 0 | 0 | 0 | 3 |
| BUS | 260 | Business Communication | 3 | 0 | 0 | 0 | 3 |
| JOU | 110 | Introduction to Journalism | 3 | 0 | 0 | 0 | 3 |
| MKT | 220 | Advertising and Sales Promotion | 3 | 0 | 0 | 0 | 3 |
| MSM | 220 | Advanced Chassis Analysis | 1 | 2 | 0 | 0 | 2 |
| MSM | 285 | Motorsports Capstone Project | 1 | 3 | 0 | 0 | 2 |
| PHY | 151 | College Physics I | 3 | 2 | 0 | 0 | 4 |
| WLD | 112 | Basic Welding Process | 1 | 3 | 0 | 0 | 2 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-Op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-Op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 121 | Co-Op Work Experience II | 0 | 0 | 0 | 10 | 1 |

## Motorsports Management Technology

## Certificate Program <br> (C60270)

| Courses |  |  | Credit Hours |
| :---: | :---: | :--- | :---: |
| MSM | 110 | Introduction to Motorsports Management | 3 |
| CIS | 110 | Introduction to Computers | 3 |
| Select eight (8) hours from the following courses: |  |  |  |
| COE | 111 | Co-op Work Experience I | 1 |
| COE | 112 | Co-op Work Experience II | 2 |
| MSM | 112 | Engine/Drivetrain Fundamentals | 2 |
| MSM | 212 | Chassis/Handling Fundamentals | 3 |
| MSM | 214 | Fabrication Fundamentals | 2 |
| MSM | 216 | Organizational Mobility | 2 |
| MSM | 218 | Safety/Environment | 2 |
| MSM | 220 | Advanced Chassis Analysis | 2 |
| WLD | 112 | Basic Welding Processes | 2 |
| Total Semester Hours Credit: | $\mathbf{1 4}$ |  |  |

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Networking Technology 

Associate in Applied Science Degree
(A25340)
The Networking Technology curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education.

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

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

For additional information regarding this program, contact Program Head John Brand at 704-216-3751, or send email to brandj@rccc.edu.

The following is a suggested program of study for completing this program in five semesters. Some students’ programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

Title Class Lab Clinical W Exp. Credits

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 0 | 0 | 3 |
|  |  | OR |  |  |  |  |  |
| MAT | 140 | Survey of Mathematics | 3 | 0 | 0 | 0 | 3 |
|  |  |  |  |  |  |  |  |
| MAT | 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Science Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  |  |  |  |  |  |  |  |
|  |  | Total | $\mathbf{1 0 - 1 1}$ | $\mathbf{4 - 6}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 3}$ |

## First Year (Spring)

- CIS 115 Introduction to Programming \& Logic $\begin{array}{lllllll}2 & 2 & 0 & 0 & 3\end{array}$
- CTS 120 Hardware/Software Support $\begin{array}{lllllll} & 2 & 3 & 0 & 0 & 3\end{array}$

ENG 114 Professional Research \& Reporting $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$

- NOS 110 Operating System Concepts $\begin{array}{lllllll}2 & 3 & 0 & 0 & 3\end{array}$
--- --- Major Elective *
Total

| $0-3$ | $0-4$ | 0 | $0-40$ | 3 |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{9 - 1 2}$ | $\mathbf{8 - 1 2}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ | $\mathbf{1 5}$ |

## First Year (Summer)

- BUS 110 Introduction to Business $\quad 3 \quad 0 \quad 0 \quad 0$
--- --- Humanities Fine Arts Elective (p.140)
--- --- Major Elective*
Total

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 3 | 0 | 0 | 0 | 3 |
| $0-3$ | $0-4$ | 0 | $0-40$ | 3 |
| $\mathbf{6 - 9}$ | $\mathbf{0 - 4}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ | $\mathbf{9}$ |

## Second Year (Fall)

- NET 125 Networking Basics
- NET 126 Routing Basics
- NOS 120 Linux/UNIX Single User

|  | 1 | 4 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  | 1 | 4 | 0 | 0 | 3 |
|  | 2 | 2 | 0 | 0 | 3 |
|  | 3 | 0 | 0 | 0 | 3 |
|  | $0-3$ | $0-4$ | 0 | $0-40$ | 3 |
| Total | $\mathbf{7 - 1 0}$ | $\mathbf{1 0 - 1 4}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ | $\mathbf{1 5}$ |

- SEC 110 Security Concepts

Total
Second Year (Spring)

- DBA 110 Database Concepts
- NET 225 Routing \& Switching I
- NET 226 Routing \& Switching II
- NET 289 Networking Project
- NOS 130 Windows Single User
- NOS 230 Windows Admininistration I

Total

| 2 | 2 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 1 | 4 | 0 | 0 | 3 |
| 1 | 4 | 0 | 0 | 3 |
| 1 | 4 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| 2 | 2 | 0 | 0 | 3 |
| $\mathbf{1 0}$ | $\mathbf{1 8}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 8}$ |

Total Semester Hours Credit (SHC) in Program: 70

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 9 semester hour credits from the following courses. This may include up to 4 SHC from COE course/combination of courses.

|  |  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| CTS | 210 | Computer Ethics | 3 | 0 | 0 | 0 | 3 |
| CTS | 220 | Advanced Hardware/Software Support | 2 | 3 | 0 | 0 | 3 |
| NET | 175 | Wireless Technology | 2 | 2 | 0 | 0 | 3 |
| NOS | 220 | Linux/UNIX Administration I | 2 | 2 | 0 | 0 | 3 |
| SEC | 160 | Secure Administration I | 2 | 2 | 0 | 0 | 3 |
| SEC | 210 | Intrusion Detection | 2 | 2 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 114 | Co-op Work Experience I | 0 | 0 | 0 | 40 | 4 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 123 | Co-op Work Experience II | 0 | 0 | 0 | 30 | 3 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |
| COE | 211 | Co-op Work Experience IV | 0 | 0 | 0 | 10 | 1 |

# Networking Technology 

Diploma Program
(D25340)

| Courses |  |  | Credit Hours |
| :---: | :---: | :---: | :---: |
|  | - BUS 110 | Introduction to Business | 3 |
|  | - CIS 110 | Introduction to Computers | 3 |
|  | - CIS 115 | Intro. to Programming and Logic | 3 |
| REVISED <br> 2:27 pm, Apr 20, 2007 | - NOS 110 | Operating System Concepts | 3 |
|  | - DBA 110 | Database Concepts | 3 |
|  | NOS 130 | Windows Single User | 3 |
|  | NOS 230 | Windows Admininistration I | 3 |
|  | - NOS 120 | Linux/UNIX Single User | 3 |
|  | NOS 220 | Linux/UNIX Administration I | 3 |
|  | - NET 289 | Network Project | 3 |
|  | ENG 111 | Expository Writing | 3 |
|  | - NET 125 | Networking Basics | 3 |
|  | MAT 140 | Survey of Mathematics | 3 |
|  |  | OR |  |
|  | MAT 161 | College Algebra | 3 |
|  |  | OR |  |
|  | MAT 175 | Precalculus | 4 |
|  | --- | Social/Behavioral Science Elective (p.140) | 3 |
| Total Semester Hours Credit: |  |  | 42-43 |
| - This is a Core course. A diploma offered for this program must have a minimum of 12 SHC extracted from the core courses of the A.A.S. degree. 12 SHC of these courses cannot be substituted. |  |  |  |
| Networking rechinology |  |  |  |
| Certificate Programs(C25340) |  |  |  |
| Courses |  |  | Credit Hours |
| Networking - Linux Track Certificate (C25340LI) |  |  |  |
|  | CIS 110 | Introduction to Computers | 3 |
|  | NOS 110 | Operating System Concepts | 3 |
|  | NOS 120 | Linux/UNIX Single User | 3 |
|  | NOS 220 | Linux/UNIX Administration I | 3 |
|  | NET 125 | Networking Basics | 3 |
| Total Semester Hours Credit: |  |  | 15 |
| Networking - Microsoft Track Certificate (C25340MS) |  |  |  |
|  | CIS 110 | Introduction to Computers | 3 |
|  | NOS 110 | Operating System Concepts | 3 |
|  | NOS 130 | Windows Single User | 3 |
|  | NOS 230 | Windows Administration I | 3 |
|  | NET 125 | Networking Basics | 3 |
| Total Semester Hours Credit: |  |  | 15 |

## Networking - Cisco Track Certificate (C25340CS)

NET 125 Networking Basics ..... 3
NET 126 Routing Basics ..... 3
NET 225 Routing \& Switching I ..... 3
NET 226 Routing \& Switching II ..... 3
Total Semester Hours Credit: ..... 12

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Office Systems Technology

## Associate In Applied Science Degree <br> (A25360)

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

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

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

For additional information regarding this program, contact Program Head Glenda Greene at 704-216-3773, or send an email to greeneg@rccc.edu.

The following is a suggested program of study for completing this program in four semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| BUS | 137 | Principles of Management | 3 | 0 | 0 | 0 | 3 |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| OST | 131 | Keyboarding | 1 | 2 | 0 | 0 | 2 |
| - OST | 164 | Text Editing Applications | 3 | 0 | 0 | 0 | 3 |
| OST | 286 | Professional Development | 3 | 0 | 0 | 0 | 3 |
|  |  |  | Total | $\mathbf{1 3}$ | $\mathbf{4}$ | $\mathbf{0}$ | $\mathbf{0}$ |

## First Year (Spring)

| ENG | 114 | Professional Research \& Reporting | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| OST | 132 | Keyboarding Speed Building | 1 | 2 | 0 | 0 | 2 |
| - OST | 134 | Text Entry \& Formatting | 2 | 2 | 0 | 0 | 3 |
| - OST | 184 | Records Management | 1 | 2 | 0 | 0 | 2 |
| --- | --- | Humanities/Fine Arts Elective $($ p.140 $)$ | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Social/Behavioral Sciences Elective $($ p.140 $)$ | 3 | 0 | 0 | 0 | 3 |
| --- | --- | Major Elective* |  | $0-3$ | $0-2$ | 0 | $0-30$ |
|  |  | Total | $\mathbf{1 3 - 1 6}$ | $\mathbf{6 - 8}$ | $\mathbf{0}$ | $\mathbf{0 - 3 0}$ | $\mathbf{1 9}$ |

## Second Year (Fall)

| ACC | 120 | Principles of Financial Accounting | 3 | 2 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| OST | 135 | Advanced Text Entry \& Formatting | 3 | 2 | 0 | 0 | 4 |
| OST | 136 | Word Processing | 1 | 2 | 0 | 0 | 2 |
| OST | 137 | Office Software Applications | 1 | 2 | 0 | 0 | 2 |
| OST | 223 | Machine Transcription I | Total | 1 | 2 | 0 | 0 |
|  |  |  | $\mathbf{1 1}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 7}$ |

## Second Year (Spring)

| COM | 110 | Introduction to Communications <br> OR | 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COM | 231 | Public Speaking |  |  |  |  |  |
| MAT | 115 | Mathematical Models | 3 | 0 | 0 | 0 | 3 |
|  |  | OR | 2 | 2 | 0 | 0 | 3 |
| BIO | 163 | Basic Anatomy \& Physiology | 4 | 2 | 0 | 0 | 5 |
|  |  | OR |  |  |  |  |  |
| BIO | 168 | Anatomy \& Physiology I | 3 | 3 | 0 | 0 | 4 |
| OST | 224 | Machine Transcription II | 1 | 2 | 0 | 0 | 2 |
| OST | 236 | Advanced Word/Information Processing | 2 | 2 | 0 | 0 | 3 |
| OST | 289 | Office Systems Management | 2 | 2 | 0 | 0 | 3 |
| --- | --- | Major Elective* | $0-3$ | $0-2$ | 0 | $0-30$ | 3 |
|  |  |  | Total | $\mathbf{1 0 - 1 5}$ | $\mathbf{8 - 1 1}$ | $\mathbf{0}$ | $\mathbf{0 - 3 0}$ |
| $\mathbf{1 7 - 1 9}$ |  |  |  |  |  |  |  |

## Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 6 semester hour credits from the following courses. This may include up to 3 SHC from COE course/combination of courses:

|  |  | Titte | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| BUS | 115 | Business Law I | 3 | 0 | 0 | 0 | 3 |
| BUS | 121 | Business Mathematics | 2 | 2 | 0 | 0 | 3 |
| BUS | 230 | Small Business Management | 3 | 0 | 0 | 0 | 3 |
| CIS | 165 | Desktop Publishing I | 2 | 2 | 0 | 0 | 3 |
| OST | 122 | Office Computations | 1 | 2 | 0 | 0 | 2 |
| OST | 141 | Medical Terminology I - Medical Office | 3 | 0 | 0 | 0 | 3 |
| OST | 149 | Medical Legal Issues | 3 | 0 | 0 | 0 | 3 |


| OST | 284 | Emerging Technology | 1 | 2 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-Op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-Op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-Op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 121 | Co-Op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-Op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 131 | Co-Op Work Experience III | 0 | 0 | 0 | 10 | 1 |

# Office Systems Technology 

## Diploma Program (D25360)

| Courses |  | Credit Hours |
| :--- | :--- | :--- |
| BUS 137 | Principles of Management | 3 |
| - CIS 110 | Introduction to Computers | 3 |
| ENG 111 | Expository Writing | 3 |
| ENG 114 | Professional Research \& Reporting | 3 |
| OST 131 | Keyboarding | 2 |
| OST 132 | Keyboarding Speed Building | 2 |
| - OST 134 | Text Entry \& Formatting | 3 |
| - OST 136 | Word Processing | 2 |
| - OST 137 | Office Software Applications | 2 |
| - OST 164 | Text Editing Applications | 3 |
| - OST 184 | Records Management | 2 |
| OST 236 | Advanced Word/Information Processing | 3 |
| - OST 289 | Office Systems Management | 3 |
|  | Major Elective* | 3 |
| Total Semester Hours Credit: | 37 |  |

- This is a Core course and cannot be substituted.


# Office Systems Technology 

Certificate Program (C25360)

| Courses |  | Credit Hours |
| :---: | :--- | :---: |
| OST 131 | Keyboarding | 2 |
| OST 134 | Text Entry \& Formatting | 3 |
| OST 136 | Word Processing | 2 |
| OST 137 | Office Software Applications | 2 |
| OST 164 | Text Editing Applications | 3 |
| OST 184 | Records Management | 2 |
| Total Semester Hours Credit: | $\mathbf{1 4}$ |  |

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Practical Nursing 

Diploma Program<br>(D45660)

The Practical Nursing curriculum prepares individuals with the knowledge and skills to provide nursing care to children and adults.

Students will participate in assessment, planning, implementing, and evaluating nursing care.
Graduates are eligible to apply to take the National Council Licensure Examination (NCLEXPN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long-term care/home health facilities, clinics, and physicians' offices.

The following Admission Requirements are not eligible for appeal and are subject to change:

## ADMISSION REQUIREMENTS:

Please note important deadlines for applying to the nursing programs. Admission requirements will be finalized by February 1 of each year for the subsequent year. Program requirements will be finalized by August 1 of each year for the subsequent year.

In addition to the general enrollment process for Rowan-Cabarrus Community College, the applicant must complete the following:

1. To be considered for the nursing class beginning August of each year, all applicants must:
a. Submit an "Interest Form" to the Admissions Office February 1- October 1 of the previous year. Interest Forms will be available at the Information Session in Student Services, or at the Health Programs website.
b. Meet admission requirements (1-6) prior to January 1 of the year to be admitted. Example: Applicant wants to be considered for admission August, 2008:
(1) applicant must complete admission criteria (1-6) prior to January 1, 2008;
(2) applicant must submit an Interest Form February 1-October 1, 2007.
c. Applicants will be admitted based on a competitive selection process.
d. All applicants who are not accepted must re-submit an Interest Form during the following time period of February 1-October 1, to be considered for the next year's class.
2. Attend one (1) of three (3) Nursing Information Sessions offered by the nursing education faculty annually, in order to make informed decisions regarding their program selection. FAILURE TO ATTEND WILL DELAY THE ADMISSION PROCESS. Applicants should direct all questions regarding the program requirements to their assigned nursing faculty advisors. All applicants will be required to sign in.

All applicants must complete the "Program Survey" form and must sign the "Statement of Understanding Regarding Acceptance for Clinical Training" during the Advisement Lab. The clinical training statement pertains to submission of a required criminal history report and mandatory drug screen. Please realize that for admission to the program, a criminal background check will be required. A negative review may prevent students from participating in clinical practice (which means that they cannot complete program requirements).
a. Applicants must attend an Information Session the year prior to potential program entry. This means that if applicants attended an Information Session two years ago and want to be considered for fall 2008 entry, they must attend an Information Session in 2007.
3. Submit evidence of high school graduation and transcript of grades, as well as GED scores, and college transcripts, if applicable. In regards to transfer credit (or credit previously earned at RCCC), related courses within the nursing curriculum - BIO and PSY - must be within five years of January 1 of the admission year.
4. Present evidence of successful completion of the following within the last five years:
a. Biology - high school or BIO 106 or higher at a college level
b. Chemistry - high school or CHM 090 or higher at a college level
c. Computer - CIS 110 or make an acceptable score on the RCCC Technical Proficiency Exam (TPE)
5. Be academically prepared to enroll in ENG 111, Expository Writing, and show proficiency in the mathematics area (Algebra I). All applicants for admission into the nursing programs can satisfy this requirement by meeting one criterion from each of the following areas: NOTE: Placement test scores, remedial course work, and demonstrated proficiency in mathematics (Algebra I) must be acquired within the last 5 years of January 1 of the admission year.

## Writing

- Standard score of 42 or higher on the ASSET Writing or
- Standard score of 71 or higher on the COMPASS Writing or
- Satisfactory completion of ENG 090 or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) course in English composition or
- SAT Writing score of 500 or ACT Writing score of 21 (completed within five years of January 1 of the admission year)


## Reading

- Standard score of 42 or higher on the ASSET Reading Skills or
- Standard score of 81 or higher on the COMPASS Reading Comprehension or
- Satisfactory completion (grade C or higher) of a college-level (associate degree or higher) course in English composition
or
- Satisfactory completion of RED 090
or
- SAT Reading score of 500 or ACT Reading score of 21 (completed within 5 years of January 1 of the admission year)


## Math-Numerical Skills

- Standard score of 42 or higher on the ASSET Numerical Skills or
- Standard score of 47 or higher on the COMPASS Pre-algebra or
- Satisfactory completion of MAT 060 or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) math course
or
- SAT Math score of 500 or ACT Math score of 21 (completed within five years of January 1 of the admission year)


## Math-Elementary Algebra

- Standard score of 42 or higher on the ASSET Elementary Algebra +42 or higher on the Numerical Skills
or
- Standard score of 46 or higher on the COMPASS Algebra +47 or higher on the Prealgebra
or
- Satisfactory completion of MAT 070
or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) math course within the last five years
or
- SAT Math score of 500 or ACT Math score of 21 (completed within five years of January 1 of the admission year)

The applicant is limited to testing twice in a twelve-month period (initial test and one retest). Placement test requirements can be met by successfully completing the remedial courses recommended after COMPASS/ASSET testing. Students who have withdrawn from the nursing education program due to academic reasons may be required to re-test and meet minimum acceptable scores. Specific placement re-test requirements will be based on individual academic deficiencies (see PN Competency Standards). Applicants should check with the Admissions Office if they have any questions related to testing.
6. Provide evidence of successful completion of a current, non-restrictive North Carolina Nurse Aide I listing. Student must remain current in NC Nurse Aide I listing throughout the nursing program. For information on Nurse Aide I training, contact RCCC Continuing Education at 704-216-3657.
7. Applicants meeting admission requirements (1-6) prior to January 1 and submitting an Interest Form from February 1 - October 1 of the previous year will be eligible for the Health Occupations Basic Entrance Test (HOBET). The college reserves the right to extend the deadline date if necessary to secure qualified applicants for program admission. Testing dates will be provided.

- Testing fee must be paid in the Business Office prior to testing
- A photo ID is required for entrance to the test
- Study guides will be available for purchase in the RCCC bookstore (North and South campuses)


## Selection Criteria

Admission into the nursing program is competitive. The higher the applicant's HOBET scores, the greater the opportunity for selection. Scores at or above the current national passing standard will be utilized to rank the applicant for selection into the Nursing program(s). Applicants must take the current HOBET test; only current test scores will be used to rank the applicants.

Applicants who do not acquire the current national passing standard for math, reading, and critical thinking components of the test during the initial testing period or who desire to improve their score will be eligible for one (1) re-test within the allotted admission selection time period of that year.

The applicant's highest reading and math score, which constitute the Composite score, along with the critical thinking component will be utilized and evaluated for program selection. The critical thinking component is a combination of inferential reading, main idea of passage, and predicting of outcomes.

In the event that the applicants have identical HOBET scores, the HOBET critical thinking component will be used to further rank the applicant for the nursing program selection.

## Alternate List for the Nursing Program

Applicants not offered Tentative Program Placement will be ranked, placed on an alternate list and will be admitted in that order, if space becomes available. Applicants remaining after the fall class has been filled will not be carried over to a waiting list the following year(s); they will have to reapply, meet current admission requirements, retest, and will be ranked with the applicants for the next year.
8. When items 1-7 have been successfully met, the applicant's file is reviewed by the Admissions Committee and tentative program placement is established. Full acceptance/admission into the Nursing program is not granted until the applicant completes the following items:
a. Satisfactory completion of the Readiness for Nursing course (grade of 77 or higher) that will be offered through the Continuing Education Program. All applicants will be required to attend one of two five-week sessions offered. Days and times will be provided through Continuing Education. Information will be mailed to all tentative fall acceptances. Contact person is Molly Cline (704-216-3511) in Continuing Education.
b. Criminal Background History Report as required by clinical sites. RCCC Admission Office will provide directives for securing the report.
c. Completed physical examination form (exam within the last 6 months) that provides evidence of satisfactory physical, emotional, and mental health. Preadmission drug screening is required (see Evaluation of Physical and Emotional health guidelines and Procedure Regarding Acceptance for Clinical Training for Health Programs). Problematic areas will be handled on an individual basis by the Director of Nursing Education after consultation with clinical affiliates.
d. Certification in basic life support, CPR, at the Health Care Provider level (adult, child, and infant). Certification can be obtainedthrough Continuing Education and must be maintained throughout the NUR course sequence.
e. All applicants’ admission data, including health form, CPR verification, and criminal background check, must be finalized ten (10) business days prior to the first day of fall semester due to required diagnostic testing and reporting of results. Final approval for admission has to be granted by the Director of Nursing Education.
9. When problematic, physical, or mental health conditions exist, faculty may require timely medical reports from the student's physician confirming that the individual is physically and mentally competent to enter, or continue, in the Nursing program.

## Re-entry Students

Students unable to continue in the Nursing Program course sequence may re-apply to the Nursing Program one time. The student desiring to reapply to the program must do so within one year and will be re-evaluated for program placement based on individual circumstances and program requirements.

Acceptance is contingent upon:
a. Meeting the current admission, advanced placement and graduation requirements in effect at the time of re-application. (HOBET scores that are within two years of re-entry and are at or above the current passing national average will be exempt in satisfying this PN admission criteria.)
b. Availability of space.

Final approval for re-entry has to be granted by the Director of Nursing Education following a thorough review of the student's record by the nursing faculty. The Director
of Nursing Education will communicate the faculty's decision to the Admissions Committee.

## Advanced Placement Students

Students applying to enter the program in an advanced placement status must follow requirements stated in the Advanced Placement Policy and stipulations specified for admission. Failure to meet pre-requisite requirements will result in denial of admission. Advanced placement for college transfer students is for first level courses only in order to meet RCCC residency requirements. Final approval for advanced placement admission has to be granted by the Director of Nursing Education following a thorough review of the student's record by the nursing faculty. The Director of Nursing Education will communicate the faculty's decision to the Admission Committee.

## NON-DISCRIMINATION POLICY:

Rowan-Cabarrus Community College does not discriminate in its admissions policies and procedures on the basis of sex, race, color, national origin, age, religion, or handicap.

For additional information regarding this program, contact Assistant Director of Nursing Education Hope Yost at 704-216-3717, or send an email to yosth@rccc.edu.

| REVISED <br> 12:46 pm, Sep 20, 2007 | Title |  |  | Class | Lab | Clinica | W Exp. Credits |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Fall Semester |  |  |  |  |  |  |  |  |
|  | ** BIO | 163 | Basic Anatomy \& Physiology |  | 4 | 2 | 0 | 0 | 5 |
|  | - NUR | 101 | Practical Nursing I | 7 | 6 | 6 | 0 | 11 |
|  | * PSY | 110 | Life Span Development | 3 | 0 | 0 | 0 | 3 |
|  |  |  | Total | 14 | 8 | 6 | 0 | 19 |

## Spring Semester

ENG 111 Expository Writing

- NUR 102 Practical Nursing II

Total

| 3 | 0 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- |
| 8 | 0 | 12 | 0 | 12 |
| $\mathbf{1 1}$ | $\mathbf{0}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## Summer Term

- NUR 103 Practical Nursing III

Total

| 6 | 0 | 12 | 0 | 10 |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{6}$ | $\mathbf{0}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{1 0}$ |

## Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.
**Students planning to transfer to the ADN Completion program should take the following: BIO 168, BIO 169, PSY 150, PSY 241.

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

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

## Radiography

## Associate In Applied Science Degree <br> (A45700)

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.

The following Admission Requirements are not eligible for appeal and are subject to change:

## ADMISSION REQUIREMENTS:

Please note important deadlines for applying to the radiography program. Admission requirements will be finalized by February 1 of each year for the subsequent year. Program requirements will be finalized by August 1 of each year for the subsequent year.

In addition to the general enrollment process for Rowan-Cabarrus Community College, the applicant must complete the following:

1. To be considered for the Radiography class beginning August of each year, all applicants must:
a. Submit an "Interest Form" to the Admissions Office February 1 - October 1 of the previous year. Interest Forms will be available at the Information Session, in Student Services, or at the Health Programs website.
b. Meet admission requirements (1-5) prior to January 1 of the year to be admitted.

Example: Applicant wants to be considered for admission August, 2008:
(1) applicant must complete admission criteria (1-5) prior to January 1, 2008;
(2) applicant must submit an Interest Form February 1-October 1, 2007.
c. Applicants will be admitted based on a competitive selection process.
d. All applicants who are not accepted must re-submit an Interest Form during the following time period of February 1 - October 1, to be considered for the next year's class.
2. Attend one (1) of three (3) Radiography Information Sessions offered annually by the Radiography program head, in order to make informed decisions regarding the applicant's program selection. FAILURE TO ATTEND WILL DELAY THE ADMISSION PROCESS. Applicants should direct all questions regarding the program requirements to their assigned Radiography faculty advisors. All applicants will be required to sign in.

All applicants must also complete the "Program Survey" form and must sign the "Statement of Understanding Regarding Acceptance for Clinical Training" during the RAD Information Session. The clinical training statement pertains to submission of a required criminal history report and mandatory drug screen. Please realize that for admission to the program, a criminal background check will be required. A negative review may prevent students from participating in clinical practice (which means that they cannot complete program requirements).
a. Applicants must attend an Information Session the year prior to potential program entry. This means that if applicants attended an information session two years ago and want to be considered for fall 2008 entry, they must attend an Information Session in 2007.
3. Submit evidence of high school graduation and transcript of grades, as well as GED scores, and college transcripts, if applicable. In regards to transfer credit (or credit previously earned at RCCC), related courses within the Radiography curriculum - BIO and MAT - must be within five years of January 1 of the admission year.
4. Present evidence of successful completion of the following within the last five years:
a. Biology - high school or any BIO at a college level (Note: BIO 168 and BIO 169 are required major courses.)
b. Chemistry - high school or CHM 090 or higher at a college level or
Physics - high school or college level
c. Computer - CIS 110 or make an acceptable score on the RCCC Technical Proficiency Exam (TPE)
5. Be academically prepared to enroll in ENG 111, Expository Writing, and one of the following math courses: MAT 161 or MAT 140. All applicants for admission into the Radiography program can satisfy this requirement by meeting one criterion from each of the following areas: NOTE: Placement test scores, remedial course work, and demonstrated proficiency in mathematics (Algebra I) must be acquired within the last five years of January 1 of the admission year.

## Writing

- Standard score of 42 or higher on the ASSET Writing or
- Standard score of 71 or higher on the COMPASS Writing or
- Satisfactory completion of ENG 090 or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) course in English composition
or
- SAT Writing score of 500 or ACT Writing score of 21
(completed within five years of January 1 of the admission year)


## Reading

- Standard score of 42 or higher on the ASSET Reading Skills or
- Standard score of 81 or higher on the COMPASS Reading Comprehension or
- Satisfactory completion (grade C or higher) of a college-level (associate degree or higher) course in English composition
or
- Satisfactory completion of RED 090
or
- SAT Reading score of 500 or ACT Reading score of 21
(completed within five years of January 1 of the admission year)


## Math-Numerical Skills

- Standard score of 42 or higher on the ASSET Numerical Skills or
- Standard score of 47 or higher on the COMPASS Pre-algebra or
- Satisfactory completion of MAT 060
or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) math course
- SAT Math score of 500 or ACT Math score of 21
(completed within five years of January 1 of the admission year)


## Math-Elementary Algebra

- Standard score of 42 or higher on the ASSET Elementary Algebra + 42 or higher on the Numerical Skills
or
- Standard score of 46 or higher on the COMPASS Algebra + 47 or higher on the Prealgebra
or
- Satisfactory completion of MAT 070
or
- Satisfactory completion (grade C or higher) of at least one college-level (associate degree or higher) math course within the last 5 years
or
- SAT Math score of 500 or ACT Math score of 21 (completed within five years of January 1 of the admission year)

The applicant is limited to testing twice in a twelve-month period (initial test and one retest). Placement test requirements can be met by successfully completing the remedial courses recommended after COMPASS/ASSET testing. Students who have withdrawn from the Radiography program due to academic reasons may be required to re-test and meet minimum acceptable scores. Specific placement re-test requirements will be based on individual academic deficiencies. Applicants should check with the Admissions Office if they have any questions related to testing.
6. Applicants meeting admission requirements (1-5) prior to January 1 and submitting an Interest Form from Febuary 1 - October 1 of the previous year will be eligible for the Health Occupations Basic Entrance Test (HOBET). The college reserves the right to extend the deadline date if necessary to secure qualified applicants for program admission. Testing dates will be provided.

- Testing fee must be paid in the Business Office prior to testing
- A photo ID is required for entrance to the test
- Study guides will be available for purchase in the RCCC bookstore (North and South campuses)


## Selection Criteria

Admission into the Radiography program is competitive. The higher the applicant's HOBET scores, the greater the opportunity for selection. Scores at or above the current national passing standard will be utilized to rank the applicant for selection into the Radiography program. Applicants must take the current HOBET test; only current test scores will be used to rank the applicants.

Applicants who do not acquire the current national passing standard for math, reading, and critical thinking components of the test during the initial testing period or who desire to improve their score will be eligible for one (1) re-test within the allotted admission selection time period of that year.

The applicant's highest reading and math score, which constitute the Composite score, along with the critical thinking component will be utilized and evaluated for program selection. The critical thinking component is a combination of inferential reading, main idea of passage, and predicting of outcomes.

In the event that the applicants have identical HOBET scores, the HOBET critical thinking component will be used to further rank the applicant for the Radiography program selection.

## Alternate List for the Radiography Program

Applicants not offered Tentative Program Placement will be ranked, placed on an alternate list and will be admitted in that order, if space becomes available. Applicants remaining after the fall class has been filled will not be carried over to a waiting list the following year(s); they will have to reapply, meet current admission requirements, retest, and will be ranked with the applicants for the next year.

7 When items 1-6 have been successfully met, the applicant's file is reviewed by the Admissions Committee and tentative program placement is established. Full acceptance/admission into the Radiography program is not granted until the applicant completes the following items:
a. Completed physical examination form (exam within the last 6 months) that provides evidence of satisfactory physical, emotional, and mental health. Preadmission drug screening is required. The Hepatitis B vaccination series is strongly recommended.
b. Criminal Background History Report as required by clinical sites. RCCC Admissions Office will provide directives for securing the report.
c. Certification in basic life support, CPR, at the Health Care Provider level (adult, child, and infant). Certification can be obtained through Continuing Education and must be maintained throughout the RAD course sequence.
d. All applicants' admission data, including health form, CPR verification, and criminal background check, must be finalized prior to student beginning any clinical rotations.
8. When problematic, physical, or mental health conditions exist, faculty may require timely medical reports from the student's physician confirming that the individual is physically and mentally competent to enter, or continue, in the Radiography program.

## Re-entry Students

Students who exit the Radiography program prior to completion can apply for reentry within one year of exit from the program. Students may request re-entry one time only. Final approval for re-entry admission has to be granted by the Radiography Program Head.

## NON-DISCRIMINATION POLICY:

Rowan-Cabarrus Community College does not discriminate in its admissions policies and procedures on the basis of sex, race, color, national origin, age, religion, or handicap.

## REVISED

 9:27 am, Aug 22, 2007
## MISSION STATEMENT:

Offer an accredited five-semester, competency-based education in Radiography which will prepare all students to successfully serve both patients and employers in the college's regional community.

## Values

The Radiography program at Rowan-Cabarrus Community College values:

- Compassion
- Professionalism
- Clinical Skills
- Knowledge


## Goals

The Radiography program at Rowan-Cabarrus Community College has the following primal goals:

1. Students will be successful with certification exam.
2. Students will be competent in clinical practice.
3. Students will demonstrate compassion in patient interaction.
4. Students will demonstrate quality service to their employers and community.
5. Students are committed to lifelong learning.

For additional information regarding this program, contact Program Head Frankie Lyons at 704-216-3719, or send an email to lyonsf@rccc.edu.

Title
Class Lab Clinical W Exp. Credits

## First Year (Fall)

| BIO | 168 | Anatomy and Physiology I | 3 | 3 | 0 | 0 | 4 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - RAD | 110 | Radiography Intro. \& Patient Care | 2 | 3 | 0 | 0 | 3 |
| - RAD | 111 | Radiographic Procedures I | 3 | 3 | 0 | 0 | 4 |
| - RAD | 151 | RAD Clinical Education I | 0 | 0 | 6 | 0 | 2 |
| MAT | 140 | Survey of Mathematics OR | 3 | 0 | 0 | 0 | 3 |
| MAT | 161 | College Algebra | 3 | 0 | 0 | 0 | 3 |
|  | Total |  | 11 | 9 | 6 | 0 | 16 |

## First Year (Spring)

| BIO | 169 | Anatomy and Physiology II | 3 | 3 | 0 | 0 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| ENG | 111 | Expository Writing | 3 | 0 | 0 | 0 | 3 |
| - RAD | 112 | Radiographic Procedures II | 3 | 3 | 0 | 0 | 4 |
| - RAD | 121 | Radiographic Imaging I | 2 | 3 | 0 | 0 | 3 |
| - RAD | 161 | RAD Clinical Education II | 0 | 0 | 15 | 0 | 5 |
|  |  |  | Total | $\mathbf{1 1}$ | $\mathbf{9}$ | $\mathbf{1 5}$ | $\mathbf{0}$ |

## First Year (Summer)

- RAD 122 Radiographic Imaging II
- RAD 131 Radiographic Physics I
- RAD 171 RAD Clinical Education III

Total

| 1 | 3 | 0 | 0 | 2 |
| :--- | :--- | :--- | :--- | :--- |
| 1 | 3 | 0 | 0 | 2 |
| 0 | 0 | 12 | 0 | 4 |
| $\mathbf{2}$ | $\mathbf{6}$ | $\mathbf{1 2}$ | $\mathbf{0}$ | $\mathbf{8}$ |

## Second Year (Fall)

| PSY | 150 | General Psychology | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - RAD | 211 | Radiographic Procedures III | 2 | 3 | 0 | 0 | 3 |
| - RAD | 231 | Radiographic Physics II | 1 | 3 | 0 | 0 | 2 |
| - RAD | 241 | Radiobiology/Protection | 2 | 0 | 0 | 0 | 2 |
| - RAD | 251 | RAD Clinical Education IV | Total | $\mathbf{8}$ | 0 | 21 | 0 |
|  |  |  | $\mathbf{6}$ | $\mathbf{2 1}$ | $\mathbf{0}$ | $\mathbf{1 7}$ |  |

## Second Year (Spring)

| COM | 231 | Public Speaking | 3 | 0 | 0 | 0 | 3 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - RAD | 245 | Radiographic Quality Management | 1 | 3 | 0 | 0 | 2 |
| - RAD | 261 | RAD Clinical Education V | 0 | 0 | 21 | 0 | 7 |
| - RAD | 271 | Radiography Capstone | 0 | 3 | 0 | 0 | 1 |
| ---- | --- | Humanities/Fine Arts Elective (p.140) | 3 | 0 | 0 | 0 | 3 |
|  | Total | $\mathbf{7}$ | $\mathbf{6}$ | $\mathbf{2 1}$ | $\mathbf{0}$ | $\mathbf{1 6}$ |  |

## Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# REVISED <br> 11:58 am, Jun 29, 2007 <br> Feal Estate <br> \author{ Certificate Program 

}
(C25400)

The Real Estate curriculum provides the prelicensing education required by the North Carolina Real Estate Commission, prepares individuals to enter the profession, and offers additional education to meet professional development needs.

Course work includes the practices and principles of real estate, emphasizing financial and legal applications, property development, and property values.

Graduates should qualify for the North Carolina Real Estate license examination. They should be able to enter apprenticeship training and to provide real estate services to consumers in a competent manner.

Rowan-Cabarrus Community College is approved by the North Carolina Real Estate Commission as a real estate prelicensing and postlicensing education provider.

## Admission Requirements and Special Notations:

RLS 112 (Real Estate) Broker Prelicense course is the only prelicense course which must be completed in order to apply to the North Carolina Real Estate Commission to take the state license examination. There is no prerequisite. Each newly licensed broker will be classified as a "provisional broker." The postlicensing education must be completed within three years of initial licensure in order to remove the "provisional" status and to retain the broker license.

The prerequisite for enrollment in a Broker Postlicense course is a current real estate license. There are 80 class hours in RCCC's Broker Prelicense course, 30 class hours in each postlicense course, 32 class hours in the Real Estate Mathematics course, and 64 class hours in the REAL Small Business course. Most real estate students take ONLY the prelicense course that is required to take the state licensing examination and then the postlicensing courses. Those who complete the Broker Prelicense course and the additional courses of Real Estate Mathematics (RLS 113), Fundamentals of Marketing (MKT 120) and REAL Small Business (BUS 280) earn an RCCC Real Estate certificate.

Individuals applying to the Real Estate Commission to take the state license examination must provide proof of appropriate broker prelicensing education by including a course completion certificate with their applications. RCCC provides the certificate for the Broker Prelicense course. RCCC's passing grade for each real estate course is $80 \%$. Students should also be aware that the Commission requires students to attend at least $80 \%$ of the scheduled hours of instruction.

The 80 class hours of the Broker Prelicense Course will be taught in an 8-week minimester (day, evening, and Saturday) with two 5 -hour classes per week or in a 16 -week semester with one 5 -hour class per week. The broker postlicensing courses (Contracts \& Closing, Selected Topics and Broker Relationships \& Responsibilities) each having 30 class hours will typically be taught in a 5 -week format with one 6-hour class per week but may also be offered in additional 5 and 10-week formats through our Continuing Education Department at RCCC. The Broker Prelicense course will be taught during the Fall and Spring Semesters and Summer Term (depending upon adequate enrollment and the availability of an instructor). The Broker Postlicense courses will be offered year round. Annual Continuing Education courses for real estate licensees will also be offered through our Continuing Education Department.

For additional information regarding this program, contact Program Head Lois Branning at 704-216-3755, or send an email to branningl@rccc.edu.

|  |  | Title | Class | Lab | Clinical | W Ex | Credits |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - RLS | 112 | Real Estate Broker Prelicensing | 5 | 0 | 0 | 0 | 5 |
| - RLS | 113 | Real Estate Mathematics | 2 | 0 | 0 | 0 | 2 |
| BUS | 280 | REAL Small Business | 4 | 0 | 0 | 0 | 4 |
|  | 120 | Fundamentals of Marketing | 3 | 0 | 0 | 0 | 3 |
| Total |  |  | 12 | 2 | 0 | 0 | 14 |
| Total Semester Hours Credit (SHC) in Program: |  |  |  |  |  |  | 14 |

- This is a Core course and cannot be substituted.


# Web Technologies 

## Associate in Applied Science Degree <br> (A25290)

The Web Technologies curriculum prepares graduates for careers in the information technology arena using computers and distributed computing to disseminate and collect information via the web.

Course work in this program covers the terminology and use of computers, network devices, networks, servers, databases, applications, programming languages, as well as web applications, site development and design. Studies will provide opportunity for students to learn related industry standards.

Graduates should qualify for career opportunities as designers, administrators, or developers in the areas of web applications, websites, web services, and related areas of distributed computing.

For additional information regarding this program, contact Program Head Dr. Scott Nason at 704-216-3784, or send an email to nasons@rccc.edu

Title Class Lab Clinical W Exp. Credits

## First Year (Fall)

| ACA | 115 | Success and Study Skills | 0 | 2 | 0 | 0 | 1 |
| :---: | :---: | :--- | :--- | :--- | :--- | :--- | :--- |
| - CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| - NOS | 110 | Operating Systems Concepts | 2 | 3 | 0 | 0 | 3 |
| - WEB | 110 | Internet/Web Fundamentals (2nd 8 Weeks) | 2 | 2 | 0 | 0 | 3 |
| WEB | 119 | Web Technologies Program Orient. (1st 8 Weeks) | 1 | 2 | 0 | 0 | 2 |
| - WEB | 120 | Introduction to Internet Multimedia | 2 | 2 | 0 | 0 | 3 |
|  |  | Total | $\mathbf{9}$ | $\mathbf{1 3}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |

## First Year (Spring)

| - DBA | 110 | Database Concepts | 2 | 3 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - NET | 110 | Networking Concepts (1st 8 Weeks) | 2 | 2 | 0 | 0 | 3 |
| - WEB | 115 | Web Markup and Scripting (1st 8 Weeks) | 2 | 2 | 0 | 0 | 3 |
| - WEB | 140 | Web Development Tools (2nd 8 Weeks) | 2 | 2 | 0 | 0 | 3 |
| - WEB | 230 | Implementing Web Services (2nd 8 Weeks) | 2 | 2 | 0 | 0 | 3 |
|  | Total | $\mathbf{1 0}$ | $\mathbf{1 1}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 5}$ |  |

## First Year (Summer)



## Second Year (Fall)

ENG 112 Argument-Based Research $\begin{array}{llllll}3 & 0 & 0 & 0 & 3\end{array}$
OR
ENG 114 Professional Research \& Reporting $\begin{array}{lllllll}3 & 0 & 0 & 0 & 3\end{array}$

- SEC 110 Security Concepts $\begin{array}{llllll} & 3 & 0 & 0 & 0 & 3\end{array}$
- WEB 210 Web Design
- WEB 250 Database Driven Websites $\begin{array}{llllll}2 & 2 & 0 & 0 & 3\end{array}$
--- --- Major Elective*
Total

| $0-2$ | $0-2$ | 0 | $0-40$ | 3 |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{1 0 - 1 2}$ | $\mathbf{4 - 6}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ | $\mathbf{1 5}$ |

## Second Year (Spring)

-CIS 115 Introduction to Programming \& Logic $\begin{array}{lllllll}2 & 3 & 0 & 0 & 3\end{array}$
WEB 260 E-Commerce Infrastructure $\begin{array}{lllllll}2 & 2 & 0 & 0 & 3\end{array}$
WEB 287 Web-E-Portfolio $\begin{array}{llllll}1 & 2 & 0 & 0 & 2\end{array}$
--- $---\quad$ Humanities/Fine Arts Elective (p.140) 3
--- --- Major Elective*
Total

| $0-2$ | $0-2$ | 0 | $0-40$ | 3 |
| :--- | :--- | :--- | :--- | :--- |
| $\mathbf{8 - 1 0}$ | $\mathbf{7 - 9}$ | $\mathbf{0}$ | $\mathbf{0 - 4 0}$ | $\mathbf{1 4}$ |

Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.


## *Major Electives:

Select 6 semester hour credits from the following courses. This may include up to 6 SHC from COE course/combination of course.

|  |  | Title | Class | Lab | Clinical | W Exp. Credits |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| NOS | 120 | Linux/UNIX Single User | 2 | 2 | 0 | 0 | 3 |
| NOS | 130 | Windows Single User | 2 | 2 | 0 | 0 | 3 |
| NOS | 220 | Linux/UNIX Administration I | 2 | 2 | 0 | 0 | 3 |
| NOS | 230 | Windows Administration I | 2 | 2 | 0 | 0 | 3 |
| WEB | 111 | Introduction to Web Graphics | 2 | 2 | 0 | 0 | 3 |
| WEB | 211 | Advanced Web Graphics | 2 | 2 | 0 | 0 | 3 |
| WEB | 289 | Internet Technologies Project | 1 | 4 | 0 | 0 | 3 |
| COE | 110 | World of Work | 1 | 0 | 0 | 0 | 1 |
| COE | 111 | Co-op Work Experience I | 0 | 0 | 0 | 10 | 1 |
| COE | 112 | Co-op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| COE | 113 | Co-op Work Experience I | 0 | 0 | 0 | 30 | 3 |
| COE | 114 | Co-op Work Experience I | 0 | 0 | 0 | 40 | 4 |
| COE | 121 | Co-op Work Experience II | 0 | 0 | 0 | 10 | 1 |
| COE | 122 | Co-op Work Experience II | 0 | 0 | 0 | 20 | 2 |
| COE | 123 | Co-op Work Experience II | 0 | 0 | 0 | 30 | 3 |
| COE | 131 | Co-op Work Experience III | 0 | 0 | 0 | 10 | 1 |
| COE | 211 | Co-op Work Experience IV | 0 | 0 | 0 | 10 | 1 |

## Web Technologies

## Diploma Program

(D25290)

## Courses

Credit Hours

| - CIS | 110 | Introduction to Computers | 3 |
| :--- | :--- | :--- | :--- |
| ENG | 111 | Expository Writing | 3 |
| HUM | 110 | Technology and Society | 3 |
| MAT | 140 | Survey of Mathematics | 3 |
| MAT | 161 | OR |  |
| - College Algebra | 3 |  |  |
| NET | 110 | Networking Concepts | 3 |
| - WEB | 110 | Internet/Web Fundamentals | 3 |
| WEB | 111 | Introduction to Web Graphics | 3 |
| - WEB | 115 | Web Markup and Scripting | 3 |
| WEB | 119 | Web Technologies Program Orientation | 2 |
| - WEB | 120 | Introduction to Internet Multimedia | 3 |
| - WEB | 140 | Web Development Tools | 3 |
| - WEB | 210 | Web Design | 3 |
| WEB | 211 | Advanced Web Graphics | 3 |

Total Semester Hours Credit: ..... 38

- This is a Core course and cannot be substituted.


## Web Technologies

Certificate Programs
(C25290)
Courses Credit Hours
Internet Technologies Certificate (C25290IN)
CIS 110 Introduction to Computers ..... 3
WEB 110 Internet/Web Fundamentals ..... 3
WEB 115 Web Markup and Scripting ..... 3
NET 110 Networking Concepts ..... 3
OR
NET 125 Networking Basics ..... 3
Total Semester Hours Credit ..... 12
Web Designer Certificate (C25290DS)
WEB 110 Internet/Web Fundamentals ..... 3
WEB 115 Web Markup and Scripting ..... 3
WEB 140 Web Development Tools ..... 3
WEB 210 Web Design ..... 3
Total Semester Hours Credit ..... 12
Web Graphics Certificate (C25290GR)
WEB 110 Internet/Web Fundamentals ..... 3
WEB 111 Introduction to Web Graphics ..... 3
WEB 120 Introduction to Internet Multimedia ..... 3
WEB 211 Advanced Web Graphics ..... 3
Total Semester Hours Credit ..... 12
Website Designer Certificate (C25290WD)
WEB 110 Internet/Web Fundamentals ..... 3
WEB 111 Introduction to Web Graphics ..... 3
WEB 115 Web Markup and Scripting ..... 3
WEB 230 Implementing Web Services ..... 3
Total Semester Hours Credit ..... 12

This program offers various courses via distance education. See pages 63-67 for a listing of these courses.

# Welding Technology 

Diploma Program
(D50420)
The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry.

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

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

For additional information regarding this program, contact Program Head Robert Simpson at 704-216-3921, or send an email to simpsonr@rccc.edu.

The following is a suggested program of study for completing this program in three semesters. Some students' programs of study may be different, depending on their enrollment status (day, evening, full-time, or part-time).

Title
Class Lab Clinical W Exp. Credits
Fall Semester Basic Certificate (C50420BC)

| CIS | 110 | Introduction to Computers | 2 | 2 | 0 | 0 | 3 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| - WLD | 110 | Cutting Processes | 1 | 3 | 0 | 0 | 2 |
| - WLD | 121 | GMAW (MIG) FCAW/Plate | 2 | 6 | 0 | 0 | 4 |
| - WLD | 131 | GTAW (TIG) Plate | 2 | 6 | 0 | 0 | 4 |
| - WLD | 141 | Symbols \& Specifications | 2 | 2 | 0 | 0 | 3 |
|  | Total |  | $\mathbf{9}$ | $\mathbf{1 9}$ | $\mathbf{0}$ | $\mathbf{0}$ | $\mathbf{1 6}$ |

## Spring Semester Intermediate Certificate (C50420IN)



| Summer Term Advanced Certificate (C50420AD) |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| WLD | 116 | SMAW (Stick) Plate/Pipe | 1 | 9 | 0 | 0 | 4 |
| WLD | 261 | Certification Practices | 1 | 3 | 0 | 0 | 2 |
|  |  | OR |  |  |  |  |  |
| COE | 112 | Co-Op Work Experience I | 0 | 0 | 0 | 20 | 2 |
| * ENG | 102 | Applied Communications II | 3 | 0 | 0 | 0 | 3 |
| MAT | 115 | Mathematical Models | 2 | 2 | 0 | 0 | 3 |
| PHY |  | OR |  |  |  |  |  |
|  | 110 | Conceptual Physics | 3 | 0 | 0 | 0 | 3 |
| Total |  |  | 6-8 | 9-14 | 0 | 0-20 | 12 |

## Total Semester Hours Credit (SHC) in Program:

- This is a Core course and cannot be substituted.
*It is suggested that students take ENG 102 and the general education elective prior to Summer Term, if possible.

For students not wishing to follow the program of study sequence listed above to earn a diploma, it is suggested that WLD 110 Cutting Processes be taken in the first semester. WLD 110 Cutting Processes will benefit students taking other welding classes.

Upon successful completion of the Basic, Intermediate, and Advanced Certificates, students may apply for a Diploma in Welding Technology.

Upon completion of any of the welding certificates or diploma, students with an average grade point of 3.0 or higher in the welding classes will be given the opportunity to take the welder qualification test (certification test) to applicable codes used in this program.

## Welding Technology

Certificate Programs
(C50420)Stick Welding Certificate (C50420ST)
WLD 110 Cutting Processes ..... 2
WLD 115 SMAW (Stick) Plate ..... 5
WLD 116 SMAW (Stick) Plate/Pipe ..... 4
WLD 141 Symbols and Specifications ..... 3
WLD 143 Welding Metallurgy ..... 2
Total Semester Hours Credit: ..... 16
TIG Welding Certificate (C50420TI)
WLD 110 Cutting Processes ..... 2
WLD 131 GTAW (TIG) Plate ..... 4
WLD 132 GTAW (TIG) Plate/Pipe ..... 3
WLD 141 Symbols and Specifications ..... 3
WLD 143 Welding Metallurgy ..... 2
Total Semester Hours Credit: ..... 14
MIG Welding Certificate (C50420MI)
WLD 110 Cutting Processes ..... 2
WLD 121 GMAW (MIG) FCAW/Plate ..... 4
WLD 122 GMAW (MIG) Plate/Pipe ..... 3
WLD 141 Symbols and Specifications ..... 3
WLD 143 Welding Metallurgy ..... 2
Total Semester Hours Credit: ..... 14
High Performance Fabrication Certificate (C50420HP)WLD 110 Cutting Processes2
WLD 121 GMAW (MIG) FCAW/Plate ..... 4
WLD 131 GTAW (TIG) Plate ..... 4
WLD 141 Symbols and Specifications ..... 3
Total Semester Hours Credit: ..... 13

## CUSTOMIZED CERTIFICATES:

If the above certificates do not fit a student's needs, certificates are available upon completion of WLD 110 Cutting Processes, WLD 141 Symbols and Specifications, and selected other WLD prefix courses (excluding WLD 112). These certificates must contain 12-18 semester credit hours as designated for the Welding Technology curriculum program. Contact the Welding Technology program head for details.


## Course Descriptions

The courses listed on the following pages constitute the content of the curriculum programs of the college and are listed in alphabetical and numerical order under discipline titles. Titles are listed in alphabetical order. Credit hours are awarded as follows:
a. Credit of one semester hour is awarded for each 16 hours of "class work." Class work is lecture and other classroom instruction. Class work is under the supervision of an instructor.
b. 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.
c. Credit of one semester hour is awarded for each 48 hours of "faculty-directed laboratory work." Faculty-directed laboratory work involves structured and coordinated demonstration by an instructor with immediate student application.
d. Credit of one semester hour is awarded for each 48 hours of "clinical practice." Clinical practice is a structured, faculty-directed learning experience in a health sciences program which develops job proficiency. Clinical practice requires significant preparation, coordination, and scheduling by the faculty and is under the supervision of an instructor or preceptor who is qualified for the particular program.
e. Credit of one semester hour is awarded for each 160 hours of "work experience" such as cooperative education, practicums, and internships. Work experience involves the development of job skills by providing the student with employment that is directly related to, and coordinated with, the educational program. Student activity in work experience is planned and coordinated by a college representative, and the employer is responsible for the control and supervision of the student on the job.

The contact hours for a course are the sum of the lecture hours and lab/clinical/work experience hours.

Provided for each course is the following information: course prefix and number, title, frequency the courses are scheduled to be offered, the number of lecture hours and the number of laboratory hours each week, and the number of semester hours credit. The frequency courses are scheduled to be offered is indicated by symbols.

| F | Fall |  |  |
| :--- | :--- | :--- | :--- |
| S | Spring | First Line | Day |
| SU | Summer | Second Line | Evening |
| On Demand | On Demand |  |  |
| TBA | To Be Announced |  |  |

The college reserves the right to cancel or reschedule any course due to student enrollment patterns.

Non-credit courses are numbered below 100 .
Telecourse (See pg. 67 for description)
Internet course (See pg. 65 for description)

## Writing Intensive course

Writing intensive courses are courses in which students write to learn. Writing assignments may range from the highly informal, such as journals, to the highly formal, such as research papers. Normally, a writing intensive course will contain a mixture of informal and formal writing assignments which will account for at least seventy percent of a student's overall evaluation in the course.

It is important to note that the catalog's designation of a course as "Writing Intensive" indicates only Rowan-Cabarrus Community College's internal curriculum designation of that course as writing intensive. Students intending to transfer credit to other colleges and universities should consult with those institutions to determine if the course in question will be accepted as writing intensive.


\section*{ACADEMIC-RELATED ACA 090 Study Skills <br> | F,S,SU Day | 3 | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | :--- | :--- | :--- |
| F,S SU Evening |  |  |  |}

This course is intended for those who placed into credit-level course work but who are not maintaining satisfactory academic progress toward meeting program goals. Topics include study skills, note taking, learning styles and strategies, test taking, goal setting, and self-assessment skills. Upon completion, students should be able to manage their learning experiences to successfully meet educational goals. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: None
Corequisites: None

## ACA 115 Success \& Study Skills <br> F,S,SU Day $0 \quad 2 \quad 1$ F,S SU Evening

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.
Prerequisites: None
Corequisites: None

## ACCOUNTING

\author{

- 尚 ACC 120 Principles of Financial Accounting <br> $\begin{array}{llll}\text { F,S Day } & \mathbf{3} & \mathbf{2} & \mathbf{4} \\ \text { F,S Evening } & & & \end{array}$
}

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 to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.
Prerequisites MAT 060 or appropriate placement test score (Local)
Corequisites: None

## - $\begin{aligned} & \forall \\ & \square\end{aligned}$ ACC 121 Principles of Managerial Acct. F,S Day $\quad 3 \quad 24$ F,S Evening

This course includes a greater emphasis on managerial and cost accounting skills. Emphasis is placed on managerial accounting concepts for external and internal analysis, reporting and decision-making. Upon completion, students should be able to analyze and interpret transactions relating to managerial concepts including product costing systems. This course has been approved to satisfy the Comprehensive Articulation Agreement premajor and/or elective course requirement.
Prerequisites: ACC 120
Corequisites: None

## $\begin{array}{llllll}\text { ACC } 129 & \text { Individual Income Taxes } & \text { S Day } & 2 & 2 & 3\end{array}$ TBA Evening

This course introduces the relevant laws governing individual income taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.
Prerequisites: None
Corequisites: None

## ACC 132 NC Business Taxes <br> TBA Day <br> 202 TBA Evening

This course introduces the relevant laws governing North Carolina taxes as they apply to business. Topics include sales taxes, income taxes for business entities, payroll taxes, unemployment taxes, and other taxes pertaining to the State of North Carolina. Upon completion, students should be able to maintain a company's records to comply with the laws governing North Carolina business taxes.
Prerequisites: None
Corequisites: None

## ACC 140 Payroll Accounting S Day $\quad 1 \quad 2 \quad 2$ TBA Evening

This course covers federal and state laws pertaining to wages, payroll taxes, payroll tax forms, and journal and general ledger transactions. Emphasis is placed on computing wages; calculating social security, income, and unemployment taxes; preparing appropriate payroll tax forms; and journalizing/posting transactions. Upon completion, students should be able to analyze data, make appropriate computations, complete forms, and prepare accounting entries using appropriate technology.
Prerequisites: ACC 115 or ACC 120
Corequisites: None

## ACC 150 Accounting Software Applications s Day <br> 122 TBA Evening

This course introduces computer 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 software package to solve accounting problems.
Prerequisites: ACC 115 or ACC 120
Corequisites: None

## $\begin{array}{llllllll}\text { ACC } 220 & \text { Intermediate Accounting I } & \text { S Day } & 3 & 2 & 4\end{array}$

 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 analyses of financial statements. Upon completion, students should be able to demonstrate competence in the conceptual framework underlying financial accounting, including the application of financial standards.Prerequisites: ACC 120
Corequisites: None

## ACC 221 Intermediate Accounting II <br> F Day <br> $3 \quad 24$ TBA Evening

This course is a continuation of ACC 220. Emphasis is placed on special problems which may include leases, bonds, investments, ratio analyses, present value applications, accounting changes, and corrections. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.
Prerequisites: ACC 220
Corequisites: None

## ACC 225 Cost Accounting $\quad \underset{\text { TBA Evening }}{\text { F Day }} \begin{array}{llll}3 & \mathbf{0} & \mathbf{3}\end{array}$

This course introduces the nature and purposes of cost accounting as an information system for planning and control. Topics include direct materials, direct labor, factory overhead, process, job order, and standard cost systems. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.
Prerequisites: ACC 121
Corequisites: None

## $\begin{array}{lllllll}\text { ACC } 227 & \text { Practices in Accounting } & \text { S Day } & 3 & 0 & 3\end{array}$ TBA Evening

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, 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.
Prerequisites: ACC 220
Corequisites: None

This course introduces principles and procedures applicable to governmental and not-for-profit organizations. Emphasis is placed on various budgetary accounting procedures and fund accounting. Upon completion, students should be able to demonstrate an understanding of the principles involved and display an analytical problem-solving ability for the topics covered.
Prerequisites: ACC 121
Corequisites: None

## $\begin{array}{lllllll}\text { ACC } 250 & \text { Advanced Accounting } & \text { S Day } & 3 & 0 & 3\end{array}$ TBA Evening

This course is designed to analyze special accounting issues, which may include business combinations, partnerships, international accounting, estates, and trusts. Emphasis is placed on analyzing transactions and preparing working papers and financial statements. Upon completion, students should be able to solve a wide variety of problems by advanced application of accounting principles and procedures.
Prerequisites: ACC 220
Corequisites: None

## ACC 269 Auditing \& Assurance Services s Day $\quad 3 \quad 0 \quad 3$

 TBA EveningThis course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics will include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.
Prerequisites: ACC 220
Corequisites: None

## AIR CONDITIONING, HEATING, AND REFRIGERATION

## AHR 110 Introduction to Refrigeration F Day $2 \quad 6 \quad 5$

 On Demand EveningThis course introduces the basic refrigeration process used in mechanical refrigeration and air conditioning systems. Topics include terminology, safety, identification and function of components; refrigeration cycle; and tools and instrumentation used in mechanical refrigeration systems. Upon completion, students should be able to identify refrigeration systems and components, explain the refrigeration process, and use the tools and instrumentation of the trade.
Prerequisites: None
Corequisites: None

## $\begin{array}{lllllll}\text { AHR } 111 & \text { HVACR Electricity } & \text { F Day } & 2 & 2 & 3\end{array}$ On Demand Evening

This course introduces electricity as it applies to HVACR equipment. Emphasis is placed on power sources, interaction of electrical components, wiring of simple circuits, and the use of electrical test equipment. Upon completion, students should be able to demonstrate good wiring practices and the ability to read simple wiring diagrams.
Prerequisites: None
Corequisites: None

| AHR 112 | Heating Technology | F Day <br> On Demand Evening | 4 | 4 |
| :--- | :--- | :--- | :--- | :--- | :--- |

This course covers the fundamentals of heating including oil, gas, and electric heating systems. Topics include safety, tools and instrumentation, system operating characteristics, installation techniques, efficiency testing, electrical power, and control systems. Upon completion, students should be able to explain the basic oil, gas, and electrical heating systems, and describe the major components of a heating system.
Prerequisites: None
Corequisites: None

## AHR 113 Comfort Cooling <br> $\begin{array}{llll}S & 2 & 4 & 4\end{array}$ <br> On Demand Evening

This course covers the installation procedures, system operations, and maintenance of residential and light commercial comfort cooling systems. Topics include terminology, component operation, and testing and repair of equipment used to control and produce assured comfort levels. Upon completion, students should be able to use psychometrics, manufacturer specifications, and test instruments to determine proper system operation. Prerequisites: AHR 110 (Local)
Corequisites: None

## $\begin{array}{lllllll}\text { AHR } 114 \text { Heat Pump Technology } \quad \text { SU Day } & 2 & 4 & 4\end{array}$ On Demand Evening

This course covers the principles of air source and water source heat pumps. Emphasis is placed on safety, modes of operation, defrost systems, refrigerant charging, and system performance. Upon completion, students should be able to understand and analyze system performance and perform routine service procedures.
Prerequisites: AHR 110 or AHR 113
Corequisites: None

## AHR 115 Refrigeration Systems <br> $\begin{array}{llll}S \text { Day } & 1 & 3\end{array}$ <br> On Demand Evening

This course introduces refrigeration systems and applications. Topics include defrost methods, safety and operational control, refrigerant piping, refrigerant recovery and charging, and leak testing. Upon completion, students should be able to assist in installing and testing refrigeration systems and perform simple repairs.
Prerequisites: AHR 110
Corequisites: None

## AHR 130 HVAC Controls $\quad$ S Day $\quad 2 \quad 2 \quad 3$ On Demand Evening

This course covers the types of controls found in residential and commercial comfort systems. Topics include electrical and electronic controls, control schematics and diagrams, test instruments, and analysis and troubleshooting of electrical systems. Upon completion, students should be able to diagnose and repair common residential and commercial comfort system controls. Prerequisites: AHR 111 or ELC 111
Corequisites: None

## AHR 140 All-Weather Systems

SU Day 1
132
On Demand Evening
This course covers the principles of combination heating and cooling systems including gas-electric, all-electric, and oil-electric systems. Topics include PTAC's and package and split-system units. Upon completion, students should be able to understand systems performance and perform routine maintenance procedures.
Prerequisites: AHR 112 or AHR 113
Corequisites: None

## $\begin{array}{lllllll}\text { AHR } 151 & \text { HVAC Duct Systems I } \quad \text { SU Day } & 1 & 3 & 2\end{array}$ On Demand Evening

This course introduces the techniques used to lay out and fabricate duct work commonly found in HVAC systems. Emphasis is placed on the skills required to fabricate duct work. Upon completion, students should be able to lay out and fabricate simple duct work.
Prerequisites: None
Corequisites: None

## AHR 180 HVACR Customer Relations $\quad$ S Day $\quad 1 \quad 0 \quad 1$ On Demand Evening

This course introduces common business and customer relation practices that may be encountered in HVACR. Topics include business practices, appearance of self and vehicle, ways of handling customer complaints, invoices, telephone communications, and warranties. Upon completion, students should be able to present themselves to customers in a professional manner, understand how the business operates, complete invoices, and handle complaints.
Prerequisites: None
Corequisites: None

## AHR 210 Residential Building Code $\quad$ S Day $\quad 1 \begin{array}{llll}1 & 2 & 2\end{array}$ On Demand Evening

This course covers the residential building codes that are applicable to the design and installation of HVAC systems. Topics include current residential codes as applied to HVAC design, service, and installation. Upon completion, students should be able to demonstrate the correct usage of residential building codes that apply to specific areas of the HVAC trade.
Prerequisites: None
Corequisites: None

## $\begin{array}{lllllll}\text { AHR } 211 & \text { Residential System Design } & \text { SU Day } & 2 & 2 & 3\end{array}$ On Demand Evening

This course introduces the principles and concepts of conventional residential heating and cooling system design. Topics include heating and cooling load estimating, basic psychometrics, equipment selection, duct system selection, and system design. Upon completion, students should be able to design a basic residential heating and cooling system. Prerequisites: None
Corequisites: None

## $\begin{array}{lllllll}\text { AHR } 235 & \text { Refrigeration Design } & \text { SU Day } & 2 & 2 & 3\end{array}$ On Demand Evening

This course covers the principles of commercial refrigeration system operation and design. Topics include walk-in coolers, walk-in freezers, system components, load calculations, equipment selection, defrost systems, refrigerant line sizing, and electric controls. Upon completion, students should be able to design, adjust, and perform routine service procedures on a commercial refrigeration system.
Prerequisites: AHR 110
Corequisites: None

## AHR 255 Indoor Air Quality

SU Day
122 On Demand Evening
This course introduces the techniques of assessing and maintaining the quality of the indoor environment in residential and commercial structures. Topics include handling and investigating complaints, filter selection, humidity control, testing for sources of carbon monoxide, impact of mechanical ventilation, and building and duct pressures. Upon completion, students should be able to assist in investigating and solving common indoor air quality problems.
Prerequisites: None
Corequisites: None

## ANTHROPOLOGY

ANT 210 General Anthropology $\begin{gathered}\text { TBA Day } \\ \end{gathered}$
This course introduces the physical, archaeological, linguistic, and ethnological fields of anthropology. Topics include human origins, genetic variations, archaeology, linguistics, primatology, and contemporary cultures. Upon completion, students should be able to demonstrate an understanding of the four major fields of anthropology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

[^1]
# ART 121 Design I <br> $\begin{array}{llll}\text { On Demand Day } & 0 & 6\end{array}$ <br> On Demand Evening <br> This course introduces the elements and principles of design as applied to two- 

 dimensional art. Emphasis is placed on the structural elements, the principles of visual organization, and the theories of color mixing and interaction. Upon completion, students should be able to understand and use critical and analytical approaches as they apply to two-dimensional visual art. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.Prerequisites: None
Corequisites: None

## ART 131 Drawing I On Demand Day 0 0 6 On Demand Evening

This course introduces the language of drawing and the use of various drawing materials. Emphasis is placed on drawing techniques, media, and graphic principles. Upon completion, students should be able to demonstrate competence in the use of graphic form and various drawing processes. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## ART 240 Painting I <br> No Day <br> 063

 This course introduces the language of painting and the use of various painting materials. Emphasis is placed on the understanding and use of various painting techniques, media, and color principles. Upon completion, students should be able to demonstrate competence in the use of creative processes directed toward the development of expressive form. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.Prerequisites: None
Corequisites: None

## ART 241 Painting II

On Demand Day $0 \quad 6 \quad 3$ On Demand Evening
This course provides a continuing investigation of the materials, processes, and techniques of painting. Emphasis is placed on the exploration of expressive content using a variety of creative processes. Upon completion, students should be able to demonstrate competence in the expanded use of form and variety. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ART 240
Corequisites: None

## ART 244 Watercolor

On Demand Day 063 On Demand Evening
This course introduces basic methods and techniques used in watercolor. Emphasis is placed on application, materials, content, and individual expression. Upon completion, students should be able to demonstrate a variety of traditional and nontraditional concepts used in watercolor media. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## ART 261 Photography I

$\begin{array}{llll}\text { On Demand Day } & 0 & 6 & 3\end{array}$
On Demand Evening
This course introduces photographic equipment, theory, and processes. Emphasis is placed on camera operation, composition, darkroom technique, and creative expression. Upon completion, students should be able to successfully expose, develop, and print a well-conceived composition. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## ART 264 Digital Photography I

$\begin{array}{llll}\text { On Demand Day } & 1 & 4 & 3\end{array}$ On Demand Evening
This course introduces digital photographic equipment, theory and processes. Emphasis is placed on camera operation, composition, computer photo manipulation and creative expression. Upon completion, students should be able to successfully expose, digitally manipulate, and print a well-conceived composition. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## AMERICAN SIGN LANGUAGE

## ASL 111 Elementary ASL I

tBA Day 30
3 TBA Evening
This course introduces the fundamental elements of American Sign Language within a cultural context. Emphasis is placed on the development of basic expressive and receptive skills. Upon completion, students will be able to comprehend and respond with grammatical accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts; however, this course does not meet the SACS humanities/fine arts requirement in AAS or diploma programs that require only one humanities/fine arts course.
Prerequisites: None
Corequisites: None

## ASL 112 Elementary ASL II <br> tBA Day 30 <br> 3 TBA Evening

This course is a continuation of ASL 111, focusing on the fundamental elements of American Sign Language in a cultural context. Emphasis is placed on the progressive development of expressive and receptive skills. Upon completion, students should be able to comprehend and respond with increasing accuracy to expressive American Sign Language and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts; however, this course does not meet the SACS humanities/fine arts requirement in AAS or diploma programs that require only one humanities/fine arts course.
Prerequisites: ASL 111
Corequisites: None

## ASTRONOMY

\section*{- AST 111 Descriptive Astronomy <br> | TBA Day | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | :--- | :--- | :--- |
| TBA Evening |  |  |  |}

This course introduces an overall view of modern astronomy. Topics include an overview of the solar system, the sun, stars, galaxies, and the larger universe. Upon completion, students should be able to demonstrate an understanding of the universe around them. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: None
Corequisites: None

## AST 111A Descriptive Astronomy Lab tBa Day $\quad 0 \quad 2 \quad 1$ TBA Evening

This course is a laboratory to accompany AST 111. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 111 and which provide practical experience. Upon completion, students should be able to demonstrate an understanding of the universe around them. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: None
Corequisites: AST 111

## $\begin{array}{lllllll}\text { AST } 151 & \text { General Astronomy I } & \text { F Day } & 3 & 0 & 3\end{array}$

This course introduces the science of modern astronomy with a concentration on the solar system. Emphasis is placed on the history and physics of astronomy and an introduction to the solar system, including the planets, comets, and meteors. Upon completion, students should be able to demonstrate a general understanding of the solar system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 070 or appropriate placement test score (Local)
Corequisites: None

## © AST 151A General Astronomy I Lab No Day 0 F Evening

The course is a laboratory to accompany AST 151. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 151 and which provide practical experience. Upon completion, students shouldbe able to demonstrate a general understanding of the solar system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: AST 151

This course is a continuation of AST 151 with primary emphasis beyond the solar system. Topics include the sun, stars, galaxies, and the larger universe, including cosmology. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.This course may satisfy a general education requirement for Catawba College.

## - AST 152A General Astronomy II Lab $\begin{aligned} & \text { No Day } \\ & \text { S Evening }\end{aligned} \quad 0 \begin{array}{llll} & 2 & 1\end{array}$

The course is a laboratory to accompany AST 152. Emphasis is placed on laboratory experiences which enhance the materials presented in AST 152 and which provide practical experience. Upon completion, students should be able to demonstrate a working knowledge of astronomy. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: AST 151; and AST 151A (Local)
Corequisites: AST 152

## AST 251 Observational Astronomy

$\begin{array}{llll}\text { On Demand Day } & 1 & 3 & 2\end{array}$ On Demand Evening
This course covers the operation of the telescope and related observatory equipment. Emphasis is placed on the use of the telescope and related observatory equipment, including techniques of data collection, measurements, and data analysis. Upon completion, students should be able to set up a telescope and use the coordinate system to locate objects, collect data, and make measurements with the telescope. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: AST 111 or AST 152; and AST 152A (Local)
Corequisites: None

## AUTOMOTIVE

## AUT 110 Intro. to Automotive Technology F Day $\quad \begin{array}{llll}2 & 2 & 3\end{array}$ TBA Evening

This course covers workplace safety, hazardous material and environmental regulations, use of hand tools, service information resources, basic concepts, systems, and terms of automotive technology. Topics include familiarization with vehicle systems along with identification and proper use of various automotive hand and power tools. Upon completion, students should be able to describe safety and environmental procedures, terms associated with automobiles, and identify and use basic tools and shop equipment. Prerequisites: None
Corequisites: None

> AUT 113 Automotive Servicing I $\quad$ SU Day $\quad 0 \quad 6$ TBA Evening
> This course is a lab used as an alternative to co-op placement. Emphasis is placed on shop operations, troubleshooting, testing, adjusting, repairing, and replacing components using appropriate test equipment and service information. Upon completion, students should be able to perform a variety of automotive repairs using proper service procedures and to operate appropriate equipment.
> Prerequisites: None
> Corequisites: None


#### Abstract

AUT 116 Engine Repair F Day $2 \quad 3 \quad 3$ TBA Evening 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. Prerequisites: None Corequisites: None

\section*{AUT 116A Engine Repair Lab $\quad$ F Day $\quad 0 \quad 3 \quad 1$ TBA Evening}

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. Prerequisites: None Corequisites: AUT 116


## AUT 141 Suspension \& Steering Systems $\begin{array}{llllll}\text { S Day } & 2 & 3 & 3\end{array}$ <br> TBA Evening

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.
Prerequisites: None
Corequisites: None
AUT 141A Suspension \& Steering Lab $\quad \begin{aligned} & \underset{\substack{\text { S Day } \\ \text { TBA Evening }}}{ } \quad \mathbf{0}\end{aligned} \mathbf{3} \begin{array}{lll}\mathbf{1}\end{array}$ 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.
Prerequisites: None
Corequisites: AUT 141

## AUT 151 Brake Systems <br> S Day <br> 233

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.
Prerequisites: None
Corequisites: None

## AUT 151A Brakes Systems Lab

S Day
TBA Evening
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.
Prerequisites: None
Corequisites: AUT 151

## AUT 161 Basic Automotive Electricity F Day <br> TBA Evening

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.
Prerequisites: None
Corequisites: None

## AUT 163 Advanced Automotive Electricity f Day <br> 233

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.
Prerequisites: AUT 161
Corequisites: None
AUT 163A Advanced Auto. Electricity Lab $\begin{array}{lllll}\substack{\text { F Day } \\ \text { TBA Evening }}\end{array} \quad \mathbf{0}$
This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include networking and module communication, circuit construction, wiring diagrams, circuit testing, troubleshooting and emerging electrical/electronic systems technologies. Upon completion, students should be able to properly use wiring diagrams, diagnose, test, and repair wiring, lighting, gauges, accessories, modules, and electronic concerns.
Prerequisites: None
Corequisites: AUT 163

## AUT 171 Automotive Climate Control SU Day $\begin{array}{llll}2 & 4 & 4\end{array}$ TBA Evening

This course covers the theory of refrigeration and heating, electrical/electronic/pneumatic controls, and diagnosis/repair of climate control systems. Topics include diagnosis and repair of climate control components and systems, recovery/recycling of refrigerants, and safety and environmental regulations. Upon completion, students should be able to describe the operation, diagnose, and safely service climate control systems using appropriate tools, equipment, and service information.
Prerequisites: None
Corequisites: None

## $\begin{array}{lllllll}\text { AUT } 181 & \text { Engine Performance I } & \text { S Day } & 2 & 3 & 3\end{array}$ TBA Evening

This course covers the introduction, theory of operation, and basic diagnostic procedures required to restore engine performance to vehicles equipped with complex engine control systems. Topics include an overview of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.
Prerequisites: None
Corequisites: None

## AUT 181A Engine Performance I Lab $\quad$ S Day $\quad 0 \quad 3 \quad 1$ TBA Evening

This course is an optional lab to be used as an alternative to co-op placement in meeting the NATEF standards for total hours. Topics include overviews of engine operation, ignition components and systems, fuel delivery, injection components and systems and emission control devices and emerging engine performance technologies. Upon completion, students should be able to describe operation and diagnose/repair basic ignition, fuel and emission related driveability problems using appropriate test equipment/service information.
Prerequisites: None
Corequisites: AUT 181

## AUT 183 Engine Performance II Su Day $2 \quad 6$ TBA Evening

This course covers study of the electronic engine control systems, the diagnostic process used to locate engine performance concerns, and procedures used to restore normal operation. Topics will include currently used fuels and fuel systems, exhaust gas analysis, emission control components and systems, OBD II (on-board diagnostics) and interrelated electrical/electronic systems. Upon completion, students should be able to diagnose and repair complex engine performance concerns using appropriate test equipment and service information.
Prerequisites: AUT 181
Corequisites: None
$\begin{array}{llllll}\text { AUT } 186 & \text { PC Skills for Auto. Techs } \quad \text { Su Day } & 2 & 2 & 3\end{array}$ TBA Evening
This course introduces students to personal computer literacy and Internet literacy with an emphasis on the automotive 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 automotive technology and perform word processing.
Prerequisites: None
Corequisites: None
AUT 221 Auto. Transmission/Transaxles $\begin{array}{llllll}\text { s Day } & 2 & 3 & 3\end{array}$ TBA Evening
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.
Prerequisites: None
Corequisites: None

## AUT 221A Auto. Transmission/Transaxle Lab s Day $0 \quad 3 \quad 1$ <br> 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.Prerequisites: None
Corequisites: AUT 221

## AUT 231 Manual Trans/Axles/Drive Trains $\begin{array}{llllll}\text { F Day } & 2 & 4 & 4\end{array}$ TBA Evening

This course covers the operation, diagnosis, and repair of manual transmissions/ transaxles, clutches, driveshafts, axles, and final drives. Topics include theory of torque, power flow, and manual drive train servicing and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to explain operational theory, diagnose and repair manual drive trains.
Prerequisites: None
Corequisites: None

## AUT 231A Manual Transmission/Axle/Drive Trains Lab $\begin{array}{lllll}\text { f Day } & 0 & 3 & 1\end{array}$ TBA Evening

This course is an optional lab for the program that needs to meet NATEF hour standards but does not have a co-op component in the program. Topics include manual drive train diagnosis, service and repair using appropriate service information, tools, and equipment. Upon completion, students should be able to diagnose and repair manual drive trains.
Prerequisites: None
Corequisites: AUT 231

## BANKING AND FINANCE

## BAF 111 Teller Training tba day $\begin{array}{llll}3 & 0 & 3\end{array}$ TBA Evening

This course provides an overview of banking teller operations, bank security, and customer relations in preparation for work as a bank teller. Topics include bank profitability, cash and cash handling, checks and other transactions, balancing and setting, and security threats and their detection. Upon completion, students should be able to discuss the components of teller performance and perform effectively as a teller after minimal on-the-job training.
Prerequisites: None
Corequisites: None

## BIOLOGY

BIO 106 Intro. to Anatomy/Physiology/Microbiology su Day $\begin{array}{llll}\text { No Evening }\end{array} \quad 2 \quad 2 \quad 3$
This course covers the fundamental and principle concepts of human anatomy and physiology and microbiology. Topics include an introduction to the structure and function of cells, tissues, and human organ systems, and an overview of microbiology, epidemiology, and control of microorganisms. Upon completion, students should be able to identify structures and functions of the human body and describe microorganisms and their significance in health and disease. This is a diploma-level course.
Prerequisites: None
Corequisites: None

## BIO 110 Principles of Biology <br> TBA Day <br> $3 \quad 3 \quad 4$ No Evening

This course provides a survey of fundamental biological principles for non-science majors. Emphasis is placed on basic chemistry, cell biology, metabolism, genetics, taxonomy, evolution, ecology, diversity, and other related topics. Upon completion, students should be able to demonstrate increased knowledge and better understanding of biology as it applies to everyday life. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: None
Corequisites: None

## BIO 111 General Biology I <br> $3 \quad 3 \quad 4$ F Evening

This course introduces the principles and concepts of biology. Emphasis is placed on basic biological chemistry, cell structure and function, metabolism and energy transformation, genetics, evolution, classification, and other related topics. Upon completion, students should be able to demonstrate understanding of life at the molecular and cellular levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College. Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

## BIO 112 General Biology II <br> $\begin{array}{llll}\text { F,S Day } & 3 & 3 & 4\end{array}$

This course is a continuation of BIO 111. Emphasis is placed on organisms, biodiversity, plant and animal systems, ecology, and other related topics. Upon completion, students should be able to demonstrate comprehension of life at the organismal and ecological levels. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.This course may satisfy a general education requirement for Catawba College.
Prerequisites: BIO 111
Corequisites: None

## BIO 140 Environmental Biology

## S Day

303
No Evening
This course introduces environmental processes and the influence of human activities upon them. Topics include ecological concepts, population growth, natural resources, and a focus on current environmental problems from scientific, social, political, and economic perspectives. Upon completion, students should be able to demonstrate an understanding of environmental interrelationships and contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: None
Corequisites: None

## BIO 140A Environmental Biology Lab $\quad$ S Day $\quad 0 \quad 3 \quad 1$ <br> No Evening

This course provides a laboratory component to complement BIO 140. Emphasis is placed on laboratory and field experience. Upon completion, students should be able to demonstrate a practical understanding of environmental interrelationships and contemporary environmental issues. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: None
Corequisites: BIO 140

## BIO 163 Basic Anatomy \& Physiology F, S Day $\begin{array}{lll}4 & 2 & 5\end{array}$

 No EveningThis course provides a basic study of the structure and function of the human body. Topics include a basic study of the body systems as well as an introduction to homeostasis, cells, tissues, nutrition, acid-base balance, and electrolytes. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## BIO 168 Anatomy and Physiology I <br> F,S Day <br> $\begin{array}{lll}3 & 3 & 4\end{array}$ <br> F Evening

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, nervous systems, and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: RED 090 or appropriate placement test score or ENG 111(Local)
Corequisites: None

## BIO 169 Anatomy and Physiology II $\quad S_{\text {S Day }} \quad 3 \quad 3 \quad 4$

This course provides a continuation of the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems as well as metabolism, nutrition, acid-base balance, and fluid and electrolyte balance. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships. This course has been approved to satisfy the Comprehensive Articulation Agreementfortransferability as a pre-major and/or elective course requirement. Prerequisites: BIO 168 with a grade of "C" or better
Corequisites: None

This course covers principles of prokaryotic and eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, chromosome structure, patterns of Mendelian and non-Mendelian inheritance, evolution, and biotechnological applications. Upon completion, students should be able to recognize and describe genetic phenomena and demonstrate knowledge of important genetic principles. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: BIO 112
Corequisites: None

## BIO 275 Microbiology <br> F,S F,S Dien Evening $\quad 3 \quad 3 \quad 4$

This course covers principles of microbiology and the impact these organisms have on man and the environment. Topics include the various groups of microorganisms, their structure, physiology, genetics, microbial pathogenicity, infectious diseases, immunology, and selected practical applications. Upon completion, students should be able to demonstrate knowledge and skills including microscopy, aseptic technique, staining, culture methods, and identification of mircoorganisms. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: BIO 110 or BIO 112 or BIO 163 or BIO 165 or BIO 168 Corequisites: None

## BIO 280 Biotechnology $\quad$ S Day $\quad 2 \begin{array}{lll}3 & 3 & 3\end{array}$ TBA Evening

This course provides experience in selected laboratory procedures. Topics include proper laboratory techniques in biology and chemistry. Upon completion, students should be able to identify laboratory techniques and instrumentation in basic biotechnology. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: BIO 111 or CHM 151
Corequisites: None

## BIOPROCESS MANUFACTURING TECHNOLOGY

## BPM 110 Bioprocess Practices TBA Day $\quad 3 \quad 4 \quad 5$

 TBA EveningThis course provides a study of plant operations including various plant utility systems and detailed study of the varied plant environments in a bioprocessing facility. Emphasis is placed on quality mindset and principles of validation through applications of monitoring procedures. Upon completion, students should be able to demonstrate the rigors of industry regulation and its necessity.
Prerequisites: None
Corequisites: None

## BLUEPRINT READING

## BPR 111 Blueprint Reading <br> F Day <br> 122

This course introduces the basic principles of blueprint reading. Topics include line types, orthographic projections, dimensioning methods, and notes. Upon completion, students should be able to interpret basic blueprints and visualize the features of a part. Prerequisites: None
Corequisites: None

## BPR 121 Blueprint Reading: Mechanical <br> S Day <br> 122 <br> S Evening

This course covers the interpretation of intermediate blueprints. Topics include tolerancing, auxiliary views, sectional views, and assembly drawings. Upon completion, students should be able to read and interpret a mechanical working drawing.
Prerequisites: BPR 111 or MAC 131
Corequisites: None

## BPR 130 Blueprint Reading/Construction $S$ Day On Demand 122 S Evening On Demand

This course covers the interpretation of blueprints and specifications that are associated with the construction trades. Emphasis is placed on interpretation of details for foundations, floor plans, elevations, and schedules. Upon completion, students should be able to read and interpret a set of construction blueprints.
Prerequisites: None
Corequisites: None

## BIOTECHNOLOGY

## BTC 181 Basic Lab Techniques <br> TBA Day <br> $3 \quad 3 \quad 4$ TBA Evening

This course introduces the basic skills and knowledge necessary in a biological or chemical laboratory. Emphasis is placed on good manufacturing practices, safety, solution preparation, and equipment operation and maintenance following standard operating procedures. Upon completion, students should be able to prepare and perform basic laboratory procedures using labware, solutions, and equipment according to prescribed protocols.
Prerequisites: None
Corequisites: None

## BUSINESS


This course provides a survey of the business world. Topics include the basic principles and practices of contemporary business. Upon completion, students should be able to demonstrate an understanding of business concepts as a foundation for studying other business subjects. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. Prerequisites: None Corequisites: None

## 

## F,S Day 30 <br> 3

 F,S EveningThis course introduces the ethics and legal framework of business. Emphasis is placed on contracts, negotiable instruments, Uniform Commercial Code, and the working of the court systems. Upon completion, students should be able to apply ethical issues and laws covered to selected business decision-making situations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

\section*{- BUS 121 Business Mathematics <br> | F,S Day | 2 | 2 | 3 |
| :--- | :--- | :--- | :--- | <br> F,S Evening}

This course covers fundamental mathematical operations and their application to business problems. Topics include payroll, pricing, interest and discount, commission, taxes, and other pertinent uses of mathematics in the field of business. Upon completion, students should be able to apply mathematical concepts to business.
Prerequisites: MAT 060 or appropriate placement test score (Local) Corequisites: None

## BUS 125 Personal Finance $\quad$ TBA Day $\begin{array}{llll}3 & 0 & 3\end{array}$

 TBA EveningThis course provides a study of individual and family financial decisions. Emphasis is placed on building useful skills in buying, managing finances, increasing resources, and coping with current economic conditions. Upon completion, students should be able to develop a personal financial plan.
Prerequisites: None
Corequisites: None

\section*{- 尚 BUS 137 Principles of Management <br> | F Day | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | :--- | :--- | :--- |
| F Evening |  |  |  |}

This course is designed to be an overview of the major functions of management. Emphasis is placed on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

[^2]
## BUS 217 Employment Law and Regulations On Demand Day $\begin{array}{llll}3 & 0 & 3\end{array}$ On Demand Evening 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. <br> Prerequisites: None <br> Corequisites: None

- BUS 225 Business Finance
$\begin{array}{llll}\text { S Day } & 2 & 2 & 3 \\ S \text { Evening } & & & \end{array}$
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.
Prerequisites: ACC 120
Corequisites: None


## 안 BUS 230 Small Business Management $\quad \begin{array}{lllll}\text { TBA Day } & 3 & 0 & 3\end{array}$

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.
Prerequisites: None
Corequisites: None

## BUS 240 Business Ethics <br> TBA Day 303 TBA Evening

This course introduces contemporary and controversial ethical issues that face the business community. Topics include moral reasoning, moral dilemmas, law and morality, equity, justice and fairness, ethical standards, and moral development. Upon completion, students should be able to demonstrate an understanding of their moral responsibilities and obligations as members of the workforce and society.
Prerequisites: None
Corequisites: None

- BUS 253 Leadership and Management Skills $\underset{\substack{\text { S Divening }}}{ } \quad 3 \quad \mathbf{0} \quad 3$

This course includes a study of the qualities, behaviors, and personal styles exhibited by leaders. Emphasis is placed on coaching, counseling, team building, and employee involvement. Upon completion, students should be able to identify and exhibit the behaviors needed for organizational effectiveness.
Prerequisites: None
Corequisites: None

## - 尚BUS 260 Business Communication <br> F Day 30 <br> 3 F Evening

This course is designed to develop skills in writing business communications. Emphasis is placed on business reports, correspondence, and professional presentations. Upon completion, students should be able to communicate effectively in the work place.
Prerequisites: ENG 111
Corequisites: None

F Day
F Evening

This course introduces hands-on techniques and procedures for planning and opening a small business, including the personal qualities needed for entrepreneurship. Emphasis is placed on market research, finance, time management, and day-to-day activities of owning/operating a small business. Upon completion, students should be able to write and implement a viable business plan and seek funding.
Prerequisites: None
Corequisites: None

## CHEMISTRY

## CHM 090 Chemistry Concepts $\quad$ F,S,SU Day 4004

 F,S EveningThis course provides a non-laboratory based introduction to basic concepts of chemistry. Topics include measurements, matter, energy, atomic theory, bonding, molecular structure, nomenclature, balancing equations, stoichiometry, solutions, acids and bases, gasses, and basic organic chemistry. Upon completion, students should be able to understand and apply basic chemical concepts and demonstrate basic laboratory skills necessary for success in college-level science courses. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Creditearned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: ENG 111 and MAT 070 or RED 090 and MAT 070 or appropriate placement test score (Local)
Corequisites: None

## CHM 131 Introduction to Chemistry <br> TBA Day 30 <br> 3 No Evening

This course introduces the fundamental concepts of inorganic chemistry. Topics include measurement, matter and energy, atomic and molecular structure, nuclear chemistry, stoichiometry, chemical formulas and reactions, chemical bonding, gas laws, solutions, and acids and bases. Upon completion, students should be able to demonstrate a basic understanding of chemistry as it applies to other fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 111 and MAT 070 or RED 090 and MAT 070 or appropriate placement test score (Local)
Corequisites: None

## CHM 131A Introduction to Chemistry Lab tBa Day $\begin{array}{llll}0 & 3 & 1\end{array}$ No Evening

This course is a laboratory to accompany CHM 131. Emphasis is placed on laboratory experience that enhance materials presented in CHM 131. Upon completion, students should be able to utilize basic laboratory procedures and apply them to chemical principles presented in CHM 131. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: CHM 131

## CHM 132 Organic and Biochemistry

$\begin{array}{llll}\text { On Demand Day } & 3 & 3 & 4\end{array}$
On Demand Evening
This course provides a survey of major functional classes of compounds in organic and biochemistry. Topics include structure, properties, and reactions of the major organic and biological molecules and basic principles of metabolism. Upon completion, students should be able to demonstrate an understanding of fundamental chemical concepts needed to pursue studies in related professional fields. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: CHM 131 and CHM 131A or CHM 151
Corequisites: None

## CHM 151 General Chemistry I

TBA Day
$3 \quad 3 \quad 4$
TBA Evening
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: High school chemistry or equivalent within the last five years and MAT 080 and RED 090 or acceptable placement test scores (Local)
Corequisites: MAT 161 (Local)

## CHM 152 General Chemistry II $\quad$ F, S Day $\quad 3 \quad 3 \quad 4$

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 shouldbe 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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College. Prerequisites: CHM 151 with a grade of "C" or better
Corequisites: None

## INFORMATION SYSTEMS

- CIS 110 Introduction to Computers

| F,S,SU Day | 2 | 2 | 3 |
| :--- | :--- | :--- | :--- |
| F,S,SU Evening |  |  |  |

This course introduces computer concepts, including fundamental functions and operations of the computer. Topics include identification of hardware components, basic computer operations, security issues, and use of software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course may satisfy a general education requirement for Catawba College.
Prerequisites: CTS 080, or acceptable score on the TPE or computer placement test, or successful completion of any Internet or Hybrid course (Local); and RED 090 or appropriate placement test score (Local)
Corequisites: None

## CIS 115 Intro. to Programming \& Logic <br> F,S Day <br> $2 \quad 3 \quad 3$ F,S Evening

This course introduces computer programming and problem solving in a structured program logic environment. Topics include language syntax, data types, program organization, problem solving methods, algorithm design, and logic control structures. Upon completion, students should be able to manage files with operating system commands, use top-down algorithm design, and implement algorithmic solutions in a programming language. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option).
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175
Corequisites: None

## CIS 165 Desktop Publishing I

TBA Day
$2 \quad 23$ TBA Evening
This course provides an introduction to desktop publishing software capabilities. Emphasis is placed on efficient use of a page layout software package to create, design, and print publications; hardware/software compatibility; and integration of specialized peripherals. Upon completion, students should be able to prepare publications given design specifications.
Prerequisites: None
Corequisites: None

## CIVIL ENGINEERING TECHNOLOGY

CIV 110 Statics/Strength of Materials $\quad$ On Demand Day 2264
On Demand Evening
This course includes vector analysis, equilibrium of force systems, friction, sectional properties, stress/strain, and deformation. Topics include resultants and components of forces, moments and couples, free-body diagrams, shear and moment diagrams, trusses, frames, beams, columns, connections, and combined stresses. Upon completion, students should be able to analyze simple structures.
Prerequisites: MAT 121
Corequisites: None

## CIV 210 Engineering Materials <br> $\begin{array}{llll}\text { On Demand Day } & 1 & 3 & 2\end{array}$

On Demand Evening
This course covers the behavior and properties of Portland cement and asphaltic concretes and laboratory and field-testing. Topics include cementing agents and aggregates; water and admixtures; proportioning, production, placing, consolidation, and curing; and inspection methods. Upon completion, students should be able to proportion concrete mixes to attain predetermined strengths and other properties and perform standard control tests.
Prerequisites: None
Corequisites: None

## CIV 230 Construction Estimating

S On Demand Day 23
S On Demand Evening
This course covers quantity take-offs of labor, materials, and equipment and calculation of direct and overhead costs for a construction project. Topics include the interpretation of working drawings and specifications, types of contracts and estimates, building codes, bidding techniques and procedures, and estimating software. Upon completion, students should be able to prepare a detailed cost estimate and bid documents for a construction project. Prerequisites: ARC 111 or CIS 110 or CIS 111 or EGR 115 Corequisites: None

## CIV 240 Project Management <br> F On Demand Day 23

F On Demand Evening
This course introduces construction planning and scheduling techniques and project management software. Topics include construction safety, operation analysis, construction scheduling, construction control systems, claims and dispute resolutions, project records, and documentation. Upon completion, students should be able to demonstrate an understanding of the roles of construction project participants, maintain construction records, and prepare construction schedules.
Prerequisites: EGR 115
Corequisites: None

## CRIMINAL JUSTICE

CJC 100 Basic Law Enforcement Training f,S Day $\begin{array}{cccc}\text { F,S Evening }\end{array} \quad 9 \quad 3019$
This course covers the basic skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Topics are divided into general units of study: legal, patrol duties, law enforcement communications, investigations, practical application and sheriff-specific. Upon successful completion, the student will be able to demonstrate competence in topics and areas required for the state comprehensive certification examination. This is a certificate-level course.
Prerequisites: None
Corequisites: None
 include history, structure, functions, and philosophy of the criminal justice system and their relationship to life in our society. Upon completion, students should be able to define and describe the major system components and their interrelationships and evaluate career options. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None
$3 \quad 0 \quad 3$
S Evening
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.
Prerequisites: None
Corequisites: None

## - CJC 113 Juvenile Justice

S Day
303
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. Prerequisites: None Corequisites: None

## - CJC 121 Law Enforcement Operations <br> F Day 30 <br> 3 <br> F Evening

This course introduces fundamental law enforcement operations. Topics include the contemporary evolution of law enforcement operations and related issues. Upon completion, students should be able to explain theories, practices, and issues related to law enforcement operations. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## CJC 131 Criminal Law <br> F Day 30 <br> 3 F Evening

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.
Prerequisites: None
Corequisites: None

## CJC 132 Court Procedure \& Evidence $\quad \begin{array}{llllll}S & \text { Day } & 3 & 0 & 3\end{array}$ S Evening

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.
Prerequisites: None
Corequisites: None

## - CJC 141 Corrections <br> F Day <br> $3 \quad 0 \quad 3$ <br> F Evening

This course covers the history, major philosophies, components, and current practices and problems of the field of corrections. Topics include historical evolution, functions of the various components, alternatives to incarceration, treatment programs, inmate control, and other related topics. Upon completion, students should be able to explain the various components, processes, and functions of the correctional system. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## CJC 160 Terrorism: Underlying Issues $\begin{array}{lllll} & \text { On Demand Day } & 3 & 0 & 3\end{array}$ On Demand Evening

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 scenes; weapons of mass destruction; chemical, biological, and nuclear terrorism; and planning consideration involving threat assessments. Upon completion, the student should be able to identify and discuss the methods used in terrorists' activities and complete a threat assessment for terrorists' incidents.
Prerequisites: None
Corequisites: None

## CJC 212 Ethics \& Community Relations $\begin{array}{lllll}\text { F Day } & 3 & 0 & 3\end{array}$ F Evening

This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations. Prerequisites: None
Corequisites: ENG 112 (Local)

## - CJC 214 Victimology

S Day
$3 \quad 0 \quad 3$
S Evening
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.
Prerequisites: None
Corequisites: None

## CJC 221 Investigative Principles <br> S Day <br> $3 \quad 24$ <br> S Evening

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.
Prerequisites: None
Corequisites: None

## CJC 222 Criminalistics

On Demand Day 303
On Demand Evening
This course covers the functions of the forensic laboratory and its relationship to successful criminal investigations and prosecutions. Topics include advanced crime scene processing, investigative techniques, current forensic technologies, and other related topics. Upon completion, students should be able to identify and collect relevant evidence at simulated crime scenes and request appropriate laboratory analysis of submitted evidence.
Prerequisites: None
Corequisites: None

## CJC 223 Organized Crime

On Demand Day 303 On Demand Evening
This course introduces the evolution of traditional and non-traditional organized crime and its effect on society and the criminal justice system. Topics include identifying individuals and groups involved in organized crime, areas of criminal activity, legal and political responses to organized crime, and other related topics. Upon completion, students should be able to identify the groups and activities involved in organized crime and the responses of the criminal justice system.
Prerequisites: None
Corequisites: None
CJC 225 Crisis Intervention
On Demand Day 303 On Demand Evening
This course introduces critical incident intervention and management techniques as they apply to operational criminal justice practitioners. Emphasis is placed on the victim/ offender situation as well as job-related high stress, dangerous, or problem-solving citizen contacts. Upon completion, students should be able to provide insightful analysis of emotional, violent, drug-induced, and other critical and/or stressful incidents that require field analysis and/or resolution.
Prerequisites: None
Corequisites: None

## CJC 231 Constitutional Law F Day $\quad 3 \begin{array}{llll}3 & 0 & 3\end{array}$ F Evening

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.
Prerequisites: None
Corequisites: None

## CJC 233 Correctional Law <br> On Demand Day 303

On Demand Evening
This course introduces statutory/case law pertinent to correctional concepts, facilities, and related practices. Topics include examination of major legal issues encompassing incarceration, probation, parole, restitution, pardon, restoration of rights, and other related topics. Upon completion, students should be able to identify/discuss legal issues which directly affect correctional systems and personnel.
Prerequisites: None
Corequisites: None

## CJC 241 Community-Based Corrections On Demand Day 3 3 0 On Demand Evening

This course covers programs for convicted offenders that are used both as alternatives to incarceration and in post-incarceration situations. Topics include offenders, diversion, house arrest, restitution, community service, probation and parole, including both public and private participation, and other related topics. Upon completion, students should be able to identify/discuss the various programs from the perspective of the criminal justice professional, the offender, and the community.
Prerequisites: None
Corequisites: None

## CONSTRUCTION MANAGEMENT TECHNOLOGY

## CMT 210 Prof. Construction Supervision F On Demand Day 30 <br> F On Demand Evening

This course introduces the student to the fundamentals of effective supervision emphasizing professionalism through knowledge and applied skills. Topics include safety, planning and scheduling, contract, problem solving, communications, conflict resolution, recruitment, employment laws and regulations, leadership, motivation, teamwork, discipline, setting objectives, and training. Upon completion, the student should be able to demonstrate the basic skills necessary to be successful as a supervisor in the construction industry.
Prerequisites: None
Corequisites: None
CMT 212 Total Safety Performance
F On Demand Day 303
F On Demand Evening
This course covers the importance of managing safety and productivity equally by encouraging people to take individual responsibility for safety and health in the workplace. Topics include safety management, controlling construction hazards, communicating and enforcing policies, OSHA compliance, personal responsibility and accountability, safety planning, training, and personal protective equipment. Upon completion, students should be able to supervise safety at a construction job site and qualify for the OSHA Training Certification.
Prerequisites: None
Corequisites: CMT 210

## CMT 214 Planning and Scheduling <br> F On Demand Day 303

 F On Demand EveningThis course covers the need for the process of planning construction projects, as well as the mechanics and vocabulary of project scheduling. Topics include project preplanning, scheduling format, planning for production, short interval planning, schedule updating and revising, and computer-based planning and scheduling. Upon completion, the student should be able to understand the need for planning and scheduling, the language and logic of scheduling, and use of planning skills.
Prerequisites: CMT 210 and BPR 130
Corequisites: None

## CMT 216 Costs and Productivity <br> F On Demand Day 303 <br> F On Demand Evening

This course covers the relationships between time, work completed, work hours spent, schedule duration, equipment hours, and materials used. Topics include production rates, productivity unit rates, work method improvements, and overall total project cost control. Upon completion, the student should be able to demonstrate an understanding of how costs may be controlled and productivity improved on a construction project.
Prerequisites: CMT 210
Corequisites: None

CMT 218 Human Relations Issues<br>S On Demand Day 303<br>S On Demand Evening

This course provides instruction on human relations issues as they relate to construction project supervision. Topics include relationships, human behavior, project staffing issues, teamwork, effective communication networks, laws and regulations, and identifying and responding to conflict, crisis, and discipline. Upon completion, the student will demonstrate an understanding of the importance of human relations in the success of a construction project.
Prerequisites: CMT 210
Corequisites: None

## COOPERATIVE EDUCATION

## COE 110 World of Work F,S, SU Day 1 No Evening

This course covers basicknowledgenecessary forgaining andmaintaining employment. Topics include job search skills, work ethic, meeting employer expectations, workplace safety, and human relations. Upon completion, students should be able to successfully make the transition from school to work.
Prerequisites: None
Corequisites: None

## COE 111 Co-op Work Experience I F,S,SU Day 0

F,S,SU Evening
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students shouldbe able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: Completion of 12 credit hours with at least a 2.25 cumulative GPA Corequisites: None

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. This supervised practicum experience gives the student an opportunity to apply age-appropriate principles in preschool environments.
Prerequisites: Enrolled in D55220, A55220, A55220TR, or A5522B program; successful completion of 12 semester hours' credit of early childhood coursework and GPA of 2.5 required; permission from EC advisor required (Local)
Corequisites: EDU 126PS (Local)

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. This supervised practicum experience gives the student an opportunity to apply age-appropriate principles in school-age environments.
Prerequisites: Enrolled in D55220, A55220,, A55220TR, or A5522B program; successful completion of 12 semester hours' credit of early childhood coursework and GPA of 2.5 required; permission from EC advisor required (Local)
Corequisites: EDU 126SA (Local)

## COE 112 Co-op Work Experience I

$\begin{array}{llll}\text { F,S,SU Day } & 0 & 20 & 2\end{array}$
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: Completion of 12 credit hours with at least a 2.25 cumulative GPA
(exception for Automotive Systems Technology Cooperative
Apprenticeship program)
Corequisites: None

## COE 113 Co-op Work Experience I F,S,SU Day $0 \quad 303$

 F,S,SU EveningThis course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: Completion of 12 credit hours with at least a 2.25 cumulative GPA Corequisites: None

## COE 114 Co-op Work Experience I F,S,SU Day $0 \quad 404$

F,S,SU Evening
This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: Completion of 12 credit hours with at least a 2.25 cumulative GPA
Corequisites: None

## COE 121 Co-op Work Experience II <br> F,S,SU Day $\quad 0 \quad 101$ F,S,SU Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: COE 111 or COE 112 or COE 113 or COE 114 (Local)
Corequisites: None

## COE 121PS Co-op Work Exp. II-Early Childhood s Day <br> 0101 <br> (Preschool) <br> No Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. This supervised practicum experience gives the student an opportunity to apply age-appropriate principles in preschool/special needs environments.
Prerequisites: GPA of at least 2.5; enrolled in D55220, A5522TR or A5522B program; and successful completion of 12 semester hours' credit of Early Childhood coursework; permission from EC advisor required (Local)
Corequisites: EDU 226PS (Local)

## COE 121SA Co-op Work Exp. II-Early Childhood s Day <br> $0 \quad 101$ (School-Age) <br> No Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies. This supervised practicum experience gives the student an opportunity to apply age-appropriate principles in school-age/special needs environments.
Prerequisites: GPA of at least 2.5; enrolled in D55220, A5522TR or A5522B program; and successful completion of 12 semester hours' credit of Early Childhood coursework; permission from EC advisor required (Local)
Corequisites: EDU 226SA for A55220 majors; EDU 285 and EDU 286 for A5522B majors

## COE 122 Co-op Work Experience II F,S,SU Day 0

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: COE 111 or COE 112 or COE 113 or COE 114 (Local)
Corequisites: None

## COE 123 Co-op Work Experience II F,S,SU Day $0 \quad 30$ 3 F,S,SU Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: COE 111 or COE 112 or COE 113 or COE 114 (Local)
Corequisites: None

## COE 131 Co-op Work Experience III F,S,SU Day $\begin{array}{llllll}0 & 10 & 1\end{array}$ F,S,SU Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: COE 121 or COE 122 or COE 123 (Local)
Corequisites: None

## COE 132 Co-op Work Experience III F,S,SU Day $\begin{array}{llllll}0 & 20 & 2\end{array}$ F,S,SU Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: COE 121 or COE 122 or COE 123 (Local)
Corequisites: None

## COE 211 Co-op Work Experience IV F,S,SU Day $0 \quad 101$ F,S,SU Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: COE 131 or COE 132 (Local)
Corequisites: None

## COE 221 Co-op Work Experience V F,S,SU Day $0 \quad 10$ 1 F,S,SU Evening

This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.
Prerequisites: COE 211 (Local)
Corequisites: None

## COE 231 Co-op Work Experience VI $\quad \begin{array}{lllll}\text { F,S,SU Day } & 0 & 10 & 1\end{array}$

 This course provides work experience with a college-approved employer in an area related to the student's program of study. Emphasis is placed on integrating classroom learning with related work experience. Upon completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.Prerequisites: COE 221 (Local)
Corequisites: None

## COMMUNICATION

$\forall$
$\square$ COM 110 Introduction to Communication Telecourse Only 30003
This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal group, public, intercultural, and mass communication situations. Upon completion, students should be able to explain and illustrate the forms and purposes of human communication in a variety of contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## COM 120 Intro. to Interpersonal Comm. On Demand Day 3 0 $\quad 3$

On Demand Evening
This course introduces the practices and principles of interpersonal communication in both dyadic and group settings. Emphasis is placed on the communication process, perception, listening, self-disclosure, speech apprehension, ethics, nonverbal communication, conflict, power, and dysfunctional communication relationships. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, and manage conflict in interpersonal communication situations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). Prerequisites: ENG 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

## COM 140 Intro. to Intercultural Comm. On Demand Day 3 0 3

 On Demand EveningThis course introduces techniques of cultural research, definitions, functions, characteristics, and impacts of cultural differences in public address. Emphasis is placed on how diverse backgrounds influence the communication act and how cultural perceptions and experiences determine how one sends and receives messages. Upon completion, students should be able to demonstrate an understanding of the principles and skills needed to become effective in communicating outside one's primary culture. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ENG 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## COM 231 Public Speaking F,S Day $\quad 3 \quad 0 \quad 3$ F,S Evening

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 wellorganized speeches and participate in group discussion with appropriate audiovisual support. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts (substitute). This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

## COM 232 Election Rhetoric

On Demand Day 3003
On Demand Evening
This course provides an overview of communication styles and topics characteristic of election campaigns. Topics include election speeches, techniques used in election campaigns, and election speech topics. Upon completion, students should be able to identify and analyze techniques and styles typically used in election campaigns. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: COM 231(Local)
Corequisties: None
COM 233 Persuasive Speaking
On Demand Day 303
On Demand Evening
This course introduces theory and history of persuasive speaking, covering critical thinking skills in analyzing problems, assessing solutions, and communicating the information to an audience. Emphasis is placed on analysis, evidence, reasoning, and library and field research used to enhance persuasive public speaking skills. Upon completion, students should be able to apply the principles of persuasive speaking in a public setting. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ENG 112 or ENG 113; and COM 231 (Local)
Corequisites: None

## COM 251 Debate I

$\begin{array}{llll}\text { On Demand Day } & 3 & 0 & 3\end{array}$ On Demand Evening
This course introduces the principles of debate. Emphasis is placed on argument, refutation, research, and logic. Upon completion, students should be able to use research skills and logic in the presentation of ideas within the context of formal debate. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: COM 231 (Local)
Corequisites: None

## COSMETOLOGY

## COS 111 Cosmetology Concepts I F,S Day 4

 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.Prerequisites: None
Corequisites: COS 112

## COS 112 Salon I <br> F,S Day <br> $0 \quad 248$ TBA Evening

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.
Prerequisites: None
Corequisites: COS 111

## COS 113 Cosmetology Concepts II

## F,S Day 4 0 <br> 4 TBA Evening

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.
Prerequisites: COS 111 (Local)
Corequisites: COS 114

## COS 114 Salon II <br> 0248 TBA Evening

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.
Prerequisites: COS 112 (Local)
Corequisites: COS 113

## COS 115 Cosmetology Concepts III

$$
\begin{array}{llll}
\text { SU Day } & \mathbf{4} & \mathbf{0} & \mathbf{4} \\
\text { TBA Evening } & &
\end{array}
$$

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.
Prerequisites: None
Corequisites: COS 116

## COS 116 Salon III

## SU Day

$0 \quad 124$ TBA Evening
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.
Prerequisites: None
Corequisites: COS 115

## COS 117 Cosmetology Concepts IV F,S Day $\quad 2 \quad 0 \quad 2$ TBA Evening

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.
Prerequisites: COS 115 (Local)
Corequisites: COS 118

## COS 118 Salon IV

F,S Day<br>TBA Evening

$0 \quad 217$
This course provides advanced experience in a simulated salon setting. Emphasis is placed on efficient and competent delivery of all salon services in preparation for the licensing examination and employment. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination and meet entry-level employment requirements.
Prerequisites: COS 116 (Local)
Corequisites: COS 117

## COS 119 Esthetics Concepts I

F Day
202
TBA Evening
This course covers the concepts of esthetics. Topics include orientation, anatomy, physiology, hygiene, sterilization, first aid, chemistry, basic dermatology, and professional ethics. Upon completion, students should be able to demonstrate an understanding of the concepts of esthetics and meet course requirements.
Prerequisites: None
Corequisites: COS 120 (Local)

## $\begin{array}{lllllll}\text { COS } 120 & \text { Esthetics Salon I } & \text { F Day } & 0 & 18 & 6\end{array}$ TBA Evening

This course covers the techniques of esthetics in a comprehensive experience in a simulated salon setting. Topics include client consultation, facials, body treatments, hair removal, make-up applications, and color analysis. Upon completion, students should be able to safely and competently demonstrate esthetic services on clients in a salon setting. Prerequisites: None Corequisites: COS 119 (Local)

## COS 121 Manicure/Nail Technology I <br> TBA Day <br> 466

This course covers techniques of nail technology, hand and arm massage, and recognition of nail diseases and disorders. Topics include OSHA/safety, sanitation, bacteriology, product knowledge, salesmanship, manicures, artificial applications, pedicures, massage, and other related topics. Upon completion, students should be able to safely and competently perform nail care, including manicures, pedicures, massage, decorating, and artificial applications in a salon setting.
Prerequisites: None
Corequisites: None

## COS 125 Esthetics Concepts II <br> S Day <br> $2 \quad 0 \quad 2$ TBA Evening

This course covers more comprehensive esthetics concepts. Topics include nutrition, business management, make-up, and color analysis. Upon completion, students should be able to demonstrate an understanding of the advanced esthetics concepts and meet course requirements.
Prerequisites: COS 119 \& COS 120 (Local)
Corequisites: COS 126 (Local)

## COS 126 Esthetics Salon II $\quad$ S Day $\quad 0 \quad 18$ 6 TBA Evening

This course provides experience in a simulated esthetics setting. Topics include machine facials, aroma therapy, massage therapy, electricity, and apparatus. Upon completion, students should be able to demonstrate competence in program requirements and the areas covered on the Cosmetology Licensing Examination for Estheticians.
Prerequisites: COS 119 \& COS 120 (Local)
Corequisites: COS 125 (Local)

## COS 222 Manicure/Nail Technology II TBA Day 4 TBA Evening

This course covers advanced techniques of nail technology and hand and arm massage. 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.
Prerequisites: COS 121
Corequisites: None

## COS 223 Contemporary Hair Coloring <br> S Day <br> 132 TBA Evening

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.
Prerequisites: COS 111 and COS 112; and COS 115 and COS 116 (Local)
Corequisites: None

## COS 240 Contemporary Design $\quad$ S Day $\quad 1 \begin{array}{lll}1 & 3 & 2\end{array}$

 On Demand EveningThis 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.
Prerequisites: COS 111 and COS 112
Corequisites: None

## COS 251 Manicuring Instructor Concepts On Demand Day $8 \quad 0 \quad 8$

 On Demand EveningThis course introduces manicuring 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 supervision techniques, and assess student classroom performance.
Prerequisites: Current North Carolina Manicurist or Cosmetologist License and six months' experience as a licensed cosmetologist or manicurist. (Local)
Corequisites: COS 252 (Local)
COS 252 Manicuring Instructor Practicum On Demand Day 00155 On Demand Evening
This course covers supervisory and instructional skills for teaching manicuring students in a laboratory setting. Topics include demonstrations of services, supervision, student assessment, and other related topics. Upon completion, students should be able to demonstrate competence in the areas covered by the Manicuring Instructor Licensing Examination and meet program completion requirements.
Prerequisites: Current North Carolina Manicurist or Cosmetologist License and six months' experience as a licensed cosmetologist or manicurist. (Local)
Corequisites: COS 251

## COS 253 Esthetics Instructor Concepts I on Demand Day 6

On Demand Evening
This course introduces esthetic instructional concepts and skills. Topics include orientation, theories of education, unit planning, daily lesson plans, laboratory management, and student assessment in a laboratory setting. Upon completion, students should be able to demonstrate esthetic services and instruct and objectively assess student performance in a classroom setting.
Prerequisites: Current North Carolina Cosmetologist or Esthetician License and six months' experience as a licensed esthetician or cosmetologist. (Local)
Corequisites: None

## COS 254 Esthetics Instructor Concepts II $\quad$ On Demand Day 6 On Demand Evening

This course covers advanced esthetic instructional concepts and skills. 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 demonstrate competencies in the areas covered by the Esthetics Instructor Licensing Examination and meet program requirements.
Prerequisites: Current North Carolina Cosmetologist or Esthetician License and six months' experience as a licensed esthetician or cosmetologist (Local)
Corequisites: None

## COS 271 Instructor Concepts I TBA Day $\begin{array}{llll}5 & 0 & 5\end{array}$

 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.Prerequisites: Current North Carolina Cosmetologist License and six months' experience as a licensed cosmetologist (Local)
Corequisites: COS 272

## COS 272 Instructor Practicum I <br> $\begin{array}{llll}\text { TBA Day } & 0 & 21 & 7\end{array}$ TBA Evening

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.
Prerequisites: Current North Carolina Cosmetologist License and six months' experience as a licensed cosmetologist (Local)
Corequisites: COS 271

## COS 273 Instructor Concepts II TBA Day $\begin{array}{lllll}5 & 0 & 5\end{array}$ TBA Evening

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.
Prerequisites: COS 271 and COS 272
Corequisites: COS 274

## COS 274 Instructor Practicum II TBA Day $\quad 0 \quad 217$ TBA Evening

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.
Prerequisites: COS 271 and COS 272
Corequisites: COS 273

## COMPUTER SCIENCE

## $\begin{array}{lllllll}\text { CSC } 134 & \text { C++ Programming } & \text { F, S Day } & 2 & 3 & 3\end{array}$ F, S Evening

This course introduces computer programming using the C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: CIS 115 or ELN 133 (Local)
 This course introduces computer programming using the COBOL programming language with structured programming principles. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test and debug at a beginning level. Prerequisites: None
Corequisites: None
CSC 138 RPG Programming
$\begin{array}{llll}\text { On Demand Day } & 2 & 3 & 3\end{array}$ On Demand Evening
This course introduces computer programming using the RPG programming language with structured programming principles. Topics include input/output operations, iteration, arithmetic operations, arrays, pointers, filters, and other related topics. Upon completion, students should be able to design, code, test and debug at a beginning level. Prerequisites: None
Corequisites: None
$\begin{array}{llllllll}\text { CSC } 139 & \text { Visual BASIC Programming } & \text { F, S Day } & 2 & 3 & 3\end{array}$ F Evening
This course introduces computer programming using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on eventdriven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test and debug at a beginning level. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: CIS 115 or ELN 133 (Local)

CSC 141 Visual C++ Programming
F Day
233
F Evening
This course introduces computer programming using the Visual C++ programming language with object-oriented programming principles. Emphasis is placed on eventdriven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment at a beginning level.
Prerequisites: None
Corequisites: None
$\begin{array}{lllllll}\text { CSC } 151 & \text { JAVA Programming } & \begin{array}{c}\text { TBA Day } \\ \text { TBA Evening }\end{array} & 2 & 3 & 3\end{array}$
This course introduces computer programming using the JAVA programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. This course has been approved to satisfy

Corequisites: None
CSC 235 Advanced COBOL Programming s. Day $\quad \begin{array}{llll}2 & 3 & 3\end{array}$ This course is a continuation of CSC 135 using the COBOL programming language with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.
Prerequisites: CSC 135
Corequisites: None

## CSC 238 Advanced RPG Programming On Demand Day $2{ }_{2} 3$ On Demand Evening

This course is a continuation of CSC 138 using the RPG programming language with structured programming principles. Emphasis is placed on advanced arrays/tables, file management/processing techniques, data structures, sub-programs, interactive processing, sort/merge routines, and libraries. Upon completion, students should be able to design, code, test, debug, and document programming solutions.
Prerequisites: CSC 138
Corequisites: None
CSC 239 Advanced Visual BASIC Programming s Day
233 S Evening
This course is a continuation of CSC 139 using the Visual BASIC programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using objectoriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment.This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: CSC 139
Corequisites: None

CSC 241 Advanced Visual C++ Programming S Day $\quad 2 \begin{array}{llll}\text { S Evening }\end{array} \quad 3 \quad 3$ This course is a continuation of CSC 141 using the Visual C++ programming language with object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using objectoriented tools such as the class debugger. Upon completion, students should be able to design, code, test, debug, and implement objects using the appropriate environment.
Prerequisites: CSC 141
Corequisites: None
CSC 289 Programming Capstone Project $\begin{array}{lllll}\text { s Day } & 1 & 4 & 3\end{array}$ S Evening
This course provides an opportunity to complete a significant programming project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, testing, presentation, and implementation. Upon completion, students should be able to complete a project from the definition phase through implementation.
Prerequisites: CTS 285
Corequisites: None

## CONSTRUCTION

## CST 241 Planning/Estimating I $\quad$ S On Demand Day $2 \begin{array}{llll}2 & 2 & 3\end{array}$ S On Demand Evening

This course covers the procedures involved in planning and estimating a residential structure. Topics include labor and equipment with emphasis placed on quantity takeoff of materials necessary to construct a residential structure. Upon completion, students should be able to accurately complete a take-off of materials and equipment needs and plan the labor to construct a residential structure.
Prerequisites: BPR 130 or MAT 120, MAT 121, MAT 161, MAT 171 or MAT 175 Corequisites: None

## COMPUTER INFORMATION TECHNOLOGY

## CTS 080 Computing Fundamentals F,S,SU Day $\begin{array}{llll}2 & 3 & 3\end{array}$ F,S,SU Evening

This course covers fundamental functions and operations of the computer. Topics include identification of components and basic computer operations including introduction to operating systems, the Internet, web browsers, and communication using World Wide Web. Upon completion, students should be able to operate computers, access files, print documents and perform basic applications operations. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: None
Corequisites: None

## CTS 120 Hardware/Software Support

S Day
233
S Evening
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.
Prerequisites: CIS 110 or CIS 111
Corequisites: None

## CTS 125 Presentation Graphics $\quad$ TBA Day 243 TBA Evening

This course provides hands-on experience with a graphics presentation package. Topics include terminology, effective chart usage, design and layout, integrating hardware components, and enhancing presentations with text, graphics, audio and video. Upon completion, students should be able to design and demonstrate an effective presentation. Prerequisites: CIS 110 or CIS 111
Corequisites: None

## - CTS 130 Spreadsheet S Day <br> $2 \quad 2 \quad 3$ On Demand Evening

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. Students will use the Excel software package in this course.
Prerequisites: CIS 110 or CIS 111 or OST 137
Corequisites: None

## $\begin{array}{lllllll}\text { CTS } 135 & \text { Integrated Software Introduction SU Day } & 2 & 4 & 4\end{array}$ On Demand Evening

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. Prerequisites: CIS 110 or CIS 111
Corequisites: None

## CTS 210 Computer Ethics

On Demand Day 303
On Demand Evening
This course introduces the student to current legal and ethical issues in the computer/ engineering field. Topics include moral reasoning, ethical standards, intellectual property, social issues, encryption, software piracy, constitutional issues, and public policy in related matters. Upon completion, students should be able to demonstrate an understanding of the moral and social responsibilities and public policy issues facing an industry.
Prerequisites: CIS 110 or CIS 111 or NET 110 or TNE 111
Corequisites: None

## CTS 220 Adv.Hardware/Software Support On Demand Day $2 \begin{array}{llll}2 & 3\end{array}$ <br> On Demand Evening

This course provides advanced knowledge and competencies in hardware and operating system technologies for computer technicians to support personal computers. Emphasis is placed on: configuring and upgrading; diagnosis and troubleshooting; as well as preventive maintenance of hardware and system software. Upon completion, students should be able to install, configure, diagnose, perform preventive maintenance, and maintain basic networking on personal computers.
Prerequisites: CTS 120
Corequisites: None

## CTS 230 Advanced Spreadsheet <br> S Day <br> 223 S Evening

This course covers advanced spreadsheet design and development. Topics include advanced functions and statistics, charting, macros, databases, and linking. Upon completion, students should be able to demonstrate competence in designing complex spreadsheets. Students will use the Excel software package in this course.
Prerequisites: CTS 130
Corequisites: None

## $\begin{array}{lllllll}\text { CTS } 240 & \text { Project Management } & \text { F Day } & 2 & 2 & 3\end{array}$ On Demand Evening

This course introduces computerized project management software. Topics include identifying critical paths, cost management, and problem solving. Upon completion, students should be able to plan a complete project and project time and costs accurately. Prerequisites: CIS 110 or CIS 111
Corequisites: None

## - CTS 285 Systems Analysis \& Design $\quad$ Internet Only $\begin{array}{llll}3 & 0 & 3\end{array}$

This course introduces established and evolving methodologies for the analysis, design, and development of an information system. Emphasis is placed on system characteristics, managing projects, prototyping, CASE/OOM tools, and systems development life cycle phases. Upon completion, students should be able to analyze a problem and design an appropriate solution using a combination of tools and techniques.
Prerequisites: CIS 115
Corequisites: None

## CTS 289 System Support Project $\quad$ S Day $\quad 1 \quad 4 \quad 3$ S Evening

This course provides an opportunity to complete a significant support project with minimal instructor assistance. Emphasis is placed on written and oral communication skills, project definition, documentation, installation, testing, presentation, and user training. Upon completion, students should be able to complete a project from the definition phase through implementation.
Prerequisites: CTS 285
Corequisites: None

## DATABASE MANAGEMENT TECHNOLOGY

$\begin{array}{cccccc}\text { DBA } 110 & \text { Database Concepts } & \begin{array}{l}\text { F, S Day } \\ \text { F, S Evening }\end{array} & \mathbf{2} & \mathbf{3} & \mathbf{3} \\ & \end{array}$
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.
Prerequisites: CIS 110 (Local)
Corequisites: None
$\begin{array}{llllll}\text { DBA } 115 & \text { Database Applications } & \begin{array}{l}\text { S Day } \\ \text { S Evening }\end{array} & 2 & 2 & 3\end{array}$
This course applies concepts learned in DBA 110 to a specific DBMS. Topics include manipulating multiple tables, advanced queries, screens and reports, linking, and command files. Upon completion, students should be able to create multiple table systems that demonstrate updates, screens, and reports representative of industry requirements.
Prerequisites: DBA 110
Corequisites: None

## DENTAL

## DEN 100 Basic Orofacial Anatomy F Day 200 No Evening

This course provides a basic introduction to the structures of the head, neck, and oral cavity. Topics include tooth morphology, head and neck anatomy, histology, and embryology. Upon completion, students should be able to demonstrate knowledge of normal structures and development and how they relate to the practice of dental assisting. This is a diploma-level course.
Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DEN 101 Preclinical Procedures <br> F Day <br> $\begin{array}{lll}4 & 6 & 7\end{array}$ No Evening

This course provides instruction in procedures for the clinical dental assistant as specified by the North Carolina Dental Practice Act. Emphasis is placed on orientation to the profession; infection control techniques; instruments; related expanded functions; and diagnostic, operative, and specialty procedures. Upon completion, students should be able to demonstrate proficiency in clinical dental assisting procedures. This is a diplomalevel course.
Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DEN 102 Dental Materials <br> 345 <br> No Evening

This course provides instruction in identification, properties, evaluation of quality, principles, and procedures related to manipulation and storage of operative and specialty dental materials. Emphasis is placed on the understanding and safe application of materials used in the dental office and laboratory. Upon completion, students should be able to demonstrate proficiency in the laboratory and clinical application of routinely used dental materials. This is a diploma-level course.
Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DEN 103 Dental Sciences

> S Day
> No Evening

202
This course is a study of oral pathology, pharmacology, and dental office emergencies. Topics include oral pathological conditions, dental therapeutics, and management of emergency situations. Upon completion, students should be able to recognize abnormal oral conditions, identify classifications, describe actions and effects of commonly prescribed drugs, and respond to medical emergencies. This is a diploma-level course. Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DEN 104 Dental Health Education S Day $\quad 2 \quad 2 \quad 3$ No Evening

This course covers the study of preventive dentistry to prepare dental assisting students for the role of dental health educator. Topics include etiology of dental diseases, preventive procedures, and patient education theory and practice. Upon completion, students should be able to demonstrate proficiency in patient counseling and oral health instruction in private practice or public health settings. This is a diploma-level course. Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DEN 105 Practice Management $\quad$ S Day $\quad 2 \begin{array}{llll}2 & 0 & 2\end{array}$ No Evening

This course provides a study of principles and procedures related to management of the dental practice. Emphasis is placed on maintaining clinical and financial records, patient scheduling, and supply and inventory control. Upon completion, students should be able to demonstrate fundamental skills in dental practice management. This is a diploma-level course.
Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DEN 106 Clinical Practice I <br> 1125

This course is designed to provide experience assisting in a clinical setting. Emphasis is placed on the application of principles and procedures of four-handed dentistry and laboratory and clinical support functions. Upon completion, students should be able to utilize classroom theory and laboratory and clinical skills in a dental setting. This is a diploma-level course.
Prerequisites: DEN 101
Corequisites: None
DEN 107 Clinical Practice II
SU Day
125 No Evening
This course is designed to increase the level of proficiency in assisting in a clinical setting. Emphasis is placed on the application of principles and procedures of four-handed dentistry and laboratory and clinical support functions. Upon completion, students should be able to combine theoretical and ethical principles necessary to perform entrylevel skills including functions delegable to a DA II. This is a diploma-level course. Prerequisites: DEN 106
Corequisites: None

## DEN 111 Infection/Hazard Control

$$
\begin{array}{lll}
\text { F Day } & \mathbf{2} & \mathbf{0} \\
\text { No Evening } & &
\end{array}
$$

This course introduces the infection and hazard control procedures necessary for the safe practice of dentistry. Topics include microbiology, practical infection control, sterilization and monitoring, chemical disinfectants, aseptic technique, infectious diseases, OSHA standards, and applicable North Carolina laws. Upon completion, students should be able to understand infectious diseases, disease transmission, infection control procedures, biohazard management, OSHA standards, and applicable North Carolina laws. Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DEN 112 Dental Radiography

This course provides a comprehensive view of the principles and procedures of radiology as they apply to dentistry. Topics include techniques in exposing, processing, and evaluating radiographs, as well as radiation safety, quality assurance, and legal issues. Upon completion, students should be able to demonstrate proficiency in the production of diagnostically acceptable radiographs using appropriate safety precautions.
Prerequisites: Enrollment in the Dental Assisting program
Corequisites: None

## DESIGN DRAFTING

## DDF 211 Design Process I <br> $\begin{array}{llll}\text { SU Day } & 1 & 6 & 4\end{array}$ <br> On Demand Evening

This course emphasizes design processes for finished products. Topics include data collection from manuals and handbooks, efficient use of materials, design sketching, specifications, and vendor selection. Upon completion, students should be able to research and plan the design process for a finished product.
Prerequisites: DFT 112 (Local)
Corequisites: None

## DRAFTING

## DFT 111 Technical Drafting I F Day $\quad 1 \begin{array}{llll} & 3 & 2\end{array}$

This course introduces basic drafting skills, equipment, and applications. Topics include sketching, measurements, lettering, dimensioning, geometric construction, orthographic projections and pictorial drawings, sections, and auxiliary views. Upon completion, students should be able to understand and apply basic drawing principles and practices. Prerequisites: None
Corequisites: DFT 111A (Local)

## DFT 111A Technical Drafting I Lab $\quad$ F Day $\quad 0 \quad 3 \quad 1$ F Evening

This course provides a laboratory setting to enhance basic drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 111. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 111.
Prerequisites: None
Corequisites: DFT 111; and DFT 151 (Local)

## DFT 112 Technical Drafting II

## S Day

132
This course provides for advanced drafting practices and procedures. Topics include detailed working drawings, hardware, fits and tolerances, assembly and sub-assembly, geometric dimensioning and tolerancing, intersections, and developments. Upon completion, students should be able to produce detailed working drawings.
Prerequisites: DFT 111
Corequisites: DFT 112A (Local)

## DFT 112A Technical Drafting II Lab $\quad$ S Day $\quad 0 \quad 3 \quad 1$

S Evening
This course provides a laboratory setting to enhance advanced drafting skills. Emphasis is placed on practical experiences that enhance the topics presented in DFT 112. Upon completion, students should be able to apply the laboratory experiences to the concepts presented in DFT 112.
Prerequisites: None
Corequisites: DFT 112

## DFT 119 Basic CAD

On Demand Day $1 \quad 2 \quad 2$ On Demand Evening
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.
Prerequisites: CIS 110 or CIS 111 (Local)
Corequisites: None

## DFT 121 Intro. to Geometric Dimen. \& Tol. S Day $\quad 1 \begin{array}{llll} & 2 & 2\end{array}$ On Demand Evening

This course introduces basic geometric dimensioning and tolerancing principles. Topics include symbols, annotation, theory, and applications. Upon completion, students should be able to interpret and apply basic geometric dimensioning and tolerancing principles to drawings.
Prerequisites: DFT 111 (Local)
Corequisites: None

## DFT 151 CAD I

F Day
233 On Demand Evening
This course introduces CAD software as a drawing tool. Topics include drawing, editing, file management, and plotting. Upon completion, students should be able to produce and plot a CAD drawing.
Prerequisites: None
Corequisites: None
DFT 152 CAD II S Day $\quad 2 \begin{array}{lll}2 & 3 & 3\end{array}$
This course introduces extended CAD applications. Emphasis is placed upon intermediate applications of CAD skills. Upon completion, students should be able to use extended CAD applications to generate and manage drawings.
Prerequisites: None
Corequisites: None

## DFT 153 CAD III

| SU Day | 2 | 3 |
| :--- | ---: | ---: |
| On Demand Evening |  |  |

This course introduces advanced CAD applications. Emphasis is placed upon advanced applications of CAD skills. Upon completion, students should be able to use advanced CAD applications to generate and manage data.
Prerequisites: DFT 152 (Local)
Corequisites: None

## DFT 170 Engineering Graphics

S On Demand Day $2 \quad 2$
S On Demand Evening
This course introduces basic engineering graphics skills and applications. Topics include sketching, selection and use of current methods and tools, and the use of engineering graphics applications. Upon completion, students should be able to demonstrate an understanding of basic engineering graphics principles and practices. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## ECONOMICS

\section*{- 娄ECO 151 Survey of Economics <br> | $\substack{\text { F, S Day } \\ \text { F,S Evening }}$ | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | :--- | :--- | :--- |}

This course introduces basic concepts of micro- and macroeconomics. Topics include supply and demand, optimizing economic behavior, prices and wages, money, interest rates, banking system, unemployment, inflation, taxes, government spending, and international trade. Upon completion, students should be able to explain alternative solutions for economic problems faced by private and government sectors. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: None
Corequisites: None

## 

This course introduces economic analysis of individual, business, and industry choices in the market economy. Topics include the price mechanism, supply and demand, optimizing economic behavior, costs and revenue, market structures, factor markets, income distribution, market failure, and government intervention. Upon completion, students should be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 060 or acceptable placement test score (Local)
Corequisites: None

## - 辰 ECO 252 Principles of Macroeconomics <br> S Day <br> 30 <br> 3

This course introduces economic analysis of aggregate employment, income, and prices. Topics include major schools of economic thought; aggregate supply and demand; economic measures, fluctuations, and growth; money and banking; stabilization techniques; and international trade. Upon completion, students should be able to evaluate national economic components, conditions, and alternatives for achieving socioeconomic goals. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 060 or acceptable placement test score (Local)
Corequisites: None

## EDUCATION

## EDU 118 Teacher Assoc. Principles \& Practices No Day <br> 303

This course covers the teacher associate's role in the educational system. Topics include history of education, professional responsibilities and ethics, cultural diversity, communication skills, and identification of the optimal learning environment. Upon completion, students should be able to describe the supporting professional role of the teacher associate, demonstrate positive communication, and discuss educational philosophy. This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Associate program.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## EDU 119 Intro. to Early Childhood Education F Day <br> $4 \quad 0 \quad 4$ F,SU Evening

This course covers the foundations of the education profession, the diverse educational settings for young children, professionalism and planning developmentally appropriate programs for children. Topics include historical foundations, program types, career options, professionalism, and creating inclusive environments and curriculum that are responsive to the needs of children and families. Upon completion, students should be able to design career plans and develop appropriate schedules, environments and activity plans while incorporating adaptations for children with exceptionalities. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College. Prerequisites: None
Corequisites: None

## EDU 126PS Early Childhood Seminar I F Day $\quad 2 \quad 0 \quad 2$ (Preschool)

This course will introduce the students to the early childhood classroom setting and the roles that professionals play in that setting. Emphasis is placed on observation of children/ teachers in the classroom, and the use of assessment tools to enhance planning and implementation of curricular experiences. Upon completion, students should be able to use various child assessment tools, determine developmental characteristics of children, and plan developmentally appropriate curricula for preschool children. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College. Prerequisites: EDU 119 or EDU 111 and EDU 112, or EDU 111 and EDU 113; permission from EC advisor required
Corequisites: COE 111PS

EDU 126SA
This course will introduce the students to the early childhood classroom setting and the
(School roles that professionals play in that setting. Emphasis is placed on observation of children/ teachers in the classroom, and the use of assessment tools to enhance planning and implementation of curricular experiences. Upon completion, students should be able to use various child assessment tools, determine developmental characteristics of children, and plan developmentally appropriate curricula for school-age children. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College. Prerequisites: EDU 119 or EDU 111 and EDU 112, or EDU 111 and EDU 113; permission from EC advisor required
Corequisites: COE 111SA

## EDU 131 Children, Family, and Community s Day <br> 303 S Evening

This course covers the development of partnerships between families, inclusive programs for children/schools that serve young children with and without disabilities, and the community. Emphasis is placed on requisite skills and benefits for successfully establishing, supporting, and maintaining respectful collaborative relationships between today's diverse families, centers/schools, and community resources. Upon completion, students should be able to describe appropriate relationships with parents/caretakers, center/school colleagues, and community agencies that enhance the educational experiences/well-being of all children. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: None
Corequisites: None

## - EDU 144 Child Development I <br> F Day <br> 303 F Evening

This course covers the theories of child development, developmental sequences, and factors that influence children's development, from conception through pre-school for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development and the multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College. Prerequisites: None
Corequisites: None

## - EDU 145 Child Development II <br> $3 \quad 0 \quad 3$ S Evening

This course covers theories of child development, developmental sequences, and factors that influence children's development, from pre-school through middle childhood for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: None
Corequisites: None

## 0 <br> EDU 146 Child Guidance <br> S Day S Evening <br> 303 <br> S Evening

This course introduces practical principles and techniques for providing developmentally appropriate guidance for all children with and without disabilities, including those at risk. Emphasis is placed on encouraging self-esteem, cultural awareness, effective communication skills, direct/indirect techniques/strategies and observation to understand the underlying causes of behavior. Upon completion, students should be able to demonstrate appropriate interactions with children and families and promote conflict resolution, self-control, self-motivation, and self-esteem in children. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College. Prerequisites: None
Corequisites: None

## EDU 151 Creative Activities <br> F Day <br> 303 <br> F Evening

This course covers planning, creation and adaptation of developmentally supportive learning environments with attention to curriculum, interactions, teaching practices and learning materials. Emphasis is placed on creating and adapting integrated, meaningful, challenging and engaging developmentally supportive learning experiences in art, music, movement and physical skills, and dramatics. Upon completion, students should be able to create, manage, adapt and evaluate developmentally supportive learning materials, experiences and environments. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College. Prerequisites: None
Corequisites: None

## EDU 153 Health, Safety, and Nutrition F Day $\quad 3 \quad 0 \quad 3$ F Evening

This course focuses on promoting and maintaining the health and well-being of all children. Topics include health and nutritional guidelines, common childhood illnesses, maintaining safe and healthy learning environments, recognition and reporting of abuse and neglect and state regulations. Upon completion, students should be able to demonstrate knowledge of health, safety, and nutritional needs, implement safe learning environments, and adhere to state regulations. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: None
Corequisites: None

## EDU 186 Reading and Writing Methods No Day 3003 <br> S Evening

South Campus Only
This course covers concepts, resources, and methods for teaching reading and writing to school-age children. Topics include the importance of literacy, learning styles, skills assessment, various reading and writing approaches, and instructional strategies. Upon completion, students should be able to assess, plan, implement, and evaluate developmentally appropriate reading and writing experiences. This course is a unique concentration requirement in the Teacher Associate concentration in the Early Childhood Associate program.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

EDU 221 Children with Exceptionalities
F Day
303
This course, based on the foundation of typical development, introduces working with children with exceptionalities. Emphasis is placed on the characteristics and assessment of children and strategies for adapting the learning environment. Upon completion, students should be able to recognize atypical development, make appropriate referrals, collaborate with families and professionals to plan, implement, and evaluate inclusion strategies. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111(Local) and EDU 144 and EDU 145 or PSY 244 and PSY 245
Corequisites: None

## EDU 226PS Early Childhood Seminar II S Day $\quad 2 \quad 0 \quad 2$ (Preschool) No Evening

This course is designed to expand students' knowledge of the early childhood classroom and the roles professionals play in that setting. Emphasis is placed on creating child portfolios that enhance planning and implementation of curriculum for all children and the development of individual professional portfolios. Upon completion, students should be able to develop child portfolios and create individual professional development plans. Prerequisites: COE 111PS; EDU 144 or EDU 145; EDU 146; permission from EC advisor required
Corequisites: COE 121PS

## EDU 226SA Early Childhood Seminar II S Day $\quad 2 \quad 0 \quad 2$ (School-Age)

This course is designed to expand students' knowledge of the early childhood classroom and the roles professionals play in that setting. Emphasis is placed on creating child portfolios that enhance planning and implementation of curriculum for all children and the development of individual professional portfolios. Upon completion, students should be able to develop child portfolios and create individual professional development plans.
Prerequisites: COE 111SA; EDU 144 or EDU 145; EDU 146; permission from EC advisor required
Corequisites: COE 121SA

## EDU 234 Infants, Toddlers and Twos <br> 303 <br> S Evening

This course covers the skills needed to effectively implement group care for infants, toddlers, and two-year olds. Emphasis is placed on child development and developmentally appropriate practices. Upon completion, students should be able to identify, plan, select materials and equipment, and implement and evaluate a developmentally appropriate curriculum. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: None
Corequisites: None


This course presents developmentally appropriate practices in group care for school-age children. Topics include principles of development, environmental planning, and positive guidance techniques. Upon completion, students should be able to discuss developmental principles for children five to twelve years of age and plan and implement age-appropriate activities.
Prerequisites: None
Corequisites: None

## EDU 251 Exploration Activities

F Day 3 0
3
F Evening
This course covers discovery experiences in science, math, and social studies. Emphasis is placed on developing concepts for each area and encouraging young children to explore, discover, and construct concepts. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: RED 090 or appropriate placement score or ENG 111 (Local)
Corequisites: None

## EDU 254 Music and Movement for Children TBA Day $1 \begin{array}{llll} & 2 & 2\end{array}$ TBA Evening

This course covers the use of music and creative movement for children. Topics include a general survey of the basic elements of music and planning, designing, and implementing music and movement experiences for creative learning. Upon completion, students should be able to use voice and various musical instruments to provide musical and movement activities for children.
Prerequisites: None
Corequisites: None

## © EDU 259 Curriculum Planning

TBA Day
303 S Evening
This course covers early childhood curriculum planning. Topics include philosophy, curriculum, indoor and outdoor environmental design, scheduling, observation and assessment, and instructional planning and evaluation. Upon completion, students should be able to assess children and curriculum; plan for daily, weekly, and long-range instruction; and design environments with appropriate equipment and supplies. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) and EDU 112 or EDU 113 or EDU 119
Corequisites: None

## EDU 261 Early Childhood Admin. I No Day $\begin{array}{llll}3 & 0 & 3\end{array}$

 This course covers the policies, procedures, and responsibilities for the management of early childhood education programs. Topics include implementation of goals, principles of supervision, budgeting and financial management, and meeting the standards for a NC Child Day Care License. Upon completion, students should be able to develop program goals, explain licensing standards, determine budgeting needs, and describe effective methods of personnel supervision.Prerequisites: None
Corequisites: None

## EDU 262 Early Childhood Admin. II No Day $\quad 3 \quad 0 \quad 3$

 This course provides a foundation for budgetary, financial, and personnel management of the child care center. Topics include budgeting, financial management, marketing, hiring, supervision, and professional development of a child care center. Upon completion, students should be able to formulate marketing, financial management, and fund development plans, and develop personnel policies, including supervision and staff development plans.Prerequisites: EDU 261
Corequisites: None

This course introduces the use of technology to enhance teaching and learning in all educational settings. Topics include technology concepts, instructional strategies, materials and adaptive technology for children with exceptionalities, facilitation of assessment/evaluation, and ethical issues surrounding the use of technology. Upon completion, students should be able to apply technology-enhanced instructional strategies, use a variety of technology resources and demonstrate appropriate technology skills in educational environments. This course may satisfy a major course for the BirthKindergarten Education Major at Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 and CTS 080 or appropriate placement test score (Local)
Corequisites: None

## EDU 275 Effective Teaching Training $\quad \begin{array}{lllll}\text { S Day } & 2 & 0 & 2\end{array}$ No Evening

This course provides specialized training using an experienced-based approach to learning. Topics include instructional preparation and presentation, student interaction, time management, learning expectations, evaluation, and curriculum principles and planning. Upon completion, students should be able to prepare and present a six-step lesson plan and demonstrate ways to improve students’ time-on-task.
Prerequisites: None
Corequisites: None

## - EDU 280 Language \& Literacy Experiences

F Day
$3 \quad 0 \quad 3$
F Evening
This course explores the continuum of children's communication development, including verbal and written language acquisition and other forms of communication. Topics include selection of literature and other media, the integration of literacy concepts throughout the classroom environment, inclusive practices and appropriate assessments. Upon completion, students should be able to select, plan, implement and evaluate developmentally appropriate literacy experiences. This course may satisfy a major course for the Birth-Kindergarten Education Major at Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## EDU 282 Early Childhood Literature <br> S Day <br> $3 \quad 0 \quad 3$ <br> S Evening

This course covers the history, selection, and integration of literature and language in the early childhood curriculum. Topics include the history and selection of developmentally appropriate children's literature and the use of books and other media to enhance language and literacy in the classroom. Upon completion, students should be able to select appropriate books for storytelling, reading aloud, puppetry, flannel board use, and other techniques.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## EDU 285 Internship Experiences-School Age s Day <br> $1 \quad 0 \quad 1$ <br> No Evening

This course provides an opportunity to discuss internship experiences with peers and faculty. Emphasis is placed on evaluating and integrating practicum experiences. Upon completion, students should be able to demonstrate competence in early childhood education. This course is a unique requirement in the Teacher Associate concentration in the Early Childhood Associate program.
Prerequisites: ENG 111
Corequisites: COE 121SA; and EDU 286 (Local)

## EDU 286 Early Childhood Issues

S Day
101
This course provides an opportunity to discuss the application of skills in a developmentally appropriate early childhood environment. Emphasis is placed on developing strategies for reaching competency goals and objectives and on planning and developing curriculum. Upon completion, students should be able to demonstrate competence in classroom management skills and in developing, implementing, and evaluating curriculum plans. Students will discuss and evaluate developmentally appropriate curriculum and environments for school-age programs.
Prerequisites: ENG 111
Corequisites: COE 121SA; and EDU 285 (Local)

## ENGINEERING

## EGR 115 Introduction to Technology F On Demand Day $2 \quad 3 \quad 3$ F On Demand Evening

 This course introduces the basic skills and career fields for technicians. Topics include career options, technical vocabulary, dimensional analysis, measurement systems, engineering graphics, calculator applications, professional ethics, safety practices, and other related topics. Upon completion, students should be able to demonstrate an understanding of the basic technologies, prepare drawings and sketches, and perform computations using a scientific calculator.Prerequisites: None
Corequisites: None
EGR 125 Applications Software for Tech. F On Demand Day $1 \quad 2 \quad 2$ This course introduces personal computer software and teaches students how to customize the software for technical applications. Emphasis is placed on the use of common office applications software such as spreadsheets, word processing, graphics, and Internet access. Upon completion, students should be able to demonstrate competency in using applications software to solve technical problems and communicate the results in text and graphical formats.
Prerequisites: None
Corequisites: None

## EGR 285 Design Project $\quad$ S Day $\quad 0048$ No Evening

This course provides the opportunity to design an instructor-approved project using previously acquired skills. Emphasis is placed on selection, proposal, design, testing, and documentation of the approved project. Upon completion, students should be able to present and demonstrate projects.
Prerequisites: ELN 131 and ELN 133 (Local)
Corequisites: None

## ELECTRICITY

## ELC 112 DC/AC Electricity <br> $$
\text { F Day } \quad 3 \quad 6
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This course introduces the fundamental concepts of and computations related to DC/AC electricity. Emphasis is placed on DC/AC circuits, components, operation of test equipment, and other related topics. Upon completion, students should be able to construct, verify, troubleshoot and repair DC/AC circuits.
Prerequisites: None
Corequisites: ELC 126 (Local)

## ELC 113 Basic Wiring I

F Day 264
TBA Evening
This course introduces the care/usage of tools and materials used in electrical installations and the requirements of the National Electrical Code. Topics include NEC, electrical safety, and electrical blueprint reading; planning and layout; installation of electrical distribution equipment; lighting; overcurrent protection; conductors; branch circuits; and conduits. Upon completion, students should be able to properly install conduits, wiring, and electrical distribution equipment associated with basic electrical installations.
Prerequisites: None
Corequisites: ELC 118 (Local)

## $\begin{array}{lllllll}\text { ELC } 115 & \text { Industrial Wiring } & \text { SU Day } & 2 & 6 & 4\end{array}$ TBA Evening

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.
Prerequisites: ELC 113 and ELC 117 (Local)
Corequisites: None

## ELC 117 Motors and Controls $\quad$ S Day $\quad 2 \begin{array}{lll}2 & 6 & 4\end{array}$

This course introduces the fundamental concepts of motors and motor controls. Topics include ladder diagrams, pilot devices, contactors, motor starters, motors, and other control devices. Upon completion, students should be able to properly select, connect, and troubleshoot motors and control circuits.
Prerequisites: ELC 111 or ELC 112 or ELC 131 (Local)
Corequisites: None

## ELC 118 National Electrical Code F Day 1

This course covers the use of the current National Electrical Code. Topics include the NEC history, wiring methods, overcurrent protection, materials, and other related topics. Upon completion, students should be able to effectively use the NEC.
Prerequisites: None
Corequisites: None

## ELC 119 NEC Calculations SU Day $\quad 1 \quad 2 \quad 2$

This course covers branch circuit, feeder, and service calculations. Emphasis is placed on sections of the National Electrical Code related to calculations. Upon completion, students should be able to use appropriate code sections to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service.
Prerequisites: ELC 118 (Local)
Corequisites: None

## ELC 125 Diagrams and Schematics <br> S Day <br> 122 <br> TBA Evening

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.
Prerequisites: None
Corequisites: None

## ELC 126 Electrical Computations <br> F Day 2 <br> 23 <br> TBA Evening

This course introduces the fundamental applications of mathematics which are used by an electrical/electronics technician. Topics include whole numbers, fractions, decimals, powers, roots, simple electrical formulas, and usage of a scientific calculator. Upon completion, students should be able to solve simple electrical mathematical problems. Prerequisites: None
Corequisites: None
ELC 127 Software for Technicians
S Day 1 3
2 TBA Evening
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.
Prerequisites: None
Corequisites: None

## ELC 128 Introduction to PLC <br> 233 TBA Evening

This course introduces the programmable logic controller (PLC) and its associated applications. Topics include ladder logic diagrams, input/output modules, power supplies, surge protection, selection/installation of controllers, and interfacing of controllers with equipment. Upon completion, students should be able to install PLCs and create simple programs.
Prerequisites: ELC 125 or ELC 117 (Local)
Corequisites: None

## ELC 138 DC Circuit Analysis <br> F Day TBA Evening

This course introduces DC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include DC principles, circuit analysis laws and theorems, components, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret circuit schematics; design, construct, and analyze DC circuits; and properly use test equipment.
Prerequisites: MAT 050 or appropriate placement test score (Local) Co-requisites: None

## ELC 139 AC Circuit Analysis <br> F Day <br> 2 <br> $3 \quad 3$ <br> TBA Evening

This course introduces AC electricity with an emphasis on circuit analysis, measurements, and operation of test equipment. Topics include AC voltages, circuit analysis laws and theorems, reactive components and circuits, transformers, test equipment operation, circuit simulation, and other related topics. Upon completion, students should be able to interpret AC circuit schematics; analyze and troubleshoot AC circuits; and properly use test equipment.
Prerequisites: ELC 138 (Local)
Co-requisites: None

## ELC 215 Electrical Maintenance

> S Day TBA Evening

233
This course introduces the theory of maintenance and the skills necessary to maintain electrical equipment found in industrial and commercial facilities. Topics include maintenance theory, predictive and preventive maintenance, electrical equipment operation and maintenance, and maintenance documentation. Upon completion, students should be able to perform maintenance on electrical equipment in industrial and commercial facilities.
Prerequisites: ELC 117 (Local)
Corequisites: None

## ELC 228 PLC Applications <br> F Day 264 TBA Evening

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.
Prerequisites: ELC 128 (Local)
Corequisites: None

## ELECTRONICS

## ELN 131 Semiconductor Applications $\quad$ S Day $\begin{array}{llll}3 & 3 & 4\end{array}$ TBA Evening

This course introduces the characteristics and applications of semiconductor devices and circuits. Emphasis is placed on analysis, selection, biasing, and applications. Upon completion, students should be able to construct, analyze, verify, and troubleshoot discrete component circuits using appropriate techniques and test equipment.
Prerequisites: None
Corequisites: ELC 139 (Local)

## ELN 132 Linear IC Applications

SU Day
$3 \quad 3 \quad 4$ TBA Evening
This course introduces the characteristics and applications of linear integrated circuits. Topics include op-amp circuits, waveform generators, active filters, IC voltage regulators and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot linear integrated circuits using appropriate techniques and test equipment.
Prerequisites: None
Corequisites: None

## ELN 133 Digital Electronics

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\text { S Day } & \mathbf{3} & \mathbf{3} & \mathbf{4} \\
\text { TBA Evening } & & &
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This course covers combinational and sequential logic circuits. Topics include number systems, Boolean algebra, logic families, MSI and LSI circuits, AD, DA conversion, and other related topics. Upon completion, students should be able to construct, analyze, verify, and troubleshoot digital circuits using appropriate techniques and test equipment. Prerequisites: None
Corequisites: None

## ELN 135 Electronic Circuits

> S Day

23
3
TBA Evening

This course covers discrete component amplifiers, power supplies, wave-shaping, oscillators, and special purpose ICs. Topics include feedback, analog arithmetic circuits, current and voltage sources, amplifiers, timers, filters, regulators, and other related circuits. Upon completion, students should be able to determine, by the configuration, the function of common analog circuits and troubleshoot circuits based on applications. Prerequisites: ELN 131 (Local)
Corequisites: None

## ELN 150 CAD for Electronics

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\begin{array}{llll}
\text { F Day } & 1 & 3 & 2 \\
\text { TBA Evening } & & &
\end{array}
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This course introduces computer-aided drafting (CAD) with an emphasis on applications in the electronics field. Topics include electronics industry standards (symbols, schematic diagrams, layouts); drawing electronic circuit diagrams; and specialized electronic drafting practices and components such as resistors, capacitors, and ICs. Upon completion, students should be able to prepare electronic drawings with CAD software.
Prerequisites: None
Corequisites: None

## ELN 229 Industrial Electronics <br> SU Day <br> $3 \quad 3 \quad 4$ TBA Evening

This course covers semiconductor devices used in industrial applications. Topics include the basic theory, application, and operating characteristics of semiconductor devices. Upon completion, students should be able to install and/or troubleshoot these devices for proper operation in an industrial electronic circuit.
Prerequisites: ELC 139 (Local)
Corequisites: None

## ELN 232 Introduction to Microprocessors <br> F Day <br> $3 \quad 3 \quad 4$ TBA Evening

This course introduces microprocessor architecture and microcomputer systems, including memory and input/output interfacing. Topics include low level language programming, bus architecture, I/O systems, memory systems, interrupts, and other related topics. Upon completion, students should be able to interpret, analyze, verify, and troubleshoot fundamental microprocessor circuits and programs using appropriate techniques and test equipment.
Prerequisites: None
Corequisites: None

## ELN 234 Communication Systems F Day $\quad 3 \quad 3 \quad 4$ TBA Evening

This course introduces the fundamentals of electronic communication systems. Topics include the frequency spectrum, electrical noise, modulation techniques, characteristics of transmitters and receivers, and digital communications. Upon completion, students should be able to interpret analog and digital communication circuit diagrams, analyze transmitter and receiver circuits, and use appropriate communication test equipment.
Prerequisites: ELN 131 (Local)
Corequisites: None

## ENGLISH

## ENG 080 Writing Foundations

TBA Day
$3 \quad 24$
TBA Evening
This course introduces the writing process and stresses effective sentences. Emphasis is placed on applying the conventions of written English, reflecting standard usage and mechanics in structuring a variety of sentences. Upon completion, students should be able to write correct sentences and a unified, coherent paragraph. This course does not satisfy the developmental reading and writing prerequisite for ENG 111 or ENG 111A. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: ENG 070 or ENG 075 or appropriate placement test score Corequisites: None

## ENG 085 Reading \& Writing Foundations $\begin{array}{llllll}\text { F,S,SU Day } & 5 & 0 & 5\end{array}$ F,S,SU Evening

This course uses whole language to develop proficiency in reading and writing for college. Emphasis is placed on applying analytical and critical reading skills to a variety of texts and on introducing the writing process. Upon completion, students should be able to recognize and use various patterns of text organization and compose effective paragraphs. This course integrates ENG 080 and RED 080. This course does not satisfy the developmental reading and writing prerequisites for ENG 111 or ENG 111A. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: ENG 070 and RED 070 or ENG 075 or appropriate placement test scores Corequisites: None

## ENG 090 Composition Strategies <br> F,S,SU Day 303

 F,S,SU EveningThis course provides practice in the writing process and stresses effective paragraphs. Emphasis is placed on learning and applying the conventions of standard written English in developing paragraphs within the essay. Upon completion, students should be able to compose a variety of paragraphs and a unified, coherent essay. This course satisfies the developmental writing requirement for ENG 111 and ENG 111A. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: ENG 080 or ENG 085 or appropriate placement test score
Corequisites: None

## ENG 102 Applied Communications II F,SU Day $\begin{array}{llll}3 & 0 & 3\end{array}$ On Demand Evening

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and reports, and developing interpersonal communication skills with employees and the public. Upon completion, students should be able to prepare effective, short, and job-related written and oral communications. This is a diploma-level course. Prerequisites: None
Corequisites: None

## - 尚 ENG 111 Expository Writing <br> F,S,SU Day 3003 F,S,SU Evening

This course is the required first course in a series of two designed to develop the ability to produce clear expository prose. Emphasis is placed on the writing process including audience analysis, topic selection, thesis support and development, editing, and revision. Upon completion, students should be able to produce unified, coherent, and well-developed essays using standard written English. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 090 and RED 090 or appropriate placement test score; or ENG 095 or appropriate placement test score.
Corequisites: None

## O ${ }^{\square}$ ENG 112 Argument-Based Research <br> F,S,SU Day $3 \mathbf{0}$ <br> 3 <br> F,S,SU Evening

This course, the second in a series of two, introduces research techniques, documentation styles, and argumentative strategies. Emphasis is placed on analyzing data and incorporating research findings into documented, argumentative essays and research projects. Upon completion, students should be able to summarize, paraphrase, interpret, and synthesize information from primary and secondary sources using standard research format and style. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 111
Corequisites: None

## ENG 113 Literature-Based Research F,S Day $\begin{array}{llll}3 & 0 & 3\end{array}$

 On Demand EveningThis course, the second in a series of two, expands the concepts developed in ENG 111 by focusing on writing that involves literature-based research and documentation. Emphasis is placed on critical reading and thinking and the analysis and interpretation of prose, poetry, and drama: plot; characterization; theme; cultural context; etc. Upon completion, students should be able to construct mechanically-sound, documented essays and research papers that analyze and respond to literary works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 111
Corequisites: None

## - ENG 114 Professional Research \& Reporting $\quad$ F,S,SU Day $\quad 3 \quad 0 \quad 3$ F,S,SU Evening

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. Students planning to transfer should take ENG 111 and ENG 112 or ENG 111 and ENG 113 and should check with the university of their choice to make sure that they complete the appropriate English course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in English composition. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 111
Corequisites: None

## ENG 125 Creative Writing I

| F, S Day | 3 | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | ---: | ---: | ---: |
| On Demand Evening |  |  |  |
| Internet On Demand |  |  |  | This course is designed to provide students with the opportunity to practice the art of creative writing. Emphasis is placed on writing, fiction, poetry, and sketches. Upon completion, students should be able to craft and critique their own writing and critique the writing of others. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. Prerequisites: ENG 111

Corequisites: None

## - ENG 126 Creative Writing II <br> F, S Day $\quad 3 \quad 0 \quad 3$ On Demand Evening

This course is designed as a workshop approach for advancing imaginative and literary skills. Emphasis is placed on the discussion of style, techniques, and challenges for first publications. Upon completion, students should be able to submit a piece of their writing for publication. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ENG 125
Corequisites: None
$\begin{array}{llllll}\forall \\ \square \\ \text { ENG } \\ 131 & \text { Introduction to Literature } & \text { Telecourse \& Internet } & 3 & 0 & 3\end{array}$
This course introduces the principle genres of literature. Emphasis is placed on literary terminology, devices, structure, and interpretation. Upon completion, students should be able to analyze and respond to literature. This course has been approved to satisfy the Comprehensive Articulation Agreementgeneral education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College. Prerequisites: ENG 111
Corequisites: ENG 112 or ENG 113 or ENG 114

## ENG 132 Introduction to Drama

F,S Day 3 0
3 On Demand Evening
This course provides intensive study of drama as a literary form, based on close reading of representative texts. Emphasis is placed on the development and analysis of drama. Upon completion, students should be able to interpret, analyze, and discuss the distinguishing features of drama. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ENG 111
Corequisites: ENG 112 or ENG 113 or ENG 114

## ENG 231 American Literature I $\quad$ F Day $\quad 3 \quad 0 \quad 3$ On Demand Evening

This course covers selected works in American literature from its beginnings to 1865. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

## ENG 232 American Literature II s Day 3 0 3

On Demand Evening
This course covers selected works in American literature from 1865 to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

## ENG 235 Survey of Film as Literature $\quad$ TBA Day $\quad 3 \quad 0 \quad 3$ TBA Evening

This course provides a study of the medium of film with a focus on the historical impact and the various literary genres of movies. Emphasis is placed on an appreciation of film as a form of literature which demonstrates various elements of fiction (character, setting, theme, etc.). Upon completion, students should be able to analyze film critically in various literary contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ENG 113; or ENG 112 (Local)
Corequisites: None

## ENG 241 British Literature I F Day $\quad 3 \quad 0 \quad 3$

This course covers selected works in British literature from its beginnings to the Romantic Period. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

ENG 242 British Literature II
S Day 3 0
3
On Demand Evening
This course covers selected works in British literature from the Romantic Period to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

## ENG 251 Western World Literature I $\quad$ Telecourse Only 3

This course provides a survey of selected European works from the Classical Period through the Renaissance. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

## - ENG 262 World Literature II <br> $\begin{array}{llll}\text { F Day or } & 3 & 0 & 3\end{array}$ <br> F Evening <br> Internet On Demand

This course introduces selected works from the Pacific, Asia, Africa, Europe, and the Americas from the eighteenth century to the present. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Upon completion, students should be able to interpret, analyze, and respond to selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

## ENG 272 Southern Literature

On Demand Day 303 On Demand Evening This course provides an analytical study of the works of several Southern authors. Emphasis is placed on the historical and cultural contexts, themes, aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. Prerequisites: ENG 112 or ENG 113 or ENG 114 Corequisites: None

## ENG 273 African-American Literature

This course provides a survey of the development of African-American literature from its beginnings to the present. Emphasis is placed on historical and cultural context, themes, literary traditions, and backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and respond to selected texts. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

## ENG 274 Literature by Women

On Demand Day 303 On Demand Evening
This course provides an analytical study of the works of several women authors. Emphasis is placed on the historical and cultural contexts, themes and aesthetic features of individual works, and biographical backgrounds of the authors. Upon completion, students should be able to interpret, analyze, and discuss selected works. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: ENG 112 or ENG 113 or ENG 114
Corequisites: None

## FIRE PROTECTION

FIP 120 Introduction to Fire Protection No Day $\begin{array}{llll}3 & 0 & 3\end{array}$
This course provides an overview of the history, development, methods, systems, and regulations as they apply to the fire protection field. Topics include history, evolution, statistics, suppression, organizations, careers, curriculum, and other related topics. Upon completion, students should be able to demonstrate a broad understanding of the fire protection field.
Prerequisites: None
Corequisites: None

## FIP 124 Fire Prevention \& Public Education No Day 30 <br> 3 <br> TBA Evening

This course introduces fire prevention concepts as they relate to community and industrial operations. Topics include the development and maintenance of fire prevention programs, educational programs, and inspection programs. Upon completion, students should be able to research, develop, and present a fire safety program to a citizens' or industrial group, meeting NFPA 1021.
Prerequisites: None
Corequisites: None

## FIP 128 Detection \& Investigation <br> No Day 3 <br> 3 TBA Evening

 This course covers procedures for determining the origin and cause of accidental and incendiary fires. Topics include collection and preservation of evidence, detection and determination of accelerants, courtroom procedure and testimony, and documentation of the fire scene. Upon completion, students should be able to conduct a competent fire investigation and present those findings to appropriate officials or equivalent, meeting NFPA 1021.Prerequisites: None
Corequisites: None

## FIP 132 Building Construction No Day 3 TBA Evening

This course covers the principles and practices related to various types of building construction, including residential and commercial, as impacted by fire conditions. Topics include types of construction and related elements, fire resistive aspects of construction materials, building codes, collapse, and other related topics. Upon completion, students should be able to understand and recognize various types of construction and their positive or negative aspects as related to fire conditions, meeting NFPA 1021.
Prerequisites: None
Corequisites: None

FIP 136 Inspections \& Codes

| No Day <br> TBA Evening | 3 | $\mathbf{0}$ | $\mathbf{3}$ |
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This course covers the fundamentals of fire and building codes and procedures to conduct an inspection. Topics include review of fire and building codes, writing inspection reports, identifying hazards, plan reviews, site sketches, and other related topics. Upon completion, students should be able to conduct a fire code compliance inspection and produce a written report, meeting NFPA 1021.
Prerequisites: None
Corequisites: None

## $\begin{array}{lllllll}\text { FIP } 140 & \text { Industrial Fire Protection } & \text { No Day } & 3 & 0 & 3\end{array}$

This course covers fire protection systems in industrial facilities. Topics include applicable health and safety standards, insurance carrier regulations, other regulatory agencies, hazards of local industries, fire brigade operation, and loss prevention programs. Upon completion, students should be able to plan, organize, and evaluate an industrial facility's fire protection, which meets the elements of NFPA 1021 for Fire Officer I and II.
Prerequisites: None
Corequisites: None

## FIP 144 Sprinklers and Auto Alarms <br> No Day <br> $2 \quad 2 \quad 3$ <br> TBA Evening

This course introduces various types of automatic sprinklers, standpipes, and fire alarm systems. Topics include wet or dry systems, testing and maintenance, water supply requirements, fire detection and alarm systems, and other related topics. Upon completion, students should be able to demonstrate a working knowledge of various sprinkler and alarm systems and required inspection and maintenance.
Prerequisites: None
Corequisites: None

## FIP 148 Fixed \& Portable Extinguishing Systems No Day <br> $2 \quad 23$ TBA Evening

This course provides a study of various types of fixed and portable extinguishing systems, their operation, installation, and maintenance. Topics include applications, testing, and maintenance of Halon, carbon dioxide, dry chemical, and special extinguishing agents in fixed and portable systems. Upon completion, students should be able to identify various types of fixed and portable systems, including their proper application and maintenance. Prerequisites: None
Corequisites: None
$\begin{array}{lllllll}\text { FIP } & 152 & \text { Fire Protection Law } & \begin{array}{l}\text { No Day } \\ \text { TBA Evening }\end{array} & 3 & \mathbf{0} & \mathbf{3}\end{array}$
This course covers fire protection law. Topics include torts, legal terms, contracts, liability, review of case histories, and other related topics. Upon completion, students should be able to discuss laws, codes, and ordinances as they relate to fire protection. Prerequisites: None
Corequisites: None

## FIP 160 Fire Protection / Electrical

FIP 160A Fire Protection / Electrical Lab No Day $0 \quad 2 \quad 1$ TBA Evening

This course provides practical applications to support FIP 160. Topics include switching devices, basic circuits, electrical distribution, and other related topics. Upon completion, students should be able to demonstrate knowledge of basic electrical equipment and hazards as related to fire protection.
Prerequisites: None
Corequisites: FIP 160

## FIP 164 OSHA Standards No Day $\quad 3 \quad 0 \quad 3$

 TBA EveningThis course covers public and private sector OSHA work site requirements. Emphasis is placed on accident prevention and reporting, personal safety, machine operation, and hazardous material handling. Upon completion, students should be able to analyze and interpret specific OSHA regulations and write workplace policies designed to achieve compliance.
Prerequisites: None
Corequisites: None

## FIP 176 HazMat: Operations <br> $\begin{array}{llll}\text { No Day } & 4 & 0 & 4\end{array}$ <br> TBA Evening

This course is designed to increase first responder awareness of the type, nature, physiological effects of, and defensive techniques for mitigation of HazMat incidents. Topics include recognition, identification, regulations and standards, zoning, resource usage, defensive operations, and other related topics. Upon completion, students should be able to recognize and identify the presence of hazardous materials and use proper defensive techniques for incident mitigation.
Prerequisites: None
Corequisites: None
FIP 180 Wildland Fire Behavior $\quad \begin{array}{llll}\text { No Day } \\ \text { TBA Evening }\end{array} \quad 3 \quad \mathbf{0}$ This course covers the principles of wildland fire behavior andmeteorology. Emphasis is placed on fire calculations, fuels, and related weather effects. Upon completion, students should be able to demonstrate and apply fire behavior theories through written and performance evaluations. Prerequisites: None
Corequisites: None

## FIP 220 Fire Fighting Strategies <br> No Day 30 <br> 3 TBA Evening

This course provides preparation for command of initial incident operations involving emergencies within both the public and private sector. Topics include incident management, fire-ground tactics and strategies, incident safety, and command/control of emergency operations. Upon completion, students should be able to describe the initial incident system as it relates to operations involving various emergencies in fire/non-fire situations, meeting NFPA 1021.
Prerequisites: None
Corequisites: None

## FIP 221 Advanced Fire Fighting Strategies No Day $\quad 3 \quad 3$

 TBA EveningThis course covers command-level operations for multi-company/agency operations involving fire and non-fire emergencies. Topics include advanced ICS, advanced incident analysis, command-level fire operations, and control of both man-made and natural major disasters. Upon completion, students should be able to describe proper and accepted systems for the mitigation of emergencies at the level of overall scene command.
Prerequisites: FIP 220
Corequisites: None

FIP 224 Instructional Methodology

This course covers the knowledge, skills, and abilities needed to train others in fire service operations. Topics include planning, presenting, and evaluating lesson plans, learning styles, use of media, communication, and other related topics. Upon completion, students should be able to meet all requirements of NFPA 1041 and NFPA 1021.
Prerequisites: None
Corequisites: None

## FIP 230 Chemistry of Hazardous Materials Ino Day $\quad 5 \quad 0 \quad 5$ <br> TBA Evening

This course covers the evaluation of hazardous materials. Topics include use of the periodic table, hydrocarbon derivatives, placards and labels, parameters of combustion, and spill and leak mitigation. Upon completion, students should be able to demonstrate knowledge of the chemical behavior of hazardous materials.
Prerequisites: None
Corequisites: None

## FIP 231 Chemistry of Hazardous Materials II No Day $\begin{array}{llll}4 & 2 & 5\end{array}$

This course covers hazardous materials characterization, properties, location, handling and response guidelines, hazard survey principles, and other related topics. Topics include radiation hazards, instruments, inspections, and detection of the presence of hazardous materials in industrial/commercial occupancies. Upon completion, students should be able to inspect chemical/radioactive sites and use on-site visits to gasoline and/ or LPG storage facilities/chemical plants to develop a pre-plan.
Prerequisites: FIP 230
Corequisites: None

## FIP 232 Hydraulics \& Water Distribution No Day <br> 223 TBA Evening

This course covers the flow of fluids through fire hoses, nozzles, appliances, pumps, standpipes, water mains, and other devices. Emphasis is placed on supply and delivery systems, fire flow testing, hydraulic calculations, and other related topics. Upon completion, students should be able to perform hydraulic calculations, conduct water availability tests, and demonstrate knowledge of water distribution systems.
Prerequisites: MAT 140 (Local) or MAT 115
Corequisites: None
FIP 236 Emergency Management $\quad \begin{aligned} & \text { No Day } \\ & \text { TBA Evening }\end{aligned} \quad 3 \quad \mathbf{0} \quad \mathbf{3}$
This course covers the four phases of emergency management: mitigation, preparedness, response, and recovery. Topics include organizing for emergency management, coordinating for community resources, public sector liability, and the roles of government agencies at all levels. Upon completion, students should be able to demonstrate an understanding of comprehensive emergency management and the integrated emergency management system.
Prerequisites: None
Corequisites: None

No Day
30
3

This course covers supervisory skills and practices in the fire protection field. Topics include the supervisor's job, supervision skills, the changing work environment, managing change, organizing for results, discipline and grievances, and safety. Upon completion, students should be able to demonstrate an understanding of the roles and responsibilities of the effective fire service supervisor, meeting elements of NFPA 1021. Prerequisites: None
Corequisites: None

## FIP 244 Fire Protection Project No Day 30 TBA Evening

This course provides an opportunity to apply knowledge covered in previous courses to employment situations that the fire protection professional will encounter. Emphasis is placed on the development of comprehensive and professional practices. Upon completion, students should be able to demonstrate knowledge of the fire protection service through written and performance evaluations.
Prerequisites: None
Corequisites: None
FIP 252 Apparatus Specification \& Purchase $\begin{aligned} & \text { No Day } \\ & \text { TBA Evening }\end{aligned} \quad 3 \quad 0 \quad 3$ This course covers the specification and purchase of fire apparatus. Emphasis is placed on NFPA standards for apparatus, recommended types of fire apparatus, purchase and bidding procedures, and the importance of specifications. Upon completion, students should be able to make internal decisions, write specifications, and make recommendations for the purchase of major capital equipment.
Prerequisites: None
Corequisites: None

## FIP 256 Municipal Public Relations $\quad$ No Day $\quad 3 \quad 0 \quad 3$ TBA Evening

This course is a general survey of municipal public relations and their effect on the governmental process. Topics include principles of public relations, press releases, press conferences, public information officers, image surveys, and the effects of perceived service on fire protection delivery. Upon completion, students should be able to manage the public relations functions of a fire service organization, which meet elements of NFPA 1021 for Fire Officer I and II.
Prerequisites: None
Corequisites: None

## FIP 264 Flame Properties \& Materials Rating No Day $\quad 144$ TBA Evening

This course covers the role of interior finishes in fires, smoke obscuration and density, flame spread, pyrolysis, and other related topics. Emphasis is placed on testing equipment which includes Rack Impingement, Bench Furnace, and the two foot tunnel. Upon completion, students should be able to understand the operation of the testing equipment and compile a reference notebook.
Prerequisites: None
Corequisites: None

FIP 276 Managing Fire Services
No Day $3 \mathbf{0}$
3
This course provides an overview of fire department operative services. Topics include finance, staffing, equipment, code enforcement, management information, specialized services, legal issues, planning, and other related topics. Upon completion, students should be able to understand concepts and apply fire department management and operations principles, meeting NFPA 1021.
Prerequisites: None
Corequisites: None

## FRENCH

## FRE 111 Elementary French I

TBA Day
$3 \quad 0 \quad 3$
This course introduces the fundamental elements of the French language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written French and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts; however, this course does not meet the SACS humanities/fine arts requirement in A.A.S. or diploma programs that require only one humanities/fine arts course. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

## FRE 112 Elementary French II

TBA Day
$3 \quad 0 \quad 3$
TBA Evening
This course is a continuation of FRE 111, focusing on the fundamental elements of the French language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written French and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts; however, this course does not meet the SACS humanities/fine arts requirement in A.A.S. or diploma programs that require only one humanities/fine arts course. This course may satisfy a general education requirement for Catawba College.
Prerequisites: FRE 111
Corequisites: None

## GEOGRAPHY


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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: None
Corequisites: None

## GEO 112 Cultural Geography

TBA Day
30
3 TBA Evening
This course is designed to explore the diversity of human cultures and to describe their shared characteristics. Emphasis is placed on the characteristics, distribution, and complexity of earth's cultural patterns. Upon completion, students should be able to demonstrate an understanding of the differences and similarities in human cultural groups. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: None
Corequisites: None

## GEO 113 Economic Geography <br> TBA Day 30 <br> 3 <br> TBA Evening

This course covers the patterns and networks of economic interdependence and how they affect human populations. Emphasis is placed on the economic aspects of the production and distribution of goods and services and their impact on the quality of human life. Upon completion, students should be able to describe different economic systems and demonstrate an understanding of the variables that influence economic development. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: None
Corequisites: None

## GEO 121 North Carolina Geography $\quad$ TBA Day $\quad 3 \quad 0 \quad 3$

 TBA EveningThis course is a survey of the physical and cultural landscapes of North Carolina. Topics include physical characteristics of North Carolina, settlement patterns, resource use, and cultural variations. Upon completion, students should be able to demonstrate knowledge of the distinct physical and cultural features of North Carolina. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## GEO 130 General Physical Geography $\quad$ TBA Day $\quad 3 \quad 0 \quad 3$

 TBA EveningThis course introduces both the basic physical components that help shape the earth and the study of minerals, rocks, and evolution of landforms. Emphasis is placed on the geographic grid, cartography, weather, climate, mineral composition, fluvial processes, and erosion and deposition. Upon completion, students should be able to identify these components and processes and explain how they interact. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: None
Corequisites: None

## GERMAN

## GER 111 Elementary German I <br> TBA Day <br> $3 \quad 0 \quad 3$

This course introduces the fundamental elements of the German language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written German and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts; however, this course does not meet the SACS humanities/fine arts requirement in A.A.S. or diploma programs that require only one humanities/fine arts course.
Prerequisites: None
Corequisites: None

## GER 112 Elementary German II

$\begin{array}{llll}\text { TBA Day } & 3 & 0 & 3\end{array}$ TBA Evening
This course is a continuation of GER 111, focusing on the fundamental elements of the German language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written German and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts; however, this course does not meet the SACS humanities/fine arts requirement in A.A.S. or diploma programs that require only one humanities/fine arts course.
Prerequisites: GER 111
Corequisites: None

## HEALTH

## HEA 110 Personal Health/Wellness On Demand Day 3 0 3 On Demand Evening

This course provides an introduction to basic personal health and wellness. Emphasis is placed on current health issues such as nutrition, mental health, and fitness. Upon completion, students should be able to demonstrate an understanding of the factors necessary to the maintenance of health and wellness. This course has been approved to satisfy the Comprehensive Articulation Agreement pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## HISTORY

## HIS 111 World Civilizations I

On Demand Day $\mathbf{3}$
3
On Demand Evening
This course introduces world history from the dawn of civilization to the early modern era. Topics include Eurasian, African, American, and Greco-Roman civilizations, and Christian, Islamic and Byzantine cultures. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in pre-modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College. Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

## HIS 112 World Civilizations II

On Demand Day $3 \mathbf{0}$
3
On Demand Evening
This course introduces world history from the early modern era to the present. Topics include the cultures of Africa, Europe, India, China, Japan, and the Americas. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern world civilizations. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

##  <br> On Demand Evening

This course introduces western civilization from pre-history to the early modern era. Topics include ancient Greece, Rome, and Christian institutions of the Middle Ages and the emergence of national monarchies in western Europe. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in early western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College. Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

\section*{- ${ }^{V}$ HIS 122 Western Civilization II <br> | S Day | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | ---: | ---: | ---: |
| On Demand Evening |  |  |  |}

This course introduces western civilization from the early modern era to the present. Topics include the religious wars, the Industrial Revolution, World Wars I and II, and the Cold War. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in modern western civilization. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: RED 090 appropriate placement test score or ENG 111 (Local) Corequisites: None

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. Certain sections of this course may be Writing Intensive. Please consult individual semester schedules for Writing Intensive sections. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## - 尚 HIS 132 American History II $\quad$ S Day $\quad 3 \quad 0 \quad 3$

This course is a survey of American history from the Civil War era to the present. Topics include industrialization, immigration, the Great Depression, the major American wars, the Cold War, and social conflict. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in American history since the Civil War. Certain sections of this course may be Writing Intensive. Please consult individual semester schedules for Writing Intensive sections. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## HIS 160 Labor Relations in the US $\quad$ On Demand Day $\begin{array}{lllll}3 & 0 & 3\end{array}$

 On Demand EveningThis course examines the history of work and the working class in the United States. Topics include the transformation of the workplace, evolution of the working class, and development of labor and relations with social and political groups. Upon completion, students should be able to understand the political and economical conditions/strategies of periods when working class power was growing. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a premajor and/ or elective course requirement.
Prerequisites: None
Corequisites: None

## HIS 163 The World Since 1945

On Demand Day $3 \quad 0$ On Demand Evening
This course surveys world developments since the end of World War II. Topics include the Cold War, nationalism, colonialism, the Third World, the arms race, and global capitalism and regionalism. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the world since 1945. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

## HIS 226 The Civil War

TBA Day
30
3 No Evening
This course examines the social, political, economic, and ideological forces that led to the Civil War and Reconstruction. Topics include regional conflicts and sectionalism, dissolution of the Union, military campaigns, and the War's socioeconomic impact, aftermath, and consequences. Upon completion, students should be able to analyze significant political, socioeconomic, and cultural developments in the United States during the era of the Civil War. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None
$\begin{array}{llllll}\text { HIS } 236 & \text { North Carolina History } & \text { SU Day } & 3 & 0 & 3\end{array}$ On Demand Evening
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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## HUMANITIES

$\begin{array}{lllllll}\text { HUM } 110 & \text { Technology and Society } & \text { F, S Day } & 3 & 0 & 3\end{array}$ On Demand Evening
This course considers technological change from historical, artistic, and philosophical perspectives and its effect on human needs and concerns. Emphasis is placed on the causes and consequences of technological change. Upon completion, students should be able to critically evaluate the implications of technology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: None
Corequisites: None
HUM 115 Critical Thinking
On Demand Day 303 On Demand Evening
This course introduces the use of critical thinking skills in the context of human conflict. Emphasis is placed on evaluating information, problem solving, approaching crosscultural 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 to satisfy the Comprehensive Articulation Agreement for general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs.
Prerequisites: ENG 095 or RED 090 and ENG 090
Corequisites: None

## HUM 122 Southern Culture

On Demand Day 303
On Demand Evening
This course explores the major qualities that make the South a distinct region. Topics include music, politics, literature, art, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: None
Corequisites: None

## HUM 130 Myth in Human Culture

On Demand Day 303
On Demand Evening
This course provides an in-depth study of myths and legends. Topics include the varied sources of myths and their influence on the individual and society within diverse cultural contexts. Upon completion, students should be able to demonstrate a general familiarity with myths and a broad-based understanding of the influence of myths and legends on modern culture. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: None
Corequisites: None

## HUM 160 Introduction to Film <br> F,S Day <br> $2 \quad 2 \quad 3$ No Evening

This course introduces the fundamental elements of film artistry and production. Topics include film styles, history, and production techniques, as well as the social values reflected in film art. Upon completion, students should be able to critically analyze the elements covered in relation to selected films. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

## HUM 161 Advanced Film Studies <br> On Demand Day 22 <br> 3 On Demand Evening

This course provides an advanced study of film art and production, building on skills learned in HUM 160. Topics include film production techniques, film genres, examination of master directors' styles, and the relation of film to culture. Upon completion, students should be able to recognize and critically analyze advanced elements of film production. This course has been approved to satisfy the Comprehensive Articulation Agreement core requirement in humanities/fine arts.
Prerequisites: HUM 160
Corequisites: None

## HUM 211 Humanities I

F.S,SU Day $\begin{array}{lll}3 & 0 & 3\end{array}$ On Demand Evening
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from ancient through early modern times. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: ENG 111
Corequisites: None

HUM 212 Humanities II
S Day
303
On Demand Evening
This course introduces the humanities as a record in literature, music, art, history, religion, and philosophy of humankind's answers to the fundamental questions of existence. Emphasis is placed on the interconnectedness of various aspects of cultures from early modern times to the present. Upon completion, students should be able to identify significant figures and cultural contributions of the periods studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: ENG 111
Corequisites: None

## INTERNATIONAL BUSINESS

$\begin{array}{llllll}\text { INT } 110 & \text { International Business } & \text { TBA Day } & 3 & 0 & 3\end{array}$ TBA Evening
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, multi-national corporations, personnel management, and international marketing. Upon completion, students should be able to describe the foundation of international business.
Prerequisites: None
Corequisites: None

## INDUSTRIAL SCIENCE

## - ISC 112 Industrial Safety <br> F Day <br> 202 F Evening

This course introduces the principles of industrial safety. Emphasis is placed on industrial safety, OSHA, and environmental regulations. Upon completion, students should be able to demonstrate knowledge of a safe working environment and OSHA compliance. A fundamental study of accident costs and causes, safety records, accident investigation, development of safeguards, job safety analysis, facility inspection, and safety communication will be covered. Prerequisites: None Corequisites: None

## ISC 113 Industrial Specifications F Day $\quad 1 \quad 0 \quad 1$ On Demand Evening

This course introduces industrial specifications. Emphasis is placed on using machinist reference materials. Upon completion, students should be able to use and interpret charts and data found in reference materials.
Prerequisites: None
Corequisites: None

[^3]ISC 132 Manufacturing Quality Control
F On Demand Day 23
F On Demand Evening
This course introduces 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.
Prerequisites: None
Corequisites: None

## ISC 136 Productivity Analysis I

s On Demand Day 233 S On Demand Evening
This course covers methods of measuring, analyzing, and improving productivity. Topics include methods analysis, standardized practices, process analysis, and human factors. Upon completion, students should be able to apply productivity improvement techniques.
Prerequisites: None
Corequisites: None

## ISC 214 Job Analysis/Wages \& Salary $\quad$ su on Demand Day 233 SU On Demand Evening

This course covers job analysis and evaluation as a basis for determining equitable wages and salaries. Topics include selection and definition of job factors, relative values of factors, preparation of job specifications and descriptions, and determination of wage/ salary structure. Upon completion, students should be able to prepare job specifications and descriptions, evaluate jobs by four commonly accepted methods, and calculate costs of wage curves.
Prerequisites: None
Corequisites: None

## - ISC 225 Facility Layout

TBA Internet Only 324 TBA On Demand
This course provides a practical study of facility planning with emphasis on a structured approach to solving layout problems. Emphasis is placed on investigating and designing an effective facility layout. Upon completion, students should be able to design a basic work area, indicating effective use of allowable resources.
Prerequisites: None
Corequisites: None

[^4]$\begin{array}{llllll}\text { ISC } 255 & \text { Engineering Economy } & \begin{array}{c}\text { S Day } \\ \text { S Evening }\end{array} & 2 & 2 & 3\end{array}$
This course covers the process of economic evaluation of manufacturing industrial alternatives such as equipment selection, replacement studies, and cost reduction proposals. Topics include discounted cash flows, time value of money, income tax considerations, internal rates of return, and comparison of alternatives using computer programs. Upon completion, students should be able to analyze complex manufacturing alternatives based on engineering economy principles.
Prerequisites: None
Corequisites: None

## JOURNALISM

JOU 110 Introduction to Journalism $\quad$ On Demand Day $\begin{array}{lllll}3 & 0 & 3\end{array}$ On Demand Evening
This course presents a study of journalistic news, features, and sports writing. Emphasis is placed on basic news writing techniques and on related legal and ethical issues. Upon completion, students should be able to gather, write, and edit news, features, and sports articles. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. Prerequisites: ENG 111 (Local)
Corequisites: None

## MACHINING

## MAC 111 Machining Technology I

F Day
2126 F Evening
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.
Prerequisites: None
Corequisites: None

## MAC 112 Machining Technology II S Day 2126 S Evening

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.
Prerequisites: MAC 111
Corequisites: None

## MAC 113 Machining Technology III <br> 2126

## MAC 114 Introduction to Metrology

F Day
202
F Evening
This course introduces the care and use of precision measuring instruments. Emphasis is placed on the inspection of machine parts and use of a wide variety of measuring instruments. Upon completion, students should be able to demonstrate the correct use of measuring instruments.
Prerequisites: None
Corequisites: None

## $\begin{array}{llllll}\text { MAC } 121 & \text { Introduction to CNC } & \text { S Day } & 2 & 0 & 2\end{array}$ <br> S Evening

This course introduces the concepts and capabilities of computer numerical control machine tools. Topics include setup, operation, and basic applications. Upon comple-
 tion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage.
Prerequisites: None
Corequisites: MAC 122 (Loeal)

## REVISED

2:31 pm, Apr 20, 2007 MAC 122 CNC Turning

132
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.
Prerequisites: None
Corequisites: MAC 121 (Local)

## MAC 124 CNC Milling



132
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.
Prerequisites: MAC 122 (Local)
Corequisites: None

## MAC 151 Machining Calculations F Day 122 <br> F Evening

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.
Prerequisites: None
Corequisites: None

[^5]
## MATHEMATICS

## $\begin{array}{llllll}\text { MAT } 050 & \text { Basic Math Skills } & \text { F,S,SU Day } & 3 & 2 & 4\end{array}$ F,S,SU Evening

This course is designed to strengthen basic math skills. Topics include properties, rounding, estimating, comparing, converting, and computing whole numbers, fractions, and decimals. Upon completion, students should be able to perform basic computations and solve relevant mathematical problems. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: None
Corequisites: None

## MAT 060 Essential Mathematics

F,S,SU Day $3 \quad 2 \quad 4$ F,S,SU Evening
This course is a comprehensive study of mathematical skills which should provide a strong mathematical foundation to pursue further study. Topics include principles and applications of decimals, fractions, percents, ratio and proportion, order of operations, geometry, measurement, and elements of algebra and statistics. Upon completion, students should be able to perform basic computations and solve relevant, multi-step mathematical problems using technology where appropriate. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: MAT 050 or appropriate placement test score
Corequisites: None

## MAT 070 Introductory Algebra

$$
\begin{aligned}
& \text { F,S,SU Day } \\
& \text { F,S,SU Evening }
\end{aligned}, 30244
$$

This course establishes a foundation in algebraic concepts and problem solving. Topics include signed numbers, exponents, order of operations, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. A graphing calculator is required of all students enrolled in this course. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: MAT 060 or appropriate placement test score
Corequisites: RED 080 or ENG 085 or appropriate placement test score

## MAT 080 Intermediate Algebra

$\begin{array}{llll}\text { F,S,SU Day } & 3 & 2 & 4\end{array}$ F,S,SU Evening
This course continues the study of algebraic concepts with emphasis on applications. Topics include factoring; rational expressions; rational exponents; rational, radical, and quadratic equations; systems of equations; inequalities; graphing; functions; variations; complex numbers; and elements of geometry. Upon completion, students should be able to apply the above concepts in problem solving using appropriate technology. A graphing calculator is required of all students enrolled in this course. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course.
Prerequisites: MAT 070 or appropriate placement test score
Corequisites: RED 080 or ENG 085

## MAT 115 Mathematical Models

F,S,SU Day 223 On Demand Evening
This course develops the ability to utilize mathematical skills and technology to solve problems at a level found in non-mathematics-intensive programs. Topics include applications to percent, ratio and proportion, formulas, statistics, function notation, linear functions, probability, sampling techniques, scatter plots, and modeling. Upon completion, students should be able to solve practical problems, reason and communicate with mathematics, and work confidently, collaboratively, and independently. A graphing calculator is required of all students enrolled in this course.
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171, or MAT 175 or appropriate placement test score Corequisites: None

## MAT 121 Algebra/Trigonometry I

On Demand Day 223
On Demand Evening
This course provides an integrated approach to technology and the skills required to manipulate, display, and interpret mathematical functions and formulas used in problem solving. Topics include simplification, evaluation, and solving of algebraic and radical functions; complex numbers; right triangle trigonometry; systems of equations; and the use of technology. Upon completion, students should be able to demonstrate an understanding of the use of mathematics and technology to solve problems and analyze and communicate results. A graphing calculator is required of all students enrolled in this course.
Prerequisites: MAT 070, MAT 080, MAT 090, or MAT 095 or appropriate placement test score
Corequisites: None

## MAT 122 Algebra/Trigonometry II <br> F,S Day <br> 22 <br> 3 On Demand Evening

This course extends the concepts covered in MAT 121 to include additional topics in algebra, function analysis, and trigonometry. Topics include exponential and logarithmic functions, translation and scaling of functions, Sine Law, Cosine Law, vectors, and statistics. Upon completion, students should be able to demonstrate an understanding of the use of technology to solve problems and to analyze and communicate results. A graphing calculator is required of all students enrolled in this course.
Prerequisites: MAT 121, MAT 161, MAT 171 or MAT 175
Corequisites: None

## MAT 140 Survey of Mathematics F,S,SU Day $\begin{array}{lllll}3 & \mathbf{0} & \mathbf{3}\end{array}$ F,S,SU Evening

This course provides an introduction in a non-technical setting to selected topics in mathematics. Topics may include, but are not limited to, sets, logic, probability, statistics, matrices, mathematical systems, geometry, topology, mathematics of finance, and modeling. Upon completion, students should be able to understand a variety of mathematical applications, think logically, and be able to work collaboratively and independently. A graphing calculator is required of all students enrolled in this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics; however, it may not meet the math requirement for many majors. Students should check with the university of their choice to make sure that they complete the appropriate math course. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 070, MAT 080, MAT 090, MAT 095, MAT 120, MAT 121,
MAT 161, MAT 171 or MAT 175 or appropriate placement test score
Corequisites: None

## MAT 151 Statistics I <br> $\begin{array}{llll}\text { s,SU Day } & \mathbf{3} & \mathbf{0} & 3\end{array}$ S,SU Evening

This course provides a project-based approach to the study of basic probability, descriptive and inferential statistics, and decision making. Emphasis is placed on measures of central tendency and dispersion, correlation, regression, discrete and continuous probability distributions, quality control, population parameter estimation, and hypothesis testing. Upon completion, students should be able to describe important characteristics of a set of data and draw inferences about a population from sample data. A graphing calculator is required of all students enrolled in this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics (Quantitative Option). This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171 or MAT 175 or appropriate placement test score
Corequisites: MAT 151A (Local)

## MAT 151A Statistics I Lab $\quad$ S Day $\quad 0 \quad 2 \quad 1$

 S EveningThis course is a laboratory for MAT 151. Emphasis is placed on experiences that enhance the materials presented in the class. Upon completion, students should be able to solve problems, apply critical thinking, work in teams, and communicate effectively.This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: MAT 080, MAT 090, MAT 095, MAT 120, MAT 121, MAT 161, MAT 171 or MAT 175 or appropriate placement test score
Corequisites: MAT 151

F,S,SU Day $\begin{array}{llll}3 & 0 & 3\end{array}$
F,S,SU Evening
This course provides an integrated technological approach to algebraic topics used in problem solving. Emphasis is placed on applications involving equations and inequalities; polynomial, rational, exponential and logarithmic functions; and graphing and data analysis/modeling. Upon completion, students should be able to choose an appropriate model to fit a data set and use the model for analysis and prediction. A graphing calculator is required of all students enrolled in this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics for the Associate in Arts degree. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 080 or MAT 090 or MAT 095 or appropriate placement test score Corequisites: None

## MAT 175 Precalculus

F,S,SU Day 404 On Demand Evening
This course provides an intense study of the topics which are fundamental to the study of calculus. Emphasis is placed on functions and their graphs with special attention to polynomial, rational, exponential, logarithmic and trigonometric functions, and analytic trigonometry. Upon completion, students should be able to solve practical problems and use appropriate models for analysis and prediction. A graphing calculator is required of all students enrolled in this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 080 or appropriate placement test score (Local)
Corequisites: None

## MAT 263 Brief Calculus <br> On Demand Day 3 0 3 On Demand Evening

This course introduces concepts of differentiation and integration and their applications to solving problems. The course is designed for students needing one semester of calculus. Topics include functions, graphing, differentiation, and integration with emphasis on applications drawn from business, economics, 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. A graphing calculator is required for this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 161 or MAT 171 or MAT 175
Corequisites: None

## MAT 271 Calculus I

TBA Day $3 \quad 24$ TBA Evening
This course covers in depth the differential calculus portion of a three-course calculus sequence. Topics include limits, continuity, derivatives, and integrals of algebraic and transcendental functions of one variable with applications. Upon completion, students should be able to apply differentiation and integration techniques to algebraic and transcendental functions. A graphing calculator is required of all students enrolled in this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: MAT 172 or MAT 175
Corequisites: None

This course provides a rigorous treatment of integration and is the second calculus course in a three-course sequence. Topics include 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 use integration and approximation techniques to solve application problems. A graphing calculator is required of all students enrolled in this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: MAT 271
Corequisites: None
MAT 273 Calculus III
On Demand Day 324 On Demand Evening
This course covers the calculus of several variables and is the third calculus course in a three-course sequence. Topics include functions of several variables, partial derivatives, multiple integrals, solid analytical geometry, vector-valued functions, and line and surface integrals. Upon completion, students should be able to solve problems involving vectors and functions of several variables. A graphing calculator is required of all students enrolled in this course. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/ mathematics.
Prerequisites: MAT 272
Corequisites: None

## MECHANICAL

## MEC 111 Machine Processes I

$\begin{array}{llll}\underset{\text { TBA Evening }}{\text { F Day }} & \mathbf{1} & \mathbf{4} & \mathbf{3}\end{array}$
This course introduces shop safety, hand tools, machine processes, measuring instruments, and the operation of machine shop equipment. Topics include use and care of tools, safety, measuring tools, and the basic setup and operation of common machine tools. Upon completion, students should be able to safely machine simple parts to specified tolerances.
Prerequisites: None
Corequisites: None

## MEC 142 Physical Metallurgy <br> S Day <br> 122 <br> S On Demand Evening

This course covers the heat treating of metals. Emphasis is placed on the effects of hardening, tempering, and annealing on the structure and physical properties of metals. Upon completion, students should be able to heat treat materials.
Prerequisites: None
Corequisites: None

## MEC 242 Value/Supply Chain Management S On Demand Day 3 <br> 3 <br> S On Demand Evening

This course covers the design and operation of supply/value chains in use by organizations. Topics include supply chain strategies and management, lean logistics, quality within the supply chain, resource planning and forecasting, and information technology use within value chains. Upon completion, students should be able to demonstrate an understanding of supply chain management and describe value chain processes.
Prerequisites: None
Corequisites: None

MEC 251 Statics
S Day
On Demand Evening $\quad 2 \quad 3$

This course covers the concepts and principles of statics. Topics include systems of forces and moments on structures in two- and three-dimensions in equilibrium. Upon completion, students should be able to analyze forces and moments on structures.
Prerequisites: PHY 131 or PHY 151 (Local)
Corequisites: None

| MEC 275 | Engineering Mechanisms | $\begin{array}{l}\text { F Day } \\ \text { On Demand Evening }\end{array}$ |
| :--- | :--- | :--- |

This course covers plane motion and devices used to generate plane motion. Topics include analysis of displacement, velocity, acceleration, gears, cams, and other mechanical systems. Upon completion, students should be able to graphically and mathematically analyze a plane motion system.
Prerequisites: DFT 151 and PHY 131 or PHY 151
Corequisites: None

## MARKETING AND RETAILING

 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. Prerequisites: None Corequisites: None

## - MKT 122 Visual Merchandising <br> S Day <br> 303 <br> S Evening

This course introduces basic layout design and commercial display in retail and service organizations. Topics include an analysis of display as a visual merchandising medium and an examination of the principles and applications of display and design. Upon completion, students should be able to plan, build, and evaluate designs and displays. This course is a unique concentration requirement of the Marketing and Retailing concentration in the Business Administration program.
Prerequisites: None
Corequisites: None

This course is designed to emphasize the necessity of selling skills in a modern business environment. Emphasis is placed on sales techniques involved in various types of selling situations. Upon completion, students should be able to demonstrate an understanding of the techniques covered.
Prerequisites: None
Corequisites: None

## MKT 125 Buying and Merchandising $\quad$ On Demand Day 3003 TBA Evening

This course includes an analysis of the organization for buying-what, when and how to buy-and the principles of effective inventory and stock control. Topics include organization for buying, analysis of buyers' responsibilities, pricing, inventory control, planning, cost effectiveness, and vendor relationships. Upon completion, students should be able to demonstrate an understanding of the concepts covered through application.
Prerequisites: None
Corequisites: None

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.
Prerequisites: None
Corequisites: None

## MKT 221 Consumer Behavior <br> TBA Day <br> 30 <br> 3 TBA Evening

This course is designed to describe consumer behavior as applied to the exchange processes involved in acquiring, consuming, and disposing of goods and services. Topics include an analysis of basic and environmental determinants of consumer behavior with emphasis on the decision-making process. Upon completion, students should be able to analyze concepts related to the study of the individual consumer.
Prerequisites: None
Corequisites: None

## - MKT 225 Marketing Research

## S Day

30
3
S Evening
This course provides information for decision making by providing guidance in developing, analyzing, and using data. Emphasis is placed on marketing research as a tool in decision making. Upon completion, students should be able to design and conduct a marketing research project and interpret the results. This course is a unique concentration requirement of the Marketing and Retailing concentration in the Business Administration program.
Prerequisites: MKT 120
Corequisites: None

## MKT 226 Retail Applications <br> S Day <br> 30 <br> 3

This course is designed to develop occupational competence through participation in case studies, group work, and simulations. Emphasis is placed on all aspects of store ownership and operation, including securing financial backing and a sufficient market share. Upon completion, students should be able to demonstrate an understanding of concepts covered through application. This course is a unique concentration requirement of the Marketing and Retailing concentration in the Business Administration program.
Prerequisites: None
Corequisites: None

## MOTORSPORTS MANAGEMENT


This course provides a survey of the motorsports industry. Topics include history and scope of motorsports, sanctioning bodies, types and characteristics of vehicles, related businesses, job opportunities, and economics of the industry. Upon completion, students should be able to demonstrate a general knowledge of the motorsports industry and evaluate career choices and direction.
Prerequisites: None
Corequisites: None

MSM 112 Engine/Drivetrain Fundamentals $\begin{array}{lllll} \\ \text { This course introduces the principles of internal combustion engines } \\ \text { F } \\ \text { F }\end{array}$ and drivetrains. This course introduces the principles of internal combustion engines and drivetrains.
Topics include types of engines used in motorsports, basic physics of engine operation, terminology related to engines/drivetrains, tools/equipment, and functions of components and accessories. Upon completion, students should be able to identify basic parts of engines/drivetrains, identify shop tools/equipment, and explain how power is generated, transmitted, and controlled.
Prerequisites: None
Corequisites: None

## - MSM 210 Motorsports Marketing <br> F Day <br> $3 \quad 0 \quad 3$ F Evening

This course introduces principles and problems of marketing goods and services especially related to the motorsports industry. Topics include promotion, placement, and pricing strategies for motorsports products and services; importance/significance of media on product image; and the human relations element in marketing. Upon completion, students should be able to develop a marketing and media plan for a motorsports product or service.
Prerequisites: None
Corequisites: None

## MSM 212 Chassis/Handling Fundamentals F Day <br> $2 \quad 2 \quad 3$ <br> F Evening <br> This course introduces chassis design/handling features for super speedways, short

 tracks, and road courses. Topics include spring rates, caster/camber settings, aerodynamics, tire construction, tire pressure, stagger, corner and cross weights, chassis flex, steering geometry, and effects of track design on chassis handling and tire wear. Upon completion, students should be able to demonstrate a basic understanding of chassis design and the critical factors involved in chassis setups.Prerequisites: None
Corequisites: None

## MSM 214 Fabrication Fundamentals $\quad$ S Day $\quad 1 \begin{array}{lll}1 & 2 & 2\end{array}$ S Evening

This course introduces the basic elements of race vehicle fabrication. Topics include chassis design (driver safety, "crush" zones, energy absorption, flex); selection of materials, material forming, and fundamentals of mig, tig, and arc welding. Upon completion, students should be able to demonstrate basic knowledge of fabrication and be able to perform elementary fabrication procedures.
Prerequisites: None
Corequisites: None

## - MSM 216 Organization Mobility <br> S Day <br> 202 <br> S Evening

This course covers the processes and procedures involved in moving complex operations from one location to another in a short time span. Topics include budgeting/coordination of transport/housing/subsistence of personnel; transport of vehicles/equipment or products (including adherence to DOT regulations); facility acquisition; and cost accounting. Upon completion, students should be able to plan and execute a mock both-way move of a complex operation.
Prerequisites: None
Corequisites: None

## MSM 218 Safety/Environment

## S Day

202 S Evening
This course covers safety and environment information related to motorsports management. Topics include local, state, and federal regulations as applied to workplace safety, handling/disposal of certain materials, safe transport of products/vehicles, and processing of required paperwork. Upon completion, students should be able to identify the source and describe general regulations pertaining to safety/environment related to motorsports.
Prerequisites: None
Corequisites: None

## MSM 220 Advanced Chassis Analysis $\quad$ TвА Day $\quad 1 \quad 2 \quad 2$ TBA Evening

This course introduces students to the principles of static and dynamic chassis calculations. Topics include basic understanding of the building and testing of shocks, basic applications of dynamic weight transfer, and use of software programs for chassis setups. Upon completion, students should be able to explain the effect and/or reaction of certain suspension and chassis changes using advanced technology.
Prerequisites: MSM 212
Corequisites: None

## MSM 285 Motorsports Capstone Project $\quad$ On Demand Day $1 \begin{array}{llll}1 & 3 & 2\end{array}$ On Demand Evening

This course provides a capstone experience for the Motorsports Management Technology student. Topics include planning, preparing, and developing a specific motorsports simulated project, including all aspects related to the management of the project. Upon completion, students should be able to document and defend a project, such as a new team startup, major event management, or major sales promotion.
Perequisites: MSM 110 and BUS 137
Corequisites: None

## MUSIC

## $\begin{array}{lllllll}\text { MUS } 110 & \text { Music Appreciation } & \text { F,S Day } & 3 & 0 & 3\end{array}$

 F,S EveningThis course is a basic survey of the music of the Western world. Emphasis is placed on the elements of music, terminology, composers, form, and style within a historical perspective. Upon completion, students should be able to demonstrate skills in basic listening and understanding of the art of music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

## MUS 113 American Music

On Demand Day 303 On Demand Evening
This course introduces various musical styles, influences, and composers of the United States from pre-Colonial times to the present. Emphasis is placed on the broad variety of music particular to American culture. Upon completion, students should be able to demonstrate skills in basic listening and understanding of American music. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: None
Corequisites: None

This course provides an opportunity to gain experience singing in a chorus. Emphasis is placed on vocal techniques and the study and performance of a variety of styles and periods of choral literature. Upon completion, students should be able to demonstrate skills needed to participate in choral singing, leading to performance. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## NETWORKING TECHNOLOGY

〇 NET $110 \begin{array}{lllll}\text { Setworking Concepts } & \begin{array}{l}\text { S Day } \\ \text { S Evening }\end{array} & 2 & 2 & 3\end{array}$
This course introduces students to the networking field. Topics include network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.
Prerequisites: CIS 110 (Local)
Corequisites: None
NET 125 Networking Basics
F Day
143 F Evening
This course introduces the networking field. Emphasis is placed on network terminology and protocols, local-area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP Protocols.
Prerequisites: None
Corequisites: None

## NET 126 Routing Basics <br> F Day <br> 143 F Evening

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.
Prerequisites: NET 125
Corequisites: None

## $\begin{array}{llllll}\text { NET } 175 & \text { Wireless Technology day } & 2 & 2 & 3\end{array}$

On Demand Evening
This course introduces the student to wireless technology and interoperability with different communication protocols. Topics include Wireless Application Protocol (WAP), Wireless Mark-up language (WML), link manager, service discovery protocol, transport layer and frequency band. Upon completion, students should be able to discuss in written and oral form protocols and procedures required for different wireless applications.
Prerequisites: NET 110 or NET 125 or ELN 237 and NET 126 (Local)
Corequisites: None

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.
Prerequisites: NET 126
Corequisites: None

## NET 226 Routing \& Switching II $\quad$ S Day $\quad 1 \begin{array}{lll}1 & 4 & 3\end{array}$ S Evening

This course introduces WAN theory and design, WAN technology, PPP, Frame Relay, ISDN, and additional case studies. Topics include network congestion problems, TCP/ IP transport and network layer protocols, advanced routing and switching configuration, ISDN protocols, and PPP encapsulation operations on a router. Upon completion, students should be able to provide solutions for network routing problems, identify ISDN protocols, and describe the Spanning Tree protocol.
Prerequisites: NET 225
Corequisites: None
$\begin{array}{lllllll}\text { NET } 289 & \text { Networking Project } & \text { S Day } & 1 & 4 & 3\end{array}$ S Evening
This course provides an opportunity to complete a significant networking project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete a project from the definition phase through implementation.
Prerequisites: None
Corequisites: NET 226

## NETWORKING OPERATING SYSTEM

## NOS 110 Operating System Concepts F,S Day $\begin{array}{llll}2 & 3 & 3\end{array}$ F,S Evening

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, and maintenance, using a variety of operating systems.
Prerequisites: None
Corequisites: None

## $\begin{array}{lllllll}\text { NOS } 120 & \text { Linux/UNIX Single User } & \text { F Day } & 2 & 2 & 3\end{array}$ F Evening

This course develops the necessary skills for students to develop both GUI and commandline 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 commandline requirements and desktop productivity roles.
Prerequisites: NOS 110
Corequisites: None

## $\begin{array}{llllll}\text { NOS } 130 & \text { Windows Single User } & 2 & 2 & 3\end{array}$ S Evening

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.
Prerequisites: NOS 110
Corequisites: None

## $\begin{array}{lllllll}\text { NOS } 220 & \text { Linux/UNIX Administration I } & \text { F Day } & 2 & 2 & 3\end{array}$ F Evening

This course introduces the Linux file system, group administration, and system hardware controls. Topics include installation, creation and maintaining file systems, NIS client and DHCP client configuration, NFS, SMB/Samba, Configure X, Gnome, KDE, basic memory, processes, and security. Upon completion, students should be able to perform system administration tasks including installation, configuring and attaching a new Linux workstation to an existing network.
Prerequisites: NOS 120
Corequisites: None

## $\begin{array}{lllllll}\text { NOS } 230 & \text { Windows Administration I } & \text { S Day } & 2 & 2 & 3\end{array}$ <br> S Evening

This course covers the installation and administration of a Windows Server network operating system. Topics include managing and maintaining physical and logical devices, access to resources, the server environment, managing users, computers, and groups, and Managing/Implementing Disaster Recovery. Upon completion, students should be able to manage and maintain a Windows Server environment.
Prerequisites: NOS 130
Corequisites: None

## NURSING

NUR 101 Practical Nursing I
F Day
71211 No Evening
This course introduces concepts as related to the practical nurse's caregiver and disciplinespecific roles. Emphasis is placed on the nursing process, legal/ethical/professional issues, wellness/illness patterns, and basic nursing skills. Upon completion, students should be able to demonstrate beginning understanding of the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Clinical/laboratory experiences will focus on the development of basic skills, medication administration, and understanding the nursing process in the care of medical/surgical clients. This is a diploma-level course.
Prerequisites: Admission to the Practical Nursing program
Corequisites: BIO 163 and PSY 110 (Local)

S Day No Evening

This course includes more advanced concepts as related to the practical nurse's caregiver and discipline-specific roles. Emphasis is placed on the nursing process, delegation, cost effectiveness, legal/ethical/professional issues, and wellness/illness patterns. Upon completion, students should be able to begin participating in the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Clinical experiences will focus on discipline-specific roles in the care of medical and surgical clients. This is a diploma-level course.
Prerequisites: NUR 101, BIO 163, and PSY 110 (Local)
Corequisites: ENG 111 (Local)

## NUR 103 Practical Nursing III

61210 No Evening
This course focuses on use of nursing/related concepts by practical nurses as providers of care/members of discipline in collaboration with health team members. Emphasis is placed on the nursing process, wellness/illness patterns, entry-level issues, accountability, advocacy, professional development, evolving technology, and changing health care delivery systems. Upon completion, students should be able to use the nursing process to promote/maintain/restore optimum health for diverse clients throughout the life span. Clinical experiences will focus on the core of medical-surgical and obstetrical clients and the role of the graduate in a variety of clinical settings. This is a diploma-level course.
Prerequisites: NUR 102 and ENG 111 (Local)
Corequisites: None

## NUR 110 Nursing I <br> F Day <br> $5 \quad 9 \quad 8$ <br> No Evening

This course introduces concepts basic to beginning nursing practice. Emphasis is placed on introducing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate beginning competence in caring for individuals with common alterations in health. Laboratory/clinical experiences will focus on utilization of the nursing process in caring for clients across the life-span in a variety of settings.
Prerequisites: Admission to the Associate Degree Nursing program
Corequisites: ENG 111, BIO 168 and PSY 150 (Local)

## NUR 120 Nursing II <br> S Day <br> $5 \quad 9 \quad 8$

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to participate in the delivery of nursing care for individuals with common alterations in health. Laboratory/clinical experiences will focus on the care of medical and surgical clients.
Prerequisites: ENG 111, BIO 168 and PSY 150 (Local); NUR 110
Corequisites: BIO 169, PSY 241 and ENG 112 (Local)

## NUR 130 Nursing III

This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on expanding the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to deliver nursing care to individuals with common alterations in health. Laboratory/clinical experiences will focus on the care of medical, surgical, and obstetrical clients.
Prerequisites: BIO 169, ENG 112 and PSY 241 (Local); NUR 120 (NUR 187 and NUR 189 are prerequisites for ADN Completion Students Only)
Corequisites: COE 110 or COE 111 or take with NUR 210 (Local)

## NUR 187 Transition Practicum

S Day
062
No Evening
This course provides a clinical practice component designed to assist the licensed practical nurse to transition to the role of the associate degree nurse. Emphasis is placed on developing the nurse's role as provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to demonstrate competency in the delivery of nursing care for individuals with common alterations in health. Clinical experiences are designed to support the theoretical and lab course outcomes in NUR 189.
Prerequisites: Completion of admission criteria to program
Corequisites: NUR 189 (Local)

## NUR 189 Nursing Transition

S Day
132 No Evening
This course is designed to assist the licensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical assessment. Upon completion, students should be able to articulate into the ADN program at the level of the generic student.
Prerequisites: Completion of admission criteria to program (ENG 111, BIO 168 and PSY 150) (Local)
Corequisites: BIO 169, PSY 241, ENG 111 and NUR 187 (Local)

## NUR 210 Nursing IV

F Day
$5 \quad 1510$
No Evening
This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on using collaboration as a provider of care, manager of care, and member of the discipline of nursing. Upon completion, students should be able to modify nursing care for individuals with common alterations in health. Laboratory/clinical experiences will focus on the care of medical, surgical, and psychiatric clients.

## REVISED <br> 2:32 pm, Apr 20, 2007

Prerequisites: NUR 130
Corequisites: BIO 275, COE 110 or COE 111 (Local)

## NUR 220 Nursing V

S Day
$4 \quad 18 \quad 10$ No Evening
This course provides an expanded knowledge base for delivering nursing care to individuals of various ages. Emphasis is placed on the nurse's role as an independent provider and manager of care for a group of individuals and member of a multidisciplinary team. Upon completion, students should be able to provide comprehensive nursing care to a group of individuals with common complex health alterations. Laboratory/clinical experiences include critical care, emergency, rehabilitation, geriatrics, communitybased nursing, and a medical-surgical preceptorship experience.
Prerequisites: BIO 275, COE 110 or COE 111 (Local); NUR 210
Corequisites: Humanities elective (Local)

## OPERATIONS MANAGEMNT

## OMT 226 Facility Security

TBA Day 30
3

This course provides an in-depth review of management's role in maintaining a secure work environment. Topics include entrance procedures, theft of company-owned materials, parking lot security, security devices, disaster preparedness, and handling bomb scares. Upon completion, students should be able to identify the components of a secure work environment and be able to recommend corrective actions.
Prerequisites: None
Corequisites: None
OMT 240 Customers and Products tBa day $\begin{array}{llll}3 & 0 & 3\end{array}$ TBA Evening
This course relates to the design, marketing, and service of a product from recognition of need to the end of its life cycle. Topics include marketing and sales, field service, product design and development, and their interrelationships. Upon completion, students should be able to demonstrate an understanding of customers and products and be prepared for the APICS CIRM examination.
Prerequisites: None
Corequisites: None

## OMT 241 Logistics

| TBA Day | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | :--- | :--- | :--- |
| TBA Evening |  |  |  |

This course presents the market-driven activities necessary to plan and procure materials, control manufacturing, and distribute products to customers throughout the supply chain. Topics include production and inventory control, procurement, distribution, and their interrelationships. Upon completion, students should be able to demonstrate an understanding of logistics and be prepared for the APICS CIRM examination.
Prerequisites: None
Corequisites: None

## OMT 243 Support Functions <br> TBA Day 3 <br> 3 TBA Evening

This course covers the broader activities an organization undertakes to assist its own internal departments. Topics include Total Quality Management, human resources, finance and accounting, information systems, and their interrelationships. Upon completion, students should be able to demonstrate an understanding of support functions and be prepared for the APICS CIRM examination.
Prerequisites: None
Corequisites: None

## OMT 246 Strategic Management of Resources tba Day <br> 202 TBA Evening

This course includes the planning and design of production systems and the selection of appropriate technology. Emphasis is placed on investigation into computerized production technology and appropriate systems to implement the technology. Upon completion, students should be able to demonstrate an understanding of production systems and technology and be prepared for the APICS CPIM examination.
Prerequisites: None
Corequisites: None

## OFFICE SYSTEMS TECHNOLOGY

## OST 122 Office Computations <br> On Demand Day 122

 On Demand EveningThis course introduces the keypad and the touch method using the electronic calculator. Topics include mathematical functions in business applications. Upon completion, students should be able to use the electronic calculator to solve a wide variety of problems commonly encountered in business.
Prerequisites: None
Corequisites: None

## OST 131 Keyboarding <br> F,S,SU Day 122

 F,S Evening (SU On Demand) 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. An acceptable speed is at least 30 wam with no more than five errors for Office Systems Technology and Medical Office Administration majors and 25 wam with no more than five errors for all other programs.Prerequisites: None
Corequisites: None

## OST 132 Keyboard Skill Building F,S Day $1 \begin{array}{llll} & 2 & 2\end{array}$ F,S Evening (SU On Demand)

 This course provides accuracy- and speed-building drills. Emphasis is placed on diagnostic tests to identify accuracy and speed deficiencies followed by corrective drills. Upon completion, students should be able to keyboard rhythmically with greater accuracy and speed.Prerequisites: OST 131 (Local)
Corequisites: None

## OST 134 Text Entry \& Formatting F,S,SU Day $\begin{array}{llll}2 & 2 & 3\end{array}$ <br> F,S Evening (SU On Demand)

This course is designed to provide the skills needed to increase speed, improve accuracy, and format documents. Topics include letters, memos, tables, and business reports. Upon completion, students should be able to produce mailable documents and key timed writings at speeds commensurate with employability.
Prerequisites: OST 131 (Local)
Corequisites: None

## OST 135 Adv. Text Entry \& Formatting F,S,SU Day $3 \quad 24$

F,S Evening (SU On Demand)
This course is designed to incorporate computer application skills in the generation of office documents. Emphasis is placed on the production of letters, manuscripts, business forms, tabulation, legal documents, and newsletters. Upon completion, students should be able to make independent decisions regarding planning, style, and method of presentation.
Prerequisites: OST 134
Corequisites: None

## - OST 136 Word Processing <br> F,S Day (SU On Demand) 122 <br> F,S Evening (SU On Demand)

This course introduces word processing concepts and applications. Topics include preparation of a variety of documents and mastery of specialized software functions. Upon completion, students should be able to work effectively in a computerized word processing environment. Students will use the most current Word software package in this course. Prerequisites: OST 131 or acceptable keyboarding test score (Local)
Corequisites: None

## O OST 137 Office Software Applications F Day $\quad 1 \quad 2 \quad 2$ F On Demand Evening

This course introduces the concepts and functions of software that meets the changing needs of the community. Emphasis is placed on the terminology and use of software through a hands-on approach. Upon completion, students should be able to use software in a business environment. Students will use the most current Microsoft Office software package in this course.
Prerequisites: OST 131 (Local)
Corequisites: None

## OST 141 Medical Terminology I-Med. Office $\begin{array}{lllll}\text { Day } & 3 & 0 & 3\end{array}$ F On Demand Evening

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.
Prerequisites: None
Corequisites: None
OST 142 Medical Terminology II-Med. Offices Day $\quad \begin{array}{lll}3 & 0 & 3\end{array}$ S On Demand Evening
This course is a continuation of OST 141 and continues the study, using a languagestructure approach of medical office terminology and vocabulary. Topics include word parts that relate to systemic components, conditions, pathology, and disorder remediation in the remaining systems of the human body. Upon completion, students should be able to relate words to systems, pluralize, define, pronounce, and construct sentences with the included terms.
Prerequisites: OST 141 (Local)
Corequisites: None

## OST 148 Medical Coding, Billing, and Insurance s Day $\quad 3 \quad 0 \quad 3$

 On Demand EveningThis course introduces CPT and ICD coding as they apply to medical insurance and billing. Emphasis is placed on accuracy in coding, forms preparation, and posting. Upon completion, students should be able to describe the steps of the total billing cycle and explain the importance of accuracy.
Prerequisites: OST 141 (Local)
Corequisites: None

## OST 149 Medical Legal Issues

$3 \quad 0 \quad 3$
On Demand Evening
This course introduces the complex legal, moral, and ethical issues involved in providing healthcare 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.
Prerequisites: None
Corequisites: None

## OST 164 Text Editing Applications $\quad$ F Day $\quad 3 \quad 0 \quad 3$ On Demand Evening

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## OST 241 Medical Office Transcription I <br> F,S Day <br> 122 <br> On Demand Evening

This course introduces machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as vocabulary building. Upon completion, students should be able to prepare accurate and usable transcripts of voice recordings in the covered specialties.
Prerequisites: OST 164 (Local); MED 121 or OST 141
Corequisites: OST 136
OST 242 Medical Office Transcription II F,S Day $\begin{array}{lllll}1 & 2 & 2\end{array}$ On Demand Evening
This course continues building machine transcription techniques as applied to medical documents. Emphasis is placed on accurate transcription, proofreading, and use of reference materials as well as continued proofreading/editing skills and vocabulary building. Upon completion, students should be able to perform competently in preparing accurate and usable transcripts of voice recordings in the covered specialties.
Prerequisites: OST 241
Corequisites: None

## OST 243 Medical Office Simulation $\quad$ s Day $\quad 2 \begin{array}{lll}2 & 2 & 3\end{array}$ On Demand Evening

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.
Prerequisites: OST 131, OST 142, OST 241 (Local), and OST 148
Corequisites: None
OST 244 Medical Document Production $\quad$ TBA Day $\quad 1 \quad 2 \quad 2$ TBA Evening
This course provides production-level skill development in processing medical documents. Emphasis is placed on producing mailable documents through the use of medicalrelated materials. Upon completion, students should be able to perform competently in preparing accurate, correctly formatted, and usable documents.
Prerequisites: OST 134; and OST 142 and OST 241 (Local)
Corequisites: None
OST 247 CPT Coding in the Med. Office $\begin{array}{llllll} & \text { Fay } & 1 & 2 & 2\end{array}$ On Demand Evening
This course provides in-depth coverage of procedural coding. Emphasis is placed on CPT and HCPCS rules for Medicare billing. Upon completion, students should be able to properly code procedures and services performed by physicians in ambulatory settings. Prerequisites: MED 122 or OST 142
Corequisites: None

## OST 284 Emerging Technologies $\quad$ TBA Day $\quad 1 \begin{array}{lll}1 & 2 & 2\end{array}$ TBA Evening

This course provides opportunities to explore emerging technologies. Emphasis is placed on identifying, researching, and presenting current technological topics for class consideration and discussion. Upon completion, students should be able to understand the importance of keeping abreast of technological changes that affect the office professional.
Prerequisites: None
Corequisites: None

## OST 286 Professional Development

F Day 3 0
3
On Demand Evening
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.
Prerequisites: OST 131 and OST 136 (Local)
Corequisites: None
OST 289 Office Systems Management $\quad$ S Day $\quad 2 \begin{array}{llll}2 & 2 & 3\end{array}$ On Demand Evening
This course provides a capstone course for the office professional. Topics include administrative office procedures, imaging, communication techniques, ergonomics, and equipment utilization. Upon completion, students should be able to function proficiently in the changing office environment.
Prerequisites: OST 164 and either OST 134 or OST 136
Corequisites: None

## PHYSICAL EDUCATION

## PED 111 Physical Fitness I

On Demand Day $0 \quad 3 \quad 1$ On Demand Evening
This course provides an individualized approach to physical fitness, utilizing the five major components. Emphasis is placed on the scientific basis for setting up and engaging in personalized physical fitness programs. Upon completion, students should be able to set up and implement an individualized physical fitness program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

## PED 113 Aerobics I

On Demand Day $0 \quad 3 \quad 1$ On Demand Evening
This course introduces a program of cardiovascular fitness involving continuous, rhythmic exercise. Emphasis is placed ondeveloping cardiovascularefficiency, strength, andflexibility, and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## PED 117 Weight Training I

On Demand Day $0 \quad 3 \quad 1$ On Demand Evening
This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## PED 121 Walk, Jog, Run <br> On Demand Day $0 \quad 3 \quad 1$ No Evening

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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## PED 122 Yoga I

On Demand Day $0 \quad 2 \quad 1$ On Demand Evening
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 to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## PED 128 Golf - Beginning <br> On Demand Day $0 \quad 2 \quad 1$ No Evening

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate a knowledge of the rules and etiquette of golf. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## PED 142 Lifetime Sports

On Demand Day 0
21
On Demand Evening
This course is designed to give an overview of a variety of sports activities. Emphasis is placed on the skills and rules necessary to participate in a variety of lifetime sports. Upon completion, students should be able to demonstrate an awareness of the importance of participating in lifetime sports activities. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## PED 217 Pilates I

On Demand Day $0 \quad 2 \quad 1$
On Demand Evening
This course provides an introduction to the pilates method of body conditioning exercise. Topics include instruction in beginning and intermediate pilates exercises using a mat or equipment, history of the pilates method, and relevant anatomy and physiology. Upon completion, students should be able to perform beginning and intermediate exercises, and possess an understanding of the benefits of conditioning the body's core muscles. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## PHILOSOPHY

ロ PHI 210 History of Philosophy
On Demand Day 303
On Demand Evening
This course introduces fundamental philosophical issues through a historical perspective. Emphasis is placed on such figures as Plato, Aristotle, Lao-Tzu, Confucius, Augustine, Aquinas, Descartes, Locke, Kant, Wollstonecraft, Nietzsche, and Sartre. Upon completion, students should be able to identify and distinguish among the key positions of the philosophers studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: ENG 111
Corequisites: None

## PHI 220 Western Philosophy I

On Demand Day 303 On Demand Evening
This course covers Western intellectual and philosophic thought from the early Greeks through the medievalists. Emphasis is placed on such figures as the pre-Socratics, Plato, Aristotle, Epicurus, Epictetus, Augustine, Suarez, Anselm, and Aquinas. Upon completion, students should be able to trace the development of leading ideas regarding reality, knowledge, reason, and faith. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. Prerequisites: ENG 111
Corequisites: None

## PHI 221 Western Philosophy II On Demand Day 3 0 3 On Demand Evening

This course covers Western intellectual and philosophic thought from post-medievalists through recent thinkers. Emphasis is placed on such figures as Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, Hegel, Marx, Mill, and representatives of pragmatism, logical positivism, and existentialism. Upon completion, students should be able to trace the development of leading ideas concerning knowledge, reality, science, society, and the limits of reason. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: ENG 111
Corequisites: None
PHI 230 Introduction to Logic
On Demand Day $3 \quad 0 \quad 3$ No Evening
This course introduces basic concepts and techniques for distinguishing between good and bad reasoning. Emphasis is placed on deduction, induction, validity, soundness, syllogisms, truth functions, predicate logic, analogical inference, common fallacies, and scientific methods. Upon completion, students should be able to analyze arguments, distinguish between deductive and inductive arguments, test validity, and appraise inductive reasoning. This course has been approved to satisfy the Comprehensive Articulation general education core requirement in humanities/fine arts. This course may meet the SACS humanities requirement for AAS degree programs.
Prerequisites: MAT 070 or acceptable placement test score (Local) and ENG 111 Corequisites: None

## PHI 240 Introduction to Ethics

On Demand Day $\mathbf{3}$
3
On Demand Evening
This course introduces theories about the nature and foundations of moral judgments and applications to contemporary moral issues. Emphasis is placed on utilitarianism, rulebased ethics, existentialism, relativism versus objectivism, and egoism. Upon completion, students should be able to apply various ethical theories to individual moral issues such as euthanasia, abortion, crime and punishment, and justice. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.
Prerequisites: ENG 111
Corequisites: None

## PHYSICS

## PHY 110 Conceptual Physics

$\begin{array}{llll}\mathrm{s}, \mathrm{SU} \text { Day } & 3 & \mathbf{0} & \mathbf{3}\end{array}$
On Demand Evening
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: None
Corequisites: None

## PHY 110A Conceptual Physics Lab

S,SU Day $0 \quad 2 \quad 1$ On Denand Evening
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics.
Prerequisites: None
Corequisites: PHY 110

## PHY 131 Physics-Mechanics F Day $\begin{array}{llll}3 & 2 & 4\end{array}$ No Evening

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, 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. Prerequisites: MAT 121, MAT 161, MAT 171, or MAT 175
Corequisites: None

## PHY 132 Physics-Electricity \& Magnetism s Day

$3 \quad 2 \quad 4$
This algebra/trigonometry-based course is a study of fundamental physical concepts as applied to engineering technology fields. Topics include systems of units, problemsolving methods, graphical analysis, waves, electricity, magnetism, circuits, transformers, motors, and generators. Upon completion, students should be able to apply the principles studied to applications in engineering technology fields.
Prerequisites: PHY 131
Corequisites: None

## PHY 151 College Physics I

SU Day
$3 \quad 2 \quad 4$
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include units and measurement, vectors, linear kinematics and dynamics, energy, power, momentum, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 161 or MAT 171 or MAT 175
Corequisites: None

## PHY 152 College Physics II

> F,S Day.

324 No Evening
This course uses algebra- and trigonometry-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct-current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: PHY 151
Corequisites: None

## PHY 251 General Physics I

 concepts that describe the physical world. Topics include units and measurement, vector operations, linear kinematics and dynamics, energy, power, momentum, rotational mechanics, periodic motion, fluid mechanics, and heat. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.Prerequisites: MAT 271
Corequisites: MAT 272

## PHY 252 General Physics II

$3 \quad 3 \quad 4$ TBA Evening
This course uses calculus-based mathematical models to introduce the fundamental concepts that describe the physical world. Topics include electrostatic forces, electric fields, electric potentials, direct current circuits, magnetostatic forces, magnetic fields, electromagnetic induction, alternating current circuits, and light. Upon completion, students should be able to demonstrate an understanding of the principles involved and display analytical problem-solving ability for the topics covered. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in natural sciences/mathematics. This course may satisfy a general education requirement for Catawba College.
Prerequisites: MAT 272 and PHY 251
Corequisites: None

## POLITICAL SCIENCE

## POL 110 Introduction to Political Science TBA Day 30 3 TBA Evening

This course introduces basic political concepts used by governments and addresses a wide range of political issues. Topics include political theory, ideologies, legitimacy, and sovereignty in democratic and non-democratic systems. Upon completion, students should be able to discuss a variety of issues inherent in all political systems and draw logical conclusions in evaluating these systems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

\section*{POL 120 American Government <br> | TBA Day |  |  |  |
| :--- | :--- | :--- | :--- |
| TBA Evening | $\mathbf{3}$ | $\mathbf{0}$ | $\mathbf{3}$ | <br> This course is a study of the origins, development, structure, and functions of American} national government. Topics include the constitutional framework, federalism, the three branches of government including the bureaucracy, civil rights, and liberties, political participation and behavior, and policy formation. Upon completion, students should be able to demonstrate an understanding of the basic concepts and participatory processes of the American political system. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences. This course may satisfy a general education requirement for Catawba College.

Prerequisites: None
Corequisites: None

## POL 130 State \& Local Government $\quad$ On Demand Day 3003 On Demand Evening

This course includes state and local political institutions and practices in the context of American federalism. Emphasis is placed on procedural and policy differences as well as political issues in state, regional, and local governments of North Carolina. Upon completion, students should be able to identify and discuss various problems associated with intergovernmental politics and their effect on the community and the individual. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: None
Corequisites: None

## POL 210 Comparative Government

This course provides a cross-national perspective on the government and politics of contemporary nations such as Great Britain, France, Germany, and Russia. Topics include each country's historical uniqueness, key institutions, attitudes and ideologies, patterns of interaction, and current political problems. Upon completion, students should be able to identify and compare various nations’ governmental structures, processes, ideologies, and capacity to resolve major problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: None
Corequisites: None

## POL 220 International Relations

This course provides a study of the effects of ideologies, trade, armaments, and alliances on relations among nation-states. Emphasis is placed on regional and global cooperation and conflict, economic development, trade, non-governmental organizations, and international institutions such as the World Court and UN. Upon completion, students should be able to identify and discuss major international relationships, institutions, and problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: None
Corequisites: None

## PSYCHOLOGY

## PSY 101 Applied Psychology $\quad \begin{aligned} & \text { TBA Day } \\ & \end{aligned}$

This course introduces the basic principles of psychology as they apply to daily life. Topics include perception, emotions, motivation, adjustment, behavior management, communication, and related topics that promote growth and development on the job and in one's personal life. Upon completion, students should be able to apply the principles learned in this class to everyday living. This course is intended for diploma programs. Prerequisites: None
Corequisites: None

## PSY 110 Life Span Development $\quad$ F Day $\quad 3 \quad 0 \quad 3$ TBA Evening

This course provides an introduction to the study of human growth and development. Emphasis is placed on the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span and apply this knowledge to their specific field of study. Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

## PSY 118 Interpersonal Psychology <br> SU Day <br> 30 <br> 3 <br> TBA Evening

This course introduces the basic principles of psychology as they relate to personal and professional development. Emphasis is placed on personality traits, communication/ leadership styles, effective problem solving, and cultural diversity as they apply to personal and work environments. Upon completion, students should be able to demonstrate an understanding of these principles of psychology as they apply to personal and professional development.
Prerequisites: None
Corequisites: None

## - $\frac{1}{\square}$ PSY 150 General Psychology

| F,S,SU Day | $\mathbf{3}$ | $\mathbf{0}$ |
| :--- | :--- | :--- |
| F,S Evening (SU On |  |  |

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## PSY 211 Psychology of Adjustment $\quad$ TBA Day $\quad 3 \quad 0 \quad 3$

 TBA EveningThis course introduces the study of the adjustment process focusing on contemporary challenges individuals must deal with in everyday life. Topics include theories of behavior, career choices, self-understanding, coping mechanisms, human relationships, intimacy, sociocultural factors influencing healthy personal adjustment, and other related topics. Upon completion, students should be able to demonstrate an awareness of the processes of adjustment. This course has been approved to satisfy the Comprehensive Articulation Agreementfor transferability as a pre-major and/or elective course requirement. Prerequisites: PSY 150 Corequisites: None

## PSY 231 Forensic Psychology $\quad$ TBA Day $\quad 3 \quad 0 \quad 3$

 TBA EveningThis course introduces students to concepts which unite psychology and the legal system. Topics include defining competency, insanity, involuntary commitment as well as introducing forensic assessment techniques, such as interviewing process, specialized assessments, and collecting collateral information. Upon completion, students should be able to demonstrate knowledge in areas of forensic psychology: risk assessment, criminal competencies, insanity, psychopathology, and mentally disordered offenders. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: PSY 150
Corequisites: None

## PSY 237 Social Psychology TBA Day $\begin{array}{llll}3 & \mathbf{0} & \mathbf{3}\end{array}$ TBA Evening

This course introduces the study of individual behavior within social contexts. Topics include affiliation, attitude formation and change, conformity, altruism, aggression, attribution, interpersonal attraction, and group behavior. Upon completion, students should be able to demonstrate an understanding of the basic principles of social influences on behavior. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: PSY 150 or SOC 210
Corequisites: None

## PSY 239 Psychology of Personality $\quad$ TBA Day $\begin{array}{lllll}3 & 0 & 3\end{array}$

 TBA EveningThis course covers major personality theories and personality research methods. Topics include psychoanalytic, behavioristic, social learning, cognitive, humanistic, and trait theories including supporting research. Upon completion, students should be able to compare and contrast traditional and contemporary approaches to the understanding of individual differences in human behavior. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.
Prerequisites: PSY 150
Corequisites: None

## PSY 241 Developmental Psychology

F,S Day
TBA Eveni

303
This course is a study of human growth and development. Emphasis is placed on major theories and perspectives as they relate to the physical, cognitive, and psychosocial aspects of development from conception to death. Upon completion, students should be able to demonstrate knowledge of development across the life span. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: PSY 150
Corequisites: None

## PSY 249 Psychology of Aging <br> $3 \quad 0 \quad 3$ TBA Evening

This course covers the particular needs and behaviors of the maturing adult. Emphasis is placed on psychosocial processes; biological and intellectual aspects of aging; adjustments to retirement, dying, bereavement; and the stereotypes and misconceptions concerning the elderly. Upon completion, students should be able to show an understanding of the psychological factors related to the aging process. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: PSY 150
Corequisites: None

## PSY 259 Human Sexuality <br> TBA Day 3 <br> 3

 TBA EveningThis course provides the biological, psychological, and sociocultural aspects of human sexuality and related research. Topics include reproductive biology, sexual and psychosexual development, sexual orientation, contraception, sexually transmitted diseases, sexual disorders, theories of sexuality, and related issues. Upon completion, students should be able to demonstrate an overall knowledge and understanding of human sexuality. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: PSY 150
Corequisites: None

## PSY 281 Abnormal Psychology

| F, S Day | 3 | $\mathbf{0}$ | $\mathbf{3}$ |
| :--- | :--- | :--- | :--- |
| (SU On Demand) |  |  |  |
| TBA Evening |  |  |  |

This course provides an examination of the various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/ behavioral sciences.
Prerequisites: PSY 150
Corequisites: None

## RADIOGRAPHY

## RAD 110 Radiography Intro. \& Patient Care F Day <br> 233 No Evening

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.
Prerequisites: None
Corequisites: RAD 111 and RAD 151

## $\begin{array}{lllllll}\text { RAD } 111 & \text { Radiographic Procedures I } & \text { F Day } & 3 & 3 & 4\end{array}$ No Evening

This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the chest, abdomen, extremities, spine, and pelvis. Upon completion, students should be able to demonstrate competence in these areas. Selected studies of the abdomen utilizing contrast media will be introduced.
Prerequisites: None
Corequisites: RAD 110 and RAD 151

## RAD 112 Radiographic Procedures II

S Day
$3 \quad 3 \quad 4$ No Evening
This course provides the knowledge and skills necessary to perform standard radiographic procedures. Emphasis is placed on radiography of the skull, bony thorax, and gastrointestinal, biliary, and urinary systems. Upon completion, students should be able to demonstrate competence in these areas.
Prerequisites: RAD 110, RAD 111, and RAD 151
Corequisites: None

## RAD 121 Radiographic Imaging I <br> S Day <br> 233 <br> No Evening

This course covers factors of image quality and methods of exposure control. Topics include density, contrast, recorded detail, distortion, technique charts, manual and automatic exposure control, and tube rating charts. Upon completion, students should be able to demonstrate an understanding of exposure control and the effects of exposure factors on image quality.
Prerequisites: RAD 110, RAD 111, and RAD 151
Corequisites: None

## RAD 122 Radiographic Imaging II <br> SU Day <br> 132 <br> No Evening

This course covers image receptor systems and processing principles. Topics include film, film storage, processing, intensifying screens, grids, and beam limitation. Upon completion, students should be able to demonstrate the principles of selection and usage of imaging accessories to produce quality images.
Prerequisites: RAD 112, RAD 121, and RAD 161
Corequisites: RAD 131 and RAD 171

## RAD 131 Radiographic Physics I

SU Day
132
No Evening
This course introduces the fundamental principles of physics that underlie diagnostic Xray production and radiography. Topics include electromagnetic waves, electricity and magnetism, electrical energy, and power and circuits as they relate to radiography. Upon completion, students should be able to demonstrate an understanding of basic principles of physics as they relate to the operation of radiographic equipment.
Prerequisites: None
Corequisites: None
RAD 151 RAD Clinical Education I
F Day
062 No Evening
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.
Prerequisites: None
Corequisites: RAD 110 and RAD 111

## RAD 161 RAD Clinical Education II $\quad$ S Day $\quad 0 \quad 15 \quad 5$ No Evening

This course provides additional experience in patient management and in more complex radiographic procedures. Emphasis is placed on mastering positioning of the spine, pelvis, head and neck, and thorax, and adapting procedures to meet patient variations. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisites: RAD 110, RAD 111, and RAD 151
Corequisites: RAD 112 and RAD 121

## RAD 171 RAD Clinical Education III $\quad$ SU Day $\quad 0 \quad 124$ <br> No Evening

This course provides experience in patient management specific to fluoroscopic and advanced radiographic procedures. Emphasis is placed on applying appropriate technical factors to all studies and mastering positioning of gastrointestinal and urological studies. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisites: RAD 112, RAD 121, and RAD 161
Corequisites: RAD 122 and RAD 131

## RAD 211 Radiographic Procedures III $\underset{\substack{\text { F Day } \\ \text { No Evening }}}{\substack{\text { D }}} \begin{array}{llll} & 3 & 3\end{array}$

This course provides the knowledge and skills necessary to perform standard and specialty radiographic procedures. Emphasis is placed on radiographic specialty procedures, pathology, and advanced imaging. Upon completion, students should be able to demonstrate competence in these areas.
Prerequisites: RAD 122
Corequisites: RAD 231, RAD 241 and RAD 251

## RAD 231 Radiographic Physics II

F Day
132
No Evening
This course continues the study of physics that underlie diagnostic X-ray production and radiographic and fluoroscopic equipment. Topics include X-ray production, electromagnetic interactions with matter, X-ray devices, and equipment circuitry. Upon completion, students should be able to demonstrate an understanding of the application of physical concepts as related to image production.
Prerequisites: RAD 171 or RAD 131
Corequisites: None

## RAD 241 Radiobiology Protection <br> F Day 20 2 No Evening

This course covers the principles of radiation protection and radiobiology. Topics include the effects of ionizing radiation on body tissues, protective measures for limiting exposure to the patient and personnel, and radiation monitoring devices. Upon completion, students should be able to demonstrate an understanding of the effects and uses of radiation in diagnostic radiology.
Prerequisites: RAD 122, RAD 131, and RAD 171
Corequisites: RAD 211, RAD 231 and RAD 251

## RAD 245 Radiographic Quality Management s Day $\begin{array}{llll}1 & 3 & 2\end{array}$ No Evening

This course provides an overview of imaging concepts and introduces methods of quality assurance. Topics include a systematic approach for image evaluation and analysis of imaging service and quality assurance. Upon completion, students should be able to establish and administer a quality assurance program and conduct a critical review of images.
Prerequisites: RAD 211, RAD 231, RAD 241 and RAD 251
Corequisites: RAD 261

## RAD 251 RAD Clinical Education IV <br> F Day <br> $0 \quad 217$ <br> No Evening

This course provides the opportunity to continue mastering all basic radiographic procedures and to attain experience in advanced areas. Emphasis is placed on equipment operation, pathological recognition, pediatric and geriatric variations, and a further awareness of radiation protection requirements. Upon completion, students should be able to demonstrate successful completion of clinical objectives.
Prerequisites: RAD 122, RAD 131, and RAD 171
Corequisites: RAD 211, RAD 231 and RAD 241

## RAD 261 RAD Clinical Education V $\quad$ S Day $\quad 0 \quad 217$ No Evening

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.
Prerequisites: RAD 251
Corequisites: RAD 245

## RAD 271 Radiography Capstone $\quad$ S Day $\quad 0 \quad 3 \quad 1$ No Evening

This course provides an opportunity to exhibit problem-solving skills required for certification. Emphasis is placed on critical thinking and integration of didactic and clinical components. Upon completion, students should be able to demonstrate the knowledge required of any entry-level radiographer.
Prerequisites: RAD 211, RAD 231, RAD 241, RAD 251
Corequisites: RAD 245, RAD 261

## READING

## $\begin{array}{lllllll}\text { RED } 080 & \text { Introduction to College Reading } & \text { F,S,SU Day } & 3 & 2 & 4\end{array}$ F,S,SU Evening

This course introduces effective reading and inferential thinking skills in preparation for RED 090. Emphasis is placed on vocabulary, comprehension, and reading strategies. Upon completion, students should be able to determine main ideas and supporting details, recognize basic patterns of organization, draw conclusions, and understand vocabulary in context. This course does not satisfy the developmental reading prerequisite for ENG 111 or ENG 111A. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course. Prerequisites: RED 070 or ENG 075 or appropriate placement test score Corequisites: None

## RED 090 Improved College Reading $\quad \underset{\text { F,S,SU Day }}{\substack{\text { FS }}} \begin{array}{llll}3 & 2 & 4\end{array}$

This course is designed to improve reading and critical thinking skills. Topics include vocabulary enhancement; extracting implied meaning; analyzing the author's purpose, tone, and style; and drawing conclusions and responding to written material. Upon completion, students should be able to comprehend and analyze college-level reading material. This course satisfies the developmental reading prerequisite for ENG 111 or ENG 111A. This course is designed to prepare students for college level work and will not satisfy credit hours for any degree, diploma or certificate program. This course will not transfer to a four-year institution but will transfer to any of the community colleges within the N.C. Community College System; however, it will not satisfy any degree, diploma or certificate requirements at the receiving institution. Credit earned for this course will only satisfy the prerequisites for entry into a curriculum level course. Prerequisites: RED 080 or ENG 085 or appropriate placement test score Corequisites: None

## RELIGION

- REL 110 World Religions

On Demand Day 303 On Demand Evening
This course introduces the world's major religious traditions. Topics include Primal religions, Hinduism, Buddhism, Islam, Judaism, and Christianity. Upon completion, students should be able to identify the origins, history, beliefs, and practices of the religions studied. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

# REL 211 Introduction to Old Testament F Day $\quad 3 \quad 0 \quad 3$ F Evening 

This course is a survey of the literature of the Hebrews with readings from the law, prophets, and other writings. Emphasis is placed on the use of literary, historical, archeological, and cultural analysis. Upon completion, students should be able to use the tools of critical analysis to read and understand Old Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None
REL 212 Introduction to New Testament $\begin{array}{lllll}\substack{S \\ \text { S } \\ \text { D Evening }} & 3 & \mathbf{0} & \mathbf{3}\end{array}$
This course is a survey of the literature of first-century Christianity with readings from the gospels, Acts, and the Pauline and pastoral letters. Topics include the literary structure, audience, and religious perspective of the writings, as well as the historical and cultural context of the early Christian community. Upon completion, students should be able to use the tools of critical analysis to read and understand New Testament literature. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None
REL 221 Religion in America $\quad$ On Demand Day 30003 No Evening
This course is an examination of religious beliefs and practice in the United States. Emphasis is placed on mainstream religious traditions and non-traditional religious movements from the Colonial period to the present. Upon completion, students should be able to recognize and appreciate the diversity of religious traditions in America. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.

## REVISED

12:01 pm, Jun 29, 2007
Prerequisites: None
Corequisites: None

## REAL ESTATE

## RLS 112 Real Estate Broker Prelicensing $\begin{array}{lllll}\text { F,S Day } & 5 & 0 & 5\end{array}$ F,S Evening

This course provides basic instruction in real estate principles and practices. Topics include law, finance, brokerage, closing, valuation, management, taxation, mathematics, construction, land use, property insurance, and NC License Law and Commission Rules. Upon completion, students should be able to demonstrate basic knowledge and skills necessary for real estate sales. Successful completion of this course will enable students to take the North Carolina Real Estate Commission’s licensing examination.
Prerequisites: None
Corequisites: None

## RLS 113 Real Estate Mathematics

On Demand Day 2002 On Demand Evening
This course provides basic instruction in business mathematics applicable to real estate situations. Topics include area computations, percentage of profit/loss, bookkeeping and accounting methods, appreciation and depreciation, financial calculations and interest yields, property valuation, insurance, taxes, and commissions. Upon completion, students should be able to demonstrate proficiency in applied real estate mathematics. Prerequisites: None
Corequisites: None

## INFORMATION SYSTEMS SECURITY

## - SEC 110 Security Concepts <br> $\begin{array}{llll}\text { Internet Only } & \mathbf{3} & \mathbf{0} & 3\end{array}$

This course introduces the concepts and issues related to securing information systems and the development of policies to implement information security controls. Topics include the historical view of networking and security, security issues, trends, security resources, and the role of policy, people, and processes in information security. Upon completion, students should be able to identify information security risks, create an information security policy, and identify processes to implement and enforce policy.
Prerequisites: None
Corequisites: None

## SEC 150 Secure Communications <br> S Day <br> $2 \quad 23$ <br> S Evening

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.
Prerequisites: SEC 110 and NET 110 or NET 125
Corequisites: None

## SEC 160 Secure Administration I $\quad$ SU Day $\quad 2 \begin{array}{lll}2 & 2\end{array}$

 SU EveningThis course provides an overview of security administration and fundamentals of designing security architectures. Topics include networking technologies, TCP/IP

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11:05 am, Jul 02, 2007 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.
Prerequisites: SEC 110 and NET 110 or NET 125
Corequisites: None

## SEC 210 Intrusion Detection $\quad$ F Day $\quad 2 \quad 2 \quad 3$ F Evening

This course introduces the student to intrusion detection methods in use today. Topics include the types of intrusion detection products, traffic analysis, and planning and placement of intrusion detection solutions. Upon completion, students should be able to plan and implement intrusion detection solution for networks and host based systems. Prerequisites: SEC 160
Corequisites: None


#### Abstract

SEC 220 Defense In-Depth F Day 223 F Evening This course introduces students to the concepts of defense in-depth, a security industry best practice. Topics include firewalls, backup systems, redundant systems, disaster recovery, and incident handling. Upon completion, students should be able to plan effective information security defenses, backup systems, and disaster recovery procedures. This course is restricted to the Information Systems Security, the Information Systems Security/Operating Systems, and the Information Systems Security/Security Hardware curriculums. Prerequisites: None Corequisites: SEC 160


## SEC 289 Security Capstone Project $\quad$ S Day $\quad 1 \quad 4 \quad 3$ S Evening

This course provides the student the opportunity to put into practice all the skills learned to this point. Emphasis is placed on security policy, process planning, procedure definition, business continuity, and systems security architecture. Upon completion, students should be able to design and implement comprehensive information security architecture from the planning and design phase through implementation. This course is restricted to the Information Systems Security, the Information Systems Security/Operating Systems, and the Information Systems Security/Security Hardware curriculums.
Prerequisites: SEC 220
Corequisites: None

## SOCIOLOGY

SOC 100 Concepts in Sociology $\quad$ TBA Day $\quad 3 \quad 0 \quad 3$ TBA Evening
This course examines the basic concepts of sociology from the perspective of the individual as a member of society. Topics include an understanding of society, culture, collective behavior, community life, social institutions, social change, and the effect of social life on human behavior. Upon completion, students should be able to demonstrate knowledge of the impact of social interaction on institutions, groups, and individuals. This course is intended for certificate and diploma programs.
Prerequisites: None
Corequisites: None

[^6]This course covers the institution of the family and other intimate relationships. Emphasis is placed on mate selection, gender roles, sexuality, communication, power and conflict, parenthood, diverse lifestyles, divorce and remarriage, and economic issues. Upon completion, students should be able to analyze the family as a social institution and the social forces which influence its development and change. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## SOC 220 Social Problems <br> $\begin{array}{llll}\text { TBA Day } & 3 & 0 & 3\end{array}$ TBA Evening

This course provides an in-depth study of current social problems. Emphasis is placed on causes, consequences, and possible solutions to problems associated with families, schools, workplaces, communities, and the environment. Upon completion, students should be able to recognize, define, analyze, and propose solutions to these problems. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None
$3 \quad 0 \quad 3$ TBA Evening
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 to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: SOC 210 or Instructor Approval (Local)
Corequisites: None

## SOC 230 Race and Ethnic Relations tba day $\begin{array}{llll}3 & 0 & 3\end{array}$ TBA Evening

This course includes an examination of the various aspects of race and ethnicity and how these lead to different experiences, opportunities, problems, and contributions. Topics include prejudice, discrimination, perceptions, myths, stereotypes, and intergroup relationships. Upon completion, students should be able to identify and analyze relationships among racial and ethnic groups within the larger society. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: RED 090 or appropriate placement score or ENG 111 (Local)
Corequisites: None

This course examines contemporary roles in society with special emphasis on recent changes. Topics include sex role socialization, myths and stereotypes, and gender issues related to family, work, and power. Upon completion, students should be able to analyze modern relationships between men and women. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local)
Corequisites: None

## SOC 240 Social Psychology

TBA Day 3003
TBA Evening
This course examines the influence of culture and social groups on individual behavior and personality. Emphasis is placed on the process of socialization, communication, conformity, deviance, interpersonal attraction, intimacy, race and ethnicity, small group experiences, and social movements. Upon completion, students should be able to identify and analyze cultural and social forces that influence the individual in a society. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences.
Prerequisites: PSY 150 or SOC 210 or Instructor Approval (Local)
Corequisites: None

## $\begin{array}{llllll}\text { SOC } 242 & \text { Sociology of Deviance } & \text { TBA Day } & 3 & 0 & 3\end{array}$ TBA Evening

This course provides an overview of deviant behavior and the processes involved in its definition, causation, prevention, control, and treatment. Topics include theories of causation, social control, delinquency, victimization, criminality, the criminal justice system, punishment, rehabilitation, and restitution. Upon completion, students should be able to identify and analyze issues surrounding the nature and development of social responses to deviance. This course has been approved to satisfy the Comprehensive Articulation Agreementfor transferability as a pre-major and/or elective course requirement. Prerequisites: SOC 210 or Instructor Approval (Local)
Corequisites: None
$\begin{array}{lllllll}\text { SOC } 250 & \text { Sociology of Religion } & \text { TBA Day } & 3 & 0 & 3\end{array}$ This course examines religion from a sociological perspective as part and product of human society. Topics include the origins, development, and functions of belief systems; religious organizations; conversion; and interactions with politics, the economy, science, and the class system. Upon completion, students should be able to describe and analyze religious systems. This course has been approved to satisfy the Comprehensive Articulation Agreement for transferability as a pre-major and/or elective course requirement.
Prerequisites: SOC 210 or Instructor Approval (Local)
Corequisites: None

## SPANISH

## SPA 111 Elementary Spanish I F,S Day (SU On Demand) $\begin{array}{lllll}3 & 0 & 3\end{array}$ F Evening (S On Demand)

This course introduces the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the development of basic listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with grammatical accuracy to spoken and written Spanish and demonstrate cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts;

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9:04 am, Nov 12, 2007 however, this course does not meet the SACS humanities/fine arts requirement in A.A.S. or diploma programs that require only one humanities/fine arts course. This course may satisfy a general education requirement for Catawba College.
Prerequisites: None
Corequisites: None

## SPA 112 Elementary Spanish II

This course is a continuation of SPA 111 focusing on the fundamental elements of the Spanish language within a cultural context. Emphasis is placed on the progressive development of listening, speaking, reading, and writing skills. Upon completion, students should be able to comprehend and respond with increasing proficiency to spoken and written Spanish and demonstrate further cultural awareness. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts; however, this course does not meet the SACS humanities/fine arts requirement in A.A.S. or diploma programs that require only one humanities/fine arts course. This course may satisfy a general education requirement for Catawba College.
Prerequisites: SPA 111
Corequisites: None

## SPA 120 Spanish for the Workplace

On Demand Day 303 On Demand Evening
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.
Prerequisites: None
Corequisites: None

## SPA 211 Intermediate Spanish I <br> F Day or Evening $3 \quad \mathbf{0} \quad 3$

This course provides a review and expansion of the essential skills of the Spanish language. Emphasis is placed on the study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate effectively, accurately, and creatively about the past, present, and future. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: SPA 112
Corequisites: None

## SPA 212 Intermediate Spanish II <br> S Day or Evening $3 \quad \mathbf{0}$

This course provides a continuation of SPA 211. Emphasis is placed on the continuing study of authentic and representative literary and cultural texts. Upon completion, students should be able to communicate spontaneously and accurately with increasing complexity and sophistication. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts. This course may satisfy a general education requirement for Catawba College.
Prerequisites: SPA 211
Corequisites: None

## SURVEYING

SRV 110 Surveying I On Demand Day $2 \begin{array}{llll} & 6 & 4\end{array}$ On Demand Evening
This course introduces the theory and practice of plane surveying. Topics include measuring distances and angles, differential and profile leveling, compass applications, topography, and mapping. Upon completion, students should be able to use/care for surveying instruments, demonstrate field note techniques, and apply the theory and practice of plane surveying.
Prerequisites: ARC 111 or EGR 115; and MAT 121 or MAT 161 or MAT 171 or MAT 175
Corequisites: None

## WEB TECHNOLOGIES

## Q WEB 110 Internet/Web Fundamentals F Day $\quad 2 \quad 2 \quad 3$ TBA Evening

This course introduces basic markup language, various navigational tools and services of the Internet. Topics include creating web pages, using Internet protocols, search engines, file compression/decompression, FTP, E-mail, listservers, and other related topics. Upon completion, students should be able to deploy a website created with basic markup language, retrieve/decompress files, e-mail, FTP, and utilize other Internet tools. Prerequisites: None
Corequisites: CIS 110 or CIS 111 (Local)

## WEB 111 Introduction to Web Graphics $\begin{array}{lllllll}\text { TBA Day } & 2 & 2 & 3\end{array}$ TBA Evening

This course is the first of two courses covering the creation of web graphics, addressing problems peculiar to WWW display using appropriate software. Topics include web graphics file types, type conversion, RGB color, the browser-safe palette, elementary special effects, image maps, and other related topics. Upon completion, students should be able to create graphics such as banners buttons, backgrounds, and other graphics for Web pages.
Prerequisites: None
Corequisites: None

## WEB 115 Web Markup and Scripting $\quad$ tBa Day $\quad 2 \begin{array}{llll}2 & 2 & 3\end{array}$

This course introduces client-side Internet programming using the current W3C-recommended presentation markup language and supporting elements. Topics include site management and development, markup elements, stylesheets, validation, accessibility, standards, browsers, and basic JavaScripting. Upon completion, students should be able to hand-code web pages with various media elements according to current markup standards and integrate them into websites.
Prerequisites: WEB 110 (Local)
Corequisites: None
 This course provides an opportunity for students to develop the knowledge and skills required to succeed in the Web Technologies program. Emphasis is placed on introducing students to the tools and resources available for Web Technologies. Upon completion, students should be able to use the tools, resources, and services available.
Prerequisites: None
Corequisites: None
WEB 120 Introduction to Internet Multimedia $\begin{aligned} & \text { F Day } \\ & \text { TBA Evening }\end{aligned} \quad 2 \begin{array}{llll} & 2 & 3\end{array}$
This is the first of two courses covering the creation of Internet Multimedia. Topics include Internet multimedia file types, file type conversion, acquisition of digital audio/ video, streaming audio/video and graphics animation plug-in programs and other related topics. Upon completion, students should be able to create Internet multimedia presentations utilizing a variety of methods and applications.
Prerequisites: None
Corequisites: None


This course provides an introduction to web development software suites. Topics include the creation of web sites and applets using web development software. Upon completion, students should be able to create entire web sites and supporting applets.
Prerequisites: WEB 115 (Local)
Corequisites: None

- WEB 210 Web Design

| F Day | 2 | 2 | 3 |
| :--- | :--- | :--- | :--- |
| F Evening |  |  |  |

This course introduces intermediate to advanced web page design techniques. Topics include effective use of graphics, fonts, colors, navigation tools, advanced markup language elements, as well as a study of bad design techniques. Upon completion, students should be able to employ advanced design techniques to create high impact and highly functional web pages.
Prerequisites: WEB 140 (Local)
Corequisites: None

## WEB 211 Advanced Web Graphics <br> TBA Day <br> $2 \quad 2 \quad 3$ <br> TBA Evening

This course is the second of two courses covering web graphics. Topics include graphics acquisition using scanners and digital cameras, graphics optimization, use of masks, advanced special effects, GIF animation, and other related topics. Upon completion, students should be able to create graphics optimized for size, graphic file type, properly converted from digitized sources and create useful animated graphics.
Prerequisites: WEB 111 (Local) and WEB 110
Corequisites: None

## WEB 230 Implementing Web Services <br> S Day <br> $2 \quad 2 \quad 3$ <br> S Evening

This course covers website and web server architecture. Topics include installation, configuration, administration, and security of web servers, services and sites. Upon completion, students should be able to effectively manage the web services deployment lifecycle according to industry standards.
Prerequisites: NET 110 or NET 125
Corequisites: None

## WEB 250 Database Driven Websites F Day 22

 F EveningThis course introduces dynamic (database-driven) website development. Topics include the use of basic database CRUD statements (create, read, update and delete) incorporated into web applications, as well as in software architecture principles. Upon completion, students should be able to design and develop database-driven web applications according to industry standards.
Prerequisites: DBA 110 and WEB 140
Corequisites: None
$\begin{array}{llllllll}\text { WEB } 260 & \text { E-Commerce Infrastructure } & \text { S Day } & 2 & 2 & 3\end{array}$ S Evening
This course introduces the concepts and tools to implement electronic commerce via the Internet. Topics include application and server software selection, securing transactions, use and verification of credit cards, publishing of catalogs, documentation, and site administration. Upon completion, students should be able to set up a working ecommerce Internet web site.
Prerequisites: WEB 250
Corequisites: None

## WEB 287 Web E-Portfolio F Day 1 TBA Evening

This course covers the creation and organization of a web-based e-portfolio that includes a resume, references, and comprehensive academic and work samples. Emphasis is placed on creating an e-portfolio with solid design and demonstrable content, the production of a resume and self-promotional materials, and interview techniques. Upon completion, students should be able to present their own domain with included professional e-portfolio elements of resume, sample work, and related self-promotional materials.
Prerequisites: None
Corequisites: None

## WEB 289 Internet Technologies Project tBa Day $\begin{array}{llll}1 & 4 & 3\end{array}$ TBA Evening

This course provides an opportunity to complete a significant Web technologies project from the design phase through implementation with minimal instructor support. Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, students should be able to complete an Internet project from the definition phase through implementation.
Prerequisites: WEB 230 and WEB 250
Corequisites: None

## WELDING

WLD 110 Cutting Processes $\quad$ F Day $\quad 1 \begin{array}{lll}1 & 3 & 2\end{array}$
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.
Prerequisites: None
Corequisites: None

## WLD 112 Basic Welding Processes

TBA Day
132
No Evening
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.
Prerequisites: None
Corequisites: None

## WLD 115 SMAW (Stick) Plate <br> F (S On Demand) Day 24 F (S On Demand) Evening

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.
Prerequisites: None
Corequisites: None

## WLD 116 SMAW (Stick) Plate/Pipe $\quad \begin{aligned} & \text { S (F On Demand) Day } \\ & 1\end{aligned} \mathbf{9} \quad 4$ S (F On Demand) Evening

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.
Prerequisites: WLD 115
Corequisites: None

## WLD 121 GMAW (MIG) FCAW/Plate F (S On Demand) Day $2 \mathbf{2} \quad \mathbf{6}$ F (S On Demand) Evening

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.
Prerequisites: None
Corequisites: None

## WLD 122 GMAW (MIG) Plate/Pipe $\quad \mathrm{S}$ (F On Demand) Day $1 \mathbf{1} \quad 6$ S (F On Demand) Evening

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, and 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.
Prerequisites: WLD 121
Corequisites: None

## WLD 131 GTAW (TIG) Plate <br> F Day <br> 264 <br> F Evening

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.
Prerequisites: None
Corequisites: None

## WLD 132 GTAW (TIG) Plate/Pipe <br> S Day <br> 163 S Evening

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.
Prerequisites: WLD 131
Corequisites: None

## WLD 141 Symbols \& Specifications $\quad$ F Day $\quad 2 \begin{array}{llll}2 & 2 & 3\end{array}$ F Evening

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.
Prerequisites: None
Corequisites: None

## WLD 143 Welding Metallurgy

S Day
122 S Evening
This course introduces the concepts of welding metallurgy. Emphasis is placed on basic metallurgy, effects of welding on various metals, and metal classification and identification. Upon completion, students should be able to understand basic metallurgy, materials designation, and classification systems used in welding.
Prerequisites: None
Corequisites: None

## WLD 261 Certification Practices $\quad$ SU Day $\quad 1 \quad 3 \quad 2$

 No EveningThis course covers certification requirements for industrial welding processes. Topics include techniques and certification requirements for pre-qualified joint geometry. Upon completion, students should be able to perform welds on carbon steel plate and/or pipe according to applicable codes.
Prerequisites: WLD 115, WLD 121, and WLD 131
Corequisites: None


# Business and Industry Services 

## New and Expanding Industry Training

One of the basic objectives of Rowan-Cabarrus Community College is to stimulate the creation of more challenging and rewarding jobs for the citizens of our area by providing a customized training service to new and expanding industries.

In cooperation, the N.C. Community College System and RCCC will design and administer a program for training the production labor required by any new or expanding industry creating new or additional employment opportunities in North Carolina.

The purpose of this service is to help a new or expanding industry to meet its immediate production training needs and to encourage each industry to develop an internal long-range training program to satisfy its continuing replacement and retraining needs.

## Company Eligibility

Companies are eligible for the New and Expanding Industry Training Program when they create 12 or more new jobs during a year in a North Carolina community, over and above their previous three-year maximum employment level, and they fall in one of the following industry categories:

1. manufacturing
2. technology-intensive (ex., software production, Internet services supporting areas outside North Carolina, bio-tech)
3. regional or national warehousing or distribution centers
4. regional or national customer service or data processing centers, or units of a central administrative office
5. air courier services

Companies, which downsize positions in one area of the state, and relocate those positions or operations to another area of North Carolina, are not eligible for the New and Expanding Industry Training Program.

## Focused Industrial Training

Specialized courses, workshops, and seminars are available to employees through Focused Industrial Training (FIT). These programs help manufacturers train new and existing employees on processes, procedures, and technology.

Often developed jointly with industry, these courses may be customized in content and length according to need. Instructors may be secured by the college or employed by the contracting industry. The aim is to help employees become more productive and efficient by providing them with the skills to use the manufacturing tools available to them.

Focused Industrial Training offers flexible scheduling and may accommodate the needs of small groups of employees. Training may be held on campus or at the company site.

Contact the Customized Training and Development staff for more information on these and other programs or for an assessment of training needs.

## Customized Training and Development

Through the Customized Training and Development Program, companies and organizations in Rowan and Cabarrus counties benefit from tailor-made programs that support their specific needs for a skilled and knowledgeable workforce. Because no two companies are the same, RCCC offers a customized approach to training programs. Individualized needs' assessments and consultations are used to design and implement targeted customized training for organizations that wish to upgrade workers' skills.

Ann Morris, Director, Customized Training and Development, New \& Expanding Industry 704-216-7206
Email address: morrisa@rowancabarrus.edu
Heidi Whitesell, Director, Customized Training and Development, Small Business Center 704-216-3526 or 704-216-3534
Email address: whitesellh@rowancabarrus.edu
Jan Corriher-Smith, Director, Customized Training and Development
704-216-3514
Email address: corriherj@rowancabarrus.edu
DeAnn Basden, Director, Customized Training and Development
704-216-3530
Email address: basdend@rowancabarrus.edu

# Small Business Center 

## The Small Business Center

Through the services provided by the Small Business Center, Rowan-Cabarrus Community College addresses the full spectrum of the needs of small business, which comprise $98 \%$ of the business population in the two counties. Small business owners may take advantage of free consultations on a wide range of topics of concern provided by the experienced staff of the Small Business Center.

The Small Business Center also works closely with state and local agencies in providing referrals or access to other sources of additional information. A comprehensive library of references, videos, and computer software packages is maintained for the use of clients as well. Workshops and seminars are organized and provided year round for small business owners on common areas of interest to the clients and community that the Small Business Center serves.

In addition, certified staff members teach a one-semester class in business planning, offered on both the North and South campuses, that leads prospective business owners and those planning expansion of their businesses through the process of writing a business plan. BUS 280 and NxLevel participants are encouraged to complete a formal business plan which forms the basis of an operating plan for their business and is required by most lending institutions for consideration for a small business loan.

An exciting new CD, "An Interactive Guide: Starting a New Business in North Carolina," has been added to the Small Business Center toolbox. This interactive product shows clients how to research and gather material needed to complete the business plan template included in the software. Clients scheduling one-on-one confidential counseling sessions will receive a complimentary copy of this valuable business-planning tool.

Heidi Whitesell, Director, Small Business Center, Customized Training and Development 704-216-3526 or 704-216-3534
Email address: whitesellh@rowancabarrus.edu


# Continuing Education Programs 

## Workforce Development Programs <br> Community Development Programs

## General Information

An important function of the college is to provide numerous courses for the continuing education of adults. The development of these courses is based upon the needs and interests of the professional, business, industry, and civic communities within the college's two county service area.

Continuing Education programs promote the concept of lifelong learning by providing meaningful educational experiences that will help adults meet occupational and professional goals and fulfill social and personal needs. Courses and programs are offered that allow adults to achieve their full potential in our ever-changing world of knowledge, skill, and understanding. The diversity of these programs ranges from basic reading and writing skills, to vocational and technical upgrading, to specialty certification, to cultural and personal enrichment.

## Class Locations

Classes are held on the Rowan-Cabarrus Community College campuses, as well as in surrounding communities and within particular businesses or industries throughout Rowan and Cabarrus counties.

## Admission

Admission to Continuing Education classes is open to individuals 18 years of age or older. Individuals less than 18 years old who are high school graduates or whose high school class has graduated may also enroll in these courses. High school juniors and seniors, 16 years of age and older, may enroll with permission from high school officials. Individuals interested in attending any occupational extension or community services course may pre-register by visiting the college or attending the first class. Applicants are accepted on a "first come, first serve" basis.

## Class Schedule

Classes are normally scheduled on an ongoing basis with new classes generally beginning each September, January, March, and June. Special seminars and industrial courses may be scheduled to begin at any time period appropriate to a company and Rowan-Cabarrus Community College.

Specific announcements of course offerings, registration dates, and places will be made through local news media and other appropriate means approximately three weeks prior to the beginning of the course. For current course information, please call 704-216-3512 or 704-216-3742. Course information is also accessible at the college's website at www.rowancabarrus.edu/.

## Minimum Enrollment Required

Normally a course will be offered when a minimum number of persons enroll. The college reserves the right to cancel any course when an insufficient number of people register.

## Class Hours

The majority of occupational extension and community service courses are offered one or two evenings per week for 6-12 weeks. Courses may meet for one to four hours per session. Special extension, industrial, and seminar programs may be scheduled at the convenience of the participants and the college.

## Fees

For all occupational extension and community services courses, there is a required registration fee. In compliance with North Carolina statutes, however, this fee may be waived for selected individuals.

Other costs in these classes may include textbooks and/or equipment and supplies. In a limited number of self-supporting classes and seminars, special fees may be charged. If you are a North Carolina resident, 65 years old or older, you are exempt from most registration and tuition fees. Textbook and/or course supply fees may still be required.

Registration fees are subject to change contingent upon action by the N.C. General Assembly.

Refunds are not issued after the $10 \%$ census date of the course.

## Course Repeat Policy

A student may enroll in the same occupational class only two times within five years. After the second enrollment in any given course, the student may take the course at a pro-rata cost to the student determined by the State Board of Community Colleges.

## Continuing Education Units (C.E.U.)

The Southern Association of Colleges and Schools, of which Rowan-Cabarrus Community College is an accredited member, has recommended that the Continuing Education Unit (C.E.U.) be used as the basic instrument of measurement for an individual's participation in non-credit classes, courses, and programs. The C.E.U. is a unit measure. One C.E.U. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction.

Continuing Education Units are offered for courses that are applicable to professional certification, license renewal, and many professional and occupational upgrading courses.

## Workforce Development Programs

## Customized Training and Development

The college provides resources to develop and coordinate customized training for local business, industry, and agencies. OSHA specialty courses, First Aid / CPR, Bloodborne Pathogens training, forklift certification, computer applications, etc. are available on-site per request. Courses in supervisory skills, management, and leadership development may be custom designed to meet industry demands.

## Occupational Extension

The college offers many vocational, technical, and business courses through Occupational Extension. The primary objectives of these courses are to:
(1) provide adults additional skills and/or knowledge applicable to their present occupation;
(2) provide training for occupations in which skill and knowledge requirements are undergoing transition due to technological advances in equipment, materials, and machines; and (3) provide assistance to area business and industry in meeting their manpower needs through specialized courses.
Occupational upgrading courses are available in each of the following areas:

- Biotechnology courses include BioWork, which is a 140 -hour introductory course bringing together the basics of manufacturing technology and the fundamentals of science. This knowledge is essential for competent, entry-level technicians in biotechnology, chemical, and pharmaceutical manufacturing.
- Business and Leadership courses are available to a wide variety of business organizations and for those in administrative, management, sales, banking, insurance, and secretarial occupations.
- Emergency Medical Service classes for certification or upgrade are available for emergency and rescue personnel.
-Firemanship Training is offered in fire fighting techniques for members of municipal, volunteer, and industrial fire brigades.
- Teacher Renewal courses are available on campus and at off-campus sites for certification and professional development.
-Health Occupations programs have been established for persons seeking additional medical, allied health, and nursing knowledge and skills. All levels of courses from paraprofessional to professional are offered.
- Law Enforcement courses have been designed for upgrading both experienced and recently employed policemen and law enforcement officials.
- Management and Supervisory Development courses are offered to improve supervisory and management techniques for beginning and experienced personnel.
- Online Courses are available for persons interested in specific software training, small business applications, business administration, sales and marketing, accounting, and grant writing.
- Technical courses are available for upgrading the knowledge and skills of persons working in the numerous technical and paraprofessional occupations.
- Vocational Upgrading courses are designed for persons working in skilled and semi-skilled occupations.
- Spanish instruction for specific occupations is available utilizing Command Spanish curricula. Courses are custom designed for business, industry, and agency requests.

Additional information regarding occupational upgrading courses may be obtained by contacting the Continuing Education Office at the college 704-216-3512 or 704-216-3742.

## Community Development Programs

## Community Services

The Community Services program offers short-term courses for self-improvement, cultural enrichment, and academic achievement to individuals 18 years of age and older. The program is intended to meet the growing needs and interests of the community. The purpose is to give an individual a chance to pursue special interests and to fill his/her leisure time with worthwhile educational projects. Some of these include contemporary issues, ceramics, stained glass, sign language, watercolors, and motorcycle safety.

Additional information regarding community services courses may be obtained by contacting the Continuing Education Office 704-216-3512 or 704-216-3742.

## Human Resources Development Program (HRD)

The Human Resources Development Program provides short-term, pre-vocational training and counseling designed to help unemployed and underemployed adults successfully enter the work force or receive further training. Students who meet specific income and low employability guidelines may be exempt from registration fees.

Students may enroll for a period of instruction that averages six to ten weeks. The curriculum focuses on training which helps students learn how to find a job and gain skills necessary for obtaining employment. The program includes study in the following areas: basic computer skills, career readiness, introduction to medical office work, and resume preparation.

For additional information about HRD classes, please contact:
Molly Cline, Director, HRD
704-216-3511

## Career Readiness Certification

The Career Readiness Certificate (CRC) is an assessment-based credential that gives employers and career seekers a uniform measure of key workplace skills.

Getting a North Carolina Readiness Certificate allows you to show prospective employers that you possess the basic skills they require.

Even if you have a high school diploma (or GED) or a post-secondary degree, the CRC further verifies that you can handle the kinds of tasks - finding information, reading instructions and directions, even working with figures - that are common in today's workplace.

Individuals can earn three levels of Career Readiness Certificates based on their test performance in Applied Mathematics, Locating Information, and Reading for Information.

Bronze Level signifies that a recipient possesses skills for approximately $30 \%$ of the jobs profiled in WorkKeys in these three specific skill areas.

Silver Level signifies that a recipient possesses skills for approximately $65 \%$ of jobs profiled by WorkKeys in these areas.

Gold Level signifies that a recipient possesses skills for $85 \%$ of jobs profiled by WorkKeys in the three areas.

For more information on the Career Readiness Certificate, call Carol Allen at 704-216-3507 or Geneva Lovas at 704-216-7207 or visit www.crenc.com/.

# Pre-College Studies 

## Adult Basic Education Program (ABE)

Adult Basic Education provides education for adults 18 years old or older. Emphasis is placed on reading, writing, spelling, and arithmetic. As students gain these skills, they expand their understanding of specific areas of occupational knowledge, consumer economics, health, government and law, and community resources.

Classes are held on campus and in the surrounding community. No registration fee is charged, and materials are provided by the college. The materials used are designed for adults, and the information gained has a practical application to everyday living. Upon completion of the Adult Basic Education Program, students are encouraged to enroll in GED completion classes.

For more information, call Janice Jones at 704-216-3507 or 704-216-3510.

## High School Equivalency Program (GED)

The High School Equivalency Program (GED) provides an opportunity for adults who have not completed their high school education to prepare for the General Education Development (GED) Test. This test enables an adult to demonstrate his/her general education competencies and be awarded a North Carolina Equivalency Diploma. The GED diploma is generally recognized and accepted as equivalent to a traditional high school diploma. Instruction is provided, at no cost to the student, in social studies, science, literature, mathematics, and writing skills.

To receive the GED diploma, a total standard score of 2250 on the GED test battery is required, with no single score below a 410 .

It takes approximately eight hours to complete the entire GED test battery. A one-time testing fee of $\$ 7.50$ is required.

For more information, call Janice Jones at 704-216-3507 or 704-216-3510.

## English as a Second Language (ESL)

ESL classes are designed especially for adults whose native language is not English. Instruction is offered in listening, speaking, reading, and writing in English. Both open-entry/open-exit classes and more traditionally structured classes are provided on campus, in the community, and in workplace settings.

For more information, call Melody McGinnis at 704-216-3521 or 704-216-3510.

## Compensatory Education (CED)

Compensatory Education is a community college program designed specifically for adults with mental retardation. The purpose of the program is to compensate adults with developmental disabilities for the lack of, or inadequate, education received earlier. The focus of the Compensatory Education Program is on helping the individual become as independent as possible through acquiring basic and life skills needed to function successfully in daily life.

Eligibility criteria: To be eligible to participate in the Compensatory Education Program, an individual must be 17 years old or older, and (a) diagnosed with mental retardation or (b) functioning on a level equivalent to mental retardation resulting from head injury or brain damage.

For more information, call 704-216-3510.


## Faculty \& Staff

## Administrative Officers

## Richard L. Brownell

President \& Chief Executive Officer
A.B., George Washington University

Graduate Study, Naval War College
Ed.D., Duke University

## Jarrett T. Chandler, Jr.

Senior Vice President \& Chief Operating Officer
B.S., Alderson Broaddus College
M.S., State University of New York at Buffalo

Ed.D., North Carolina State University

## Linda L. Earnhardt

Vice President, Cabarrus Operations; Associate Academic Vice President
B.S., University of North Carolina - Charlotte
M.S., University of North Carolina - Charlotte

Additional Study, University of North Carolina - Charlotte

## Timothy H. Foley

Academic Vice President
B.S., North Carolina State University
M.A., Central Michigan University
M.A., U.S. Naval War College

Robert D. Keeney, C.P.A.
Vice President Administrative Services and Chief Fiduciary Officer
B.S., Davis \& Elkins College

Additional Study, West Virginia University, East Carolina University

## Gaye McConnell

Vice President, Student Services
B.S., Appalachian State University
M.A., Appalachian State University
M.A., University of North Carolina-Charlotte

Additional Study, North Carolina State University

## Jeanie H. Moore

Vice President, Continuing Education
B.A., Greensboro College
M.A., Appalachian State University

Additional Study, University of North Carolina-Greensboro, Rowan-Cabarrus Community College

Derrick K. Atkins, C.P.A.
Associate Vice President, Finance and Business Services
B.S., University of North Carolina-Chapel Hill
M.A., University of North Carolina-Chapel Hill

## George H. Stillwell

Associate Vice President, Technical Services
B.S., North Carolina State University
M.S., Air Force Institute of Technology

Master Certified Novell Engineer
Microsoft Certified Professional
Cisco Certified Network Associate
Oracle Certified Instructor
Linux Professional Institute, Linux Certified Instructor
Novel Certified Linux Professional
Certified Internet Webmaster
Certified Program Manager
Certified Technical Trainer

## Robert I. Barnes, Jr.

Assistant Academic Vice President
B.A., East Carolina University
M.A., East Carolina University

## Timothy J. Kennedy

Assistant Vice President of Institutional Effectiveness
B.A., University of Houston
M.A., University of Houston

Additional Study, State University of New York at Cortland

## Mike Hensley

Assistant Vice President, Evening Operations
B.S., Western Carolina University
M.P.A., University of North Carolina-Charlotte

## Shelia M. Bailey

Dean, Learning Resource Center
B.A., Winston-Salem State University
M.L.S., North Carolina Central University

Additional Study, Rider College

## Gary A. Bigelow

Dean, Industrial \& Engineering Technologies
A.A.S., Guilford Technical Community College
B.S., A \& T State University

## Herbert Chambers

Dean, Developmental Studies
B.S., Livingstone College
M.S., University of Southern Mississippi

Developmental Education Specialist, Appalachian State University
Terry N. Chapman, R.T., R.
Dean, Health and Public Services Technologies
Graduate, Lowrance Hospital School of Radiologic Technology
B.S., Lenoir-Rhyne College
M.S., University of North Carolina-Charlotte

## Lou Dorton-Shue

Dean, Special Programs and Coordinator, Cosmetology Center
A.D.N., Central Piedmont Community College
B.S.N., University of North Carolina - Charlotte
M.S., California College for Health Sciences

## Cheryl A. Marsh

Dean, Pre-College Studies
B.A., S.U.N.Y. at Cortland
M.A., Appalachian State University

Additional Study, Rowan-Cabarrus Community College

## Julia Mobley

Dean, Business Technologies
B.S., University of Wisconsin - Green Bay
M.A., University of Akron

## Debra H. NeeSmith

Dean, Instructional Technologies
B.B.A., Georgia Southern University
M.T., Georgia Southern University

## Margaret B. Patchett

Dean, Arts and Sciences
B.A., Butler University
M.A., University of Akron

Ph.D., University of Akron

## Gregory Sember

Political Science; Associate Dean, Special Projects, Arts and Sciences
B.A., East Carolina University
M.A., University of Wyoming

Study, Rowan-Cabarrus Community College

## Bob Szakal

Dean, Workforce Development Programs and Coordinator, CBTC
B.G.S., Social Studies, Rollins College
M.U.A., University of North Carolina-Charlotte

## Larry D. Yon

Dean, Community Development Programs
B.S., North Carolina Central University
B.S.W., Livingstone College
M.S., North Carolina A\&T State University

## General Staff

## Carol S. Allen

Director, Career Readiness Certification
B.A., Pfeiffer University

Additional Study, Liberty University

## Randy Allen

GED Chief Examiner
B.A., University of North Carolina-Charlotte

## Keri Allman-Young

Career Readiness Counselor
B.S., University of North Carolina-Charlotte

## Carolyn Arey

Early Childhood Center
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College

## Natalie R. Atwell

Counselor, Health Programs
B.A., University of North Carolina-Charlotte
M.Ed., Liberty University

## Mary DeAnn Basden

Director, Customized Training
B.A., Wilmington College
M.A., University of Cincinnati

## Emily B. Baumgardner

Recruiter/Admissions Counselor Associate
B.A., University of North Carolina-Charlotte

## Mark Beymer

Director, Planning and Research
B.A., Northwest Nazarene College
M.A., Warner Pacific College
M.P.A., Portland State University

Ph.D., Portland State University
Christopher A. Blackwell
Audiovisual Technician
B.A., University of Maryland

## Danny Bost

Counselor
A.A., Brevard College
A.B., Catawba College
M.A., Appalachian State University

## Jack Box

Technical Services Specialist
Study, Rowan-Cabarrus Community College

## Rebecca Carter-Waller

Coordinator, Information Technology Services, South Campus
A.A.S., Rowan-Cabarrus Community College

Study, Catawba College

## Brenda F. Clement

Director, Human Resources
Salisbury Business College
A.A.S., Rowan-Cabarrus Community College
B.T., Appalachian State University

## Sharon Cluka

Technology Resources Coordinator
A.A.S., Rowan-Cabarrus Community College

## Jan Corriher-Smith

Recruiter/Director, Customized Training and Development
B.S.B.A., Pfeiffer University
M.B.A., Pfeiffer University

Tommy Craig
Information Technology Technician
Study, Rowan-Cabarrus Community College

## Joan Creeger

Director, Records and Registration
A.A.S., Mt. Olive College
B.T., Appalachian State University

## Angie Crider

Assistant Director, Financial Aid
A.A.S., Rowan-Cabarrus Community College
B.S., Pfeiffer University

## Donna L. Crook

Student Services Counselor-Career Services
B.A., University of North Carolina-Greensboro
M.Ed.,University of North Carolina-Greensboro

Additional Study, Guilford Technical Community College

## Gail Cummins

Director, Admissions and Recruitment
B.A., Indiana University
M.S.W., University of North Carolina-Chapel Hill

## Daryl F. Darby

Information Technology Technician, South Campus
A.A.S., Pensacola Junior College

CCNA
Study, East Carolina University

## Lisa Davis

Administrative Assistant, President's Office
BLET Certificate, Catawba Valley Community College
B.S., Appalachian State University

## Charles Derrick

Director, Work-based Learning and Cooperative Education B.S., East Carolina University

Additional Study, University of Florida, Nova University

## Fannie Dillard

Librarian
B.A., University of North Carolina-Chapel Hill
M.S., University of North Carolina-Chapel Hill

Additional Study, University of North Carolina-Greensboro; Rowan-Cabarrus Community College

## Karen Duschaneck

Distance Education Coordinator
B.S., Catawba College
M.S., Pfeiffer University

## Jenny Earnhardt

Director, Academic Programs
A.A.S., Kings Business College-Charlotte, NC

Additional Study, Rowan-Cabarrus Community College

## Mark Ebersole

Director, Counseling and Disability Services
B.A., Catawba College
M.H.D.L., UNC-Charlotte

Additional Study, Rowan-Cabarrus Community College
National Certified Counselor
North Carolina Licensed Professional Counselor
Certified Reality Therapist
Thomas W. Ellsmore, II
Counselor Associate for ESL Support Services
B.A., University of North Carolina - Charlotte

Brad Farmer
Web Technician
B.S., Western Carolina University

## Janet Ferguson

Early Childhood Center
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College

## Lynne H. Fogner

Assistant Director, Academic Programs
A.A.S., Mars Hill College
B.B.A., Catawba College

Additional Study, Mitchell Community College; Rowan-Cabarrus Community College

## Julie M. Freeze

Information Technology Technician
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College
Study, Catawba College

## David Garvey

Audiovisual Technician

## Ken Green

Director, Media Services and Public Relations
A.A.S., Randolph Community College

Additional Study, Rowan-Cabarrus Community College

## Allison B. Hayes

Financial Aid/Counselor Associate
B.A., University of North Carolina-Charlotte

## Jerry W. Hilliard

Director, Student Services, South Campus
A.A.S., Rowan-Cabarrus Community College
B.A., Catawba College
M.A., Appalachian State University

## Sherry A. Hodgson

Assistant Director, Financial Aid
B.S., Appalachian State University

## Linda W. Hoffner

Director, Administrative Computer Operations
A.A.S., Rowan-Cabarrus Community College
B.T., Appalachian State University

## Debbie G. Hopkins

Controller
A.A.S., Rowan-Cabarrus Community College

## Carla G. Howell

Senior Assistant to the President for Governance
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College

## Beverly Kluttz

Financial Aid Audit Technician
A.A.S., Rowan-Cabarrus Community College

Additional Study, University of North Carolina-Charlotte

## Miriam E. Koon

Director, Job Placement and Scholarships
B.A., Catawba College

## Lisa Ledbetter

Director, Financial Aid
B.S., Appalachian State University

## Daphne Lewis

Director, Grants Development B.A., John Wesley College

## George Linton

Counselor, Veteran Services/Disability Services
A.A.S., Rowan-Cabarrus Community College
B.S., Pfeiffer University
M.A., Liberty University

Additional Study, Central Texas College

## Tony V. Lippard

Associate for Circulation and NCIH/ITZ
B.S., Lenoir Rhyne College

## Natasha P. Lipscomb

Student Activities Coordinator
B.S., Elizabeth City State University

Additional Study, University of North Carolina-Charlotte, University of Phoenix

## Geneva D. Lovas

Career Readiness Counselor/Instructor
B.S., Southeastern University

## Jeffrey C. Lowrance

Director, College Relations
B.A., University of North Carolina-Chapel Hill
M.A., University of North Carolina-Chapel Hill

## Donna Ludwig

Director, Customized Training and Development B.B.A., Georgia Southern University

## Mary McBroom

Childcare Assistant
A.A.S., Rowan-Cabarrus Community College

## Roger D. McDaniel

Director, Customized Training \& Development (Fire and Emergency Services)
EMT Certificate

## Melody McGinnis

Director, English as a Second Language (ESL)
B.S., East Carolina University
M.Ed., East Carolina University

NC Real Estate Broker, GRI

## Crystal McMillan

Web Services Coordinator (Webmaster)
Studied Business Data Processing at CPCC
Additional Study, Rowan-Cabarrus Community College

## Dottie S. Moore

Job Developer, Work-based Learning and Cooperative Education B.A., Appalachian State University

## Amy Moorhead

LRC Associate, ATC Facilitator B.S., Clarion State College

## Richard Morgan

Network Coordinator
A.A.S., Rowan-Cabarrus Community College

## Ann Morris

Director, Customized Training and Development (Focused Industry Training and New \& Expanding Industry)
B.A., UNC-Chapel Hill
M.Ed., UNC-Charlotte

## Glenda W. Morrison

Counselor Associate
A.A.S., Rowan-Cabarrus Community College
B.A., Pfeiffer University

Additional Study, Rowan-Cabarrus Community College; Davidson
County Community College; Pfeiffer University

## W. Greg Myers

Director, Curriculum Development
B.A., North Carolina State University
M.A., Ball State University

Ph.D., University of North Carolina-Greensboro

## Debbie Parris

Executive Assistant to Senior Vice President
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College

## Debbie Pinkston

Manager/Equipment Coordinator
Study, Rowan-Cabarrus Community College
Charles W. Plyler
Administrative Data Coordinator
A.A.S., Rowan-Cabarrus Community College

A + Certified
Network + Certified
CISCO CCNA Certified

## L. David Potts

Coordinator, Information Technology Services, North Campus
B.S., University of North Carolina-Chapel Hill

Additional Study, Rowan-Cabarrus Community College

## Charles M. Putnam

Counselor Associate for ESL Student Support Services
B.A., University of Maryland University College
B.A., University of North Carolina-Charlotte

## Allison B. Robinson

Director, Graphics Department
B.S., Appalachian State University

Crystal L. Ryerson
Counselor Associate/Financial Aid Assistant
B.B.A., Georgia College and State University

Myra K. Sauerbrun
Graphic Artist
A.A.S., Southwestern Community College

Additional Study, Rowan-Cabarrus Community College

## Jackie Short

Director, Student Accounts
A.A.S., Raritan Valley Community College
A.A.S., Rowan-Cabarrus Community College
B.S., Catawba College

Study, Catawba College

## Natasha Sifford

Early Childhood Center
A.A.S., Rowan-Cabarrus Community College

## Thomas Sinclair

Information Technology Technician
A.A.S., Rowan-Cabarrus Community College

## Linda Spencer

Professional Development Coordinator
B.A., UNC-Greensboro
M.S., Kansas State University

Additional Study, University of S.C.-Columbia

## Joseph W. Sulkowski

Information Technology Technician
A.A.S, Central Piedmont Community College

## Sarah Surratt

Administrative Assistant, Vice President, Continuing Education
A.A.S., Rowan-Cabarrus Community College

## Charles Mark Tarlton

Director, Evening Operations, South Campus
A.S., Wingate University
B.S., Wingate University

## Victoria Torres

Director, Career Services, $\mathrm{R}^{3}$ Center
B.A., University of Vermont
M.S., Long Island University

National Certified Counselor
North Carolina Licensed Professional Counselor

## Holly C. Wagoner

Disabilities Services Counselor Associate
B.S., Lenoir-Rhyne College

Additional Study, University of North Carolina-Charlotte, Western Carolina University and Pfeiffer University

## Phyllis S. Watkins

Asst. Director, Human Resources
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College

## Heidi Whitesell

Director, Small Business Center
A.A.S., Patrick Henry Community College
B.B.A., James Madison University
M.B.A., James Madison University

Additional Study, North Carolina State University

## Nancy M. Williams

Librarian, South Campus
B.S., East Carolina University
M.L.S., East Carolina University

Additional Study, Rowan-Cabarrus Community College

## Celia Willis

Coordinator of Purchasing
Study, Davidson County Community College
Study, Rowan-Cabarrus Community College

## Belinda Wyatt

Assistant Director, Academic Programs, South Campus
A.A.S., Rowan-Cabarrus Community College

## Betty F. Yates

Internal FTE Auditor
A.A.S., Rowan-Cabarrus Community College

## Dean Yates

Information Technology Technician
A.A.S., Rowan-Cabarrus Community College

## Faculty

Robert C. Abbate
English
B.A., Penn State
M.A., University of San Francisco
M.A., University of North Carolina-Charlotte

Additional Study, Dominican School, Berkeley
Willie Mae Abel, R.N.
Associate Degree Nursing
B.S.N., University of North Carolina-Charlotte
M.S.N., University of North Carolina-Greensboro

Additional Study, University of North Carolina-Charlotte

## Jackie Allen

Computer Information Technology
A.A.S., Mitchell Community College
B.S., Gardner-Webb College
M.B.A., Gardner-Webb College

## Sharon Allen

Biology
B.A., University of North Carolina-Charlotte
M.Ed., University of North Carolina-Charlotte

## Denise F. Askew

Office Systems Technology Instructor
B.S., University of North Carolina-Greensboro
M.B.A., High Point University

Study, Texas A\&M Commerce

## Lea Ann Atkinson

Spanish
A.A., Mitchell Community College
B.S., Appalachian State University
M.A., Winthrop University

## Thomas Atwell

Automotive Systems Technology
A.A.S., Rowan-Cabarrus Community College

## Sandra Barnhouse

English
B.A., University of Northern Iowa
M.A., UNC-Charlotte

## George Barringer

Program Head, Mechanical Drafting Technology
B.S., North Carolina State University

Additional Study, Appalachian State University; Rowan-Cabarrus Community College

## James M. Beisler, Jr.

Program Head, Social Sciences
B.S., West Georgia College
M.A., State University of West Georgia

## Brenda P. Benfield

Cosmetology
Diploma, Kannapolis Beauty College
A.A.S., Rowan-Cabarrus Community College
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor

Additional Study, Rowan-Cabarrus Community College
Jane C. Benson, C.P.A.
Accounting
B.A., Lynchburg College

MBA, Lynchburg College
Graduate Certificate, Lynchburg College
Additional Study, Winthrop University
Enrolled Agent, Internal Revenue Service
Lynda S. Boyd
Office Systems Technology
B.A., Columbia College

Additional Study, University of South Carolina; Winthrop College

## Pepsi Boyer-Floyd

Web Technologies
A.A.S., Asheville-Buncombe Technical College
B.S., University of North Carolina-Asheville
M.S., East Carolina University

Additional Study, Eastern Carolina University

## Brenda M. Brady

Criminal Justice Technology
B.A., University of North Carolina-Wilmington
M.C.J., University of South Carolina-Columbia

Certified Criminal Justice Instructor - N.C. Criminal Justice \& Education and Training Standards Commission

## John F. Brand

Program Head, Networking Technology
B.S., Taylor University
M.B.A., Queens College

## Lois Branning

Program Head, Real Estate
Study, University of North Carolina-Charlotte
N.C. Licensed Real Estate Broker

Graduate, Realtor Institute (G.R.I.)
Additional Study, Alamance Community College

## Jamie L. Brown

Director, Early Childhood Center/Instructor
B.S., Penn State University
M.Ed., Penn State University

Study, Altoona Vo-Tech

## Leamon Brown

Humanities
B.A., Livingstone College
M. Div. Hood Theological
M.A.L.S., University of North Carolina-Greensboro

Additional Study, Rutgers

Nancy H. Brumbaugh, C.P.A.
Accounting
B.S., Juniata College

Additional Study, Franklin \& Marshall College; Gardner-Webb College
Ray K. Brumbaugh, C.P.A.
Individualized Computer Learning Center Coordinator, South Campus
B.S., Juniata College
M.S., Acadia University

Additional Study, Rowan-Cabarrus Community College

## Vera P. Burkert

Chemistry
B.S., Belgrade University
M.S., Wake Forest University

## Michele J. Chance

Program Head, Electronics Engineering Technology
A.A.S., Rowan-Cabarrus Community College
B.A., University of North Carolina-Charlotte
M.A., Appalachian State University

Additional Study, Rowan-Cabarrus Community College; University of North CarolinaCharlotte; Appalachian State University

## Joe Christie, Jr.

Program Head, Air Conditioning, Heating, and Refrigeration
A.A.S., Central Piedmont Community College

## Jonathan Y. Church

Art
A.F.A., Mitchell Community College
B.C.A., University of North Carolina-Charlotte
M.F.A., University of North Carolina-Greensboro

## Cathy Cook

Communications
B.A., Pfeiffer University
M.Div, Duke University

Doctorate, Drew University
Additional Study, University of North Carolina-Charlotte, Western Carolina University

## Clarence R. Cox

Motorsports Management Technology
Study, Catawba College; Rowan-Cabarrus Community College

## David E. Cox

Program Head, Business Administration
B.S., Averette University
M.B.A., James Madison University

Additional Study, US Army Command, General Staff College

## Jon Crockett

Air Conditioning, Heating \& Refrigeration
A.A.S., Rowan-Cabarrus Community College

## Sue Cunningham

Accounting
B.A., Earlham College
M.B.A., Xavier University
M.S., University of North Carolina-Greensboro

Additional Study, University of North Carolina-Charlotte

## Anne Curlee

Program Head, Computer Information Technology
B.S., University of North Carolina-Greensboro
A.A.S., Rowan-Cabarrus Community College

Debbie Davis, R.N.
Practical Nursing
A.A.S., Central Piedmont Community College
B.S.N., University of North Carolina-Charlotte
M.S.N., University of North Carolina-Charlotte

Additional Study, University of North Carolina-Charlotte

## Larry D. Davis

Electronics Engineering Technology
A.A.S., Rowan-Cabarrus Community College

## Tony Deyton

Program Head, Electrical/Electronics Technology (Electrical Technology)
A.A.S., Capital Institute of Technology
A.A.S., Gaston College

Additional Study, Rowan-Cabarrus Community College

## Leanne Dixon

Mathematics
B.A., University of North Carolina-Charlotte

## Charles Dobbins

Biology
B.S., Appalachian State University
M.S., University of North Carolina-Charlotte

## Lynn Eisenberg

Mathematics
B.M.,University of North Carolina-Chapel Hill
M.M., University of North Carolina-Chapel Hill
M.A.T., University of North Carolina-Chapel Hill

Ph.D., University of North Carolina-Chapel Hill
Leslie W. Eury, R.N.
Health Occupations Instructor
Diploma, Rowan-Cabarrus Community College
B.S.N., Gardner-Webb University

## John Eze

Economics
B.S., Virginia Union University
M.A., Virginia State University
M.S.A., Central Michigan University

Additional Study, Miami Dade Community College,
Alabama Agricultural and Mechanical University

## Ginger Fox

Assistant Director, Writing Resource Center
A.A.S., Catawba Valley Community College
B.A., Lenoir Rhyne College
M.F.A., Goucher College

Martha S. Freeze, R.N.
Associate Degree Nursing
A.D.N., Central Piedmont Community College
B.S.N., University of North Carolina-Charlotte
M.S.N., University of North Carolina-Charlotte
M.P.H., University of North Carolina-Charlotte

## Garland Fulp

Program Head, Business Administration
B.A., Kent State University
M.B.A., Elon College

Additional Study, Nova Southeastern University; University of North Carolina-Greensboro

## Richmond Gage

Program Head, Motorsports Management Technology
B.A., North Carolina State University

## Barbara Gainey

Compensatory Education Instructor/Coordinator
B.S., Allegheny College
M.A., Edinboro University of Pennsylvania

Duane R. Galloway
Program Head, Humanities/Fine Arts
A.A., Brevard College
B.A., University of North Carolina - Chapel Hill
M.A., University of North Carolina - Greensboro

## Lisa F. Garneau

Computer Programming B.S., University of Florida M.S., University of Florida M. Div., Southeastern Baptist Theology Seminary

## Susan Gibbs

Biology
A.A., Mitchell Community College
B.S., Appalachian State University
M.S., Appalachian State University

Additional Study, Appalachian State University; University of North Carolina-Greensboro; University of North Carolina-Asheville

## Donna J. Ginn

English
B.A., Pfeiffer University
M.A., University of North Carolina-Charlotte

## Sheryl R. Ginn

Psychology
A.A., Central Piedmont Community College
B.A., Queens College
M.A., University of South Carolina

Ph.D., University of South Carolina

## Karen Gordon

Biology Lab Instructor
B.A., Catawba College

## Glenda J. Greene

Program Head, Office Systems Technology and Medical Office Administration
B.S., Barber-Scotia College
M.S., Radford University

Advanced Study, University of North Carolina-Charlotte; Virginia Technical Institute
Certified Instructor, Business Education
Additional Study, Rowan-Cabarrus Community College

## Charlotte Grossman

Mathematics
B.A., Salem College
M.B.A., Queen's College

## Keith Grubb

Computer Information Technology
A.B.,Catawba College
M.Ed., University of North Carolina-Greensboro

Debora A. Hagar, C.P.A., C.M.A.
Economics
A.A.S., Davidson County Community College
B.S., High Point University
M.S., University of North Carolina-Greensboro
D.B.A., University of Sarasota

## Leigh Suzanne Hall

Communications
B.A., Eastern Kentucky University
M.A., Marshall University

## Richard J. Hartsell

English
B.A., Appalachian State University
M.A., University of North Carolina-Charlotte

Ph.D., University of North Carolina-Greensboro
Additional Study, Florida State University; University of North Carolina-Greensboro

## Julie Harvell

HRD Instructor / Coordinator
B.A., Pfeffier University

Additional Study, University of Southwestern Louisiana
Certified Pharmacy Technician (CPHT)
Sonia M. Hatfield
ESL Coordinator
B.S. Child Psychology, University of Andes

## Scletta Helms

Cosmetology
Diploma, Plaza School of Beauty Culture
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor

## Noah R. Henley

Biology
B.S., Appalachian State University
M.A., Appalachian State University

Additional Study, Francis Marion University

## Frank G. Higginbotham III

Business Administration
R.B.A., Marshall University
M.B.A., Wake Forest University

## Caroll Hodgson

Sociology
B.S., University of North Carolina-Greensboro
M.S., University of North Carolina-Charlotte

## Brandon Hoffner

Welding Technology
Diploma, Rowan-Cabarrus Community College
A.A.S., Rowan-Cabarrus Community College

## Jeannine Jordan Hogue

English
B.A., University of South Carolina
M.A., University of North Carolina - Charlotte

Tonya H. Holcomb, R.N.
Associate Degree Nursing
B.S.N., Columbus State University
M.S.N., Gardner-Webb University

Jack T. Howard
Program Head, Physical Sciences
B.S., King College
M.B.A., Queens College

Additional Study, University of Kentucky; University of North Carolina-Charlotte; University of Western Sydney, Australia

## June Hundley

Director, Math Tutoring Center, North Campus
Mathematics
B.S., Wake Forest University

## Jerry Hunt

Program Head, Machining Technology
A.A.S., Guilford Technical Community College
B.S., North Carolina A\&T State University

National Institute for Metalworking Skills Certification Machining Level 1
Additional Study, North Carolina A\&T State University
Donna James
Early Childhood Instructor
B.A., University of North Carolina - Charlotte
M.Ed., University of North Carolina - Charlotte

B-K License

## Kim James

Director, Writing Resource Center
B.A., University of North Carolina-Wilmington
M.A., University of North Carolina-Greensboro

Additional Study, University of North Carolina-Charlotte

## Sherie Jenkins

HRD Instructor / Coordinator
B.S., Wingate College

Additional Study, Rowan-Cabarrus Community College

## Aaron S. Johnson

Humanities
B.A., North Carolina Central University
M.A.L.S., University of North Carolina-Greensboro

Janice W. Jones
ABE/GED Coordinator
A.B., Pfeiffer University
M.B.A., University of North Carolina-Charlotte

## Linda W. Kamp

Program Head, Dental Assisting
Certificate, Dental Assisting, University of North Carolina - Chapel Hill
Certified Dental Assistant, Dental Assisting National Board
A.A., Emmanuel College
B.S., University of North Carolina - Chapel Hill

Additional Study, University of Colorado; University of Northern Colorado

## Kathy B. Ketchie

Assistant Program Head, Mathematics
B.A., Lenoir-Rhyne College
M.S., North Carolina A \& T State University

## Judith King

ABE/GED Coordinator, South Campus
B.A., Columbia College

Study, Baptist College; University of South Carolina

## LaNita Kirby

English
B.A., Western Kentucky University
M.A., Western Kentucky University

Kathy E. Knight
Networking Technology
A.A.S., Coastal Carolina Community College
B.S., University of Western Florida
M.S., East Carolina University

Additional Study, East Carolina University, Stanly Community College, Rowan-Cabarrus Community College
CCNA (CISCO), CCA1

## Rose LaCasse

Mathematics
B.S., Marillac College
M.A., Ohio State University

## Theresa Leflore

Office Systems Technology
BSBA, Western Carolina University MBA, Pfeiffer University

## Eric Lentz

Horticulture
B.S., North Carolina State University

## Amelia Likin

Reading
A.A., Wallace Community College
B.S., Troy State

Additional Study, East Carolina University

## Jacquelyn L. Loupis

Psychology
B.S., University of Florida
M.A., University of Florida

## Fred J. Loving

Air Conditioning, Heating, and Refrigeration
A.A.S., Central Piedmont Community College

Study, East Carolina University

## Kelly C. Lowman

Mathematics
B.A., University of North Carolina-Chapel Hill
M.A., University of North Carolina-Charlotte

## Sheryl M. Lyerly

Nurse Aide I
A.A.S., Rowan-Cabarrus Community College

## Frankie Lyons

Program Head, Radiography
B.S., Radiologic Science, University of North Carolina-Chapel Hill
M.H.A., University of North Carolina-Charlotte

Study, North Carolina State University

## Denise R. Madrazo

Program Head, Life Science
B.S., Queens College
M.S., University of North Carolina-Charlotte

## Davis A. March

English
B.A., University of Michigan, Ann Arbor
M.A., University of North Carolina-Chapel Hill

Additional Study, University of North Carolina-Greensboro; Wake Forest University

## Raymond D. McDaniel, Jr.

Mathematics
A.A., Freed-Hardeman College
B.A., Harding College
M.S., Arkansas State University

## Jerry McGrady

Auto Body Instructor, Continuing Education

## Terri McKnight

Mathematics
B.S., Appalachian State University
M.A., Appalachian State University

Adrian McManus
Business Administration
B.I.E., Georgia Tech
M.B.A., Western Carolina University

## Franklin Merrell

Program Head, Industrial Engineering Technology
Program Head, Fire Protection Technology
Interim Program Head, Construction Management Technology
B.S., North Carolina State University
M.S.E.M., University of North Carolina-Charlotte

NCCER Certified Core Curricula Instructor
D.D.I. Certified Facilitator

NCCER Certified Construction Site Safety Master
Additional Study, Rowan-Cabarrus Community College

## Steva B. Mervin

Early Childhood Associate and Early Childhood Associate-Teacher Associate A.B., University of North Carolina-Chapel Hill
M.A.Ed., East Carolina University

Additional Study, University of North Carolina-Greensboro; University of North Carolina-Charlotte

## Karen Mitchell

Mathematics
B.A., State University of New York, Geneseo
M.A.Ed., University of North Carolina-Charlotte

Ed.S., Appalachian State University

## Kenda D. Mitchum

Program Head, English
A.F.A., Davidson County Community College
B.A, University of North Carolina-Charlotte
M.A., Appalachian State University

Additional Study, University of North Carolina-Greensboro

## Brenda G. Moon

English; Director, General Occupational Technology
B.A., Central Wesleyan College
M.Ed., University of North Carolina-Greensboro

Edu. Specialist Degree (Sixth Year Degree), UNC-G
Ed.D., University of North Carolina-Greensboro
Certified National Board Certified Counselor
Certified Reality Therapist
Post Doctoral Studies: Reading, Sociology, and Psychology
Additional Study, Rowan-Cabarrus Community College; University of Maine

## Helen Morgan

Cosmetology
Diploma, Kannapolis Beauty College
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor
A.A.S., Rowan-Cabarrus Community College

## Barbara Moss

Cosmetology
Diploma, Kannapolis Beauty College
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor

## James B. Mullis

Brick Masonry, Continuing Education Study, Rowan-Cabarrus Community College; Central Piedmont Community College; Gardner Webb College

## Kathy S. Nash

Program Head, Cosmetology, Esthetics Technology and Manicuring/Nail Technology N.C. Teachers Certificate, Appalachian State University

Diploma, Barbizon Beauty College
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor

Additional Study, North Carolina AT\&T University; Alamance Technical College; Forsyth Technical College

## Scott A. Nason

Program Head, Web Technologies
B.S., Stephen F. Austin State University
M.Ed., Florida Atlantic University
M.Ed., University of North Carolina - Charlotte

Ed.D., Texas A\&M University of Commerce
Additional Study, Central Piedmont Community College
Catherine Norris, R.N.
Director, Nursing Education
B.S.N., University of North Carolina-Charlotte
M.S.N., University of North Carolina-Charlotte

## Sandra Novick

Director, Early Childhood Education Programs
B.S., Elmira College
M.S., Elmira College

Additional Study, University of North Carolina - Greensboro

## Ray Edward Otto, Jr.

Director, Biotechnology
B.S., University of North Carolina-Chapel Hill

Ph.D., University of North Carolina-Chapel Hill

## Ginger Pack

Director, Math Tutoring Center, South Campus
Mathematics
B.S., North Carolina State University

## Shelley Harper Palmer

Assistant Program Head, English
B.A., University of North Carolina-Chapel Hill
M.A., University of North Carolina-Charlotte
N.C. Licensed Real Estate Salesperson

Additional Study, Rowan-Cabarrus Community College

## Ruth Parker

Program Head, Information Systems Security
B.S., University of Maryland
M.Ed., University of North Carolina-Charlotte

Additional Study, University of Guam

## Matthew A. Peeler

Mathematics
B.A., Catawba College
M.A., University of North Carolina-Charlotte

Additional Study, University of North Carolina-Charlotte
Kimberly P. Phelps, R.N.
Associate Degree Nursing
A.A.S., Rowan-Cabarrus Community College
B.S.N., Cabarrus College of Health Sciences
M.S.N., Gardner-Webb University

## James M. Pleszewski

Criminal Justice Technology
A.A.S., Erie County Community College
B.A., S.U.N.Y. at Fredonia
M.S., Mercyhurst College

Additional Study, University of North Carolina-Greensboro; University of North Carolina-Charlotte; University of Virginia; Winthrop University

## Wanda Marcella Pressley-Altman

Assistant Program Head, Cosmetology, Esthetics Technology and Manicuring/Nail Technology
Diploma, Concord Beauty College
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor
A.A.S., Rowan-Cabarrus Community College

## Jackie Propst

Cosmetology and Manicuring/Nail Technology
Diploma, Barbizon Beauty College
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor

Katharyn S. Robertson, R.T., R
Clinical Coordinator, Radiography
B.S., Greensboro College
M.P.H., University of North Carolina-Chapel Hill

## Maria D. Rodriguez

Spanish
A.A.S., Miami Dade Community College
B.S., University of North Carolina-Charlotte
M.A., University of North Carolina-Charlotte

Study, Rowan-Cabarrus Community College
Additional Study, University of North Carolina-Charlotte

## Spencer J. Rummage, Jr.

Director, Law Enforcement Training; Program Head, Criminal Justice Technology
B.A., University of North Carolina-Wilmington

Certified Basic Law Enforcement Training School Director and
Instructor- N.C. Criminal Justice \& Education Training Standards Commission

## Robin Satterwhite

History/Humanities
B.S., Mars Hill College
M.A., California State University

## Troy Schiedenhelm

Psychology
B.A., Point Park College
M.A., West Chester University

Ed. D., Argosy University

## Alexis Seven

Physics/Astronomy
B.S.E.E., University of North Carolina-Charlotte
M.S., University of North Carolina-Charlotte

Study, University of North Carolina-Charlotte

## Shynlie D. Simmons

Computer Information Technology Instructor
B.S., East Carolina Unversity
M.S., East Carolina University

Study, Rowan-Cabarrus Community College, Forsyth Technical Community College

## Robert Simpson

Program Head, Welding Technology
A.A.S., Rowan-Cabarrus Community College

Certified Welding Educator
Certified Welding Inspector

## Shirley G. Simpson

Office Systems Technology
B.S., Limestone College

Additional Study, South Carolina State University

## Carl L. Smith, Jr.

Automotive Systems Technology
B.B.A., Catawba College

Certified Master Automotive Technician
IMACA Air Conditioning Certified

## Sherylle Smith

History
B.A., Wake Forest University
M.A., University of North Carolina-Charlotte

## Nathan W. Snyder

Automotive Systems Technology
Diploma, Miami Valley Joint Vocational School
A.A.S., Northwestern College

Certified Master Automotive Technician
Certified Advanced Level Specialist

## Darrell J. Spells

Chemistry
B.S., Duke University

Ph.D., University of Texas
Additional Study, University of Southern California
Peter Steciow, Jr.
Individualized Computer Learning Center Coordinator, North Campus
A.A.S., Akron Community \& Technical College
B.S., Akron University

Journeyman Machinist
Certified Manufacturing Engineering Technician
N.C. Licensed Real Estate Broker

Additional Study, Rowan-Cabarrus Community College; Appalachian State University

## Patricia Stirewalt

Cosmetology
Diploma, Rowan-Cabarrus Community College
N.C. Licensed Cosmetologist
N.C. Licensed Cosmetology Instructor

Additional Study, Rowan-Cabarrus Community College

## Claudia Swicegood

Coordinator, Reading Center
Reading
B.A., Furman University
M.H.D.L., University of North Carolina-Charlotte

Curriculum Specialist, University of North Carolina-Charlotte
Study, Meredith College

## Myra Tannehill

English
B.A., Roanoke College
M.A., Appalachian State University

Ed.S., Appalachian State University

## Barbara J. Taylor-Lineberry

Mathematics
B.S., Livingstone College
M.A., East Carolina University

John A. Trexler, Jr.
Machining Technology
Diploma, Rowan-Cabarrus Community College
Francis A. Torrey
Computer Information Technology
B.A., ManKato State University
M.A., Webster University

## Ellen B. Troutman

Radiography
B.S., University of North Carolina-Chapel Hill

Additional Study, Rowan-Cabarrus Community College; Catawba College
Registered in Radiography with ARRT
Registered in Mammography - American Registry of Radiologic Technologists

## Charles A. Tucker

ABE/GED
B.A., University of North Carolina-Charlotte

## Robin Turner

Program Head, Accounting and Economics
A.A.S., Danville Community College
B.S., Averett College
M.S., University of North Carolina-Greensboro

## M. Wade Vernon

Program Head, Automotive Systems Technology Diploma, Rowan-Cabarrus Community College
A.A.S., Guilford Technical Community College

Certified Master Automotive Technician

## Katherine Vestal

Program Head, Foreign Languages
B.A., University of North Carolina-Greensboro
M.Ed., University of North Carolina-Greensboro
M.Div., Southeastern Baptist Theological Seminary

Leigh-Anne Walker, R.N.
Associate Degree Nursing
B.S.N., University of North Carolina-Charlotte

Additional Study, University of Phoenix

## Linne B. Wallace

Biology Lab Instructor
B.S., Carolina's Medical Center, School of Medical Technology

Study, Barton College
Study, Rowan-Cabarrus Community College

## Emily Ward, R.N.

Associate Degree Nursing
A.A.S., Guilford Technical Community College
B.S.N., Gardner-Webb University
M.S.N., Gardner-Webb University

## Stephanie Wensil-Purvis

Sociology
B.S., Appalachian State University
M.A., University of North Carolina-Charlotte

## Donna White-Cook

Computer Information Technology
B.S., Barber-Scotia College
M.Ed., University of North Carolina-Charlotte

Additional Study, Hood Theological Seminary; University of North Carolina-Charlotte

## Debra Whiting

Science Lab Coordinator
A.A.S., Hostos Community College
B.S., York College
M.S., Queens College

Nancy E. Whittaker
Business Administration
B.S., Clemson University
M.B.A., Winthrop University

## Patty Williams

Early Childhood Associate
A.B., Queens College
M.Ed., University of North Carolina-Charlotte

Study, Rowan-Cabarrus Community College

## Thomas Williams, III

Program Head, Mathematics
B.A., Lenoir-Rhyne College
M.A., Wake Forest University

Additional Study, VPI; SU; University of Texas; Wiley Publishing Company;
James Madison University; University of North Carolina-Chapel Hill;
North Carolina State University
Hope D. Yost, R.N.
Assistant Director, Nursing
Program Head, Practical Nursing
Graduate, Mercy Hospital School of Nursing
A.A.S., Sacred Heart College
B.S.N., Wingate College
M.S.N., University of North Carolina-Greensboro

Ph.D., University of North Carolina-Greensboro

## Office Staff

## Debra Atkins

Cashier
Study, Draughon Business College

## Kay Baker

Secretary, Admissions \& Records, North Campus
Diplomas, Salisbury Business College
Diploma, Rowan-Cabarrus Community College

## Jan W. Blalock

Secretary/Receptionist (3R Center)
B.S., East Carolina University

Additional Study, Mars Hill College

## Gale Brewer

Secretary, South Campus
A.A.S., Rowan-Cabarrus Community College

Accounting Certificate, Rowan-Cabarrus Community College
Business Administration Certificate, Rowan-Cabarrus Community College

## Angela C. Cameron

Secretary, Cosmetology Center

## Linda A. Canzona

Special Assistant, Planning and Research
B.S., Wright State College
M.P.A., University of North Carolina-Charlotte

## Bonnie Cecchini

Academic HR Assistant, Academic Programs
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College

## Dawn Coley

Receptionist/Secretary, South Campus

## Angie Corriher

Secretary, Customized Training and Development
Study, Rowan-Cabarrus Community College

## Shelia S. Corriher

Admissions \& Records Secretary, Student Services
Study, Davidson County Community College

## Lynn Coughenour

Special Assistant, Law Enforcement Training \& Criminal Justice Technology Stenographic Diploma, Salisbury Business College
A.A.S., Rowan-Cabarrus Community College
B.T., Appalachian State University

Additional Study, Rowan-Cabarrus Community College

## Robin Craycraft

Secretary/Receptionist, Student Services
Certificate, Rowan-Cabarrus Community College
Study, Rowan-Cabarrus Community College

## Sandra O. Daniel

Secretary, Cooperative Education
Diploma, Salisbury Business College
Additional Study, Rowan-Cabarrus Community College

## Vanessa Eanes

Special Assistant, Office of Institutional Effectiveness
Study, Rowan-Cabarrus Community College

## Patsy Everhart

Payroll Technician
Study, Salisbury Business College; Rowan-Cabarrus Community College

## Pamela T. Forrest

Accounting Technician
A.A.S., Rowan-Cabarrus Community College

## Kathy Fountain

Circulation Manager / Distance Learning Facilitator Study, Rowan-Cabarrus Community College

## Christina Freeman

Academic Assistant II, Academic Programs
Additional Study, Rowan-Cabarrus Community College

## Carol C. Furr

Special Assistant, Academic Programs
Diploma, Rowan-Cabarrus Community College
Additional Study, Rowan-Cabarrus Community College

## Patricia Gaudio

Administrative Assistant, Learning Resource Center
Study, Freeman Business School

## Tammy Greene

Academic Assistant II, Academic Programs
Study, Rowan-Cabarrus Community College; Catawba College

## Gloria Harris

Payroll Technician
Certificate, Rowan-Cabarrus Community College
Diploma, Rowan-Cabarrus Community College
A.A.S., Rowan-Cabarrus Community College

## Tracey R. Harris

Administrative Assistant, Emergency Services
Study, Rowan-Cabarrus Community College
Patsy C. Hartley
Purchasing Assistant
Diploma, Salisbury Business College

## Cathleen Helm

Academic Testing Center Facilitator
A.S., Raritan Valley Community College
B.S., Caldwell College

Additional Study, Rowan-Cabarrus Community College

## Carolyn Helms

Special Assistant, Research, $\mathrm{R}^{3}$ Center
A.A.S., Davidson County Community College

## Connie S. Hess

Telecommunications Coordinator, Secretary
Diploma, Kings College
Additional Study, Rowan-Cabarrus Community College

## Michael Hodge

Accounting Technician
B.S.B.A., University of North Carolina-Charlotte

## Sandy Hodge

Accounting Technician, South Campus
Study, Lander University

## Mitzi Honeycutt

Student Services Receptionist

## Mary Hutchinson

Secretary, Internal FTE Auditing

## Allison L. Kitfield

Secretary II, Cabarrus Business \& Technology Center
B.A., Mt. Holyoke College

Additional Study, George Washington University, Massachusetts Institute of Technology

## Jane Jones

Secretary, South Campus
A.A.S., Rowan-Cabarrus Community College

## Lisa C. Lancaster

Special Assistant, Part-Time Personnel and Payroll, Academic Programs
A.A.S., Rowan-Cabarrus Community College

Additional Study, Rowan-Cabarrus Community College

## Linda G. LeClair

Special Assistant, Pre-College Studies
Study, Massassoit Community College, Rowan-Cabarrus Community College

## Rebecca L'Hommedieu

Accounting Technician
A.A.S., Suffolk City Community College

Additional Study, Oneonta State

## Linda L. Mollohan

Faculty Secretary, South Campus Academic Programs
Additional Study, Rowan-Cabarrus Community College

## Kim Morgan

Accounting Technician
Diploma, Ashmore Business College

## Mona Owens

Special Assistant, Continuing Education
A.A.S., Rowan-Cabarrus Community College

Diploma, National Beauty Academy

## Kathy M. Piper

Accounting Technician, Accounts Payable
A.A.S., Rowan-Cabarrus Community College

## Christel W. Pittmon

Cashier
A.A.S., Rowan-Cabarrus Community College CNA

## Carol D. Proctor

Admissions Technician, Health Programs Certificates, Rowan-Cabarrus Community College
A.A.S., Rowan-Cabarrus Community College

## Rolane S. Ramsey

Faculty Secretary
Study, Lindenwood University

## Velma Reese

Administrative Assistant, Technical Services
Clerical Certificate, Knoxville State Area Vocational Technical School Clerical Certificate, Occupational Education Center
A.A.S., Rowan-Cabarrus Community College
B.B.A., Catawba College

Additional Study, Roane State Community College; Tusculum College; Rowan-Cabarrus Community College; Catawba College

## Elizabeth Rhyne

Special Assistant to Vice President, Administrative Services
B.S., Shaw University

## Karen D. Richardson

Transcript Coordinator, Student Services, North Campus

## Kim Roberts

Secretary/Receptionist, Student Services
Diploma, American Business \& Fashion Institute

## Peggy A. Rummage

Special Assistant, Administration and Personnel A.A.S., Rowan-Cabarrus Community College

## Shirley Sharpe

Technical Assistant for Counseling \& Assessment Study, Rowan-Cabarrus Community College

## Patricia B. Smith

Secretary, Admissions and Records, South Campus
Study, Rowan-Cabarrus Community College

## Shelby Smith

Financial Aid Assistant
A.A.S., Rowan-Cabarrus Community College

Debra M. Waters

Cashier, North Campus
A.A.S., Rowan-Cabarrus Community College

## Brenda L. Weaver

Budgeting and Accounting Technician
Certificate, Computer Learning Center
A.A.S., Rowan-Cabarrus Community College

Study, Rowan-Cabarrus Community College

## Betty Webb

Copy Center Clerk

## Facilities and Maintenance

## Gayle Phipps

Director, Facility Services
A.A.S., Winsalm College

## Karen Blakeney

Maintenance, South Campus

## Tony Fox

Associate Director, Facilities, South Campus

## Steven Harris

Plant Maintenance Assistant, South Campus

## Jimmy L. Head

Painter

## William A. Heglar

Plant Maintenance Assistant, North Campus

## Frances Howie

Housekeeping, South Campus

## Daniel Huynh

Maintenance, North Campus
Diploma, Rowan-Cabarrus Community College
Additional Study, Rowan-Cabarrus Community College

## John Kneip

Facilities Maintenance Technician
Diploma, Rowan-Cabarrus Community College

## Phyllis Lynch

Housekeeping, South Campus

## Grace Lowery

Housekeeping, Extension Center and Cosmetology Center

## Huong Nguyen

Maintenance, North Campus

## Michael Nguyen

Maintenance Technician, North Campus

## Carl Ritchie

Facilities Maintenance Technician, South Campus

## Mike Robinson

Groundskeeper
A.A.S., Catawba Valley Technical College

Certified Plantsman
Study, Rowan-Cabarrus Community College

## Tony Sechler

Facilities Maintenance Technician,, South Campus
Study, Rowan-Cabarrus Community College

## Brandon Sifford

Maintenance Technician, North Campus
Diploma, Rowan-Cabarrus Community College

## Kenneth M. Spach

Maintenance Technician, North Campus
Denise Surratt
Maintenance, North Campus

## Ron Willis

Maintenance Technician, North Campus


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[^0]:    - This Core course can not be substituted.

[^1]:    ART
    ART 111 Art Appreciation $\quad$ F,S,SU Day $\begin{array}{llll}3 & 0 & 3\end{array}$
    On Demand Evening
    This course introduces the origins and historical development of art. Emphasis is placed on the relationship of design principles to various art forms, including but not limited to, sculpture, painting, and architecture. Upon completion, students should be able to identify and analyze a variety of artistic styles, periods, and media. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.This course may satisfy a general education requirement for Catawba College.
    Prerequisites: None
    Corequisites: None

    ## ART 116 Survey of American Art on Demand Day $3 \quad 0 \quad 3$

    On Demand Evening
    This course covers the development of American art forms from colonial times to the present. Emphasis is placed on architecture, painting, sculpture, graphics, and the decorative arts. Upon completion, students should be able to demonstrate understanding of the history of the American creative experience. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in humanities/fine arts.This course may satisfy a general education requirement for Catawba College.
    Prerequisites: None
    Corequisites: None

[^2]:    © BUS 153 Human Resource Management
    TBA Day
    303
    No Evening
    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.
    Prerequisites: None
    Corequisites: None

[^3]:    - ISC 121 Environmental Health \& Safety

    Internet Only $3 \mathbf{0}$
    3 On Demand
    This course covers workplace environmental health and safety concepts. Emphasis is placed on managing the implementation and enforcement of environmental health and safety regulations and on preventing accidents, injuries, and illnesses. Upon completion, students should be able to demonstrate an understanding of basic concepts of environmental health and safety.
    Prerequisites: None
    Corequisites: None

[^4]:    $\begin{array}{llllll}\text { ISC } 243 & \text { Productivity \& Operational Mgmt. I F On Demand Day } & 2 & 3 & 3\end{array}$ F On Demand Evening
    This course introduces concepts used to analyze and solve productivity and operational problems. Topics include operations strategy, forecasting, resource allocation, and materials management. Upon completion, students should be able to recognize, analyze, and solve a variety of productivity and operational problems.
    Prerequisites: None
    Corequisites: None

[^5]:    MAC 152 Advanced Machining Calculations $S$ Day $\quad 1 \begin{array}{llll}1 & 2 & 2\end{array}$ S Evening
    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.
    Prerequisites: MAC 151 (Local)
    Corequisites: None

[^6]:    $\forall$ O SOC 210 Introduction to Sociology
    F,S,SU Day 303 TBA Evening
    This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies. This course has been approved to satisfy the Comprehensive Articulation Agreement general education core requirement in social/behavioral sciences. This course may satisfy a general education requirement for Catawba College.
    Prerequisites: RED 090 or appropriate placement test score or ENG 111 (Local) Corequisites: None

