

Pre-Pharmacy

Suggested Course of Study for University Transfer Students (66-69 Credit Hours)

Freshman Year	Sophomore Year
PSYC 1100 or EDUC 1100	CHEM 2423
BIOL 1406	CHEM 2425
BIOL 1407	GOVT 2305
CHEM 1411	GOVT 2306
CHEM 1412	Literature (3-6 Credit Hours)
ENGL 1301	(MATH 1316)*
ENGL 1302	MATH 2413
HIST 1301	MATH 2414
HIST 1302	PHYS 1401
(MATH 1314)*	PHYS 1402
PHED 1134	SPCH 1315 or 1321
PHED Activity (1 Credit Hour)	

*Students with two years of high school algebra and trigonometry may start with MATH 2413. Note: completion of the Suggested Course of Study may require an additional term(s). These classes should be completed in additional terms: BIOL 2401, BIOL 2402, BIOL 2420, COSC 1401, Social/Behavioral Science (3 credit hours) & Visual/Fine Arts (3 credit hours).

Psychology

Suggested Course of Study for University Transfer Students (62-65 Credit Hours)

Freshman Year	Sophomore Year
PSYC 1100 or EDUC 1100	Elective (9 Credit Hours)
ENGL 1301	GOVT 2305
ENGL 1302	GOVT 2306
HIST 1301	Humanities (3 Credit Hours)
HIST 1302	PHED Activity (1 Credit Hour)
Lab Science (8 Credit Hours)	PSYC 2314
MATH 1314	PSYC 2315
PHED 1134	Visual/Fine Arts (3 Credit Hours)
PSYC 2301	Computer (3-4 Credit Hours)
SPCH 1315 or 1321	

PSYC 1100 Learning Frameworks (42.0301.51 25) 1.1.0
 A study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply

the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. (Cross-listed as EDUC 1100)

- PSYC 2301 General Psychology (42.0101.51 25) 3.3.0**
 Fundamental principles of behavior. Motivation, the emotions, the senses and perception, learning and remembering, and personality. Group behavior in terms of social relationships. Intelligence and individual differences. Core Curriculum satisfied for Social and Behavioral Science.
- PSYC 2314 Lifespan Growth and Development (42.0701.51 25) 3.3.0**
 A study of the physical, mental, emotional, and social growth and development of children and throughout the life span. Prerequisite: PSYC 2301 or consent of instructor.
- PSYC 2315 Psychology of Personal Adjustment (42.0101.56 25) 3.3.0**
 A study of the psychological principles that are fundamental to personal and social adjustment. Emphasis is placed on group dynamics, self-awareness, interpersonal attraction, prejudice, values, and self-actualization. Core Curriculum satisfied for Social and Behavioral Science.

Radiology Technology

The Radiology Technology Program is designed to prepare individuals to function effectively in the field of the diagnostic medical radiography. Radiography is the application of knowledge using a variety of imaging methods in the examination of the body for structural defects and disease processes.

The Radiology Program is a two-year program leading to an Associate of Applied Science (AAS) degree. The program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). Graduates are eligible to apply for the American Registry of Radiologic Technologists (ARRT) Certification Examination. The Web site for the Joint Review Committee on Education in Radiologic Technology is www.jrcert.org.

Mission Statement of the PJC Radiology Technology Program

The mission of the Paris Junior College Radiology Technology Program is to meet the needs of the students by offering innovative and comprehensive educational practices which will enable the student to graduate with competence for the practice of diagnostic radiology technology.

Goals:

- » The program will demonstrate program effectiveness.
- » Students will be clinical competent.

Outcomes:

- » Students will be able to effectively evaluate images.
- » Students will promote exemplary customer service.
- » Students will be able to adjust to trauma situations using critical thinking.