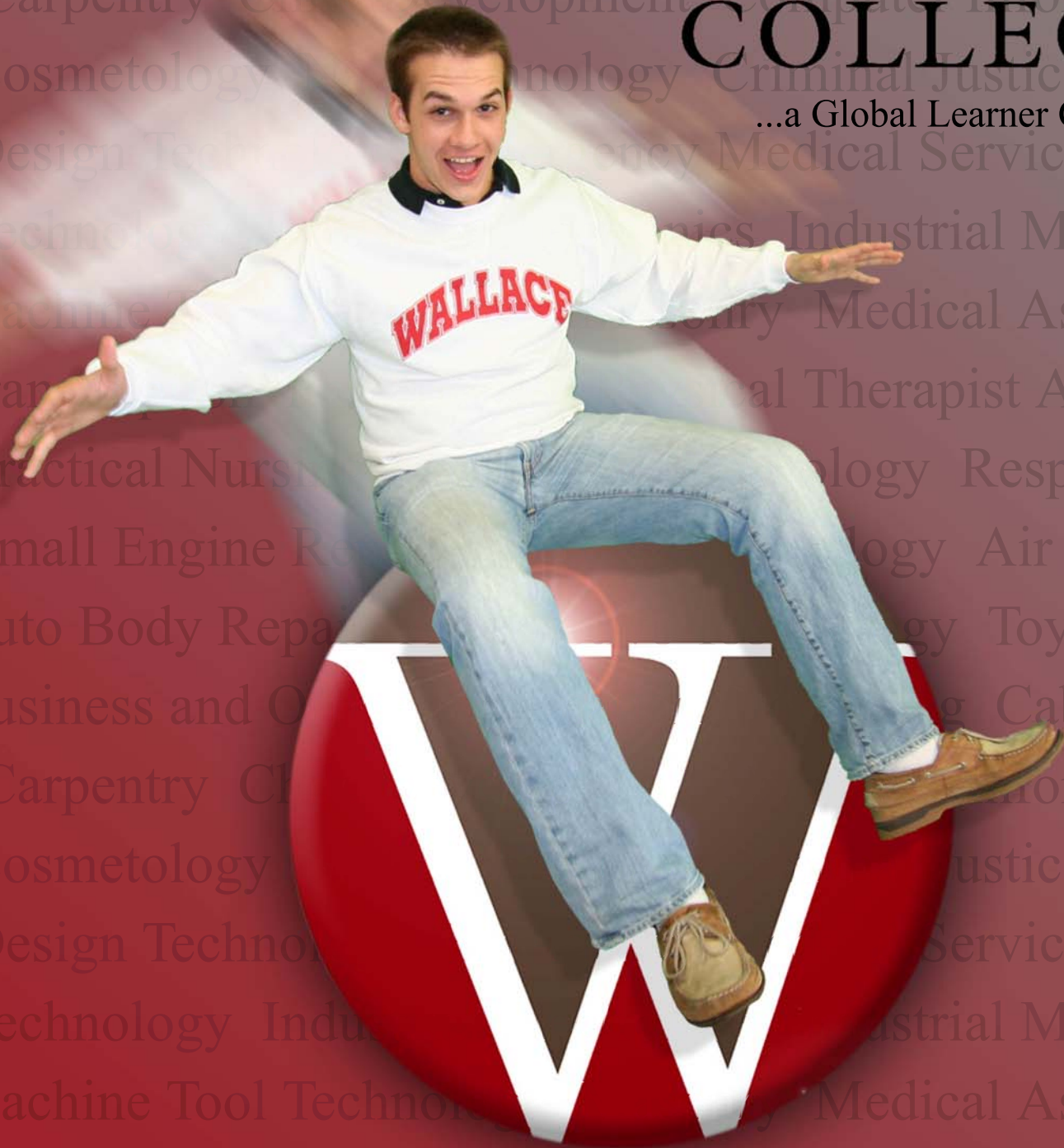


WALLACE COMMUNITY COLLEGE

...a Global Learner College™



2008 / 2009

College Catalog and Student Handbook

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Wallace Community College

2008-2009 Catalog

GEORGE C. WALLACE COMMUNITY COLLEGE
(WALLACE COMMUNITY COLLEGE)

WALLACE CAMPUS

1141 Wallace Drive
Dothan, Alabama 36303-0943
(334) 983-3521
FAX (334) 983-3600 or (334) 983-4255

SPARKS CAMPUS

Post Office Drawer 580
Eufaula, Alabama 36072-0580
3235 South Eufaula Avenue
Eufaula, Alabama 36027
(334) 687-3543
FAX (334) 687-0255

FORT RUCKER CENTER

Post Office Box 6200032
Building 4502, Kingsman Street
Fort Rucker, Alabama 36362
(334) 598-8866
FAX (334) 598-3578

CENTER FOR ECONOMIC AND WORKFORCE DEVELOPMENT

5565 Montgomery Highway
Dothan, Alabama 36303
(334) 556-2465
FAX (334) 984-2132

Toll Free Number for All College Locations: 1-800-543-2426

www.wallace.edu

A MESSAGE FROM THE PRESIDENT



Congratulations for taking time to view the Catalog and Student Handbook of Wallace Community College! The fact that you are reviewing this catalog means you are in the initial stages of planning for your future or the future of a friend or loved one. As you read, you will find many opportunities for students of all ages and all walks of life.

An investment in education is very much like placing money into a savings account for your future. By earning a certificate or degree, you are positioning yourself for greater earning power and greater opportunity for advancement in your chosen profession. In fact, statistics indicate students who earn associate degrees average lifetime earnings of at least a quarter million dollars more than those without a postsecondary credential. Likewise, certification from one of our short-term, noncredit programs is also beneficial to those seeking to improve workplace skills or for those in need of professional development or continuing education credits.

The beauty of the community college is its ability to provide a quality education with convenient class schedules at a low cost. Our professional faculty and staff are prepared to assist you, so please visit one of our campuses or other instructional sites and explore the opportunities. Again, congratulations on taking the first step in planning your future.

Dr. Linda C. Young
President

WALLACE COMMUNITY COLLEGE

2008-2009 CALENDAR*

August 2008

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September 2008

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January 2009

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February 2009

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FALL SEMESTER, 2008

August 18, 19, 20	+ Faculty duty days
August 21, 22	Registration
August 25	CLASSES BEGIN
August 26	Drop/add, late registration/late fee
September 1	▪ Labor Day holiday
October 17	MID-TERM
November 11	▪ Veterans Day holiday
November 24, 25, 26	+ Faculty duty days
November 27, 28	▪ Thanksgiving holidays
December 1	Classes resume
December 19	END OF TERM
December 22, 23	+ Faculty duty days
December 24-January 2	+ Christmas holidays

SPRING SEMESTER, 2009

January 5, 6, 7	+ Faculty duty days
January 8, 9	Registration
January 12	CLASSES BEGIN
January 13	Drop/add, late registration/late fee
January 19	▪ Martin Luther King Jr. holiday
March 6	MID-TERM
March 16-20	+ Spring Break
March 23	Classes resume
May 7	END OF SEMESTER
May 8, 11-13	+ Faculty duty days
May 11	GRADUATION (Sparks Campus)
May 12	GRADUATION (Wallace Campus)
May 14-15, 18-20	+ Faculty holidays

SUMMER TERM, 2009

May 21, 22	+ Faculty duty day
May 25	▪ Memorial Day holiday
May 26	Registration
May 27	CLASSES BEGIN
May 28	Drop/add, late registration/late fee
June 30	MID-TERM
July 3	▪ Independence Day holidays
August 5	END OF TERM
August 6	+ Faculty duty day
August 7	+ Faculty holiday

- College closed
- + No classes

* Tentative calendar, subject to change.

March 2009

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June 2009

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July 2009

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August 2009

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ACCREDITATIONS

Wallace Community College is accredited by
The Commission on Colleges of
the Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097
(404) 679-4501
to award associate in arts, science, and applied science degrees

The EMT-paramedic program is accredited by the
Commission on Accreditation of
Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1970
Chicago, Illinois 60601
(312) 553-9355
on recommendation of the
Committee on Accreditation of Educational Programs for
the EMS Professions (CoAEMSP)
1248 Harwood Road
Bedford, Texas 76021-4244

The medical assisting program is accredited by the
Commission on Accreditation of
Allied Health Education Programs (www.caahep.org)
35 East Wacker Drive, Suite 1970
Chicago, Illinois 60601
(312) 553-9355
upon the recommendation of the
Curriculum Review Board of the American Association of
Medical Assistants Endowment (AAMAE)
20 North Wacker Drive, Suite 1575
Chicago, Illinois 60606-2963
(312) 899-1500

The radiologic technology program is accredited by the
Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive, Suite 900
Chicago, Illinois 60606-2901
(312) 704-5300

The associate degree nursing and practical nursing programs are
accredited by the
National League for Nursing Accrediting Commission (NLNAC)
61 Broadway – 33rd Floor
New York, New York 10006
(212) 363-5555

The Physical therapist assistant program is accredited by the
Commission on Accreditation in
Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, Virginia 22314
(703) 706-3245

The respiratory therapist program is accredited by the
Commission on Accreditation of
Allied Health Education Programs (CAAHEP)
35 East Wacker Drive, Suite 1970
Chicago, Illinois 60601
(312) 553-9355
on recommendation of the
Committee on Accreditation for Respiratory Care (CoARC)
1248 Harwood Road
Bedford, Texas 76021-4244
(817) 283-2835

CHANGES IN PROGRAMS AND CATALOGS

The information contained in this publication conforms with policies and procedures of the State Board of Education, Department of Postsecondary Education, and applicable state and federal statutes. Any policies and procedures of Wallace Community College that may be found to be in violation of such are hereby declared null and void and of no effect. The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While provisions of this catalog will ordinarily be applied as stated, Wallace Community College reserves the right to change any provision listed in this catalog, including but not limited to, academic requirements for graduation, without actual notice to individual students. Every effort is made to keep students advised of any such changes. It is especially important that students keep themselves apprised of current graduation requirements for their particular degree programs. Current information is available in student affairs or by telephone, (334) 556-2473.

HUMAN RIGHTS AND NONDISCRIMINATION

Wallace Community College is committed to equal opportunity education. The College is guided in philosophy and practice by the principle that individuals will not be treated differently because of race, creed, religion, color, gender, age, national origin, disability, or marital status, and that legitimate and reasonable access to facilities is available to all. This principle particularly applies to the admission of students in all programs of the College and in their academic pursuits. It is also applicable in extracurricular activities, all student affairs services, employment of students by the College, and employment of faculty and non-instructional staff. Therefore, WCC is in compliance with Title VI and VII of the Civil Rights Act of 1964, as amended; the Civil Rights Act of 1991; Executive Order 11246, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act; and the Americans with Disabilities Act of 1990. Wallace Community College is an Affirmative Action/Equal Employment and Educational Opportunity Institution.

Title IX of the Education Amendments of 1972, as amended, prohibits discrimination on the basis of sex. Sexual harassment is a form of discrimination which is illegal under **Title VII of the Civil Rights Act of 1964** for employees and under **Title IX of the Education Amendments of 1972** for students. Each campus and site at Wallace Community College has a trained sexual harassment officer.

Other Civil Rights/Title IX Coordinator:
Jackie Screws, Sparks Campus, (334) 687-5288

Sexual Harassment Officers:

Wallace Campus	Kay Roney	(334) 556-2201
Sparks Campus	Jackie Screws	(334) 687-5288
Fort Rucker Center	Kay Roney	(334) 556-2201

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits discrimination on the basis of disabilities.

504 Coordinator:
Mark Shope, Wallace Campus, (334) 556-2295

The Americans with Disabilities Act of 1990 (ADA) provides that no otherwise qualified person shall be discriminated against in the provision of an educational service or benefit on the basis of disability. Wallace Community College endeavors to provide reasonable accommodations to qualified students with disabilities. Students needing disability services or information should contact the appropriate coordinator on the appropriate campus or site.

ADA Coordinators:

Wallace Campus	Mark Shope	(334) 556-2295
Sparks Campus	Jane Boyette	(334) 687-3543
Fort Rucker Center	Mark Shope	(334) 556-2295

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Under the Federal Family Educational Rights and Privacy Act, 20 USC 1232g, WCC may disclose certain student information as *directory information*. Directory information includes name, address, telephone listing, date of birth, major field of study, participation in officially recognized activities and sports, height and weight of athletic team members, dates of attendance, degrees and awards received, most recent educational institution attended, photographs, enrollment status, and e-mail addresses. If students object to any of the aforementioned information being released during any given term or academic year, they should provide written notification to the assistant dean of student affairs during the first two weeks of the respective term or academic year. Non-release forms are available at the following locations: enrollment services in Grimsley Hall on the Wallace Campus in Dothan; student affairs in the Administration Building on the Sparks Campus in Eufaula; and the administrative office at the Fort Rucker Center.

STATEMENT OF VISION

George C. Wallace Community College will be a leading community college, nationally recognized for excellence and innovation in education and student success. The College will be the primary choice of citizens preparing for the job market, seeking an associate or advanced degree, and/or pursuing career advancement or personal development. College partnerships with area schools, business and industry, and governmental agencies will contribute to an educational system that enhances economic development and quality of life in the region.

STATEMENT OF VALUES

George C. Wallace Community College respects the diversity of its student body and recognizes the worth and potential of each student. Therefore, the College affirms the following values:

Commitment to Students

Belief in providing quality, accessible instruction, resources, and support services to enhance the growth and development of students.

Commitment to Faculty and Staff

Belief in the importance of providing a work and learning environment characterized by integrity, clear communications, open exchange of ideas, involvement in decision making, and respect for all individuals.

Commitment to Community

Belief in enhancing the economic vitality and quality of life for all citizens of the community.

Commitment to Diversity

Belief in acknowledging and respecting the diversity of the community.

Commitment to Excellence

Belief in the pursuit of excellence in all College programs and services.

STATEMENT OF MISSION

George C. Wallace Community College, a comprehensive community college, seeks to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life of its constituents.

STATEMENT OF ROLE AND SCOPE

The College fulfills its mission through a clearly defined set of programs and services that includes the following:

College-level Credit Programs

The College offers credit courses leading to associate degrees and certificates in career/technical fields and transfer majors.

Continuing Education Programs

The College provides professional and personal development opportunities for individuals, agencies, and business and industry.

Economic Development Programs

The College provides workforce training for new and expanding industries and assists in recruiting business and industry to the region.

Student Development Programs and Services

The College offers programs and services to enrolled and prospective students to enhance their opportunities for success and their potential for personal, educational, and professional growth.

Support Programs and Services

The College provides recruitment, evaluation, counseling, and instructional programs and services that increase access and opportunities for success for students not traditionally served by higher education.

INSTITUTIONAL INITIATIVES

1. To continue to make enhancing the quality of teaching and learning the primary focus of the College's mission.
2. To increase access to educational opportunities for a greater and more diverse number of students.
3. To offer educational programs responsive to the economic and demographic needs of the region.
4. To enrich the collegiate experience for students through a comprehensive program of student services and opportunities.
5. To foster internal communication, cooperation, and collaboration among divisions and across campuses to achieve greater efficiency and effectiveness in programs, operations, and services.
6. To expand resources and increase community awareness and support for Wallace Community College.

HISTORY OF THE COLLEGE

In 1949, George C. Wallace State Technical Trade School was established by the Alabama Regional Trade School Act of 1947. In 1955, the name of the institution was changed to George C. Wallace State Vocational Trade School, and on May 3, 1963, by decree of the Alabama State Legislature, the institution became George C. Wallace State Technical Junior College. In response to a recommendation by the Southern Association of Colleges and Schools (SACS), the technical school and junior college were united in 1969 to form south Alabama's first comprehensive community college. The Commission on Colleges of SACS accredited George C. Wallace State Community College (WCC) to award associate degrees and certificates in 1969, and accreditation was reaffirmed in 1973, 1984, 1994, and 2002.

The 1997 merger between WCC and Alabama Aviation and Technical College in Ozark and Mobile was accomplished. In 2003, however, the Aviation Campus in Ozark and Aviation Center in Mobile merged with the former Enterprise State Junior College to enable it to become a community college, Enterprise-Ozark Community College.

Named for former Alabama Governor Chauncey Sparks, the WCC Sparks Campus in Eufaula began as Sparks State Technical School July 6, 1966, with an enrollment of 44 students. In 1968, the name was changed to Sparks State Technical Institute. With the offering of the associate in applied technology degree in 1974, the name became Sparks State Technical College, and the College was accredited by the Commission on Occupational Education Institutions (COEI) of the Southern Association of Colleges and Schools. Since that time, COEI has evolved into the Council on Occupational Education (COE), a national accrediting agency for technical institutions. The College was reaffirmed for COE accreditation in 1998. In 1999, Sparks State Technical College merged with Wallace.

WCC now includes instructional sites at the Wallace Campus in Dothan, the Sparks Campus in Eufaula, the Fort Rucker Center, and the Center for Economic and Workforce Development located on Hwy 231 North in Dothan. A Workforce Development Center is also conveniently located on the Sparks Campus. WCC also provides correctional education programs at Easterling Correctional Facility in Clio, Alabama, and Ventress Correctional Facility in Clayton, Alabama.

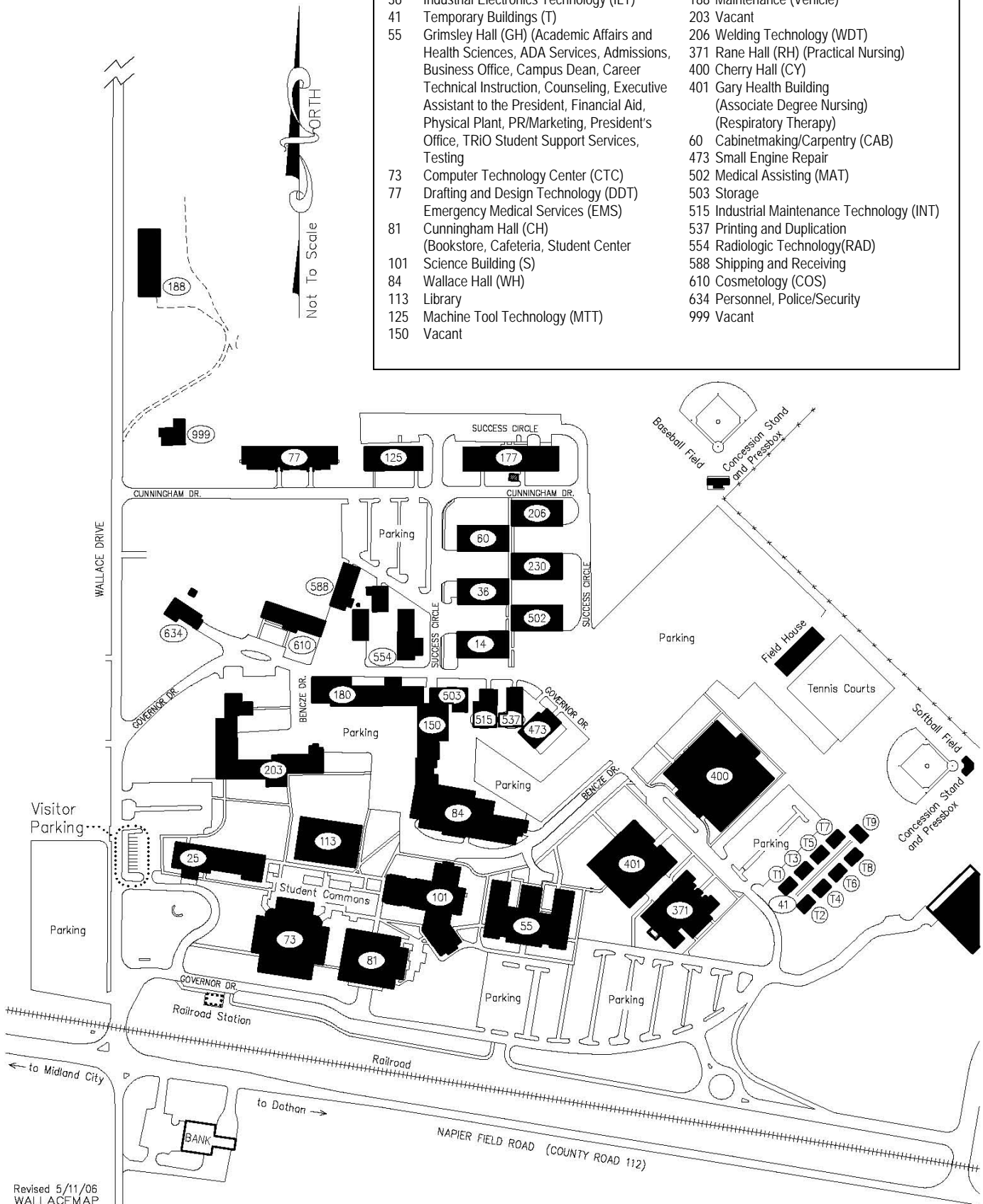
Wallace
Campus
Dothan



Wallace Campus

- | | |
|---|---|
| 14 Automotive (ASE) | 177 Air Conditioning & Refrigeration (ACR) |
| 25 Administrative Building (A) (Closed for Renovation) | Electrical Technology (ELT) |
| 36 Industrial Electronics Technology (ILT) | 180 Maintenance |
| 41 Temporary Buildings (T) | 188 Maintenance (Vehicle) |
| 55 Grimsley Hall (GH) (Academic Affairs and Health Sciences, ADA Services, Admissions, Business Office, Campus Dean, Career Technical Instruction, Counseling, Executive Assistant to the President, Financial Aid, Physical Plant, PR/Marketing, President's Office, TRIO Student Support Services, Testing) | 203 Vacant |
| 73 Computer Technology Center (CTC) | 206 Welding Technology (WDT) |
| 77 Drafting and Design Technology (DDT) | 371 Rane Hall (RH) (Practical Nursing) |
| Emergency Medical Services (EMS) | 400 Cherry Hall (CY) |
| 81 Cunningham Hall (CH) (Bookstore, Cafeteria, Student Center) | 401 Gary Health Building (Associate Degree Nursing) (Respiratory Therapy) |
| 101 Science Building (S) | 60 Cabinetmaking/Carpentry (CAB) |
| 84 Wallace Hall (WH) | 473 Small Engine Repair |
| 113 Library | 502 Medical Assisting (MAT) |
| 125 Machine Tool Technology (MTT) | 503 Storage |
| 150 Vacant | 515 Industrial Maintenance Technology (INT) |
| | 537 Printing and Duplication |
| | 554 Radiologic Technology (RAD) |
| | 588 Shipping and Receiving |
| | 610 Cosmetology (COS) |
| | 634 Personnel, Police/Security |
| | 999 Vacant |

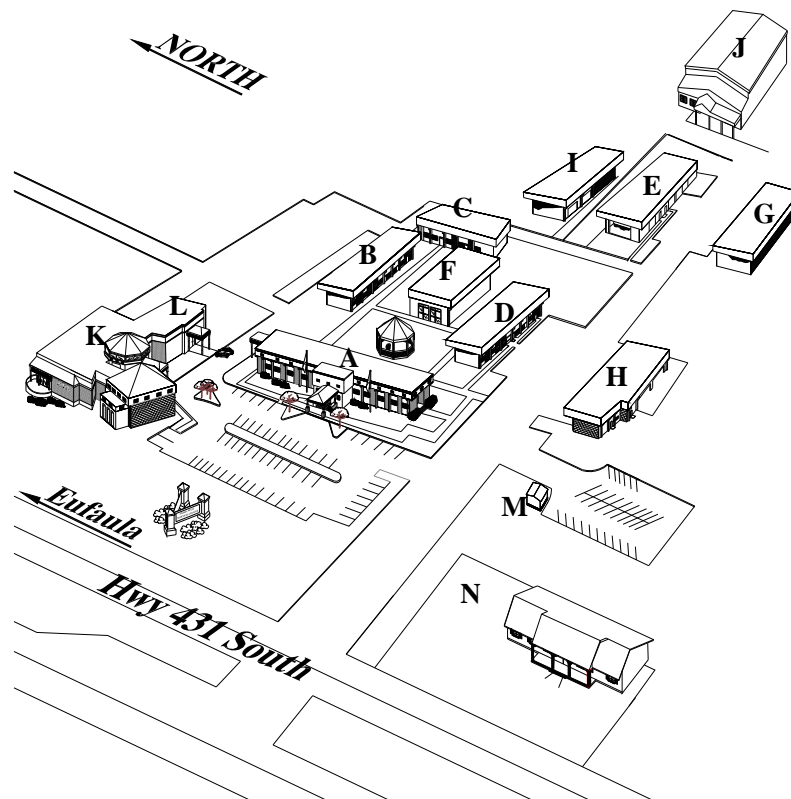
HWY 134
← to Midland City → to Headland →





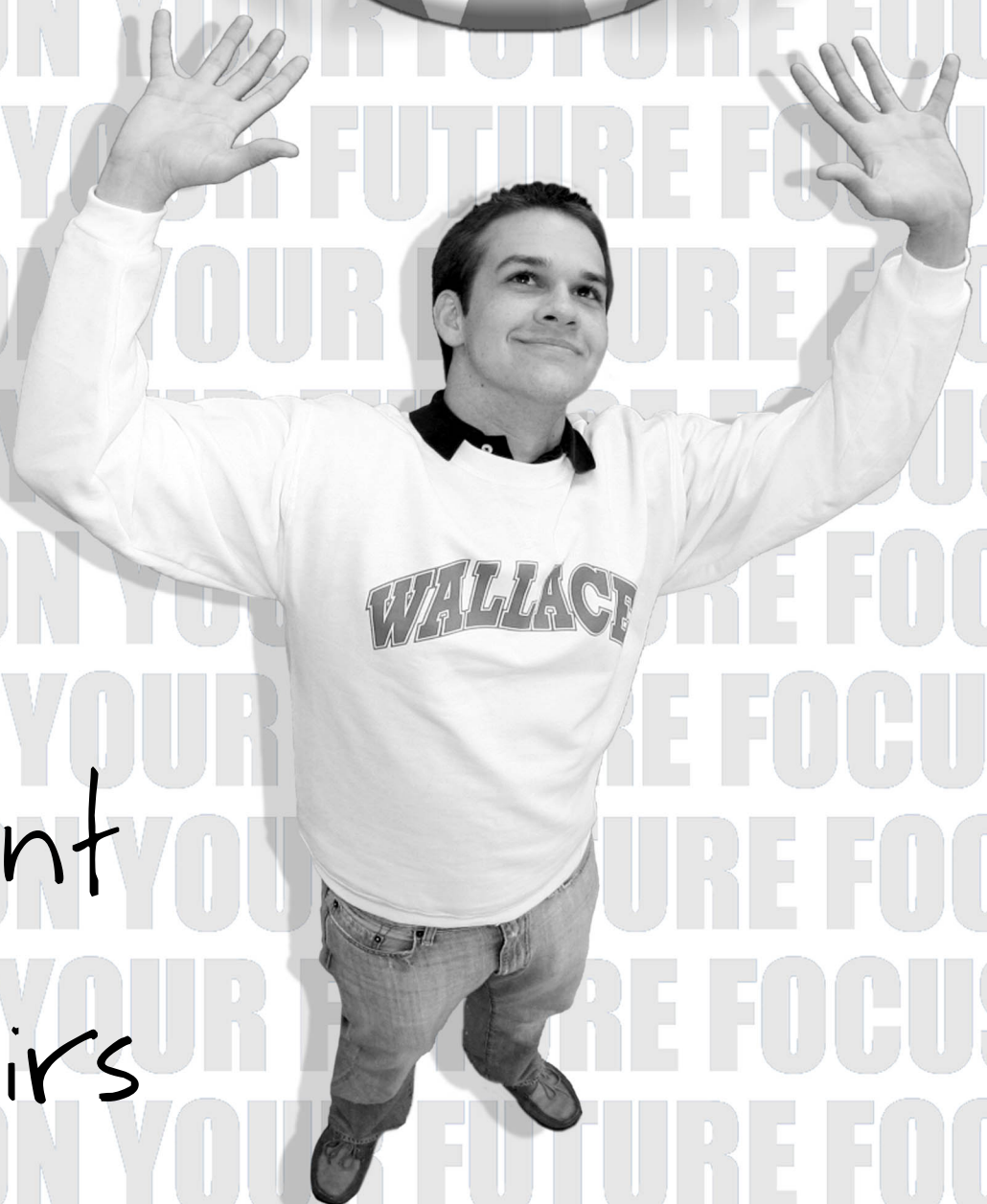
Sparks
Campus
Eufrula

WALLACE COMMUNITY COLLEGE – SPARKS CAMPUS



**BUILDINGS AND FACILITIES
(MAP INDEX)**

- A. Administration/Classroom Building:** Administrative Offices, Student Services, Admissions, Counseling, Financial Aid, Veteran Affairs, TRiO Student Support Services, TRiO Talent Search, Business Systems Technology, Misc. Academic Classrooms.
- B. Classroom Building:** Industrial Maintenance Technology, Practical Nursing
- C. Classroom Building**
- D. Classroom Building:** West- Science Dept., East – General Academics
- E. Classroom Building:** Auto Body Repair
- F. Cafeteria**
- G. Classroom Building:** Cabinetmaking and Woodworking, Masonry
- H. Classroom Building:** Cosmetology, Drafting and Design Technology
- I. Classroom Building/Warehouse:** Child Development, Adult Education, Maintenance/Custodial Services
- J. Classroom Building:** Welding Technology
- K. Alabama Technology Network – Eufaula Center, Workforce Development Center**
- L. Learning Resource Center**
- M. Security**
- N. TRIO Upward Bound**



Student
Affairs

STUDENT AFFAIRS

Each member of the student affairs staff at Wallace Community College is dedicated to the belief that all people should have the opportunity to reach their maximum potentials. Functions of the student affairs division are admissions, career planning, counseling services, job placement, records, services for special student populations, student activities, student financial services, and testing services. These functions serve students and complement classroom instruction by ensuring that students have the opportunity for success. The following sections explain services of the student affairs division.

FUNCTIONS

Counseling and advising. The College provides professional counselors to assist students in planning and selecting appropriate educational goals. Counseling services are provided to help students make the best possible adjustments to college life.

General testing. The testing program includes ASSET®/COMPASS™, Biology Placement Test, CLEP® (College Level Examination Program), CPA® (Career Programs Assessment Test), GED® (General Education Development), and SAM Challenge Test and is designed to meet the needs of students with varied educational backgrounds and goals. For more information on ASSET®/COMPASS™, see Placement Testing below or Student Assessment in the Admission Policies and Procedures section of this catalog. The Biology Placement Exam is given to students wanting to exempt BIO103, Principles of Biology 1, which is the prerequisite for BIO201, Anatomy and Physiology I and BIO220, Microbiology. This course exemption is only valid for Alabama two-year college health programs and will not earn credit for BIO103 for the A.A., A.S., or A.A.S. degrees or transfer to another college or university. The CLEP® test is given to students who desire to receive college credit for knowledge they have acquired outside a formal college classroom setting. To meet Ability-to-Benefit requirements, CPA® is given to students without a high school diploma or GED® who wish to enroll in the following programs: auto body repair, cabinetmaking, carpentry, cosmetology (must have completed the 10th grade to take state board exam), cosmetology nail technology, masonry, and welding technology. The GED® exam is administered to residents of the surrounding communities and/or prospective students who do not have a high school diploma or its equivalent. Sam Challenge Computer Test is given to incoming freshman students to determine their readiness for CIS146, Microcomputer Applications.

Job listings. Current job listings are provided at both campuses. Part- and full-time job offerings are updated regularly and posted on a bulletin board outside the career development center/career lab on the Wallace Campus and in student affairs on the Sparks Campus. Students interested in employment must complete an application with the career development center/career lab and check periodically for available employment. To remain on active file, students must renew their requests at the beginning of each term. Job offerings on the Sparks Campus are placed with workforce development and are routed through the program instructors for student referrals. Wallace Community College is an equal opportunity employment/affirmative action employer and complies with the Americans with Disabilities Act of 1990 (ADA).

Pre-orientation activities. Pre-orientation is designed to acquaint students with College facilities, services, and rules and regulations. Participation in pre-orientation is required for all first-time students. Group sessions are scheduled by the admissions and records office prior to the beginning of each term.

Placement testing. Wallace Community College requires a comprehensive assessment of students upon admission and prior to enrollment in associate degree or certificate programs. Students are not allowed to enroll for more than four credit hours before being assessed with the COMPASS™ or ASSET® written assessment instrument. For more specific information on placement testing and assessment, see admissions policies and procedures section of this catalog.

Disabled student services. It is the policy of Wallace Community College to provide reasonable accommodations for environmental and program accessibility for individuals with a disability as defined in Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Specialized services provide students with disabilities complete access to all academic, technical, and College programs. Students are responsible for reporting their needs to the ADA coordinator and providing proper documentation of their disabilities prior to services being implemented. Early contact is encouraged to allow sufficient time for evaluating, planning, and arranging needed accommodations and services. For detailed information on available services and eligibility, contact the ADA coordinator on the Wallace Campus by telephone at (334) 556-2296; by fax at (334) 983-4255; or in writing to ADA coordinator, Wallace Community College, 1141 Wallace Drive, Dothan, AL 36303. Information on disability services for the Sparks Campus may be obtained from the student services coordinator at (334) 687-3543, ext. 4270. Complaints regarding accessibility on the Sparks Campus should be reported to the dean, student affairs and Sparks Campus at (334) 687-5288.

Career development center/career lab. The career development center/career lab, located on the Wallace Campus, is dedicated to assisting students who are undecided about their career plans. Counselors and staff members are available, and the career planning process is open to all students and members of the community. Students at the Sparks Campus are encouraged to use the career resources located in the LRC and student affairs or to visit the career development center/career lab on the Wallace Campus.

STUDENT ACTIVITIES

Wallace Community College offers student activities, programs, and services that promote leadership, academic support, and social and cultural experiences. These are listed alphabetically and are followed by a code indicating the campus or site on which the activity is available: Wallace Campus (W), Sparks Campus (S), and Fort Rucker Center (F).

Art Club (W). An organization designed to expose students to art and permeate an appreciation for art across campus. The art club is open to all art students and those interested in art.

Association of Students of Practical Nursing (W) (S) (F). An organization designed for students enrolled in practical nursing.

Athletics (W). Wallace Community College is a member of the National Junior College Athletic Association and the Alabama Community College Conference. The College engages in intercollegiate competition in men's baseball and women's softball.

Diplomats (W) (S). The Wallace Community College Diplomats serve as official hosts and hostesses for the College. The program is designed to recognize outstanding students in the areas of academic achievement, extracurricular activities, and community concern. To be eligible for membership, students must be recommended by faculty or staff members and be interviewed by the Diplomat Selection Committee.

National Technical Honor Society (W) (S) (F). The society is an honor organization for students enrolled in career-technical programs. The organization's purpose is to promote service, leadership, honesty, career development, and skilled workmanship; reward student achievement; assist career goal-setting; promote linkages between the College and business and industry; and enhance the image of career-technical education in America. To be eligible, students must be full-time, have completed 16 semester hours of study with a 3.9 grade point average, be of good moral character, possess good citizenship qualities, and have established academic excellence. Candidates are recommended by faculty members.

Phi Beta Lambda (S). Phi Beta Lambda provides opportunities for students to develop business-related career competencies. Phi Beta Lambda is an integral part of the instructional program and, in addition, promotes a sense of civic and personal responsibility.

Phi Theta Kappa (W) (S). Phi Theta Kappa is an international honor society. To be eligible for membership, a student must complete a minimum of 12 semester hours (excluding developmental course work) toward an AA, AS, or AAS degree and have a minimum GPA of 3.5. First-term freshmen who were members of the National Honor Society or Beta Club, recipients of a WCC academic scholarship, or who scored 25+ on the ACT[®] exam may enter into the organization immediately as provisional members.

Refuge (W). Refuge is an organization that encourages Christian fellowship among students, both on and off campus. Refuge is open to all students, regardless of religious preference.

The Respiratory Therapy Association for Better Breathing (W). The purpose of this organization is to educate the public about respiratory care and respiratory health issues, raise awareness of the professional practice of respiratory care, and actively promote respiratory therapy as a rewarding and challenging career choice. Core goals are to inform the public and prospective students about the indispensable services provided by respiratory care professionals and raise the profession's profile in the community and beyond.

Sigma Delta Kappa English Honor Society (W). This organization strives to confer distinction for high achievement in English language and literature, provides cultural stimulation on the College campus, promotes interest in literature and English language, fosters the discipline of English in all its aspects including creative and critical writing, promotes community among its members, and exhibits high standards of academic excellence.

Society of Physics Students (W). This organization encourages and assists students interested in physics to develop the knowledge, competence, enthusiasm, and social responsibility that are essential to the advancement of physics.

Student Government Association (W) (S). Student Government Associations (SGAs) provide leadership opportunities for students on the two College campuses. The SGAs are governed by published bylaws that are made available to students at each applicable campus. For more information, please contact student affairs personnel.

Student Physical Therapy Assistant Association (W). The Student Physical Therapy Assistant Association represents and promotes the profession of physical therapy and helps educate the public about the physical therapy needs of members of society.

Skills USA (W) (S). Skills USA is a local, state, and national organization designed to promote excellence in technical skills. Students conduct the organization, and any student enrolled in a vocational, industrial, technical, or health occupations field is eligible for membership. The club's activities include local competitions, conducted in April of each year, and national competitions, conducted in June of each year.

Wallace Association of Nursing Students (W). The Wallace Association of Nursing Students (WANS) is an organization composed of associate degree nursing (ADN) students. The purpose of WANS is to support and enhance the philosophy, purpose, goals, and policies of the ADN program; promote educational and professional development; and contribute to the health care of the community.

Wallace Choir (W). The Wallace Community College Chamber Choir, the official College choir, is open to all students who have successfully auditioned. Its purpose is to provide an opportunity for advanced vocal training through study and performance of more demanding choral literature.

Wallace Theatre (W). This is a group of theatre students who perform a variety of theatrical performances for members of the College and community.

STUDENT SUPPORT SERVICES

TRiO Programs. Wallace Community College offers three TRiO programs. These federally-funded programs provide outreach and support services to assist eligible students in progressing from middle school to post-baccalaureate programs.

TRiO Student Support Services (W) (S) (F) is available on the Wallace Campus, Sparks Campus and the Fort Rucker Center. Student support services (SSS) offers academic assistance and support services in English, mathematics, reading, and selected technical courses to students meeting requirements. Students desiring free tutoring are encouraged to apply. Any student interested in working as a tutor should contact the SSS department on the Wallace Campus or the Sparks Campus. In addition to academic assistance, SSS offers a full range of educational counseling services and resources. Students also have the opportunity to participate in escorted visits to senior universities throughout the state of Alabama, as well as cultural and academic enrichment activities. SSS offers a supportive atmosphere that is conducive to students' academic and social development. A flexible schedule is offered to meet the needs of all students. For further information, contact the SSS office at either Wallace Community College campus.

TRiO Talent Search (S) identifies and assists middle and high school individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue their education at the postsecondary school of their choice.

TRiO Upward Bound (S) provides fundamental support to participants in their preparation for college entrance. Participants are high school students. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits.

For more information about these programs, please contact student affairs staff at any College location.

General
Information and
Instruction at
Other Locations



GENERAL INFORMATION

Emergencies on campuses. In case of accidents or other emergencies, students are instructed to advise the nearest faculty or staff member. In the absence of a faculty or staff member, students on the Wallace and Sparks Campuses can locate any College telephone and dial "0" for the switchboard operator. Students are to advise appropriate College officials of the nature and location of the emergency and provide other vital information that may be requested. Students are instructed as to further procedures. If College telephones are not operational and faculty or staff members are not available, students should send a messenger to the switchboard operator located in Grimsley Hall on the Wallace Campus or in the Administration Building on the Sparks Campus to report the emergency. Students at the Fort Rucker Center and the Center for Economic and Workforce Development will follow procedures prescribed for those locations. Posters and diagrams in each building also provide emergency information, and faculty members are directed to review emergency procedures with students on the first day of class each term.

Faculty and staff sponsoring events outside regular campus hours are responsible for providing emergency procedures and information to participants.

Accidents/illness. In case of serious illness or accident, students may be transported by ambulance at their expense to a nearby emergency room for treatment. Treatment by a physician and/or hospitalization is at the student's expense. The College will notify the person(s) requested by the student. If the student is unable to communicate, the College will notify the emergency contact person(s) listed in the student's file.

Health services. Wallace Community College does not have a health services department; however, health services and educational information regarding health and safety issues are provided to students in a variety of ways. Health-related educational issues are handled mainly on an information-sharing basis. An overview of health services and safety information is provided to students during pre-orientation sessions. Counseling services on the Wallace Campus and student services on the Sparks Campus each maintain health information brochures that may be obtained by students. These offices also maintain a comprehensive list of referral for student use. The student affairs division also maintains a comprehensive list of referral services for student use. Additionally, the College staff encourages students to participate in health-related activities scheduled at any College location and/or surrounding community. These activities include blood drives, health-related workshops, and health fairs.

Lost and found. Inquiries pertaining to lost and found items should be made at the switchboard/reception desk in Grimsley Hall on the Wallace Campus or the Administration Building on the Sparks Campus. Students attending the Fort Rucker Center should contact the director or administrative assistant, and students and individuals receiving services at the Center for Economic and Workforce Development should contact the administrative assistant to inquire about lost and found items.

Parking regulations. All motor vehicles used by faculty and staff members or students must display current parking decals, available at each instructional location.

Public relations and marketing. Wallace Community College designs, develops, and implements activities, events, and initiatives that increase awareness of the College's mission, history, and contributions to the region. The WCC philosophy is that all members of the College community are public relations ambassadors. The director of public relations and marketing serves as media contact for the College. Public relations and marketing activities include, but are not limited to, distributing press releases and news stories concerning College activities, developing and distributing publications reflecting the College mission and programs, participating in community organizations, planning and implementing community college awareness activities, and designing and implementing marketing campaigns for print and electronic media. For more information about public relations and marketing at the College, call (334) 556-2244.

Student membership on college committees. Wallace Community College is committed to planning and implementing activities and experiences conducive to facilitating student achievement of personal

and professional goals. Pursuant to that end, students serve, when appropriate, as voting members of College standing committees and have all rights and responsibilities associated with committee membership.

ATM machine. An ATM machine is located in Cunningham Hall on the Wallace Campus.

Telephones and messages. Faculty and staff telephones are available for student use only in case of an emergency. Students requiring telephone devices for the deaf (TDD) are asked to contact the ADA coordinator at the respective College location. The TDD relay number for the College is 1-800-548-2546.

Visitor policy. Wallace Community College welcomes visitors at any of its campuses or sites. Visitors should report to the administrative offices at the campus or site visited rather than proceeding to instructional areas. Visitors are expected to abide by College regulations. **CHILDREN MUST BE UNDER THE SUPERVISION OF THEIR PARENTS AND ARE NOT TO ATTEND CLASSES.**

Foundations. Two non-profit corporations, operating independently of Wallace Community College, are vehicles for fund-raising and fund-raising. The Wallace Community College Foundation, organized in January 1992, is led by a board of trustees consisting of community leaders and alumni. Funds raised by the Foundation are designated to general advancement, scholarships, and campus beautification. The Board meets quarterly or as required to conduct the business of the Foundation. The Wallace Community College Sparks Campus Foundation was organized in 1991 to support the former Sparks State Technical College by providing scholarships, instructional support, and professional development for staff members. This Foundation's Board of Directors consists of community leaders from Barbour and Henry Counties. As a result of the merger, both Foundations are providing support to the merged College and are investigating ways to better meet the needs of Wallace Community College. For more information about the Foundations or to make a gift to the College, please call (334) 556-2201 or (334) 687-3543, ext. 4247.

INSTRUCTION AT OTHER LOCATIONS

Wallace Community College not only offers programs and courses at the Wallace and Sparks Campuses but also offers a variety of instructional programs and/or courses at the Fort Rucker Center and at correctional facilities as described below.

Fort Rucker Center. Wallace Community College offers technical programs for college credit at Fort Rucker. These programs prepare students for careers in technical fields, providing viable employment opportunities that can lead to a certificate. Flexible scheduling allows students to attend day or evening classes. Courses are available to service members, their spouses and eligible dependents, retired military service members, civil service employees, reservists, and the general public. Army tuition assistance is available to active duty service members. Pell Grants and other financial aid programs are also offered by the College. All Fort Rucker Center programs are approved by the Department of Veterans Affairs (VA). Service members are awarded credit for military service schools in accordance with recommendations published by the American Council on Education in *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Individuals interested in more information or desiring to register may visit the Wallace Community College Fort Rucker Center located in Building 4502 on Kingsman Street, or call (334) 598-8866. Office hours are from 7:30 a.m. to 4:30 p.m., Monday through Thursday, and 7:30 a.m. to 2:00 p.m. on Friday.

Center for Economic and Workforce Development (CEWD). At the CEWD, the College provides noncredit programs and services to include adult education, custom training for business and industry, continuing education for professionals in the region, short-term training programs, and WorkKeys® testing services. In addition, the College's institutional advancement staff and services are available in the CEWD. The address for the CEWD is 5565 Montgomery Highway and John D. Odom Road. Individuals interested in more information about CEWD services may visit the building or call (334) 556-2465. Office hours are 7:30 a.m. to 4:30 p.m. Monday through Thursday, and 7:30 a.m. to 2:00 p.m. on Friday.

Correctional education. Wallace Community College is one of several Alabama two-year colleges mandated by the State Board of Education to provide education to inmates housed in service area correctional facilities. Currently, the Sparks Campus offers instruction at the Ventress Correctional Facility in Clayton and at the Easterling Correctional Facility in Clio. Programs offered at Ventress include air conditioning and refrigeration and small engine repair. Programs offered at Easterling include cabinetmaking, drafting and design technology, electrical technology, masonry, and plumbing.

INSTRUCTIONAL SUPPORT

Wallace Community College provides the appropriate instructional support resources for its instructional activities regardless of location. Through appropriate classrooms, laboratories, computer laboratories, instructional technology, and equipment, the College ensures that faculty members and students have the resources needed for effective teaching and learning. Considerable resources are available at the various campuses and instructional sites.

Learning Resource Centers System. The Learning Resource Centers (LRC) System provides various resources for students, faculty, and staff members to support College course work, community and corporate education, and lifelong learning. LRC System services are provided at all locations and online through the College Web site.

Access to resources is available through the College's online public access catalog. In addition, a Web site of essential library and information resources is available online. The LRC System participates in interlibrary loan services and cooperative services with libraries throughout the College service area. In addition to the bound collections in the LRCs, basic reference sources, periodical subscriptions, various media, and electronic online databases, such as Alabama Virtual Library and NetLibrary, are provided.

LRC cards are required to check out materials and may be obtained at the circulation desks. Also, Alabama Virtual Library cards, which provide home access to the AVL, are available for faculty, staff, and students.

Students participate in orientation and research skills programs designed to assist them in using LRC resources to enhance learning and research opportunities. They are also encouraged to use available computers, microfiche readers and printers, photocopiers, and viewing and listening centers.

WORKFORCE DEVELOPMENT SERVICES

Wallace Community College is a major provider of workforce development services in southeast Alabama. The College maintains that preparing students for the workplace is an important part of its mission to promote economic progress.

In addition to credit programs and services, the College offers a number of services that are specifically aimed at improving the workplace readiness and skill levels of adults in the region. These programs are listed below.

ADULT EDUCATION

Wallace Community College's adult education department is dedicated to serving the community and preparing adults for a better future. Instruction is free to the student, and a variety of options is available to meet individual scheduling needs. The following services are available to individuals 16 or older who are no longer enrolled in high school:

Basic skills development and GED® preparation. Instruction is based on an initial academic assessment. A plan is custom designed for each adult student based on assessment results. Instruction prepares students to pass the General Education Development (GED®) test.

English as a second language (ESL). ESL classes provide multi-level instruction in listening, speaking, reading, and writing and in grammar.

Family literacy. Family literacy instruction combines GED® preparation classes for adults and education activities for their children. Families attend classes together in a fun, interactive learning environment.

Literacy instruction. Trained community volunteer tutors provide one-on-one instruction to low-functioning readers.

Workplace education. Basic skills instruction and GED® preparation services can be provided at business or industrial sites. Also, customized instruction designed to meet a company's specific employment needs is available. Adult education services are offered at both the Wallace Campus in Dothan and the Sparks Campus in Eufaula. Classes are also available at several other locations in Dothan and Eufaula as well as in Abbeville, Clayton, Columbia, and Headland. For more information about these programs, call (334)556-2373 (Dothan area), or (334) 687-3543, ext. 4239 (Eufaula area).

CORPORATE AND CONTINUING EDUCATION

The corporate and continuing education department offers certification courses for health care professionals, noncredit short courses for the general public, and customized certification training for business and industry. For more information regarding health care CEU courses, call (334) 556-2205 or 1-800-543-2426, ext. 2205. For more information regarding noncredit short courses and customized certification training courses, call (334) 556-2203 or 1-800-543-2426, ext. 2203. Eufaula area residents may call (334) 687-3543, ext. 4247 or (334) 556-2451.

ACT WorkKeys®

Wallace Community College is pleased to offer WorkKeys® job profiling, assessment, and training through its WorkKeys® service center located in the Center for Economic and Workforce Development. WorkKeys® is a national workforce development system developed by ACT®—an international leader in educational assessment for the past 40 years. It is used by employers nationwide to identify the skills employees need to be successful on the job and to determine where additional training can help develop a higher caliber workforce. The WorkKeys® system is designed to measure an individual's skills and the competency levels required for successful job performance.

All career/technical, allied health, and nursing students entering Wallace Community College take ORI 104— WorkKeys® Assessment and Advisement. WorkKeys® helps students develop better workplace skills by measuring those skills that have been proven critical to job success—reading, math, locating information, applied technology, teamwork, observation, listening, and writing. WorkKeys® assessments help students determine how well prepared they are for the jobs that interest them. The assessments document student skills in key areas and give College faculty guidance in providing the education and training students need to improve those skills. By increasing skills in these areas, students also increase their opportunities for employment and for advancement in their chosen fields.

In the geographic region served by Wallace Community College, WorkKeys® is part of a workforce development solution that defines workforce needs and quantifies the skill levels required to meet those needs. To date, more than 90 local jobs have been profiled using the WorkKeys® system. Some companies have incorporated WorkKeys® into their hiring procedures and are advertising their jobs with WorkKeys® skill level requirements listed. Wallace Community College offers this program as part of the College's commitment to ensuring that students are adequately prepared for higher-skill, higher-wage jobs. For more information, call (334) 556-2414.

Truck driving program

The tractor trailer truck driving program, a six-week, 240-hour program, is intended to produce graduates who are prepared for entry-level employment as Class "A" commercial truck drivers. The occupation skill preparation is designed to meet the United States Department of Transportation (DOT), Federal Highway Administration, and Commercial Driver's License (CDL) recognized skill standards. For information on application procedures, call (334) 556-2205.

Ready to Work

Ready to Work is a WIA-approved class offered at Wallace Community College that provides entry-level skills for the workplace. Participants learn basic computer skills, problem-solving techniques, and proper workplace behavior. They also learn to document those basic employability skills, prepare a résumé, and apply for jobs. Participants graduate from the program with a certificate documenting their completed modules and a set of WorkKeys® scores. For more information, call (334) 556-2444.

Certified nursing assistant program

The certified nursing assistant training program is patient-centered and prepares nurse assistants to respond to the needs of the elderly and disabled housed in nursing homes, assisted living and long-term care facilities, residences, and hospitals. On completion of the three-week program, students take the state certification exam. Upon passing, they are listed in the state registry as a certified nurse assistant. For more information, call (334) 556-2203.



Admission
Policies and
Procedures

ADMISSION POLICIES AND PROCEDURES

In keeping with the philosophy that capabilities of each individual student should be developed, Wallace Community College admits all students who have the capability to benefit from institutional programs and courses. This open-door policy grants admission to first-time college students, transfer students, transient students, audit students, early admission students, dual enrollment-dual credit students, international students, and students seeking readmission. The admissions and records office is the unit responsible for administering all admissions policies and procedures for general admission to the College.

ADMISSION OF FIRST-TIME COLLEGE STUDENTS

Applicants who have not previously attended any regionally or Council on Occupational Education (COE) accredited postsecondary institutions are designated *first-time college students* or *native students*.

Admission to courses creditable toward an associate degree. To be eligible for admission to courses creditable toward an associate degree, first-time college students must meet one of the following criteria:

1. Hold the Alabama High School Diploma, the high school diploma of another state equivalent to the Alabama High School Diploma, or an equivalent diploma issued by a non-public regionally and/or state accredited high school; or
2. Hold a high school diploma equivalent to the Alabama High School Diploma issued by a non-public high school and have passed the Alabama Public High School Graduation Examination; or
3. Hold a high school diploma equivalent to the Alabama High School Diploma issued by a non-public high school and have achieved a minimum ACT[®] score of 16 or a minimum SAT[®] score of 780; or
4. Hold the Alabama Occupational Diploma, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school, and have achieved a minimum ACT[®] score of 16 or a minimum SAT[®] score of 780; or
5. Hold a GED[®] Certificate issued by the appropriate state education agency.

Students who meet one of these criteria are classified as *degree eligible*. Wallace Community College may establish additional admission requirements when student enrollment must be limited or when necessary to ensure ability to benefit.

Admission to courses not creditable toward an associate degree. Applicants to courses not creditable toward an associate degree and programs composed exclusively of courses not creditable to an associate degree may be admitted provided they meet the standards above or provided they meet the criteria listed below:

1. Are at least 16 years of age;
2. Have not been enrolled in secondary education for at least one calendar year (or on the recommendation of the local superintendent); and
3. Have specifically documented ability to benefit (appropriate scores on the CPAt exam, ASSET[®] or COMPASS[™] in certain cases).

Educational programs composed exclusively of courses not creditable toward an associate degree which are available to the general public include auto body repair, cabinetmaking/carpentry, cosmetology, cosmetology nail technology, masonry, and welding technology. Students are classified as *nondegree eligible* and are not allowed to enroll in courses creditable toward an associate degree unless appropriate conditions are met.

Wallace Community College may establish higher or additional admission requirements for a specific program or service when student enrollment must be limited or when necessary to ensure ability to benefit.

Unconditional admission of first-time college students. For unconditional admission, applicants must have on file at the College a completed application for admission and at least one of the following documents:

1. An official transcript showing graduation with the Alabama High School Diploma, the high school diploma of another state equivalent to the Alabama High School Diploma, or an equivalent diploma issued by a non-public regionally and/or state accredited high school; or
2. An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama High School Diploma issued by a non-public high school and proof of passage of the Alabama Public High School Graduation Examination; or
3. An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama High School Diploma issued by a non-public high school and evidence of a minimum ACT[®] score of 16 or a minimum SAT[®] score of 780; or
4. An official transcript showing graduation from high school with a high school diploma equivalent to the Alabama Occupational Diploma, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school, and have achieved a minimum ACT[®] score of 16 or a minimum SAT[®] score of 780; or
5. An official GED[®] Certificate.

All male students between the ages of 18 and 26 must show proof of registration with the U.S. Selective Service in accordance with Section 36-26-15.1 of the *Code of Alabama of 1974*, as amended.

For admission to courses not creditable toward an associate degree, applicants with less than a high school diploma or GED[®] certificate must also have on file documented ability to benefit (appropriate scores on the CPAt exam; ASSET[®] or COMPASS[™] for some programs).

Conditional admission of first-time college students. Applicants who do not have on file one of the credentials listed above may be granted conditional admission. No student is allowed to enroll for a second term unless all required admission records are received by Wallace Community College prior to registration for the second term. **The responsibility for providing all required documents rests with the student.**

If all required admission records are not received by Wallace Community College prior to issuance of first-term grades, the grades are reported on the transcript; however, the transcript will read CONTINUED ENROLLMENT DENIED PENDING RECEIPT OF ADMISSION RECORDS. This notation is removed from the transcript only upon receipt of all required admission records.

Student assessment. Wallace Community College requires a comprehensive assessment of students upon admission to the College and prior to enrollment in associate degree or certificate programs. All first-time students are assessed in the areas of English, mathematics, reading, and basic computer skills through administration of the ASSET[®] or COMPASS[™] and SAM Challenge and placed at the appropriate level as indicated by the assessment results. Students who are not satisfied with their placement in assigned developmental courses may retake the ASSET[®], COMPASS[™], or SAM Challenge exam. Students will be given a different version of the tests. Students must pay \$8 to retake the ASSET[®] or COMPASS[™] whether they take one, two, or three portions of the test. Students must pay \$10 to retake the SAM Challenge exam. Students may retake only once in a three-year period, and testing must be completed in one session. Students testing into developmental courses must remain in those courses unless they satisfy requirements by retesting. Test scores are valid for a three-year period.

After three years, scores become invalid, and students must retest. There is no charge to retest if scores are invalid.

Exemptions. Students are exempt from assessment requirements if they meet one of the following criteria:

- Score 480 or above on the SAT® I verbal and 480 or above on the SAT® I mathematics, or score 20 or above on ACT® English and mathematics and enroll within **three** years of high school graduation; or
- Possess an associate degree or higher; or
- Transfer degree-creditable college-level English or mathematics courses with a grade of “C” or better; or
- Be a senior citizen, undeclared major, or other non-award-seeking major taking classes for vocational reasons only; or
- Be enrolled in a particular short certificate program having no English or mathematics requirements; or
- Have completed required developmental course work at another Alabama Community College System institution within the last three years; or
- Be an audit or transient student; or
- Be able to provide documentation of assessment (ASSET® or COMPASS™) within the last three years.

Students may enroll in college-level courses while enrolled in developmental courses only if the discipline is different from the discipline in which they score below the standard placement score. Students who score below the College's standard placement score are placed into a developmental course of instruction in a given discipline(s) and must remain in the discipline(s) until academic competencies are developed. Students enrolled in developmental courses in two or more of the discipline areas of English, mathematics, and reading shall receive a specialized advising focused upon their unique academic needs.

ADMISSION OF TRANSFER STUDENTS

Applicants who have previously attended other regionally or Council on Occupational Education accredited postsecondary institutions are considered transfer students and are required to furnish official transcripts of all work attempted at all said institutions. Applicants who have completed the baccalaureate degree are required to furnish only the transcript from the institution granting the baccalaureate degree. Wallace Community College may also require transfer students to submit other documents required of first-time college students.

Transfer students must disclose all postsecondary institutions previously attended. Failure to do so may result in disapproval of the application for admission or expulsion from the College.

Transfer students who meet requirements for admission to a course creditable toward an associate degree are classified as *degree eligible*. Transfer students who do not meet these requirements are classified as *nondegree eligible*.

Unconditional admission of transfer students. Transfer students must submit to Wallace Community College an application for admission and official transcripts from **all** regionally or Council on Occupational Education accredited postsecondary institutions attended and, as designated by the College, any other documents required for first-time college students. Ability-to-benefit students must also meet testing requirements (appropriate scores on the CPAt exam; or ASSET® or COMPASS™ exam for some programs).

Transfer students who have completed the baccalaureate degree must submit only the transcript from the institution granting the degree.

Conditional admission of transfer students. Transfer students who do not have on file official transcripts from **all** postsecondary institutions attended, if required, and any additional documents required by Wallace Community College may be granted conditional admission. No transfer students are allowed to enroll for a second term unless all required admission records have been received by Wallace Community College prior to registration for the second term. **The responsibility for providing all required documents rests with the student.**

If all required admission records are not received by Wallace Community College prior to issuance of first-term grades, the grades are reported on the transcript; however, the transcript will read CONTINUED ENROLLMENT DENIED PENDING RECEIPT OF ADMISSION RECORDS. This notation is removed from the transcript only on receipt of all required admission records.

Initial academic status of transfer students. Transfer students whose cumulative grade point average at the transfer institution(s) is 2.0 or above on a 4.0 scale are admitted on CLEAR academic status.

A transfer student whose cumulative grade point average at the transfer institution(s) is less than 2.0 on a 4.0 scale is admitted only on ACADEMIC PROBATION. The transcript will read ADMITTED ON ACADEMIC PROBATION.

Applicants who have been academically suspended from another regionally or Council on Occupational Education accredited postsecondary institution may be admitted as transfer students only after appeal to the Admissions and Academic Standards Committee. If transfer students are admitted upon appeal, they will enter the College on ACADEMIC PROBATION. The transcript will read ADMITTED UPON APPEAL—ACADEMIC PROBATION.

GENERAL PRINCIPLES FOR TRANSFER OF CREDIT

Course work transferred or accepted for credit toward an undergraduate program must represent collegiate course work relevant to the formal award. Course content and level of instruction must result in student competencies at least equivalent to those of students enrolled in the College's undergraduate formal award programs. In assessing and documenting equivalent learning and qualified faculty members, the College may use recognized guides that aid in the evaluation for credit. Such guides include those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs.

Courses completed at other regionally or Council on Occupational Education accredited postsecondary institutions with a passing grade are accepted for transfer as potentially creditable toward graduation requirements. Transfer students from collegiate institutions not accredited by the appropriate regional association or Council on Occupational Education may request an evaluation of transfer credits after completing 15 semester hours with a cumulative GPA of 2.0 or above. Transfer grades of “D” are accepted only when the transfer student's cumulative GPA is 2.0 or above. If students have a cumulative GPA of 2.0 or above, the “D” grade is accepted the same as for native students.

Transfer students who desire to have course work completed at international colleges or universities evaluated for transfer credit must submit a course-by-course evaluation provided by World Education Services (WES). WES application forms are available from the Admissions and Records Office or online at www.wes.org.

Student assessment. Wallace Community College requires a comprehensive assessment of students upon admission to the College and prior to enrollment in associate degree or certificate programs. All first-time students are assessed in the areas of English, mathematics, reading, and basic computer skills through administration of the ASSET® or COMPASS™ and SAM Challenge and placed at the appropriate level as indicated by the assessment results. Students who are not satisfied with their placement in assigned developmental courses may retake the ASSET®, COMPASS™, or SAM Challenge exam. Students will be given a different version of the tests. Students must pay

\$8 to retest on ASSET® or COMPASS™ whether they take one, two, or three portions of the test. Students must pay \$10 to retest on the SAM Challenge exam. Students may retest only once in a three-year period, and testing must be completed in one session. Students testing into developmental courses must remain in those courses unless they satisfy requirements by retesting. Test scores are valid for a three-year period. After three years, scores become invalid, and students must retest. There is no charge to retest if scores are invalid.

UNCONDITIONAL ADMISSION OF TRANSIENT STUDENTS

Transfer students who attend another postsecondary institution and who seek credit for transfer to that parent institution may be admitted to Wallace Community College as transient students. Transient students must submit an application for admission and an official letter or transient permission form from the parent institution certifying that the credits earned at Wallace Community College are accepted as part of their academic program. The official letter or transient permission form must be properly signed by the dean, registrar, or advisor at the parent institution and must contain the specific Wallace Community College course(s) students have been approved to take. Transient students are not required to file transcripts of previously earned credits at other postsecondary institutions. Transient students are not allowed conditional admission. The transient permission form must be on file prior to registration for the first term.

ADMISSION OF STUDENTS TO CORPORATE AND CONTINUING EDUCATION COURSES

Students should refer to *General Information and Instruction at Other Locations* preceding this section.

ADMISSION OF AUDIT STUDENTS

Students may apply for admission to credit courses on a noncredit basis as auditors. Auditors must meet the same admission requirements as regular students and must complete course prerequisites. Students may change from audit to credit or credit to audit only during the official drop and add period.

ADMISSION OF STUDENTS SEEKING READMISSION

Students returning to Wallace Community College after one or more terms of non-attendance, excluding summer term, are required to submit an application for readmission and official transcripts from all regionally or Council on Occupational Education accredited postsecondary institutions attended since the last date of attendance at Wallace Community College.

Returning students are eligible for readmission only if they are in good standing for the last term of attendance. Students who are not in good standing or who have not served designated suspension periods may request readmission by appeal to the Admissions and Academic Standards Committee.

EARLY ADMISSION FOR ACCELERATED HIGH SCHOOL STUDENTS

Students are eligible for early admission if they desire to take courses for college credit only and if they meet all of the following criteria:

1. Successful completion of the 10th grade;
2. Completion of an application for admission to Wallace Community College and the statement of eligibility, Early Admission for Accelerated High School Students, certifying that students have a minimum cumulative “B” average and recommending that they be admitted under this policy; and
3. Enrollment only in postsecondary courses for which high school prerequisites have been completed (for example, students may not take English Composition until all required high school English courses have been completed).

Exceptions may be granted by the chancellor of the Department of Postsecondary Education for students documented as gifted and talented according to standards included in the *State Plan for Exceptional*

Children and Youth. Exceptions apply only to requirements 1 and 3 above.

Accelerated high school students who later enroll as regular students at Wallace Community College automatically receive credit for hours earned under this accelerated high school program if the credits are applicable toward their degree program. Students attending other colleges, however, must request in writing that official transcripts be mailed to those institutions if they desire to receive credit earned through this program. **College credit earned through this program may not substitute for high school credit.**

ADMISSION OF DUAL ENROLLMENT-DUAL CREDIT STUDENTS

Students are eligible for admission as dual enrollment-dual credit students if they desire to take courses for high school **and** college credit, if their school system has signed a contract with Wallace Community College to participate in this program, and if they meet all of the following criteria:

1. Complete an application for admission to Wallace Community College;
2. Submit the form Dual Enrollment-Dual Credit Statement of Eligibility in verification of having earned a “B” average in completed high school courses;
3. Have written approval of the high school principal **and** local superintendent of education (Dual Enrollment-Dual Credit Statement of Eligibility);
4. Be in grade 10, 11, or 12 or have an exception granted by Wallace Community College on recommendation of the high school principal **and** superintendent and in accordance with Alabama Administrative Code 290-8-9.17 regarding gifted and talented students; and
5. Take the ASSET®/COMPASS™ exam.

Students may enroll in career/technical courses and/or programs in accordance with guidelines of the Department of Postsecondary Education.

Courses numbered below 100 and physical education (PED) courses are not eligible for dual enrollment/dual credit students. Students may not audit courses under this policy.

Students enrolled in courses offered during the normal high school day on or off the high school campus must have prior permission from their principal, superintendent, and the appropriate Wallace Community College dean.

Six semester credit hours at Wallace Community College equal one credit at the high school level in the same or related subject.

ADMISSION OF INTERNATIONAL STUDENTS

Wallace Community College is authorized by the U.S. Immigration Service to enroll eligible international students. Prior to being issued an I-20 form, international students must submit the following items:

1. Application for admission to Wallace Community College;
2. Signed, notarized statement declaring full personal responsibility for financial obligations while attending Wallace Community College;
3. Official transcript showing a minimum of 500 on the Test of English as a Foreign Language (TOEFL) or 173 on the computer test or 61 on the Internet-based test. The TOEFL score of 500 may be waived for students from the following countries: Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Canada (verify from transcript), Dominica, England, Tanzania, Grenada, Ireland, Jamaica, New Zealand, Nigeria, Scotland, St. Kitts and Nevis, St. Lucia, Trinidad and Tobago, The Gambia, the Virgin Islands, and Malawi; and

4. Official WES evaluation of the high school transcript (and college transcript, if applicable). All secondary/high school certificates must be submitted to World Education Services (WES) for a Document-by-Document evaluation. Transcripts from international colleges and/or universities require a Course-by-Course evaluation by WES. WES application forms are available online at www.wes.org. Wallace Community College only accepts evaluations directly from WES, not from students.

An I-20 form is issued on receipt of all items listed above.

International students must purchase health and life insurance from the College at the time of registration for each term.

ADMISSION TO HEALTH EDUCATION PROGRAMS

Students must meet all requirements for general admission to the College. Certain health education programs may have additional standards for admission and progression. Students should refer to the program descriptions in this catalog and/or contact the specific program director or chairperson for additional information.

ADMISSION TO THE SENIOR ADULT SCHOLARSHIP PROGRAM

Students who are 60 years of age or older and who are eligible for the Senior Adult Scholarship program must meet institutional admission requirements.

IN-STATE RESIDENCY

For information regarding determining residency for in-state tuition rates, please refer to the *Tuition and Fees* section of this publication.

Tuition, Fees and Financial Aid



TUITION AND FEES

All students are required to pay tuition and fees according to dates published in registration schedules. Sponsored students whose tuition and fees are paid by agencies such as Vocational Rehabilitation Services, Alabama Department of Veterans Affairs, Title IV Grants, etc. must have written authorization on file to be exempt from personal payment.

Students failing to pay at the appropriate time will have their registration voided and will have to repeat the entire registration process.

Note: Tuition and fees at Wallace Community College are subject to change at the beginning of any term, prior to or during the 2007-2008 academic year, as a result of state budget proration and other factors beyond the College's control.

TUITION

Sem- ester Hours	In-State Tuition	Out-of- State Tuition	Facility Renewal Fee	Tech- nology Fee	Total In-State Tuition	Total Out-of- State Tuition
1	\$ 72	\$ 143	\$ 9	\$ 9	\$ 90	\$ 161
2	144	286	18	18	180	322
3	216	429	27	27	270	483
4	288	572	36	36	360	644
5	360	715	45	45	450	805
6	432	858	54	54	540	966
7	504	1,001	63	63	630	1,127
8	576	1,144	72	72	720	1,288
9	648	1,287	81	81	810	1,449
10	720	1,430	90	90	900	1,610
11	792	1,573	99	99	990	1,771
12	864	1,716	108	108	1,080	1,932
13	936	1,859	117	117	1,170	2,093
14	1,008	2,002	126	126	1,260	2,254
15	1,080	2,145	135	135	1,350	2,415
16	1,152	2,288	144	144	1,440	2,576
17	1,224	2,431	153	153	1,530	2,737
18	1,296	2,574	162	162	1,620	2,898
19	1,368	2,717	171	171	1,710	3,059
Total credit hours exceeding 19 must be approved by the dean, academic affairs and health sciences or the dean, career technical instruction.						
20	1,440	2,860	180	180	1,800	3,220
21	1,512	3,003	189	189	1,890	3,381
22	1,584	3,146	198	198	1,980	3,542
23	1,656	3,289	207	207	2,070	3,703
24	1,728	3,432	216	216	2,160	3,864

In-state tuition. In-state tuition is \$72 per semester hour.

Out-of-state tuition. Out-of-state tuition is two times the in-state tuition per credit hour. Wallace Community College allows in-state tuition for certain neighboring Florida and Georgia residents. Refer to *Qualifications for In-state Tuition* below for specific information.

Internet tuition. Tuition for Internet courses will be \$90 per credit hour. No facility renewal or technology fees will be charged for Internet courses.

Qualifications for in-state tuition. Students qualified to pay in-state tuition on the Wallace Campus in Dothan are Alabama residents; Georgia residents from Baker, Calhoun, Clay, Decatur, Early, Miller, Quitman, Randolph, and Seminole Counties; and Florida residents from Bay, Calhoun, Holmes, Jackson, Walton, and Washington Counties. Students qualified to pay in-state tuition on the Sparks Campus in Eufaula are Alabama residents and Georgia residents from Baker, Chattahoochee, Calhoun, Clay, Dougherty, Early, Marion, Miller, Muscogee, Quitman, Randolph, Stewart, Sumter, Terrell, and Webster Counties. Military personnel assigned to an active military installation in Alabama and their immediate family members also qualify for in-state tuition. Other qualifying categories may be determined by the admissions and records office.

FEES

Cap/gown fee. Students who participate in the graduation ceremony must order caps and gowns from the college bookstore. The fee is \$33.00 plus tax.

Challenge examination fee. A fee of \$50 is charged for challenge examinations listed in various program information sections throughout this catalog (but not to challenge placement in English, mathematics, or reading).

Continuing education and special interest course fees. Fees vary according to the nature and length of the course.

Facility renewal fee. A facility renewal fee of \$9 per credit hour per term is charged to provide funds for the improvement of facilities.

Graduation fee. The graduation fee is \$17 for diploma and cover for graduates.

International student insurance. International students must purchase health and life insurance from the College each term. The fee is based on the student's age.

Late registration fee. A fee of \$25 is charged to students who register on or after the first day of classes as stated in the College calendar.

Returned check fee. A fee of \$25 is charged for each worthless check issued to the College. Students issuing worthless checks may be subject to class withdrawal for non-payment of tuition and fees. A returned check may be subject to collection through the Worthless Check Unit of the District Attorney's Office.

Student liability insurance. Health program students enrolled in clinical and/or laboratory courses are charged a fee of \$21 per term for professional liability insurance. This insurance coverage is a requirement of each allied health program.

Substance abuse screening fee. Students enrolled in health programs are charged a fee of \$36 for substance abuse screening. This screening is required on initial program admission and/or readmission following a break in enrollment.

Technology fee. A fee of \$9 per credit hour per term is charged for acquisition and maintenance of technology and technological applications for students.

Validation examination fee. A fee is charged for validation examinations listed in various program information sections throughout this catalog.

Withdrawal fee. An administrative fee of 5% of tuition and other institutional charges is assessed for each withdrawal within the period beginning the first day of class and ending at the end of the third week of class. The total amount charged for this service will not exceed \$100.

TUITION REFUNDS

Withdrawal procedures. To be entitled to a tuition and fees refund, students on the Wallace Campus must officially withdraw IN PERSON by visiting a College counselor or on-duty administrator and completing a withdrawal form. Students at the Sparks Campus must see a staff member in student affairs. Students at other College locations must see the designated College official at the site.

Complete withdrawal. Students who officially withdraw and have never attended any class(es) are refunded the total tuition and other refundable fees. Students who officially withdraw and have attended class(es) are refunded tuition and refundable fees calculated from the actual date of withdrawal. Refunds are calculated based on the following schedule:

<u>Complete withdrawal</u>	<u>Refund</u>
During first week	75%
During second week	50%
During third week	25%
After end of third week	None

Refund check(s) are made payable to the student and mailed to the student's home address as recorded in the registration file. An administrative fee of 5% of tuition and other institutional charges are assessed for each withdrawal within the period beginning the first day of class and ending at the end of the third week of class. The total amount charged for this service will not exceed \$100. Financial Aid students are subject to the "Return of Unearned Aid, Responsibility of the Student" policy.

Partial withdrawal. Students who do not completely withdraw from the College but drop a class during the regular drop and add period are refunded the difference in tuition and fees paid and tuition and fees applicable to the reduced number of hours, including fees appropriate to the classes dropped. No refund is due a student who partially withdraws after the official drop and add period.

Students who have not attended class by the fifth class day of a term are removed from that class. Students who have not attended any classes by the fifth class day will have their registrations voided and will not be registered for that term. It is the student's responsibility to attend class. If an emergency should occur, Wallace Campus students are to contact the office of the assistant dean of student affairs at (334) 556-2470, and Sparks Campus students should contact the student affairs office at (334) 687-3543, ext. 4282, prior to the fifth day of a term. Students at other College locations should contact the designated College official.

Ineligibility for refund. Students who are withdrawn by the College for disciplinary reasons, non-payment of charges, or other similar reasons are not eligible for a refund.

TITLE IV REFUNDS

General. When a Pell and/or SEOG Grant recipient completely withdraws from the College, the business office must determine the amount of the grant(s) that the student earned as of the student's withdrawal date.

The student's withdrawal date is either

1. The date, as determined by the College, that the student began the withdrawal process prescribed by the College; or
2. The date, as determined by the College, that the student otherwise provided official notification to the College, in writing or orally, of his or her intent to withdraw.

Note: If the student ceases attendance without providing official notification to the College, the midpoint of the payment period or the date that the institution becomes aware that the student ceases attendance will be used as the date of withdrawal.

Calculation of the amount of earned Title IV assistance earned by the student. The amount of earned Title IV assistance is calculated by dividing the number of days attended (total calendar days) by the total number of days in the payment period (calendar days). The total number of calendar days in a payment period includes all days within the period, except scheduled breaks of at least five consecutive days, which are excluded from the total number of calendar days in a payment period and the number of calendar days completed in that period. If the student's withdrawal date occurs after 60% of the payment period, none of the Title IV aid has to be returned. Otherwise the College, the student, or both must return a portion.

Return of unearned aid, responsibility of the College. The College must return an amount equal to the total of tuition and fees incurred by the student for the payment period multiplied by the percentage of Title IV aid (Pell and/or SEOG) that has not been earned by the student (calculated by subtracting the earned percentage as described above from 100%). Because of this requirement by the U.S. Department of Education, the College refund policy does not apply to students who receive Title IV assistance. If a student receives Pell or SEOG, regardless of who actually paid the tuition and fees, the return or refund created by the withdrawal according to provisions will be made to the Pell and/or SEOG Grant programs subject to the maximum amount of the award for the payment period. Therefore, no sponsoring agency that pays tuition and fees (for a student who receives Pell and/or SEOG Grants) will

receive a refund if the student withdraws from the College until all monies due to the Pell and/or SEOG programs have been returned.

Return of unearned aid, responsibility of the student. The amount of aid that the student is responsible for returning (considered to be an overpayment) is calculated by subtracting the amount of unearned aid that the College is required to return from the total amount of unearned Title IV assistance (Pell and/or SEOG). The student is required to return or repay 50% of the grant assistance that is the responsibility of the student to repay. The student remains eligible for Title IV aid only if repayment is made to the College within 45 days.

OTHER REFUNDS

Books and Supplies. A student who drops/withdraws and has purchased returnable books and/or supplies from the College and returns the items with the original purchase receipt in new/unused condition during the first 10 calendar days of the term will receive a full refund. After the first 10 calendar days of the term, supplies are non-returnable regardless of condition.

FINANCIAL AID

The primary purpose of student financial assistance programs at Wallace Community College is to assist students with meeting the cost of their education. All students are encouraged to apply. Eligibility for grants is based on financial need.

APPLYING FOR FEDERAL FINANCIAL AID

Wallace Community College awards financial assistance on a continuous basis for the entire year. Priority for the limited campus-based programs (FWS, FSEOG, and ASAP) is given to students whose applications are completed prior to May 1 of each year.

Students applying for financial aid must do the following:

1. Apply for admission and request an official high school transcript, GED® scores and certificates, and academic transcripts from other colleges previously attended.
2. Complete the Free Application for Federal Student Aid (FAFSA). Students may apply one of three ways: **1) FAFSA on the WEB (FOTW) Worksheet** – Students are encouraged to use this online method for completing the application process. The FAFSA on the WEB (FOTW) worksheets can be obtained at high school guidance offices and college financial aid offices. **2) Download the PDF version of the FAFSA at FederalStudentAid.ed.gov** "FAFSA Filing Options". Students can access the PDF, complete the form on the computer and print it, or print the form and complete it by hand. This form must be mailed to the processing center. **3) Paper FAFSA** – Students and families can request up to three copies of the paper FAFSA by calling the Federal Student Aid Information Center toll free at 1-800-4-FED-AID.
3. Every student must complete the application process for federal student aid as soon as the student (and the parents of a dependent student) completes the Federal Income Tax Return each year.
4. Complete verification documents if selected. Approximately one-third of all financial aid applications are selected by the federal government for a process called verification. Students who are selected are notified of the documentation requirements. Students may also obtain documentation requirements at www.wallace.edu.

ELIGIBILITY

To receive Title IV student financial assistance, a student must meet the following requirements:

1. Have financial need, which is determined by subtracting the expected family contribution from the cost of education;
2. Have a high school diploma, a GED®, or have passed an independently administered Ability to Benefit test approved by the U.S. Department of Education;
3. Be enrolled as a regular student working toward a degree or certificate in an eligible program;

4. Maintain satisfactory academic progress;
5. Sign a statement of educational purpose and a certification statement on overpayment and default (both found on the Free Application for Federal Student Aid [FAFSA]);
6. Be unconditionally admitted to Wallace Community College;
7. Be registered with Selective Service, if required; and
8. Be a United States citizen or eligible non-citizen.

VERIFICATION OF FINANCIAL AID ELIGIBILITY

Federal regulations require that certain information on selected applications be verified. Students whose applications are selected by the Department of Education for verification are required to document the accuracy of application information, such as adjusted gross income, taxes paid, number of family members, untaxed income as well as other information from tax returns, and other documentation as requested by the director of financial aid. Students cannot be certified as eligible for financial aid until the verification process has been completed and any errors outside the tolerance limits have been corrected.

FINANCIAL AID COURSE LOAD REQUIREMENT

To receive the amount of Pell Grant as indicated on the financial aid award letter, students must enroll for a full-time course load, which is a minimum of 12 semester credit hours each term. Pell grant awards for students who enroll for fewer than 12 semester credit hours will be adjusted according to the student's registration status. Students enrolling in 9 to 11 semester credit hours are considered three-quarter time, 6 to 8 semester credit hours are half time, and 1 to 5 semester credit hours are less than half time.

FINANCIAL AID PAYMENT PROCEDURES

1. Students are paid based on their training time as of the end of the published drop and add period. Students who officially withdraw or drop out are subject to the Financial Aid Return of Title IV funds policy.
2. Students are not eligible for financial aid for classes they never attend.
3. Students who are withdrawn by the College for disciplinary reasons, non-payment of charges, or other similar reasons are subject to the Financial Aid Return of Title IV Funds policy.
4. Additional information regarding the Title IV refunds policy is published in the tuition and fees section of this catalog.

MINIMUM STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

Federal regulations require that all students meet minimum standards of satisfactory academic progress to receive federal financial aid. These standards are checked at least annually.

Standards of Satisfactory Academic Progress. All students receiving financial aid under Title IV must meet the same Standards of Student Progress applicable to all students at the institution. (See grading system in *the General Policies* section of this catalog for complete standards).

1. **Time frame.** Each student receiving financial aid is expected to complete his or her course of study within a period not to exceed 1.5 times the length of his or her program of study. For example, a two-year program of study (6 terms) must be completed within three years (9 terms) of attendance.
2. **Qualitative measures.** Each student is expected to meet or exceed the following grade point average (GPA) at the indicated points in their program of study:

12-21 semester credit hours	1.50 Cumulative GPA
22-32 semester credit hours	1.75 Cumulative GPA
33 or more semester credit hours	2.00 Cumulative GPA

3. **Quantitative Measures.** Each student on Title IV federal financial aid must earn two-thirds of the minimum number of hours required for each academic year to complete a program in the normal length of time allowed.

Students who fail to maintain the required qualitative (GPA) and quantitative (two-thirds of hours attempted) measures above will be placed on financial aid probation or suspension. Students will receive written notification of the conditions of their probation or suspension status. If a student is placed on financial aid probation, he/she will remain eligible to receive financial aid during the probationary period. If a student is placed on financial aid suspension, he/she will not be eligible for financial aid but may appeal his/her suspension status as noted in the Extenuating Circumstances and Appeals policy.

Academic suspension. When a student who is eligible for Title IV federal financial aid is suspended, whether the student serves the suspension or is readmitted on appeal, the student is not eligible to receive financial aid for the duration of the suspension. The student remains ineligible to receive financial aid until he or she meets the cumulative GPA required for the number of credit hours attempted at the institution or the GPA for that term is 2.0 or above (based on at least 12 semester credit hours or above attempted at the institution during that term).

Reinstatement. A student may have financial aid reinstated by (1) attending college at his or her own expense and (2) bringing grades into compliance with the minimum standards of satisfactory academic progress. Students are responsible for notifying the office of financial aid when their grades are brought into compliance with the policy. Financial aid is not retroactively paid for any periods of enrollment during which the student is not eligible.

Program of study. Students receiving financial assistance must be enrolled in a program of study that leads to a degree, certificate, or diploma.

Repeated courses and remedial courses. A Title IV federal financial aid recipient who is enrolled in a developmental (remedial) course may not enroll in the same course more than three times and continue to receive financial assistance. A Title IV federal financial aid recipient may not be paid for more than 30 semester credit hours of developmental work.

Extenuating circumstances and appeals. Students who have had eligibility to receive financial aid terminated may appeal this decision in writing to the director of financial aid, who will advise the student regarding the proper procedures and provide assistance in achieving an equitable solution to the problem.

Students' rights and responsibilities. Students have the responsibility of knowing the requirements for applying for financial aid, College refund and repayment policies, procedures relative to guidelines affecting a financial aid award, and procedures relative to disbursement of financial aid.

Financial aid overpayment policy. In accordance with federal regulations (CFR 668-61), any financial aid overpayment made to a student must be repaid to the College to be refunded to the Title IV program from which the overpayment occurred.

FINANCIAL AID PROGRAMS

Federal Pell Grant. Federal Pell Grants provide a foundation of financial aid to which other federal and non-federal sources of aid may be added. The amount of a Pell Grant is based on a family's financial circumstances. Students should complete the Free Application for Federal Student Aid (FAFSA) to apply for a Pell Grant. A Pell Grant is awarded for one academic year (3 terms). The financial aid year begins with the fall semester and ends with the summer term. Students are paid only after all required documents are received, reviewed, and approved by the office of financial aid.

Academic Competitiveness Grant (ACG). The Academic Competitiveness Grant is for full-time undergraduate students enrolled in an eligible program, who receive Federal Pell Grant and are U.S. citizens. Students also must have completed a rigorous high school program of study and be enrolled in their first or second academic year of a two- or four-year degree program. First year students must have completed high school on or before January 1, 2006, and second year students must have completed high school on or after January 1, 2005. Second year students must earn a GPA of at least 3.0 from their first year to be eligible for the second year grant disbursement. Eligible students will be awarded up to \$750 for the first academic year and up to \$1,300 for the second academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG). The Federal Supplemental Educational Opportunity Grant is designed to assist students with exceptional financial need. Priority is given to Pell Grant recipients who apply early. Students should complete the Free Application for Federal Student Aid (FAFSA) to apply for a Federal Supplemental Educational Opportunity Grant (FSEOG). Students who drop below half-time status (5 hours or fewer) or students who totally withdraw are not eligible for the award.

Alabama Student Assistance Program (ASAP). This grant program is awarded only to Alabama residents. All applicants must complete the FAFSA. Priority awarding goes to students with the lowest family contribution who also receive Pell Grant.

Federal Work-Study (FWS). Students who are selected for the Federal Work-Study program must be enrolled at least half time (6 hours). A student may work from 10-19 hours per week. To apply, students should complete the Free Application for Federal Student Aid (FAFSA) and a Wallace Community College Application for Federal Work-Study.

VETERANS' BENEFITS

The federal government and the State of Alabama have programs that provide financial assistance to veterans and their dependents. Wallace Community College believes that veterans are entitled to all benefits accrued through service to their country. The following information is given for those applying for veterans' benefits:

Alabama GI Dependents' Scholarship Program. The Alabama Department of Veterans Affairs offers financial assistance to eligible dependents—child, stepchild, spouse, or unmarried widow(er)—of disabled veterans (living or deceased), who were permanent civilian residents of Alabama prior to entry into military service. Special consideration is given to dependents of permanently and totally disabled veterans who are bona fide residents or were prior to their death. Other benefits may be available to eligible dependents of the following: former prisoners of war (POW), declared missing in action (MIA), and those who died in service.

Maximum educational benefits include free tuition and required textbooks excluding noncredit and/or remedial courses for four standard academic years or a prescribed technical course at any state-supported junior or community college, university, or technical school. Only certain fees are covered.

Dependent children must file an application prior to age 26 (may be extended to age 30 in certain cases). A spouse or widow(er) does not have a filing deadline or age limitation.

For more information and application procedures, students should contact the nearest Veterans Affairs Office located in each county courthouse or write to the Alabama GI Dependents' Scholarship Program, P.O. Box 1509, Montgomery, AL 36102-1509.

Survivors' and Dependents' Educational Assistance Program (Chapter 35). This program provides financial aid for the education of dependent sons, daughters, and spouses of the following individuals:

1. Veterans who died or are permanently and totally disabled as the result of a service-connected disability arising out of active service in the Armed Forces;

2. Veterans who died from any cause while such service-connected disability was in existence;
3. Servicepersons missing in action or captured in the line of duty by a hostile force; or
4. Servicepersons forcibly detained or interned in the line of duty by a foreign government or power.

Eligible dependents under this program must provide the following items:

1. Completed VA Form 22-5490, Application for Survivors' and Dependents' Educational Assistance; and
2. Official grade transcripts from any colleges previously attended (submitted to the admissions and records office). **It is strongly suggested that Chapter 35 dependents begin their application process at their local county VA office.**

Old GI Bill (Vietnam Era—Chapter 34). Benefits for veterans under the Old GI Bill were terminated December 31, 1989. Some benefits for these veterans were carried over to the new bill (Montgomery GI Bill, Chapter 30). Veterans who feel that they have some remaining eligibility under the Chapter 34 program should contact the Department of Veterans Affairs at 1-888-442-4551 (1-888-GIBILL).

Veterans Educational Assistance Program (Chapter 32). To apply for benefits through the Veterans Educational Assistance Program, veterans with service beginning on or after January 1, 1977, through June 30, 1985, must provide the following items to apply for these benefits:

1. Completed application for educational benefits (Form 22-1990 available in the veterans office at Wallace Community College);
2. Copy of DD Form 214 Member 4 Copy (separation papers); and
3. Official grade transcripts from any colleges previously attended (submitted to the admissions and records office).

Montgomery GI Bill—Active Duty Educational Assistance Program (Chapter 30). Certain veterans with an honorable discharge and servicepersons may qualify for the Montgomery GI Bill. Veterans under this program must provide the following items:

1. Completed application for educational benefits (VA Form 22-1990 available in the veterans office at Wallace Community College);
2. Copy of DD Form 214 Member 4 Copy (separation papers); and
3. Official grade transcripts from any colleges previously attended (submitted to the admissions and records office).

Active duty or serviceperson's complete VA Form 22-1990 only.

Montgomery GI Bill—Selected Reserve Educational Assistance Program (Chapter 1606). Members of the National Guard or Selected Reserve who enlist, reenlist, or extend an enlistment in National Guard or Selected Reserve so that the soldier has an obligation to serve for a period of not less than six years following the date of such action may qualify for Chapter 1606. Soldiers under this program must provide the following items:

1. Completed application for educational benefits (VA Form 22-1990 available in the veterans office at Wallace Community College);
2. DD 2384 (Notice of Basic Eligibility) completed by Guard or Reserve unit;
3. Kicker Contract (if applicable); and
4. Official grade transcripts from any colleges previously attended (submitted to the admissions and records office).

Montgomery GI Bill – Reserve Educational Assistance Program (Chapter 1607) (REAP)

A member of a reserve component who serves on active duty on or after September 11, 2001, under title 10 U.S. Code for a contingency operation and who serves at least 90 consecutive days or more is eligible for Chapter 1607. National Guard members are also eligible if their active duty is under section 502(f), title 32 U.S.C. and they serve for 90 consecutive days when authorized by the President or Secretary of Defense for a national emergency and is supported by federal funds. Individuals are eligible as soon as they reach the 90-day point whether or not they are currently on active duty. The Department of Defense (DoD) will fully identify contingency operations that qualify for benefits under Chapter 1607.

Disabled members who are injured or have an illness or disease incurred or aggravated in the line of duty and are released from active duty before completing 90 consecutive days are also eligible.

Soldiers under this program must provide the following items:

1. For new applicants, a completed application for educational benefits (VA Form 22-1990); for transfer students, request for change of program or place of training (VA Form 22-1995). These forms are available in the veterans affairs office at Wallace Community College.
2. DD2384 (Notice of Basic Eligibility)
3. Kicker Contract (if applicable)
4. DD Form 214 Member 4 Copy
5. Official grade transcripts from any colleges previously attended (submitted to the admissions and records office).

Alabama National Guard Educational Assistance Program (ANGEAP). The state of Alabama offers this assistance to an Alabama National Guard Educational Assistance Program applicant who is a resident of Alabama, and who is designated to be an eligible student enrolled in or accepted for enrollment in an eligible program at an eligible institution, and is awarded to the student to defray direct educational-related expenses: tuition, mandatory fees, books, and supplies, not to exceed \$500 per term and not more than \$1,000 annually. Certain restrictions apply. (See veterans coordinator at Wallace Community College.)

Vocational rehabilitation (Chapter 31). Vocational rehabilitation is intended to help the service-disabled veteran become independent in daily living and, to the extent possible, to select, prepare for, and secure employment that is compatible with his or her interests, abilities, physical capabilities, and goals. Under Chapter 31, the Department of Veterans Affairs pays the cost of required tuition, fees, books, equipment, and supplies. The veteran also receives a monthly subsistence allowance.

Note: Interested students should contact the county Veterans Affairs Office or the Regional Veterans Affairs Office at 1-800-827-1000.

REQUIRED STANDARDS OF SATISFACTORY ACADEMIC PROGRESS FOR VETERANS

To retain eligibility for veterans' benefits, all veterans must meet the same standards of student progress applicable to all students at the institution. (See grading system in the general policies section of this catalog for complete standards.)

CERTIFICATION OF VETERANS

The following criteria are used for certifying veterans or eligible dependents for federal VA benefits:

1. Certification is granted only for courses that are applicable to the declared program of study. Any deviation must be approved in writing.
2. Certification is granted only for hours required to complete the selected program of study.

3. Certification is not granted for audit or continuing education courses.
4. Remedial classes, based on placement test scores, can be certified to VA. However, online remedial classes cannot be certified to VA.
5. Veterans must be re-certified for education benefits each year, at the beginning of fall semester and when they reenter college after an interruption of their educational program. The veterans affairs office does not certify enrollment for veterans to the Department of Veterans Affairs (VA) until after the last day of late registration. This is to ensure that the correct information is sent to the VA for the semester in which veterans are registering. However, the College will certify the veteran prior to registration for fall term based on the assumption that the veteran's enrollment status remains the same as summer term. Because of the early certification, the veteran could be overpaid or underpaid until the correct information is received and processed by the VA after the last day of late registration.
6. Veterans who have received college credit at other institutions are certified only for courses necessary to complete the declared program of study at Wallace Community College. Veterans are required to have an official grade transcript in WCC's Admissions and records office if they have attended any other college. **It is the veteran's responsibility to notify the Wallace Community College veterans office when the transcript has been received in the admissions and records office.** Enrollment is certified to the VA for only two semesters until prior transcripts are received and evaluated by the admissions and records office at Wallace Community College.
7. Benefits are paid on the following enrollment schedule:

Full time	=	12 or more semester hours
Three-quarter time	=	9-11 semester hours
Half time	=	6-8 semester hours
Part time	=	5 or fewer semester hours

Under certain circumstances, veterans and dependents can be paid at an accelerated rate for a lesser number of credit hours. This typically occurs during mini-terms and summer terms.

A veteran may, under certain circumstances, be awarded credit in physical education (PED) for prior military service. A copy of the veteran's DD Form 214 with honorable discharge must be submitted to the Registrar's Office for credit to be granted. Credit for military learning experiences may also be granted. Veterans should refer to the general policies section of this catalog for the official policy.

Application and payment processing by the Department of Veterans Affairs normally takes up to 90 days; therefore, the veteran must be prepared to pay all tuition and fees for the first two terms of enrollment before benefits are received. **ELIGIBILITY IS DETERMINED BY THE DEPARTMENT OF VETERANS AFFAIRS.**

ADVANCE PAY

Veterans may also apply for advance pay. To be eligible for advance pay, veterans must submit their application and other documentation in accordance with the deadlines established each term by the office of financial aid at Wallace Community College. The advance payment is then mailed to the appropriate College location for delivery to the veteran on registration day. The advance payment includes an allowance for the portion of the month in which the school term begins as well as the next month's allowance. Veterans will not receive another check until the end of the third calendar month of enrollment. Advance pay is based on full-time enrollment. If the veteran changes enrollment status to less than full time, the result is an overpayment which the veteran is responsible for resolving with the VA.

For additional information about the full range of veterans' programs available through the Department of Veterans Affairs, veterans and dependents should contact the Veterans Affairs Regional Office at

1-888-442-4551 (1-888-GIBILL), their county Veterans Affairs Office, or the office of financial aid at Wallace Community College at (334) 556-2469, (334) 687-3543, ext. 4285.

SCHOLARSHIPS

Wallace Community College has a limited number of scholarships awarded primarily to students who excel in areas identified below. State-supported scholarships (waivers) provide 100 percent of in-state tuition. Categories and levels of support for other scholarships are determined by the agencies or individuals managing those funds. Consideration is given to students who meet requirements set forth in the individual scholarship.

Academic scholarships. These scholarships are based on academic achievement, and 100 percent of in-state tuition (**facility renewal/technology fee not included**) is provided for the number of terms needed to complete an associate degree, not to exceed a two-year calendar period. Applications are available from high school counselors or student affairs.

Allied health and nursing scholarships. These scholarships are based on academic achievement for students enrolling in the allied health and nursing programs. Qualified students receive 100 percent of in-state tuition (**facility renewal/technology fee not included**) and are awarded for the period of two years (six [6] terms) or for the length of the program if the program is less than two years.

Athletic scholarships. WCC awards athletic scholarships for men's baseball and women's softball. Tuition is provided for two years and must be used within a two-year period. Fees for each term of scholarship support are waived. Students receiving athletic scholarships must participate in and be declared eligible for the sport under which they signed the scholarship agreement. Interested students should contact the College's athletic director.

Diplomats. WCC Diplomats receive 100 percent of in-state tuition (**facility renewal/technology fee not included**) not to exceed two terms, as long as they maintain eligibility to participate in the Diplomat program and remain in good standing.

Performing arts scholarships. These scholarships are awarded to talented students for participation in the Jazz Band and Wallace Choir as well as in the areas of drama and art. One hundred percent of in-state tuition (**facility renewal/technology fee not included**) is provided, not to exceed a two-year period or for the length of the program if the program is less than two years. Information is available from the fine arts division.

Technical scholarships. These scholarships are based on academic achievement in technical and general education courses as well as recommendations from high school teachers and counselors. Qualified students receive 100 percent of in-state tuition (**Facility renewal/technology fee not included**) for the number of terms needed to complete a degree or certificate, not to exceed a two-year period or for the length of the program if the program is less than two years. Applications are available from high school counselors or student affairs.

Courage and perseverance scholarships. WCC awards a limited number of scholarships to students who have overcome obstacles and adversity through courage and perseverance. Eligible students must meet institutional admissions requirements, demonstrate excellence in citizenship and be nominated by citizens from the local community. Scholarships may be awarded to cover up to one hundred percent of in-state tuition for a period not to exceed two years (six terms) or the length of the program of study. This scholarship does not cover associated fees.

Need-based scholarships. WCC awards a limited number of need-based scholarships to economically disadvantaged students. Eligible students must qualify for Pell Grant and Supplemental Educational Opportunity Grant (SEOG) assistance and be in need of additional funds to augment such assistance. Assistance may be awarded to cover one hundred percent of tuition for a period not to exceed two years (six terms) or the length of the program of study. This scholarship does not cover associated fees.

Senior citizens waivers. Students aged 60 or over may enroll in credit courses, tuition free, at Wallace Community College if space is available. Fees and other costs, excluding tuition, are paid by the senior adult student. Senior citizens granted a tuition waiver under the senior adult scholarship program may receive such waiver only one time per course. This scholarship does not cover associated fees.

Other scholarships. Wallace Community College also offers a number of privately funded scholarships through external agencies and the College Foundations. These scholarships may have specific requirements beyond those of the College. For information about these scholarships, please contact the office of financial aid. Information may also be obtained on the Web at www.wallace.edu.

OTHER FORMS OF FINANCIAL ASSISTANCE

State vocational rehabilitation. Students with certain disabilities which interfere with their ability to work or attend college may be eligible for assistance through the Alabama Department of Rehabilitation Services Office. Rehabilitation services may provide assistance with all costs associated with school attendance. For additional information, contact the Alabama Department of Rehabilitation Services Office.

Workforce Investment Act (WIA). This Act was designed to provide training to individuals who are unemployed, underemployed, unskilled, or recently dislocated from a job because of layoff or plant closure. Assistance through the WIA program includes tuition, fees, books, tools, and supplies. Eligibility for a daily training allowance is assessed on an individual basis. For information, contact the local state employment service in your home county.

The Trade Adjustment Act (TAA). This Act was designed to assist individuals in returning to suitable employment after becoming unemployed as a result of increased foreign imports. The TAA provides Trade Act funds for individual referral training if applicant meets all requirements. Interested applicants must contact their local state employment service to determine eligibility.

LOANS

Wallace Community College does not participate in the federal student loan program, however the financial aid division will process private student loans as requested by students.

For information regarding financial aid resources, contact the Wallace Community College financial aid office nearest you. For the Wallace Campus in Dothan, call (334) 556-2476. For the Sparks Campus in Eufaula, call (334) 687-3543, ext 4226. You may also visit us on the Web at www.wallace.edu.

General Policies



GENERAL POLICIES

The information in this section of the catalog is included to acquaint students with general information, regulations, and policies of Wallace Community College. The general policies of this College have been established to assist students in achieving smooth transitions in their educational endeavors.

MAXIMUM AND MINIMUM COURSE LOADS

As a general rule, the curriculum for all full-time students in any given term should include a minimum of 12 credit hours and a maximum of 19 credit hours. Students enrolled in nondegree programs must carry the appropriate minimum contact hours to be considered full time. Students who desire to take more than 19 credit hours may do so only with special permission from the dean, academic affairs and health sciences or the dean, career technical instruction. Students are not allowed to pursue more than 24 semester credit hours during a single term. The normal student load is 15-18 semester hours. Students are strongly encouraged to work with their advisors to develop schedules that take maximum advantage of educational offerings and provide the best opportunities for success.

CREDIT FOR NONTRADITIONAL LEARNING

Wallace Community College awards credit for the following types of nontraditional learning: Advanced Placement (AP[®]); challenge examinations; College-Level Examination Program (CLEP[®]); experiential, specialized, or occupational training; military training; and professional certification, licensure, or registry. Awarding credit for nontraditional learning at Wallace Community College does not guarantee that other institutions will approve such action. This determination is made by the respective transfer institution.

Not more than 25 percent of total credit required for any program may be awarded through nontraditional means. Credit awarded through nontraditional means is not applicable toward the minimum of 25 percent of semester hours that must be completed at the College in order to meet graduation requirements.

In assessing and documenting equivalent learning and qualified faculty, the College may use recognized guides that aid in the evaluation for credit. Such guides include those published by the American Council on Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs.

Advanced Placement (AP[®]) Credit. Wallace Community College recognizes a number of Advanced Placement courses that are taken in high school and supplemented by satisfactory scores on National Examinations of the College Entrance Examination Board (CEEB) Advanced Placement Program.

With a score of “3” or higher in mathematics or “4” or higher on all other exams, students receive credit for a minimum of one course in the subject area corresponding to the test. Credit is awarded based on students' majors. Additional AP[®] credit in a single subject area may be awarded based on an evaluation of students' high school records and career goals. To apply for additional credit, students should contact a representative in Student Affairs at their primary learning locations.

Challenge and Validation Examinations. Credit for challenge and validation examinations is available for courses in certain programs or departments. Information regarding availability of these examinations appears with appropriate program descriptions throughout this catalog. Credit is awarded based on students' majors.

College-Level Examination Program (CLEP[®]). Credit for completion of CLEP[®] examinations may be awarded provided appropriate scores are achieved, certain restrictions are observed, and adequate documentation is provided. Credit will be awarded only in areas offered within the current College curriculum and only when it exceeds the level already attained in that discipline by other means.

Most academic disciplines at WCC have adopted specific designated scores for their subject areas. If no score has been established, the minimum score recommended by the American Council on Education (ACE[®]) will be accepted. The assistant dean of student affairs maintains a list of the subject areas, applicable exams, scores acceptable to the College, and the minimum scores recommended by ACE[®].

WCC accepts CLEP[®] credit awarded by other institutions only if WCC requirements regarding scores and other restrictions are met. The College cannot guarantee that other institutions of higher education will accept CLEP[®] credit awarded by WCC. Students should consult their institution's policy prior to taking a CLEP[®] examination.

Experiential, Specialized, or Occupational Training. Credit may be awarded in certain programs for experiential, specialized, or occupational training that is relevant to a student's program of study. Students should consult program information in this catalog.

Military Training. Military training is not recorded on transcripts until students have registered for their first term of work. Any one of the following credentials verifying completion of training is acceptable:

- AARTS transcript
- DD Form 295
- DD Form 214
- Certificates of completion

Credit is awarded based on students' majors and recommendations of the American Council on Education (ACE[®]) as outlined in the *Guide to the Evaluation of Educational Experiences in the Armed Services* if the College has equivalent courses. Recommendations for awarding credit are made by the assistant dean of student affairs and approved by the dean, academic affairs and health sciences or the dean, career technical instruction.

Police academy

Official certification of completion of police academy graduation must be provided to the College. Certification indicating date of graduation must be either an academic transcript from an accredited college or a letter on official letterhead from the police academy. Upon completion of six to twelve semester hours of approved Criminal Justice courses at Wallace Community College, students may be awarded credit for an equivalent number of CRJ hours to be determined by the program instructor.

Professional Certification, Licensure, or Registry. Credit may be awarded for professional certification, licensure, or registry that is relevant to the student's program of study. Documentation of such certification, licensure, or registry must be provided to the College for evaluation. Students should consult program descriptions for information.

TECH PREP PROGRAM

Wallace Community College is an active supporter of the Tech Prep program. The Wallace and Sparks Campuses and the Fort Rucker Center participate in the Wiregrass Tech Prep Consortium. The consortium includes Daleville, Dothan, Eufaula, and Ozark City Schools as well as Barbour, Dale, Geneva, Henry, and Houston County Schools. Articulation agreements between area high schools and these College locations facilitate the transfer of credit opportunities for students desiring to enroll in designated programs. Articulation agreements between Wallace Community College and high schools within the consortium provide advanced placement opportunities for high school students. Students should contact their high school counselors, a counselor at the College, or the Tech Prep program for more specific information regarding these articulation agreements.

SOPHOMORE STATUS

Students who have completed 33 or more semester credit hours have achieved sophomore status.

GRADING SYSTEM

Grading. The following letter grades are assigned to courses for which students are registered:

<u>Grade</u>	<u>Definition</u>	<u>Quality Points</u>
A (90-100)	Excellent	4
B (80-89)	Good	3
C (70-79)	Average	2
D (60-69)	Poor ¹	1
F (below 60)	Failure	0
S	Satisfactory ²	0
U	Unsatisfactory ²	0
I	Incomplete ³	0
W	Official Withdrawal ⁴	0
WF	Withdrawal, Failing ³	0
AU	Audit ⁴	0

¹ Although the grade of "D" is normally considered passing, Wallace Community College may require a higher grade in selected programs.

² Developmental, Community Services, and Corporate Services courses only. (These courses are not calculated in the grade point average.)

³ Credit course is averaged into the grade point average.

⁴ Credit course is not averaged into the grade point average.

Developmental Courses. Courses numbered 0-99 carry institutional credit and are not applicable toward degree or certificate requirements. Satisfactory grades earned in these courses are "S." Unsatisfactory grades are "U."

Drop/Add. Students must drop or add classes during the designated drop/add period. Drop/add procedures originate with an academic counselor on the Wallace Campus, faculty advisors on the Sparks Campus, and the Administrative Assistant at the Fort Rucker Center. After the drop/add period is over, students cannot add classes to their term schedules and can drop classes only by following withdrawal procedures outlined on this page.

Withdrawals. If students desire to discontinue attendance after the drop/add period, they must withdraw during the designated withdrawal period which begins the third day of class and ends one week prior to the beginning of final exams. **No withdrawals will be processed after this date.** Withdrawal procedures originate in Enrollment Services on the Wallace Campus in Dothan, the Office of Student Affairs on the Sparks Campus in Eufaula, and the Administrative Office at the Fort Rucker Center. A grade of "W" will be assigned.

Incompletes. An incomplete grade in a course (grade of "I") indicates that students **have not** completed all assigned course work or have not taken all class examinations. Students who receive a grade of "I" must complete the required work for removing incomplete grades no later than mid-term of the following term. Exceptions must be approved by the dean, academic affairs and health sciences or the dean, career technical instruction. Failure to clear an incomplete grade results in an assignment of a grade of "F" for the course. The grade of "I" is calculated as an "F" until it is removed. A grade of "I" cannot be removed by repeating the course because it must be counted against the hours attempted in the original term.

Auditing. Students who desire to enroll in a course as auditors must meet the same admission requirements as regular students and complete course prerequisites. Auditors receive grades of "AU" for the course and are not required to take examinations. Credit hours are not averaged into the grade point average. Students may change from credit to audit or from audit to credit only during the drop and add period and may not change thereafter. Auditors must follow regular registration procedures and must pay tuition in accordance with regular tuition schedules. Classes taken for audit do not count toward credit hours earned.

Continuing Education Units. The Continuing Education and Corporate Services programs at Wallace Community College award continuing education units (CEUs) to participants who satisfactorily complete quality, noncredit courses. One CEU is awarded for each 10 contact hours of active participation in such organized learning experiences.

Minimum attendance and performance requirements for courses may vary depending on length and nature of the learning experience.

QUALITY POINTS

The College uses a four-point grading system to evaluate student scholastic standing. The following quality points are assigned:

<u>Grade</u>	<u>Quality Points per Hour</u>
A	4
B	3
C	2
D	1
F	0
I	0
AU	0
S	0
U	0
W	0
WF	0

Noncredit courses (developmental, Continuing Education, and Corporate Services) do not count in calculating the grade point average (GPA).

Students' scholastic standings or GPAs are obtained by dividing their total number of quality points by the total number of semester hours pursued. Any course for which students have previously registered may be repeated; however, a course may be counted only once toward fulfillment of credit hours for graduation.

GRADE CHALLENGES

See Student Academic Grievances in the Student Handbook portion of this catalog.

TERM GRADES

Term grades are available via the Web. Information on how to access grades is published on the Wallace Community College home page at www.wallace.edu.

NAME/ADDRESS CHANGES

Students should report to one of the following College locations to file name and/or address changes: Enrollment Services on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the Administrative Office at the Fort Rucker Center.

CHANGES IN MAJOR/CATALOG

Students should report to one of the following locations to report changes in major, catalog, and/or degree options: Enrollment Services on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the Administrative Office at the Fort Rucker Center.

FINAL EXAMINATIONS

Examinations are required in all courses of study, and each individual course requires a final examination. Attendance at final exams is mandatory, and no student is allowed to exempt this requirement. Students who must miss a final exam have the responsibility of notifying the instructor prior to the exam and providing acceptable evidence regarding the cause of the absence when returning to the College.

Final exam schedules are issued by instructional deans, and other important information is provided in each course syllabus distributed to students by faculty members at the beginning of each term. Any student who desires to schedule an exam at a time other than that published on the final exam schedule must receive approval from the dean, academic affairs and health sciences or the dean, career technical instruction.

STANDARDS OF ACADEMIC PROGRESS

The standards of academic progress apply to all students unless one of the following exceptions exists:

- Programs within the institution that are subject to external licensure, certification, and/or accreditation or that are fewer than four terms in length may have higher standards of academic progress than College standards of progress.

- Selected transfer students are placed on academic probation upon admission and must make the transition to these standards of academic progress.
- Special standards of academic progress have been established for students enrolled in institutional credit courses awarding grades of “S” and “U” and for students who wish to remain eligible to receive Title IV financial aid.

Standards of Progress Policy. These GPA levels are required for students according to the number of hours attempted at the College:

1. Students who have attempted 12-21 semester credit hours at the College must maintain a 1.5 cumulative GPA.
2. Students who have attempted 22-32 semester credit hours at the College must maintain a 1.75 cumulative GPA.
3. Students who have attempted 33 or more semester credit hours at the College must maintain a 2.0 cumulative GPA.

Intervention for Student Success. When students are placed on Academic Probation, One-Term Academic Suspension, or One-Calendar-Year Academic Suspension, College officials may provide intervention for students by taking such steps as imposing maximum course loads, requiring a study skills course, and/or prescribing other specific courses.

APPLICATION OF STANDARDS OF PROGRESS

Clear. When the cumulative GPA is at or above the GPA required for the total number of credit hours attempted at the College, the student's status is CLEAR.

Academic Probation. When a student's cumulative GPA is below the GPA required for the number of credit hours attempted at the College, the student is placed on ACADEMIC PROBATION.

When the cumulative GPA of a student who is on ACADEMIC PROBATION remains below the GPA required for the total number of credit hours attempted but the term GPA is 2.0 or above, the student remains on ACADEMIC PROBATION.

When the cumulative GPA of a student is at or above the GPA required for the total number of credit hours attempted, the student's status is CLEAR.

Academic Suspension for One Term. When the cumulative GPA of a student who is on ACADEMIC PROBATION remains below the GPA required for the total number of hours attempted and the term GPA is below 2.0, the student is suspended for one term. The transcript will read SUSPENDED FOR ONE TERM.

The student who is SUSPENDED FOR ONE TERM may appeal to the Admissions and Academic Standards Committee. If, after appeal, the student is readmitted without serving the suspension, the transcript will read SUSPENDED—ONE TERM/READMITTED UPON APPEAL. The student who is READMITTED UPON APPEAL reenters the institution on ACADEMIC PROBATION.

A student who returns to the College on ACADEMIC PROBATION after being suspended for one term (whether the student has served the suspension or has been readmitted upon appeal) without having since achieved CLEAR academic status and whose cumulative GPA falls below the level required for the total number of hours attempted at the College but whose term GPA is 2.0 or above will remain on ACADEMIC PROBATION until the student achieves the required GPA for the total number of hours attempted. When the cumulative GPA is at or above the GPA required for the total number of credit hours attempted at the College, the student's status is CLEAR.

Academic Suspension for One Year. A student who returns to the College on ACADEMIC PROBATION after being suspended for one term (whether the student served the suspension or was readmitted upon

appeal) without having since achieved CLEAR academic status and whose cumulative GPA remains below the level required for the total number of hours attempted at the College and whose term GPA is below 2.0 will be suspended for one calendar year. The transcript will read

SUSPENDED—ONE YEAR. A student who serves a one-year suspension reenters the College on ACADEMIC PROBATION.

A student who is suspended for one year may appeal to the Admissions and Academic Standards Committee. If, after appeal, the student is readmitted without serving the one-year suspension, the transcript will read SUSPENDED—ONE YEAR/ READMITTED UPON APPEAL. The student who is readmitted upon appeal reenters the College on ACADEMIC PROBATION.

Process of Appeal for Readmission. If students who declare no contest to the facts leading to suspension simply desire to request consideration for readmission, they may submit a request in writing for an appeal for readmission to the chairperson of the Admissions and Academic Standards Committee prior to the first day of the upcoming term following receipt of the notice of suspension. During the meeting of the Admissions and Academic Standards Committee, which will not be considered a due process hearing but rather a petition for readmission, students are given an opportunity to present a rationale and/or statement of mitigating circumstances in support of immediate readmission. The decision of the Admissions and Academic Standards Committee and materials presented by students are placed in official College records. Additionally, a copy of the written decision is provided to the student. Equity, reasonableness, and consistency are the standards by which such decisions are measured.

STANDARDS OF ACADEMIC PROGRESS: TRANSFER STUDENTS

Transfer students who are admitted on CLEAR academic status are subject to the same standards of academic progress as *native* students. Transfer students are admitted on CLEAR academic status when the cumulative GPA from the transfer institution is 2.0 or above. Grades accrued at other regionally or nationally accredited postsecondary institutions are not included in GPA calculations.

Transfer students who are admitted on ACADEMIC PROBATION retain that status until they have attempted at least 12 semester credit hours at Wallace Community College. If, at the conclusion of the term in which students have attempted a total of 12 or more semester credit hours at the College, the Wallace Community College GPA is below 1.5, students are suspended for one term. The transcript will read SUSPENDED—ONE TERM.

If, at the conclusion of the term in which transfer students admitted on ACADEMIC PROBATION have attempted a total of 12 or more semester credit hours at the College and the Wallace Community College cumulative GPA is 1.5 or above, the student's status is CLEAR.

STANDARDS OF ACADEMIC PROGRESS: DEVELOPMENTAL COURSES

Students who are enrolled in developmental courses and who receive a grade of “U” one term may not take the course a second term until they receive special academic advising. After the second term in which students receive a grade of “U” in the same course, they must appeal through the Admissions and Academic Standards Committee before being allowed to re-enroll in the course.

ACADEMIC BANKRUPTCY

Students may request forms for declaring academic bankruptcy from one of the following College locations: the Admissions and Records Office on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the Administrative Office at the Fort Rucker Center. Students may declare academic bankruptcy under the following conditions:

1. If fewer than three calendar years have elapsed since the term for which students desire to declare bankruptcy, students may declare

academic bankruptcy on all course work taken during the one term, provided they have taken a minimum of 18 semester credit hours of course work at the College since the bankruptcy term occurred. All course work taken, even hours completed satisfactorily during the term for which academic bankruptcy is declared, is disregarded in the cumulative GPA.

2. If three or more calendar years have elapsed since the most recent term for which students desire to declare bankruptcy, students may declare academic bankruptcy on all course work taken during one to three terms, provided they have taken a minimum of 18 semester credit hours of course work at the College since the bankruptcy term occurred. All course work taken, even hours completed satisfactorily during the term(s) for which academic bankruptcy is declared, is disregarded in the cumulative GPA.

When academic bankruptcy is declared, the term **ACADEMIC BANKRUPTCY** is reflected on the transcript for each term affected. The transcript will reflect the term of its implementation and will read **ACADEMIC BANKRUPTCY IMPLEMENTED**.

Students may declare academic bankruptcy only once. Implementation of academic bankruptcy at the College does not guarantee that other institutions will approve such action. This determination is made by the respective transfer institution.

COURSE FORGIVENESS

If students repeat a course, the last grade awarded (excluding a grade of "W") replaces the previous grade in computing the cumulative GPA. The GPA during the term in which the course was first attempted will not be affected. When a course is repeated more than once, all grades for the course—excluding the first grade—are used to compute the cumulative GPA. Official records at Wallace Community College will list each course in which students have enrolled. It is the students' responsibility to complete forms for requesting course forgiveness at one of the following locations: the Admissions and Records Office on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the Administrative Office at the Fort Rucker Center.

Implementation of course forgiveness at the College does not guarantee that other institutions will approve such action. This determination is made by the respective transfer institution.

TRANSIENT AUTHORIZATION

Students who have been officially admitted to Wallace Community College and who are in good standing may earn credit as transient students at other regionally or nationally accredited postsecondary institutions. Approval forms must be obtained from the Admissions and Records Office on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the Administrative Office at the Fort Rucker Center **prior to enrollment at another institution**. Students who attend other colleges as transients must request that official transcripts of credits earned be mailed to the appropriate Wallace Community College location they are attending.

TRANSCRIPTS OF RECORDS

The Family Educational Rights and Privacy Act of 1974 as Amended (FERPA), also known as the Buckley Amendment (PL93-380), will apply to the handling of student records at Wallace Community College. Transcripts must be requested in writing. There is no charge for this service. Transcript request forms are available from one of the following College locations: the Admissions and Records Office on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the Administrative Office at the Fort Rucker Center.

In compliance with the Family Educational Rights and Privacy Act, Wallace Community College does not release transcripts from the College except when students submit written requests. Students or former students who desire transcripts of their records must write, well in advance of the time the transcript is needed, to the Assistant dean of student affairs, giving student number, date of birth, dates of attendance, and name and address of the institution or person to whom the records should be sent. Students must state ALL names that may have been entered on their records. Students may secure unofficial transcripts (no College seal and stamped **ISSUED TO STUDENT**), but official transcripts are sent only to colleges or organizations. Official transcripts

cannot be hand delivered unless specifically requested by the College or organization receiving the transcript. These transcripts are stamped **ISSUED TO STUDENT**.

Wallace Community College does not issue copies of another school's transcript. Transcripts are not issued to students who have failed in some way to complete admission requirements. Advance notice of 72 hours is required on all transcript requests.

ATTENDANCE POLICY

All students are expected to attend all scheduled class meetings and laboratory sessions for their courses. Students should recognize the academic responsibilities inherent in their college career, especially those of timely arrival and attendance of all classes. The grades of students who miss scheduled exams, unscheduled quizzes, deadlines for turning in assigned projects, or scheduled group projects may be negatively impacted by their absence.

Class attendance policies are in effect from the first scheduled class meeting. Faculty members will ensure that their attendance policies are in course syllabi provided to their students. Faculty members will make penalties for absences clear to students in those course syllabi or in additional handouts.

Because of unique circumstances, timing, equipment availability, or faculty schedules, not all missed examinations, quizzes, laboratory work, or projects may be made up. Individual faculty members will make decisions regarding excused absences. Examples of excused absences include serious illness, a death in the student's immediate family, military obligations, or official College business.

The attendance policies applicable to a specific instructional program may be more restrictive than the College policy. These policies may be influenced by external agencies that oversee curricula in those programs and provide certification, licensure, or registry opportunities for students and graduates.

Students who do not want to continue attending a course or courses are urged to initiate the withdrawal process. It is the students' responsibility to withdraw from individual courses or from the College. However, at the midpoint of each term, faculty members will identify students who have apparently ceased attendance but have not completed the withdrawal process. Students in courses that meet at least twice per week will be reported if they have missed more than five consecutive class meetings before the midpoint of the term. Students in courses that meet once per week will be reported if they have missed more than three consecutive class meetings before the midpoint. Those students will be removed from the course as an unofficial withdrawal and assigned a grade of "W." Such students may petition the faculty members for reentry into the course and will be returned to the course roll only with the approval of the faculty members. Additionally, students will be responsible for repaying any portion of unearned financial aid that results from their withdrawals.

Likewise, students who cease to attend classes after the midpoint of the term but do not initiate the withdrawal process will also be negatively impacted by their actions. Those students will be considered to have unofficially withdrawn from their courses and will receive failing grades for all assignments missed. If those students have not completed the withdrawal process by the established withdrawal deadline, they will receive a failing grade for the courses. Faculty members will assign a grade of "WF" to such students when they submit final course grades. These students will also be responsible for repayment of any unearned financial aid as a result of their failure to attend. Students who receive a grade of "WF" as a result of instructor error will have the opportunity to petition the instructors' decisions. Otherwise, the grade of "WF" is final.

Students with legitimate concerns may appeal the actions of faculty members by following the procedures outlined under the Student Academic Grievance section of the Student Handbook section of this catalog.

DEGREES

The College awards associate in arts, associate in science, and associate in applied science degrees. The associate in arts (AA) and associate in science (AS) degree programs are designed for students planning to

transfer to a senior institution to pursue a course of study in liberal arts, the sciences, or a specialized professional field. These degree programs require completion of a minimum of 60 semester credit hours in an approved program of study and are awarded to students completing a planned university-parallel program and the general education program outlined in this catalog.

The associate in applied science (AAS) degree is designed for students planning to seek employment based on competencies and skills attained through AAS degree programs of study. Although not designed to meet the needs of students who will transfer to senior institutions, some portions of AAS degree programs may do so. This degree is composed of 60-76 semester credit hours.

DEGREE REQUIREMENTS

To fulfill degree requirements, students must meet the following criteria:

1. Satisfactorily complete a minimum of 60 semester hours of college credit in an approved program of study, including prescribed general education courses.
2. Earn a 2.0 cumulative GPA in **all** courses attempted at the College. Calculation of the GPA for graduation will not include grades earned in developmental courses. A course may be counted only once for the purposes of meeting graduation requirements.
3. Complete at least 25 percent of the semester credit hours required for the degree at Wallace Community College.
4. Meet all requirements for graduation within a calendar year from the last term of attendance.
5. Transfer into Wallace Community College only credit hours that represent course work relevant to the degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the College's undergraduate degree programs. In assessing and documenting equivalent learning and qualified faculty, the College may use recognized guides that aid in the evaluation for credit. Such guides include those published by the American Council of Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs.
6. Submit a formal application for graduation by mid-term of the term prior to graduation. Graduation applications are available at the following locations: Admissions and Records Office on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the Administrative Office at the Fort Rucker Center.
7. Fulfill all financial obligations to the College.
8. Meet graduation requirements for the appropriate catalog. Students are guided by the Wallace Community College catalog in effect their first term of enrollment as long as they maintain continuous enrollment (except summer term). Students may elect to be guided by a new catalog during their continuous enrollment period. Breaking continuous enrollment will result in students being guided by the catalog in effect the term they re-enroll. Students who change their majors will be guided by the catalog in effect at the time the new major is declared.

PROGRAM AND SHORT CERTIFICATES

Wallace Community College awards certificates for programs below the degree level designed for students who plan to seek employment based on competencies and skills attained through these programs of study. Program certificates require at least 30 semester credit hours but no more than 60. Short certificates are awarded for programs equal to or less than 29 semester hours and contain at least 9 semester credit hours. Information regarding the length of certificate programs appears with the appropriate program descriptions throughout this catalog.

CERTIFICATE REQUIREMENTS

Students must meet the following criteria:

Satisfactorily complete an approved program of study.

Earn a 2.0 cumulative GPA in **all** courses attempted at the College. Calculation of the GPA for graduation will not include grades earned in institutional credit courses. All grades in repeated courses are averaged into the GPA; however, a course may be counted only once for purposes of meeting graduation requirements.

Complete at least 25 percent of the program's required semester credit hours at Wallace Community College.

Meet all requirements for graduation within a calendar year from the last term of attendance.

Transfer in only credit hours that represent course work relevant to the certificate, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the College's certificate programs. In assessing and documenting equivalent learning and qualified faculty, the College may use recognized guides that aid in the evaluation for credit. Such guides include those published by the American Council of Education, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Foreign Student Affairs.

Submit a formal application for graduation by mid-term of the term prior to graduation. Graduation applications are available at the following locations: Admissions and Records Office on the Wallace Campus in Dothan, Student Affairs on the Sparks Campus in Eufaula, or the administrative office at the Fort Rucker Center.

Fulfill all financial obligations to the College.

Meet graduation requirements for the appropriate catalog. Students are guided by the Wallace Community College catalog in effect their first term of enrollment as long as they maintain continuous enrollment (except summer term). Students may elect to be guided by a new catalog during their continuous enrollment period. Breaking continuous enrollment will result in students being guided by the catalog in effect the term they re-enroll.

HONORS AND RECOGNITIONS

Graduation Honors for Degrees. Superior academic achievement by graduating students is recognized by the following designations on transcripts:

- Graduation with Honor (Cum Laude)—3.50 to 3.69 GPA
- Graduation with High Honor (Magna Cum Laude)—3.70 to 3.89 GPA
- Graduation with Highest Honor (Summa Cum Laude)—3.90 to 4.0 GPA

Note: Calculation of the GPA for graduation honors is identical to the method used to calculate the GPA to fulfill graduation requirements for the degree being earned. In addition, to be eligible for a graduation honor, students must have completed a minimum of 32 semester credit hours at the College.

Graduation Honors for Certificates. Students earning certificates are recognized by the following designation on transcripts:

- Graduation with Distinction — 3.50 to 4.0 GPA

Note: Calculation of the GPA for graduation honors is identical to the method used to calculate the GPA to fulfill graduation requirements for the degree being earned. In addition, to be eligible for a graduation honor, students must have completed a minimum of 32 semester credit hours at the College.

Calculation of graduation honors is based upon the GPA of the last term prior to the graduation term.

Dean's list. A dean's list is compiled at the end of each term. Requirements for the dean's list are listed as follows:

- Receive a term GPA of 3.5 or above but below a 4.0; and
- Complete a minimum of 12 semester hours of college-level work. Developmental courses will not count toward the minimum course load requirement.

President's List. A President's List is compiled at the end of each term. Requirements for the President's List are listed as follows:

- Receive a term GPA of 4.0; and
- Complete a minimum of 12 semester hours of college-level work. Developmental courses will not count toward the minimum course load requirement.

SPECIAL RECOGNITIONS

All-USA and All-Alabama Academic Teams. Students are nominated for the All-USA and All-Alabama Academic Teams by Wallace Community College faculty and staff members. Winning students participate in national and statewide recognition ceremonies sponsored annually by the American Association of Community Colleges and the Alabama Community College System.

Honors Day Convocations. Outstanding students in each program of study at Wallace Community College are recognized at annual Honors Day Convocations held at each campus during spring semester. In addition to outstanding students from each program, outstanding student leaders and athletes, students selected for *Who's Who Among Students in American Junior Colleges*, and students receiving scholarships to four-year colleges and universities are honored. The James B. Allen Award, given to the most outstanding graduating student in each of Alabama's community colleges, is also awarded at Honors Day Convocations.

James B. Allen Award. Named in honor of former Alabama U.S. Senator James B. Allen, this award is bestowed upon the graduating sophomore selected by a committee of faculty and staff members as the most outstanding student at the College. Recipients are selected not only for their academic achievement, but also for their leadership and community and campus involvements.

Who's Who in American Junior Colleges. Students at Wallace Community College are chosen annually to be included in *Who's Who Among Students in American Junior Colleges*. Qualifications include academic achievement, community service, leadership, and participation in extracurricular activities. Names of students selected by the faculty committee appear in the national publication *Who's Who Among Students in American Junior Colleges*.

CAREER READINESS CERTIFICATE

In cooperation with the Governor's Office and the Office of Workforce Development, Alabama's two-year colleges are helping to implement the Alabama Career Readiness Certificate (CRC). The CRC is based upon the ACT WorkKeys® assessment process in three areas: applied mathematics, reading, and locating information.

The CRC is a standardized, portable credentials document, recognized across state lines and industry sectors, that signifies to an employer that an individual has achieved the academic and problem solving skills necessary for success in the workplace.

Alabama has adopted a three-tier credential:

Bronze – WorkKeys® Level 3 and above - Core employability skills for approximately 30% of the jobs in ACT's database

Silver – WorkKeys® Level 4 and above - Core employability skills for approximately 65% of the jobs in ACT's database

Gold – WorkKeys® Level 5 and above - Core employability skills for approximately 90% of the jobs in ACT's database

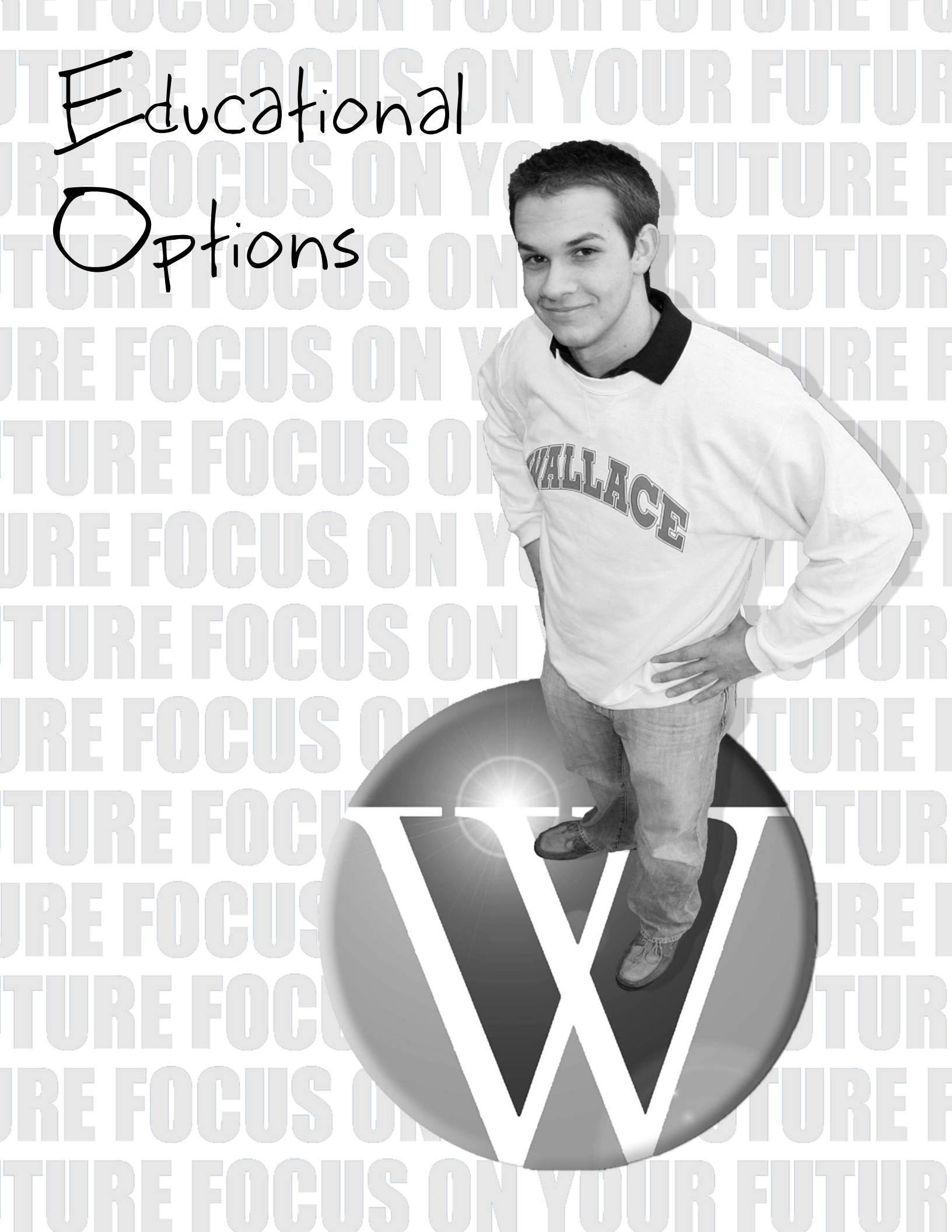
The CRC will be awarded to students by the Alabama Office of Workforce Development when they successfully complete ORI104, WorkKeys® Assessment and Advisement.

WALLACE COMMUNITY COLLEGE WORKKEYS® TARGET LEVELS

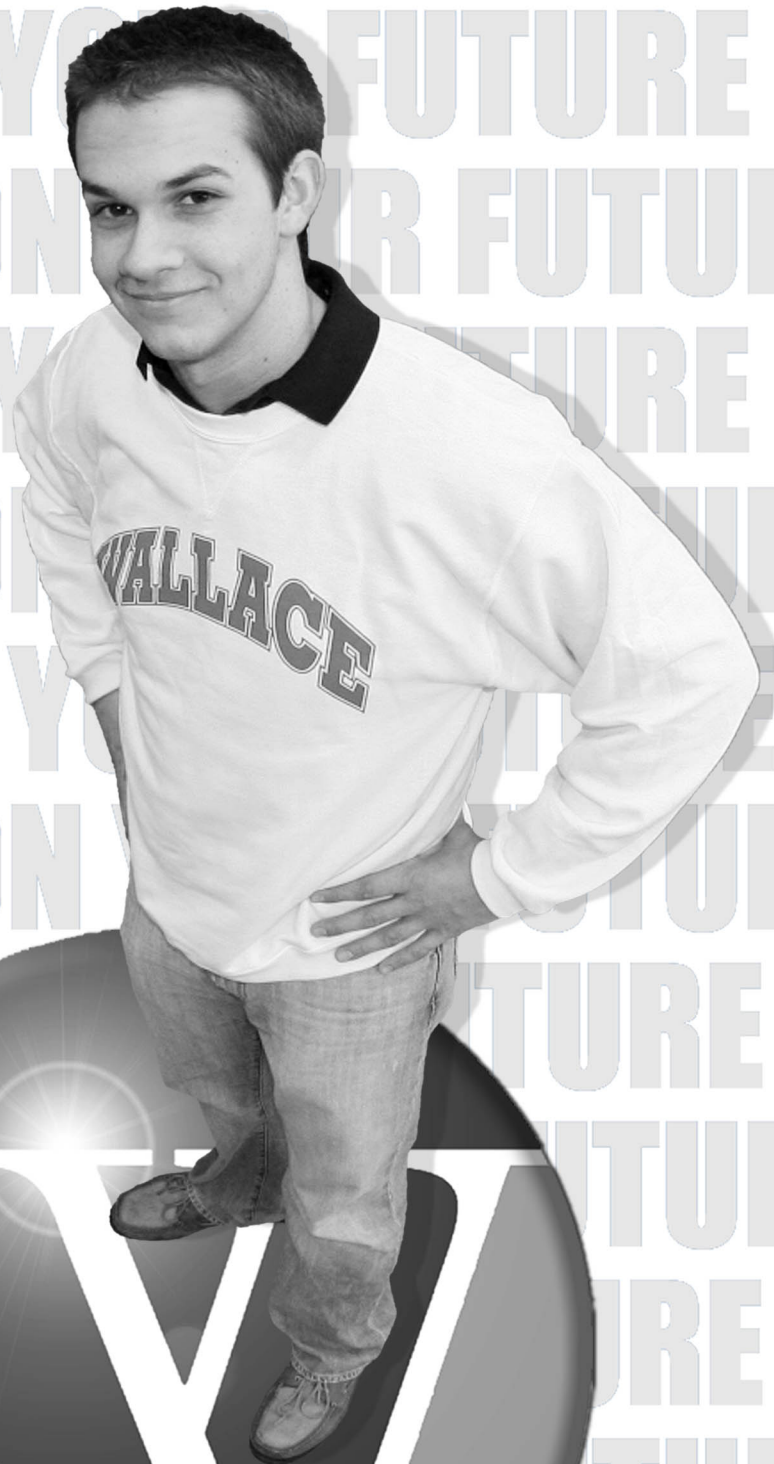
AM Applied Math LI Locating Information

RFI Reading For Information

Range of Scores	AM	LI	RFI
	3-7	3-6	3-7
Accounting Technology	5	5	5
Air Conditioning/Refrigeration	5	5	5
Auto Body Repair	4	5	4
Automotive Technology (Toyota T-Ten)	5	5	5
Business Computer Applications	5	5	5
Cabinetmaking/Carpentry	5	4	4
Child Development	4	4	5
Computer Information Science	5	5	5
Cosmetology	4	4	4
Criminal Justice	4	4	4
Drafting and Design Technology	5	5	5
Emergency Medical Services	4	4	5
Industrial Automation Technology			
• Electrical Technology	5	4	5
• Industrial Electronics Technology	6	4	5
• Industrial Maintenance	5	5	5
Machine Tool Technology	6	5	5
Masonry	4	4	4
Medical Assisting	5	4	5
Radiologic Technology	5	4	5
ADN, Nursing, & PNU	5	4	5
Nursing, LPN	4	4	5
Office Administration	5	5	5
Physical Therapy Assistant	4	4	5
Respiratory Therapy	5	5	5
Supervisory Management	5	5	5
Welding Technology	4	4	4



Educational Options



EDUCATIONAL OPTIONS

PROGRAMS OF STUDY

Wallace Community College is authorized to award associate in arts, associate in science, and associate in applied science degrees as well as certificates in career, technical, and occupational programs. These degrees and certificates are obtained by students successfully completing a series of courses called a *program of study*.

The primary objective of Wallace Community College is to meet the needs of students. These needs most often are met by the degrees and certificates offered by the College. However, the following list illustrates the entire array of options available to the student. In choosing options, students should consult with their faculty advisors or meet with their counselors.

- OPTION I. **Associate in Arts Degree.** Students **MUST** complete the general education requirements identified on the following page and 23 hours of electives from departmental course offerings.
- OPTION II. **Associate in Science Degree.** Students **MUST** complete the general education requirements identified on the following page and 23 hours of additional approved credits from departmental course offerings.
- OPTION III. **Associate in Applied Science Degree.** Students **MUST** complete requirements of a specific program outlined in this catalog.
- OPTION IV. **Certificates.** Students **MUST** complete requirements of a specific program outlined in this catalog.
- OPTION V. **Nondegree Academic Transfer.** Students **MAY** complete general education requirements and electives from departmental course offerings.
- OPTION VI. **Nondegree Technical Transfer.** Students **MAY** complete courses in technical programs outlined in this catalog.
- OPTION VII. **Selected Enrichment Courses** (personal interest and job enhancement). Students **MAY** select courses from all departmental course offerings provided all prerequisites have been met.

MODES OF DELIVERY

Wallace Community College delivers courses and programs in a variety of formats at a number of locations. Courses may be taught in lecture format, as laboratory performance classes, as seminars, or as independent study. Courses may be taught solely through the Internet as distance education. Faculty members use the Internet to enhance content and instruction in all courses making student access to the Internet important to success. With an advisor's assistance, each student may choose any delivery mode or location that fits his or her needs, schedule, and abilities.

TRANSFER CREDITS

Students completing courses that have been approved for the General Education curriculum and are appropriate to their majors and/or degrees can transfer these courses with credit applicable to their degree programs among two- and four-year colleges and universities in Alabama. It is the responsibility of students to maintain contact with their transfer institutions to assure transfer of credit without loss of hours.

Students are responsible for becoming familiar with requirements of their programs of study. All students are encouraged to declare a major field of study as soon as possible so they can be assigned advisors. Failure to do so may result in a delay in completing degree requirements.

UNDECIDED TRANSFER STUDENTS

Students entering college without having chosen a major or a transfer institution will have a special need for counselors and advisors at Wallace Community College. These professionals can help students

determine their career strengths and interests, select majors, and (if an advanced degree is desired) identify upper-division institutions for program continuance.

Students with undecided majors are strongly encouraged to talk with a counselor/advisor from the first meeting at orientation and begin to make the right decisions as early in their postsecondary careers as possible. Counselors/advisors will help students select courses that are generally accepted nationwide as part of a core curriculum while they explore career options. However, students will benefit most from time spent at Wallace Community College once they identify a major and, if appropriate, a transfer institution. Counselors/advisors can only assure acceptability of courses for degrees awarded by Wallace Community College. It is the students' responsibility to check with their transfer institutions to assure applicability of courses toward their planned educational goals; however, if students adhere to the courses outlined in their degree programs that have been approved statewide, transferability to two- and four-year colleges and universities in Alabama is assured.

Wallace Community College is committed to helping students attain their goals in postsecondary education. Students must assist in this effort by choosing a career path on which to build a solid educational program.

FACULTY ADVISING

Faculty members are available throughout each term to advise students about courses, programs, and careers and to assist them individually with their course work and other appropriate concerns. This communication with the faculty provides students with many opportunities for both personal and educational advising. To encourage students to take advantage of these opportunities, faculty members post schedules reflecting their office hours and announce this information to their classes.

Every effort is made to ensure that the courses and programs described in this catalog are offered to students in an appropriate and reasonable sequence. Students should be aware, however, that admission to the College or registration for a given term does not guarantee the availability of a specific course or program of courses that may be under review for continuance. Course and program availability is determined by student demand, instructor availability, and the College's program review process.

UNIVERSITY-PARALLEL PROGRAMS

Programs leading to an associate in arts (AA) or an associate in science (AS) degree are referred to as *university-parallel programs*. Students interested in preparing to transfer to a four-year college or university to pursue a bachelor of arts or bachelor of science degree in any field may do so at Wallace Community College. Faculty advisors will use STARS to work with students to develop a plan to transfer to any public four-year institution in Alabama, and they will assist students in planning programs for institutions outside Alabama.

There are many potential fields of study. The following are examples of some of the major fields students may pursue at Wallace Community College:

Accounting	Architecture	Art
Animal Science	Biology	Business
Chemistry	Criminal Justice	Economics
Education	Engineering	English
Forestry	Health Education	History
Journalism	Mathematics	Music
Psychology	Physical Education	Political Science
Physical Science	Physical Therapy	Physics
Religion	Spanish	Speech
Sociology	SocialWork	Theater Arts
Computer Information Science		

The AA and AS degrees require a minimum of 64 semester hours of credit for completion. These degrees are essentially planned sets of general education courses that make up the first half of a four-year baccalaureate degree. Majors are actually defined by the institution to which the student transfers. However, AA and AS degree students are assigned to advisors on the basis of an intended major indicated by the individual student.

It is the student's responsibility to become familiar with the requirements of the senior institution to which he or she plans to transfer. A student planning to transfer should follow a prescribed transfer program to prevent loss of credit when transferring. Students should consult with their faculty advisors or counselors before registering.

ASSOCIATE IN ARTS DEGREE AND ASSOCIATE IN SCIENCE DEGREE

The **associate in arts degree (AA)** and **associate in science degree (AS)** are designed for students who plan to transfer to senior institutions and are conferred by the College as official recognition for successful completion of a prescribed program of study in an appropriate university-parallel track.

Requirements **Semester Hours of Credit**

AREA I: Written Composition 6

¹ ENG 101-102 English Composition I-II 6

AREA II: Humanities and Fine Arts 12

SPH 106 Fundamentals of Oral Communication 3

² Literature..... 3

² Fine Arts 3

Humanities or Fine Arts..... 3

AREA III: Natural Science, Computer Science, and

Mathematics 11

⁵ MTH 110 Finite Math or higher level course for AA degree;

⁵ MTH 112 Precalculus Algebra or higher level courses for

AS degree..... 3

Natural Science which includes laboratory experiences 8

AREA IV: History, Social, and Behavioral Sciences..... 12

² History..... 3

³ History, Social, and Behavioral Sciences..... 9

Minimum General Education Requirements 41

AREA V: Pre-professional, Pre-major, and Elective

Courses..... 19-23

⁴ CIS 146 Microcomputer Applications..... 3

⁶ ORI 101 Orientation to College 1

Maximum Program Semester Credit Hours 64

¹ Entrance is determined by ASSET®/COMPASS™ placement exam score. A score of 42 or above is required for entrance into ENG 101.

² Must complete 3 semester hours in Literature, Fine Arts, and History. Must complete a 6-semester hours sequence either in Literature or in History.

³ At least 6-semester hours from Social and Behavioral Sciences.

⁴ Students who fail to demonstrate adequate competency in Computer Science by passing a computer competency exam must take CIS 146.

⁵ Entrance is determined by ACT® score or by ASSET®/COMPASS™ placement exam scores in numerical skills and algebra.

⁶ Required of all first-time college students.

In addition to the General Education requirements described above, students must complete the appropriate university-parallel program. Students should check with their transfer institutions to assure applicability of courses toward their planned majors. Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Dependent on the total hours allocated for bachelor's degrees, institutions in The Alabama Community College System will only be authorized to provide 50 percent of that total (60-64).

ASSOCIATE IN APPLIED SCIENCE DEGREE

The **associate in applied science degree (AAS)** is an undergraduate award designed for students who plan to specialize in technical, business, semi-professional, and supervisory fields that are career-

oriented or, in selected fields, to transfer to a senior institution. Though many of the courses in these programs transfer to four-year colleges and universities, their primary intent is to prepare students for immediate employment after successful completion of a two-year program of study.

Requirements **Semester Hours of Credit**

AREA I: Written and Oral Communication 6-9

¹ ENG 101 English Composition I..... 3

SPH 106 Fundamentals of Oral Communication 3

AREA II: Humanities and Fine Arts 3

Choose from degree-applicable ART, HUM, MUS, PHL, REL, THR, or English literature courses.

AREA III: Natural Science, Computer Science, and

Mathematics..... 9-11

CIS course 3

MTH course as prescribed by program..... 3

Additional hours may be chosen from degree-applicable

BIO, CHM, CIS, MTH, PHS, or PHY courses..... 3-5

Students enrolled as majors in health-related disciplines for which the AAS degree is awarded must take BIO 103 as the prerequisite for BIO 201, 202, and 220 or pass the validated Alabama Community College System Biology Placement Examination.

AREA IV: History, Social, and Behavioral Sciences..... 3-6

Choose from degree-applicable ANT, ECO, GEO, HIS, POL, PSY, or SOC courses.

General Education Requirements..... 21-29

AREA V: Career/Technical Concentration and

Electives 37-55

⁴ ORI 101 Orientation to College..... 1

⁵ ORI 104 WorkKeys® Assessment and Advisement 1

Courses appropriate to degree requirements, technical specialty requirements, core courses, and electives 37-55

Students planning programs of study for which the AAS does not represent the terminal degree and for which national or regional programmatic licensure and certification are required should integrate general studies transfer courses whenever possible.

Maximum Program Semester Credit Hours..... 76

¹ Entrance is determined by ASSET®/COMPASS™ placement exam score. A score of 42 or above is required for entrance into ENG 101.

² Students who fail to demonstrate adequate competency in computer science by passing a computer competency exam must take CIS 146.

³ Entrance is determined by ACT® score or by ASSET®/COMPASS™ placement exam scores in numerical skills and algebra.

⁴ Required for all first-time entering freshmen.

⁵ Required for AAS degree and program completion.

Students may earn an AAS degree in the following programs:

Program	Page
Air Conditioning/Refrigeration	47
Associate Degree Nursing	47
Automotive Technology (Toyota T-Ten).....	51
Business and Office Information Processing	51
Accounting Technology Concentration.....	51
Business Computer Applications Concentration.....	51
Office Administration Concentration	52
Supervisory Management Concentration	52
Child Development.....	52
Administrator Concentration	53
Educator Concentration	53
Computer Information Science.....	53
Computer Programming Concentration	54
Microcomputer Specialist Concentration.....	54

Criminal Justice.....	54
Drafting and Design Technology.....	55
Emergency Medical Services.....	56
Industrial Automation Technology.....	57
Electrical Technology.....	57
Industrial Electronics Technology.....	57
Industrial Maintenance Technology.....	57
Machine Tool Technology.....	57
Medical Assisting.....	59
Physical Therapist Assistant.....	60
Radiologic Technology.....	64
Respiratory Therapist.....	65

CERTIFICATES

Certificate programs are designed to give students specific skills in a particular curriculum and require less time to complete than degree programs. If students later desire to pursue a degree, all courses within the certificate in a program in which a degree is offered will apply toward the degree.

PROGRAM CERTIFICATES (Greater Than 29 Hours)

Requirements Semester Hours of Credit

Area I: Written and Oral Communication..... 3-6
COM may be substituted only in system-wide, nondegree eligible programs. SPC may be substituted only in system-wide nondegree eligible programs.

Area II: Humanities and Fine Arts..... 0

Area III: Natural Science, Computer Science, and Mathematics..... 3-6

Prescribed requirements are distributed in Mathematics, Science, or Computer Science. One Computer Science course, demonstrated computer literacy skills, or successful completion of a discipline-specific course that clearly integrates computer proficiencies is required. MAH may be substituted only in system-wide, nondegree eligible programs. DPT may be substituted only in system-wide nondegree eligible programs.

Area IV: History, Social, and Behavioral Sciences..... 0

General Education Requirements..... 6-12

ORI 101	Orientation to College <u>or</u>	
ORT 100	Orientation for Career Students.....	1
ORI 104	WorkKeys® Assessment and Advisement.....	1

Area V: Maximum Technical Concentration and Electives..... 46

These courses are appropriate to degree requirements, occupational or technical specialty requirements, core courses, and electives.

Maximum Program Semester Credit Hours..... 60

The following program certificates are offered:

Program	Page
Air Conditioning/Refrigeration.....	47
Auto Body Repair.....	50
Automotive Technology (Toyota T-Ten).....	51
Business and Office Information Processing.....	51
Accounting Technology Concentration.....	51
Business Computer Applications Concentration.....	51
Office Administration Concentration.....	52
Supervisory Management Concentration.....	52
Cabinetmaking.....	52
Child Development.....	52
Administrator Concentration.....	53
Educator Concentration.....	53
Computer Information Science.....	53
Computer Programming Concentration.....	54
Microcomputer Specialist Concentration.....	54
Cosmetology.....	54
Drafting and Design Technology.....	55

Emergency Medical Services—Paramedic.....	56
Industrial Automation Technology.....	57
Electrical Technology.....	57
Industrial Electronics Technology.....	57
Industrial Maintenance Technology.....	57
Machine Tool Technology.....	57
Masonry.....	58
Plumbing.....	61
Practical Nursing (PN).....	62
Welding Technology.....	68

SHORT CERTIFICATES (Less Than or Equal to 29 Hours)

Requirements Semester Hours of Credit

Area I: Written Composition I and II..... 0-3
One technical writing course is recommended.

Area II: Humanities and Fine Arts..... 0

Area III: Natural Science, Computer Science, and Mathematics..... 0-3

Area IV: History, Social, and Behavioral Sciences..... 0

Area V: Technical Concentration and Electives..... 29

Maximum Program Semester Credit Hours..... 29

The following programs offer a short certificate:

Program	Page
Air Conditioning/Refrigeration.....	47
Auto Body Repair.....	50
Carpentry.....	52
Child Development.....	52
Cosmetology—Nail Technology.....	54
Electrical Technology.....	
Emergency Medical Services—Basic.....	56
Industrial Maintenance Technology.....	57
Machine Tool Technology.....	57
Masonry.....	58
Medical Transcription.....	60
Phlebotomy.....	60
Plumbing.....	61
Polysomnography.....	67
Small Engine Repair.....	67

The policies and procedures in this catalog are subject to change due to actions of the State Board of Education, Federal and State legislative actions, and changes in levels of financial support provided by Federal and State agencies. Wallace Community College intends to deliver the courses, offer the programs, and provide the services described in this document unless circumstances require adjustments. Wallace Community College faculty and staff will communicate changes when they occur.

Instructional Programs



PROGRAMS BY LOCATION

SPARKS CAMPUS PROGRAMS

Air Conditioning/Refrigeration.....	47
Auto Body Repair.....	50
Business and Office Information Processing.....	51
Child Development	52
Computer Information Science	53
Cosmetology.....	54
Cosmetology—Nail Technology	54
Criminal Justice	54
Drafting and Design Technology.....	55
Industrial Automation Technology.....	57
Electrical Technology.....	57
Industrial Electronics.....	57
Industrial Maintenance.....	57
Masonry.....	58
Practical Nursing (PN)	62
Welding Technology.....	68

WALLACE CAMPUS PROGRAMS

Air Conditioning/Refrigeration.....	47
Associate Degree Nursing (RN).....	47
Automotive Technology (Toyota T-Ten)	51
Business and Office Information Processing.....	51
Cabinetmaking.....	52
Carpentry	52
Child Development	52
Computer Information Science	53
Cosmetology.....	54
Cosmetology—Nail Technology	54
Criminal Justice	54
Drafting and Design Technology.....	55
Emergency Medical Services.....	56
Industrial Automation Technology.....	57
Electrical Technology.....	57
Industrial Electronics.....	57
Industrial Maintenance.....	57
Machine Tool Technology	57
Masonry.....	58
Medical Assisting.....	59
Medical Transcription	60
Phlebotomy.....	60
Physical Therapist Assistant	60
Practical Nursing (PN)	62
Radiologic Technology	64
Respiratory Therapist.....	65
Welding Technology	68

FORT RUCKER CENTER PROGRAMS

Cosmetology.....	54
Cosmetology—Nail Technology	54
Practical Nursing (PN)	62

EASTERLING CORRECTIONAL FACILITY PROGRAMS

Cabinetmaking.....	52
Drafting and Design Technology.....	55
Electrical Technology	55
Masonry.....	58
Plumbing	61

VENTRESS CORRECTIONAL FACILITY PROGRAMS

Air Conditioning /Refrigeration.....	47
Small Engine Repair.....	67

PROGRAMS BY DISCIPLINE

Air Conditioning/Refrigeration	47
Associate Degree Nursing (RN)	47
Auto Body Repair	50
Automotive Technology (Toyota T-Ten)	51
Business and Office Information Processing.....	51
Cabinetmaking	52
Carpentry.....	52
Child Development	52
Computer Information Science.....	53
Cosmetology	54
Cosmetology—Nail Technology	54
Criminal Justice.....	54
Drafting and Design Technology.....	55
Emergency Medical Services.....	56
Industrial Automation Technology.....	57
Electrical Technology	57
Industrial Electronics	57
Industrial Maintenance.....	57
Machine Tool Technology.....	57
Masonry.....	58
Medical Assisting.....	59
Medical Transcription	60
Phlebotomy	60
Physical Therapist Assistant	60
Plumbing	61
Practical Nursing (PN).....	62
Radiologic Technology.....	64
Respiratory Therapist.....	65
Small Engine Repair	67
Welding Technology.....	68

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AIR CONDITIONING/REFRIGERATION (ACR) (Wallace and Sparks Campuses, Ventress Correctional Facility)

This program provides training in which students gain skills, knowledge, and experience for employment in Heating Ventilation Air Conditioning and Refrigeration (HVAC/R) occupations.

The student will acquire techniques and skills necessary to install, maintain, repair, or replace HVAC/R equipment. The student will have the opportunity to learn various phases of the fundamental principles of controls and electrical systems associated with HVAC/R. Courses focus on residential and light commercial HVAC/R systems.

Students who complete all courses listed in the curriculum will be awarded an associate in applied science degree in Air Conditioning and Refrigeration. Students completing all Air Conditioning courses, CIS 146, ENG 101, MTH 116, and SPH 106 will be awarded a program certificate. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	116	Mathematical Applications	3
PSY	200	General Psychology	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		Science/Computer Science/Math Elective	3
Total General Education Credits			21

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	Work Keys Assessment and Advisement	1
Total Orientation Credits			2

Required Field of Concentration Courses

ACR	111	Principles of Refrigeration	3
ACR	113	Refrigeration Piping Practices	3
ACR	119	Fundamentals of Gas Heating Systems	3
ACR	120	Fundamentals of Electric Heating Systems	3
ACR	121	Principles of Electricity for HVAC/R	3
ACR	122	HVAC/R Electrical Circuits	3
ACR	123	HVAC/R Electrical Components	3
ACR	132	Residential Air Conditioning	3
ACR	147	Refrigerant Transition and Recovery Theory	3
ACR	148	Heat Pump Systems I	3
ACR	149	Heat Pump Systems II	3
ACR	205	System Sizing and Air Distribution	3
ACR	209	Commercial Air Conditioning Systems	3
ACR	210	Troubleshooting HVAC/R Systems	3
Total Field of Concentration Credits			42
Total Credits for Degree			65

SHORT CERTIFICATE

Students can earn a short certificate by completing the following required courses:

ACR	111	Principles of Refrigeration	3
ACR	113	Refrigeration Piping Practices	3
ACR	121	Principles of Electricity for HVAC/R	3
ACR	122	HVAC/R Electrical Circuits	3
ACR	123	HVAC/R Electrical Components	3
		Three electives from the ACR courses	9
Total Credits for Short Certificate			24

ASSOCIATE DEGREE NURSING (ADN) (Wallace Campus)

The two-year Associate Degree Nursing (ADN) program is designed to provide knowledge in general education courses and nursing. On successful completion of the prescribed curriculum including passage of a program specific exit exam, graduates are eligible to make application to take the NCLEX-RN exam.

The ADN program is approved by the Alabama Board of Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC is a resource for information regarding the ADN program. The NLNAC can be contacted at 61 Broadway, New York, New York 10006, 1-800-669-1656.

Each nursing student shall comply with legal, moral, and legislative standards in accordance with the Alabama Law Regulating Practice of Registered and Practical Nursing as stated below:

The Board may also deny, revoke, or suspend any license issued by it or to otherwise discipline a licensee upon proof that the licensee: is guilty of fraud or deceit in procuring or attempting to procure a license; has been convicted of a felony; is guilty of a crime involving moral turpitude or of gross immorality that would tend to bring reproach upon the nursing profession; is unfit or incompetent due to the use of alcohol, or is addicted to the use of habit-forming drugs to such an extent as to render him or her unsafe or unreliable as a licensee; has been convicted of any violation of a federal or state law relating to controlled substances; is guilty of unprofessional conduct of a character likely to deceive, defraud, or injure the public in matters pertaining to health or has willfully or repeatedly violated any of the provisions of this article as defined by Board rules and regulations.*

* Alabama Board of Nursing, Nurse Practice Act, 1997-98.

It is important that nursing students be aware of Alabama Board of Nursing regulations on the review of candidates for eligibility for initial and continuing licensure. The Application for Licensure by Examination asks specific questions such as the following:

- Have you ever been arrested or convicted of a criminal offense other than a minor moving traffic violation?
- Have you, within the last five years, abused drugs/alcohol or been treated for dependency to alcohol or illegal chemical substances?
- Have you ever been arrested or convicted for driving under the influence of drugs/alcohol?
- Have you ever had disciplinary action or is action pending against you by any state board of nursing?
- Have you, within the last five years, received inpatient or outpatient treatment or been recommended to seek treatment for mental illness?
- Have you ever been placed on a state and/or federal abuse registry?
- Have you ever been court-martialed, disciplined, or administratively discharged by the military?

Application to take the Registered Nurse examination (NCLEX-RN) may be denied based on this review. Although these policies specifically refer to Alabama, other states have similar stipulations regarding licensure.

ASSOCIATE IN APPLIED SCIENCE DEGREE

Students who complete all courses in the curriculum will be awarded an associate in applied science degree in Associate Degree Nursing. Eligibility for completion of the Associate Degree in Nursing program requires completion of all curriculum components, including satisfactory benchmark achievement on a standardized exit exam with in a specified number of attempts.

ADMISSION

Program requirements for health programs offered within The Alabama Community College System may be reviewed and revised between publication deadlines for this and future *College Catalog and Student Handbook* documents. Prospective students should contact the program office to obtain requirement updates.

Minimum admission standards for the Associate Degree Nursing program include the following:

1. Unconditional admission to the College.
2. Receipt of completed application for the ADN program by deadline.
3. A 2.50 cumulative GPA for students with previous college work.
4. A 2.50 high school GPA for students without prior college work. GED® is acceptable in lieu of a high school transcript.
5. Eligibility for:
 - a. ENG 101 and MTH 116 as determined by College policy.
 - b. BIO 201 during first term of nursing courses. (Successful completion of BIO 103 or satisfactory performance on The Alabama Community College System Biology Placement Exam.
6. A status of “good standing” with the College.
7. An ability to meet the essential functions or technical standards required for nursing.
8. A score of 76 on the COMPASS™ Reading Examination or an ACT® reading score of 17.

Admission to the ADN Program is competitive. The number of students accepted may be limited by the number of available faculty and clinical facilities. **Meeting minimal requirements does not guarantee acceptance.**

Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered. Students seeking special consideration for admission should contact the ADN Admissions and Progression Committee.

Contractual agreements between the College and clinical agencies impose additional requirements on students enrolled in health programs. These requirements include, but are not limited to, the areas of confidentiality, attire, criminal background check, liability insurance, and substance abuse screening.

PROGRESSION

In order to continue in the Associate Degree Nursing program, the student must adhere to the following:

1. Maintain a grade of “C” or better in all required general education and nursing courses and maintain a 2.0 cumulative GPA at Wallace Community College.
2. Unless completed previously, students must complete all required general education courses according to The Alabama Community College System Nursing Education curriculum. Exceptions must be approved by the nursing program director.
3. Be acceptable by clinical agencies for clinical experiences.

4. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
5. Students must successfully complete the program:
 - a. Within 48 months from initial semester for generic ADN students;
 - b. Within 24 months from initial semester for LPN to RN Mobility students.
6. Maintain current CPR at the health care provider level.
7. A student that has an unsuccessful attempt in a nursing course (W, D, or F) cannot progress until the course is completed successfully. Course repetition will be based on instructor availability and program resources.
8. Students whose progression through the nursing program is interrupted and who desire to be reinstated in the program must schedule an appointment with a nursing faculty advisor to discuss reinstatement. In order to be eligible for reinstatement the following criteria must be met:
 - a. Students must apply for the nursing program and readmission to the college if not currently enrolled;
 - b. Requests must be received by published deadline;
 - c. Students must request reinstatement within one year from the term of withdrawal or failure;
 - d. Students must adhere to nursing curriculum and/or program policies and procedures effective at the point of reinstatement;
9. Withdrawal and/or a grade of D or F in one or more nursing courses in a term is considered one unsuccessful attempt.
10. A total of two unsuccessful attempts (D, F, or withdrawal) in the nursing program will result in dismissal.
11. If a student has been unsuccessful in the Associate Degree Nursing program, the student may apply for admission to the Practical Nursing program. If a student has been unsuccessful in the mobility program, the student may apply for admission to the generic program.
12. Students who have two unsuccessful attempts in a specific program (ADN/PN/Mobility) may apply for admission as a new student to any nursing program within The Alabama Community College System, provided
 - a. the student meets current entry requirements;
 - b. at least two years have elapsed since the student's dismissal from a specific program; and
 - c. the student was not dismissed from the previous program for disciplinary reasons or for unsafe/unsatisfactory client care in the clinical area.

REINSTATEMENT

1. Students whose progression through the nursing program is interrupted and who desire reinstatement in the program must schedule an appointment with a nursing faculty advisor to discuss reinstatement. Students must meet the following criteria:
 - a. Students must apply for the nursing program and readmission to the college if not currently enrolled;
 - b. Requests must be received by published deadline;
 - c. Students must request reinstatement within one year from the term of withdrawal or failure;
 - d. Students must adhere to nursing curriculum and/or program policies and procedures effective at the point of reinstatement.
2. Reinstatement to the nursing program is not guaranteed. Selection for reinstatement is based on GPA at the current institution and space availability. Reinstatement will be denied due, but not limited to, any of the following circumstances:

- a. Grade point average is less than 2.0 from courses completed at the current institution;
 - b. Refusal by clinical agencies to accept the student for clinical experiences;
 - c. Twelve months have elapsed since the student was dismissed from the program.
3. Students dismissed from the previous program for disciplinary and/or unsafe/unsatisfactory client care in the clinical area will not be allowed reinstatement to the nursing program.

TRANSFER STUDENTS

Students desiring to transfer between nursing programs at two-year institutions within The Alabama Community College System must meet the following criteria:

1. Meet minimum admission standards for the nursing program.
2. Possess a grade of C or better in all general education courses taken at another institution and possess a minimum of a 2.5 cumulative GPA at time of transfer.
3. Be able to successfully complete the program
 - a. within 48 months from initial semester for ADN students or
 - b. within 24 months from initial semester for LPN to RN mobility students.
4. Be a student in "good standing" and eligible to return to the previous nursing program.
5. Provide a letter of recommendation from the dean/director of the previous program.
6. Complete at least 25% of the total program at the accepting institution.

Acceptance of transfer students into the Associate Degree Nursing Program is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.

In addition to the above, students desiring to transfer from nursing programs outside the two-year institutions within The Alabama Community College System must do the following:

1. Submit syllabi from all previously taken nursing courses for which the student requests evaluation for transfer credit. Skills checklists and evidence of a drug computation examination, if applicable, must be included.
2. Submit all of the above documents no later than mid-term of the term prior to which the student is requesting admission.
3. Be eligible to begin the Wallace Community College ADN program within one year of leaving the previous nursing program.

Documentation submitted by students outside The Alabama Community College System will be evaluated by the Admissions Committee of the Associate Degree Nursing Program. The Committee, subject to approval from the College Registrar, will determine

- a. Meeting of academic prerequisite course requirements for the semester to which the student requests admission.
- b. Content of nursing courses completed which is equivalent to the content of nursing courses for which the student requests credit. (In general, transfer credit is awarded only for courses equivalent to those in the first semester of the curriculum.)
- c. Required validation, if any, of theory content, skills performance, and drug computation ability.

Students desiring transfer will be notified of the Admissions Committee's decision prior to registration for the term requested.

Acceptance of transfer students into the Associate Degree Nursing Program is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.

enrolled in a nursing course;

OPTIONS FOR LICENSED PRACTICAL NURSES

The LPN-to-RN Mobility Program. Licensed Practical Nurses (LPNs) may receive advanced placement in the Associate Degree Nursing program (see Mobility LPN to ADN curriculum track). LPNs who have graduated from The Alabama Community College System Practical Nursing standardized curriculum may be eligible to enter the LPN to RN Mobility track during the third semester without validation of theory and skills if graduation occurred within two years of admission to the mobility track.

LPNs who have graduated more than two years prior to admission to the LPN to RN Mobility track or those who graduated from a nursing program other than The Alabama Community College System Practical Nursing standardized curriculum will be required to successfully complete Nursing 200: Nursing Career Mobility Assessment for validation of theory and skills. Upon successful completion of Nursing 200, students are eligible for entry into NUR 201: Nursing Through the Lifespan I, the third semester of the ADN curriculum.

Minimum Admission Requirements for LPN to RN Mobility Track:

1. Unconditional admission to the College.
2. Receipt of a completed nursing application by date set by program office.
3. A 2.5 cumulative GPA for previous college work.
4. A status of "good standing" with the College.
5. An ability to meet essential functions required for nursing.
6. A score of 76 or higher on the COMPASS™ Reading examination (or related ACT® Reading score of 17 or higher).
7. Successful completion (grade of "C" or higher) of the following courses prior to application to the LPN to RN Mobility track:
 - a. BIO 201: Anatomy and Physiology I
 - b. BIO 202: Anatomy and Physiology II
 - c. ENG 101: English Composition I
 - d. MTH 116: Mathematical Applications (or higher level)
8. Documentation of employment as an LPN for a minimum of 500 clock hours within 12 months prior to admission.
9. Valid unencumbered Alabama Practical Nurse license.

The positions for advanced placement are limited based on the number of nursing faculty and clinical facilities available. **Meeting minimal requirements does not guarantee acceptance.**

GRADING SCALE

NUR-prefix courses will be evaluated using the following grading system:

A	90 – 100
B	80 – 89
C	75 – 79
D	60 – 74
F	59 and below

CURRICULUM

The two-year ADN program is designed to provide educational opportunities to qualified students for a career in nursing. The curriculum includes a balance of general education, nursing theory,

and laboratory/clinical experience. Students may choose to take some or all of the general education courses prior to enrolling in the first nursing course. However, the student must have completed or be eligible to enter into MTH 116, ENG 101, and BIO 201 during the first term of nursing courses for which they make application. **All required academic courses must be successfully completed with a “C” or better.**

General Education Core Requirements				Credit Hours
BIO	201*	Human Anatomy and Physiology I		4
BIO	202	Human Anatomy and Physiology II		4
BIO	220	General Microbiology		4
ENG	101	English Composition I		3
PSY	200	General Psychology		3
PSY	210	Human Growth and Development		3
SPH	106	Fundamentals of Oral Communication		3
MTH	116	Mathematical Applications or higher		3
		Humanities/Fine Arts Elective		3
Total General Education Credits				30

*Prerequisite: BIO 103 or satisfactory placement on The Alabama Community College System Biology Placement Exam.

Required Orientation Courses				
ORI	101	Orientation to College		1
ORI	104	WorkKeys® Assessment and Advisement		1
Total Orientation Credits				2

Field of Concentration Courses (Generic)				
NUR	102	Fundamentals of Nursing		6
NUR	103	Health Assessment		1
NUR	104	Introduction to Pharmacology		1
NUR	105	Adult Nursing		8
NUR	106	Maternal and Child Nursing		5
NUR	201	Nursing Through the Lifespan I		5
NUR	202	Nursing Through the Lifespan II		7
NUR	203	Nursing Through the Lifespan III		6
NUR	204*	Role Transition for the RN		3
Total Field of Concentration Credits				42
Total Credits for Degree				74

Field of Concentration Courses (LPN to RN Mobility)				
NUR	200**	Concepts of Career Mobility		6
NUR	201	Nursing Through the Lifespan I		5
NUR	202	Nursing Through the Lifespan II		7
NUR	203	Nursing Through the Lifespan III		6
NUR	204	Role Transition for the RN		3
Total Field of Concentration Credits				27
Total Mobility Credit				15
Total Credits for Degree				72

*Course requirements include satisfactory completion of a standardized exit exam within a specified number of attempts. Students failing to achieve the program specific benchmark score on this exam will receive a grade of “D” and be subject to applicable progression statements above.

**On completion of NUR 200, mobility students receive nontraditional credit for 15 hours of NUR courses (NUR 102, 103, 104, 105, and 106). Required for LPNs who did not graduate from The Alabama Community College System PN standardized curriculum within two years of admission to the LPN to RN mobility track.

Before completing the ADN (Generic and Mobility) program, students must prove competency in computer applications. Students who fail to demonstrate adequate competency in Computer Science by passing a computer competency exam must successfully complete CIS 146.

Basic Cardiopulmonary Life Support (BCLS) certification is required prior to clinical experience in nursing (NUR) courses. It may be taken through the College by registering for EMS 100.

AUTO BODY REPAIR (ABR) (Sparks Campus)

This program is designed to provide the necessary skills, knowledge, and experience for employment in the Auto Body Repair and Refinishing field.

The student will acquire fundamental processes and skills necessary to remove, repair, and replace metallic and non-metallic parts as well as straighten and repair frame and main body parts. Other areas covered include refinishing repaired surfaces, repair and replacement of electrical/electronic systems, and proper alignment of steering and drive train. Students must purchase their own books and tools.

Students completing all courses listed in the curriculum will be awarded a program certificate in Auto Body Repair. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® certificate is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements				Credit Hours
COM	103	Introductory Technical English II		3
DPT	103	Introductory Computer Skills II		3
MAH	101	Introductory Mathematics I		3
SPC	103	Oral Communication Skills		3
Total General Education Credits				12

Required Orientation Courses				
ORT	100	Orientation for Career Students		1
ORI	104	WorkKeys® Assessment and Advisement		1
Total Orientation Credits				2

Field of Concentration Courses				
ABR	111	Nonstructural Repair		3
ABR	114	Nonstructural Panel Replacement		3
ABR	122	Surface Preparation		3
ABR	123	Paint Application and Equipment		3
ABR	151	Safety and Environmental Practices		3
ABR	154	Automotive Glass and Trim		3
ABR	156	Automotive Cutting and Welding		3
ABR	157	Automotive Plastic Repair		3
ABR	213	Automotive Structural Analysis		3
ABR	214	Automotive Structural Repair		3
ABR	223	Automotive Mechanical Components		3
ABR	224	Automotive Electrical Components		3
ABR	255	Steering and Suspension		3
ABR	258	Heating and AC in Collision Repair		3
ABR	265	Paint Defects and Final Repair		3
ABR	266	Aluminum Welding in Collision Repair		3
Total Field of Concentration Credits				48
Total Credits for Certificate				62

SHORT CERTIFICATE

Students can earn a short certificate by completing the following required courses.

Field of Concentration Courses				Credit Hours
ABR	111	Nonstructural Repair		3
ABR	114	Nonstructural Panel Replacement		3
ABR	122	Surface Preparation		3
ABR	123	Paint Application and Equipment		3
ABR	154	Automotive Glass and Trim		3
ABR	156	Automotive Cutting and Welding		3
ABR	157	Automotive Plastic Repair		3
ABR	265	Paint Defects and Final Repair		3
Total Credits for Short Certificate				24

AUTOMOTIVE TECHNOLOGY (ASE) TOYOTA T-TEN (Wallace Campus)

Advancements in technology have greatly affected today's automotive technician. Being a good mechanic is not enough. Today a technician must possess excellent mechanical skills, be knowledgeable of electronics, be able to diagnose complex problems, and be committed to keeping pace with future advancements. More than 100,000 jobs are available to qualified applicants, but technical training and hands-on experience are required. To fill these needs in the Wiregrass area, WCC has established a partnership with Toyota Technical Education (T-Ten) to provide the most comprehensive automotive educational opportunities possible.

Students are trained on late-model vehicles with modern equipment used in a classroom and laboratory setting. Students must purchase their own books, supplies, and tools as required on the tool list.

Students completing all courses listed in the curriculum will be awarded an associate in applied science degree in Automotive Technology. Students completing all Automotive Technology courses, MTH 116, SPH 106, CIS 146, and ENG 101 will be awarded a program certificate. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
ENG	130	Technical Report Writing	3
MTH	100	Intermediate College Algebra	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		Science/Computer Science/Math elective	3
		History/Social/Behavioral Sciences elective	3
Total General Education Credits			24

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses

ASE	101	Fundamentals of Automotive Technology	3
ASE	110	Electrical and Electronic Systems I	3
ASE	121	Braking Systems	3
ASE	122	Steering and Suspension	3
ASE	124	Engine Repair I	3
ASE	130	Drive Train and Axles	3
ASE	133	Motor Vehicle Air Conditioning	3
ASE	150	Dealership Work Experience	2
ASE	210	Electrical and Electronic Systems II	3
ASE	211	Advanced Electronics	3
ASE	224	Manual Transmission/Transaxle	3
ASE	230	Automatic Transmission/Transaxle	3
ASE	239	Engine Performance	3
ASE	244	Engine Performance II	3
ASE	246	Automotive Emissions	3
ASE	250	Dealership Work Experience	2
Total Field of Concentration Credits			46
Total Credits for Degree			72

BUSINESS AND OFFICE INFORMATION PROCESSING (Wallace and Sparks Campuses)

The Business and Office Information Processing curriculum offers an opportunity for students to develop the knowledge, skills, and attitudes needed by professional workers in today's business world. Office workers are needed in a variety of positions in many business areas such as banking, industry, education, and government. Specific

job titles may include administrative assistant, secretary, word processing specialist, office manager, bookkeeper, clerk, or office supervisor.

An associate in applied science degree and/or a program certificate can be earned in Business and Office Information Processing with major concentrations in Office Administration, Accounting Technology, Business Computer Applications, or Supervisory Management. To receive an associate in applied science degree, students must complete General Education core requirements, Business Technology core requirements, and additional courses to satisfy the requirements in the chosen area of concentration.

Students completing Business Technology core requirements, all courses in a particular area of concentration, as well as CIS 146, ENG 101, MTH 116, and SPH 106, will be awarded a program certificate. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	116	Mathematical Applications	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		Science/Computer Science/Math Elective	3

Select one of the following:

ECO	231	Principles of Macroeconomics	3
ECO	232	Principles of Microeconomics	3
Total General Education Credits			21

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Business Technology Core Requirements

BUS	146	Personal Finance	3
BUS	150	Business Math	3
BUS	241	Principles of Accounting I	3
BUS	275	Principles of Management	3
CIS	113	Spreadsheet Software Applications	3
OAD	103	Intermediate Keyboarding	3
OAD	125	Word Processing	3
OAD	133	Business Communications	3
OAD	218	Office Procedures	3
Total Business Technology Core Credits			27
Total General Education, Orientation, and Business Credits			50

Accounting Technology Concentration

ACC	129	Individual Income Taxes	3
ACT	246	Microcomputer Accounting	3
ACT	249	Payroll Accounting	3
BUS	242	Principles of Accounting II	3
BUS	248	Managerial Accounting	3
BUS	263	Legal and Social Environment of Business	3
OAD	138	Records/Information Management	3
Total Accounting Technology Credits			21
Total Credits for Degree			71

Business Computer Applications Concentration Credit Hours

ACT	246	Microcomputer Accounting	3
ACT	249	Payroll Accounting	3
BUS	242	Principles of Accounting II	3
CIS	207	Introduction to Web Development	3
OAD	104	Advanced Keyboarding	3
OAD	126	Advanced Word Processing	3
OAD	232	The Electronic Office	3
Total Business Computer Applications Credits			21
Total Credits for Degree			71

Office Administration Concentration

ACT	249	Payroll Accounting	3
BUS	263	Legal and Social Environment of Business	3
CIS	117	Database Management Software Applications	3
OAD	104	Advanced Keyboarding	3
OAD	126	Advanced Word Processing	3
OAD	138	Records/Information Management	3
OAD	232	The Electronic Office	3
Total Office Administration Credits			21
Total Credits for Degree			71

Supervisory Management Concentration

BUS	186	Elements of Supervision	3
BUS	242	Principles of Accounting II	3
BUS	248	Managerial Accounting	3
BUS	263	Legal and Social Environment of Business	3
BUS	279	Small Business Management	3
OAD	126	Advanced Word Processing	3
OAD	232	The Electronic Office	3
Total Supervisory Management Credits			21
Total Credits for Degree			71

CABINETMAKING (CAB)**(Wallace Campus and Easterling Correctional Facility)**

The Cabinetmaking program is designed to develop skilled craftspersons. Classroom and shop experiences involve layout, fabrication, assembly, and installation of structural units. Instruction emphasizes care and use of hand and power tools, common systems of construction, principles of estimating and blueprint reading, and care and use of numerous wood and composite building materials. Students must purchase their own books and tools.

Students completing all courses listed in the curriculum will be awarded a program certificate. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
COM	103	Introductory Technical English II	3
DPT	103	Introductory Computer Skills II	3
MAH	101	Introductory Mathematics I	3
SPC	103	Oral Communication Skills	3
Total General Education Credits			12

Required Orientation Courses

ORT	100	Orientation for Career Students	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses			Credit Hours
CAB	101	Introduction to Cabinetmaking	3
CAB	102	Introduction to Lumber	3
CAB	103	Size, Dimension, and Joints	3
CAB	104	Cabinet Shop Operations	3
CAB	110	Equipment Maintenance Fundamentals	3
CAB	140	Wood Finishing Fundamentals	2
CAB	141	Wood Finishing	2
CAB	204	Cabinetmaking and Millwork	5
CAB	205	Furniture Construction	5
CAB	206	Special Projects in Furniture Construction	3
CAB	211	Cabinet Installation and Trim Work	3
CAB	220	Basic Carpentry	3
CAB	230	Estimating Costs in Cabinetmaking	2
CAB	260	Wood Turning	5
Total Field of Concentration Credits			45
Total Credits for Certificate			59

CARPENTRY (CAR)**(Wallace Campus)**

The Carpentry program is designed to provide the student with knowledge and skills for employment as a framer or basic carpenter in the residential and/or commercial construction industry. Students will learn about basic hand and power tools and how to use those tools in constructing the basic components of a structure. Students must purchase their own books and tools. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.)

CURRICULUM

Field of Concentration Courses			Credit Hours
CAR	111	Construction Basics	3
CAR	112	Floors, Walls, Site Preparation	3
CAR	113	Floors, Walls, Site Prep Lab	3
CAR	114	Constructions Basics Lab	3
CAR	121	Introduction to Blueprint Reading	3
CAR	131	Roof and Ceiling Systems	3
CAR	132	Interior and Exterior Finishing	3
CAR	133	Roof and Ceiling Systems Lab	3
CAR	201	Special Projects in Carpentry	3
Total Credits for Short Certificate			27

CHILD DEVELOPMENT (CHD)**(Wallace and Sparks Campuses)**

The Child Development program prepares students for employment in the field of early care and education. The program is designed to provide students with skills and knowledge to work effectively with young children and families. Graduates may be employed as administrators in private preschool programs; as teachers in state pre-kindergarten programs, preschool programs, Head Start and Early Head Start programs; or as aides in public school systems.

Students can pursue the program certificate or degree in one of two options or a short certificate. The Educarer Option focuses on developing competencies involved in the direct care of young children. The Administrator Option includes a general background in child development, business management, and childcare administration skills development. Both are designed to allow students to develop a broad base of competencies that will prepare them to guide experiences of children from birth through early childhood. The short certificate is designed to prepare students to enter the field of early care and education and to be an intermediate step for those working toward the program certificate or degree.

Students completing Child Development core requirements, all courses in a particular area of concentration, as well as CIS 146, ENG 101, MTH 116, and SPH 106, will be awarded a program certificate. Those who complete the Child Development core requirements, the general education core requirements, and all courses in a particular area of concentration will receive the associate in applied science degree. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
BIO	101	Introduction to Biology or	
BIO	103	Principles of Biology I	4
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
ENG	102	English Composition II	3
MTH	116	Mathematical Applications or higher	3
PSY	200	General Psychology	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		Social Science Elective	3
Total General Education Credit			28

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Child Development Core Requirements**Credit Hours**

CHD	100	Introduction to Early Care and Education of Children	3
CHD	201	Child Growth and Development Principles	3
CHD	203	Children's Literature and Language Development	3
CHD	204	Methods and Materials for Teaching Young Children	3
CHD	205	Program Planning for Educating Young Children	3
CHD	206	Children's Health and Nutrition	3
CHD	210	Educating Exceptional Children	3
CHD	214	Families and Communities in Early Care and Education Programs	3
CHD	215	Supervised Practical Experience in Child Development	3
Total Child Development Core Credits			27
Total General Education, Orientation, and Child Development Core Credits			57

Administrator Concentration Requirements

CHD	208	Administration of Child Development Programs	3
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Select two of the following:

BUS	186	Elements of Supervision	3
BUS	263	The Legal and Social Environment of Business	3
BUS	275	Principles of Management	3
BUS	279	Small Business Management	3
Total Administrator Credits			9
Total Credits for Degree			65

Educator Concentration Requirements

CHD	202	Children's Creative Experiences	3
CHD	209	Infant and Toddler Education Programs <u>or</u>	
CHD	217	Math and Science for Young Children	3
CHD	220	Parenting Skills	3
Total Educator Credits			9
Total Credits for Degree			66

Basic Cardiopulmonary Life Support (BCLS) certification is required prior to participating in laboratory experiences at childcare centers. Students can take the course through the College by registering for EMS 100 concurrently with the initial registration in a Child Development (CHD) courses.

SHORT CERTIFICATE**Field of Concentration Courses**

CHD	100	Introduction to Early Care and Education of Children	3
CHD	201	Child Growth and Development Principles	3
CHD	202	Children's Creative Experiences	3
CHD	203	Children's Literature and Language Development	3
CHD	204	Methods and Materials for Teaching Young Children	3
CHD	205	Program Planning for Educating Young Children	3
CHD	214	Families and Communities in Early Care and Education Programs	3
CHD	215	Supervised Practical Experience in Child Development	3
Total Credits for Short Certificate			24

Students interested in meeting the educational component of the nationally recognized Child Development Credential in a formal educational setting may take the following courses. The credentialing exam and associated fees are administered by the Council for Early Childhood Professional Recognition.

CHD	100	Introduction to Early Care and Education of Children	3
CHD	202	Children's Creative Experiences <u>or</u>	
CHD	209	Infant and Toddler Education Programs	3
CHD	204	Methods and Materials for Teaching Children	3

COMPUTER INFORMATION SCIENCE (CIS)
(Wallace and Sparks Campuses)

Recognizing the role of the computer and persons with computer skills in the world of today, the College offers a Computer Information Science program with appropriate options for students. These programs are for students who are interested in programming, operations, analysis, systems engineering, or related jobs in this field. Students are expected to possess proficient keyboarding skills.

An associate in applied science degree can be earned in Computer Information Science with major concentrations in Computer Programming or Microcomputer Specialist. To receive an associate in applied science degree, students must complete general education core requirements, the Computer Information Science core requirements, and additional courses to satisfy the requirements in the chosen area of concentration. Students completing Computer Information Science core requirements, all courses in a particular area of concentration, as well as CIS 146, ENG 101, MTH 100, and SPH 106, will be awarded a program certificate.

Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
ENG	102	English Composition II <u>or</u>	
ENG	130	Technical Report Writing	3
MTH	100	Intermediate College Algebra	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		Science/Computer Science/Math Elective	3
		History/Behavioral Science/Social Science Elective	3
Total General Education Credits			24

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Computer Information Science Core Requirements

BUS	241	Principles of Accounting I	3
CIS	110	Introduction to Computer Logic and Programming	3
CIS	113	Spreadsheet Software Applications	3
CIS	117	Database Management Software Applications	3
CIS	185	Computer Ethics	3
CIS	207	Introduction to Web Page Development	3
CIS	208	Intermediate Web Page Development	3
CIS	212	Visual Basic Programming	3
CIS	268	Software Support	3
CIS	269	Hardware Support	3
CIS	273	Introduction to Network Communications	3
Total Computer Information Systems Core Credits			33
Total General Education, Orientation, and Computer Information Science Credits			59

Computer Programming Concentration Requirements

CIS	251	C++ Programming	3
CIS	285	Object-Oriented Programming	3
		Computer Science Elective	3

Total Computer Programming Credits	9
Total Credits for Degree	68
Microcomputer Specialist Concentration Requirements	
OAD 125 Word Processing	3
OAD 126 Advanced Word Processing	3
Computer Science Elective	3
Total Microcomputer Specialist Credits	9
Total Credits for Degree	68

COSMETOLOGY (COS) (Wallace and Sparks Campuses, Fort Rucker Center)

Cosmetology is the science and art of beautifying and improving the skin, nails, and hair. Wallace offers a traditional cosmetology program. Classroom instruction prepares students with the knowledge base necessary for actual application of skills. Students then practice skills on mannequins and on each other and gradually move into live work projects. Lectures, videos, and demonstrations are used to enhance instruction and to provide networking opportunities with industry experts. The cosmetology program can be completed in as little as 12 months, or 3 semesters.

Students are required to purchase their own cosmetology kit, books, and lab coat-style uniform. After graduation or leaving the program for any reason, the student is given 30 days to pickup any supplies left in the cosmetology department. If not picked up within this time frame, the instructor has the right to properly dispose of these materials.

Students completing all courses listed in the curriculum will be awarded a program certificate and will be eligible to apply for the State Board Examination if they have a minimum of a 10th grade high school equivalency. After passing the examination, students are awarded a license to practice as a cosmetologist in Alabama. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

The Cosmetology program involves students working with the general public in a laboratory setting. Therefore, a tuberculosis skin test will be required of all students upon admission to the program. Information concerning this test will be provided on the first day of class.

CURRICULUM

General Education Core Requirements			Credit Hours
COM 103	Introductory Technical English II		3
DPT 103	Introductory Computer Skills II		3
MAH 101	Introductory Mathematics I		3
SPC 103	Oral Communication Skills		3
Total General Education Credits			12

Required Orientation Courses

ORT 100	Orientation for Career Students	1
ORI 104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits		2

Field of Concentration Courses

COS 111	Introduction to Cosmetology	3
COS 112	Introduction to Cosmetology Lab	3
COS 113	Theory of Chemical Services	3
COS 114	Chemical Services Lab	3
COS 115	Hair Color Theory	3
COS 116	Hair Color Lab	3
COS 117	Basic Spa Techniques Theory	3
COS 118	Basic Spa Techniques Lab	3
COS 123	Cosmetology Salon Practices	3
COS 119	Business of Cosmetology	3
COS 158	Employability Skills	3

COS 167	State Board Review	3
Total Field of Concentration Credits		36
Total Credits for Certificate		50

COSMETOLOGY—NAIL TECHNOLOGY (Wallace and Sparks Campuses, Fort Rucker Center)

SHORT CERTIFICATE

The Nail Technology program is designed to provide students with knowledge and skills for employment as Nail Technicians in a salon setting, including working in department stores, beauty shops, nursing homes, and health spas, and in owning their own business.

Students learn to apply sculptured nails; acrylic overlays; gel nails; nail art; and fiberglass, linen, and silk wraps. Students are required to purchase their own nail technology kit, books, and lab coat-style uniform.

Students completing all courses listed in the curriculum will be awarded a program certificate and will be eligible to apply for the State Board Examination if they have a minimum of a 10th grade high school equivalency. After passing the examination, students are awarded a license to practice as a Nail Technician in Alabama. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

The Nail Technology program involves students working with the general public in a laboratory setting. Therefore, a tuberculosis skin test will be required of all students upon admission to the program. Information concerning this test will be provided on the first day of class.

CURRICULUM

Field of Concentration Courses			Credit Hours
COS 151	Nail Care		3
COS 152	Nail Care Applications		3
COS 153	Nail Art		3
COS 154	Nail Art Applications		3
COS 119	Salon Management		3
COS 158	Employability Skills		3
COS 167	State Board Review		3
COS 182	Special Topics		3
Total Credits for Short Certificate			24

CRIMINAL JUSTICE (CRJ) (Wallace and Sparks Campuses)

The two-year associate in applied science program is designed to train law enforcement personnel to maintain law and order, collect evidence and information, and conduct investigations and surveillance. The program will provide law enforcement officers the necessary skills to conduct routine investigations.

There will be an emphasis in forensic science and criminalistics and special emphasis will be placed upon laboratory practices used to develop investigative evidence including finger print and DNA analysis. Graduates can go on to careers in such jobs as police officers, game wardens, state troopers, corrections officers, forensic technicians or probation officers. Some jobs require a four-year degree, but a two-year associate's degree is all that is required at many police departments.

An associate in applied science degree can be earned in Criminal Justice with major concentrations in Law Enforcement or Forensic Investigations. To receive an associate in applied science, students must complete General Education core requirements, orientation requirements and the chosen area of concentration. Students transferring into a criminal justice baccalaureate program should follow the Associate in Science in Criminal Justice degree plan in

the “University Parallel Program” section of the Catalog and Student Handbook.

Students completing all courses listed in the curriculum will be awarded an associate in applied science degree in Criminal Justice. Admission is conditional and depends on the student’s ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

CURRICULUM

Option I Law Enforcement

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	116	Mathematical Applications	3
PSY	200	General Psychology	3
SPH	106	Fundamentals of Oral Communications	3
		Natural Science with Lab	4
		Humanities/Fine Arts Elective	3
Total General Education Credits			22

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Required Field of Concentration Courses

CRJ	100	Introduction to Criminal Justice	3
CRJ	116	Police Patrol	3
CRJ	140	Criminal Law and Procedure	3
CRJ	146	Criminal Evidence	3
CRJ	147	Constitutional Law	3
CRJ	150	Introduction to Corrections	3
CRJ	156	Correctional Institutions	3
CRJ	177	Criminal and Deviant Behavior	3
CRJ	178	Narcotics and Dangerous Drugs	3
CRJ	216	Police Administration and Organization	3
CRJ	220	Criminal Investigation	3
CRJ	227	Homicide Investigation	3
CRJ	230	Criminalistics	3
CRJ	238	Crime Scene Investigation	3
CRJ	239	Issues in Law Enforcement	3
Total Field of Concentration Credits			45
Total Credits for Degree			69

CURRICULUM

Option II Forensic Investigation

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	100	College Algebra	3
PSY	200	General Psychology	3
SPH	106	Fundamentals of Oral Communications	3
BIO	103	Principles of Biology I	4
		Humanities/Fine Arts Elective	3
Total General Education Credits			22

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Required Field of Concentration Courses

CRJ	100	Introduction to Criminal Justice	3
CRJ	140	Criminal Law and Procedure	3
CRJ	146	Criminal Evidence	3
CRJ	147	Constitutional Law	3
CRJ	177	Criminal and Deviant Behavior	3
CRJ	178	Narcotics and Dangerous Drugs	3
CRJ	220	Criminal Investigation	3

CRJ	226	Fingerprint Science	3
CRJ	227	Homicide Investigation	3
CRJ	230	Criminalistics	3
CRJ	236	Advanced Criminalistics	3
CRJ	237	Forensic Photography	3
CRJ	238	Crime Scene Investigation	3
CRJ		Elective	3
Total Field of Concentration Credits			42
Total Credits for Degree			66

For information regarding Police Academy Credit, refer to the “CREDIT FOR NONTRADITIONAL LEARNING” section in the WCC Catalog and Student Handbook.

DRAFTING AND DESIGN TECHNOLOGY (DDT)

(Wallace and Sparks Campuses, Easterling Correctional Facility)

Drafting Technology encompasses many divergent fields of study, including aerospace, architectural, civil, electrical, mechanical, piping, structural, and technical illustrating. All of these fields focus on the ability to communicate by using a *graphic* language. Graphic communication is the ability to translate ideas and rough sketches into finished drawings that can be used to manufacture or assemble the desired product. These drawings are produced with the aid of specialty drawing and measuring instruments and the use of special computer programs. Students in this program learn basic drafting techniques as well as advanced topics within the fields of architectural and mechanical design. Computer-Aided Drafting and Design (CAD) is an essential part of this program and is explored in depth.

Students who complete the prescribed degree curriculum will earn an associate in applied science degree in Drafting and Design Technology in the chosen option. Students who complete the prescribed program certificate curriculum will earn a certificate in the chosen option. Admission is conditional and depends on the student’s ability to perform the essential functions for this program. Reasonable accommodations are considered.

DEGREE CURRICULUM

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
ENG	130	Technical Report Writing <u>or</u> ENG 102 English Composition II	3
MTH	100	Intermediate College Algebra	3
PHS	112	Physical Science II	4
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		History/Behavioral Science/Social Science	3
		Elective	3
Total General Education Credits			25

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Required Drafting and Design Technology Courses

DDT	104	Basic Computer-Aided Drafting	3
DDT	111	Fundamentals of Drafting and Design Technology	3
DDT	117	Manufacturing Processes	3
DDT	124	Basic Technical Drawing	3
DDT	127	Intermediate Computer-Aided Drafting and Design	3
DDT	128	Intermediate Technical Drawing	3
DDT	130	Fundamentals of Drafting for Related Trades	3
DDT	134	Descriptive Geometry	3
DDT	139	Fundamentals of Drafting for Related Trades Lab	3
DDT	150	Theory of Residential Drawing and Design	3

DDT	155	Drawing for Residential Construction	4
Total Drafting and Design Concentration Credits			34

Select at least 12 hours from the following elective courses:

DDT	122	Advanced Technical Drawing	3
DDT	131	Machine Drafting Basics	3
DDT	212	Intermediate Architectural Drafting	3
DDT	216	Design of Structural Wood Members	3
DDT	221	Advanced Machine Drawing	3
DDT	222	Advanced Architectural Drafting	3
DDT	225	Structural Steel Drafting	3
DDT	227	Strength of Materials	4
DDT	232	CAD Customization	3
DDT	236	Design Project	3
DDT	237	Current Topics in CAD	3
DDT	238	Special Topics in CAD	3
ACR	111	Principles of Refrigeration	3
ELT	108	DC Fundamentals or ILT 160 DC Fundamentals	3
		or INT 221 DC Fundamentals	
ELT	109	AC Fundamentals or ILT 161 AC Fundamentals	3
		or INT 223 AC Fundamentals	
MTT	140	Basic Computer Numerical Control Turning I	3
MTT	141	Basic Computer Numerical Control Milling I	3
Total Elective Credits			12
Total Credits for Degree			73

**PROGRAM CERTIFICATE CURRICULUM –
DRAFTING AND DESIGN TECHNOLOGY**

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	100	Intermediate College Algebra	3
SPH	106	Fundamentals of Oral Communication	3
Total General Education Credits			12

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Required Drafting and Design Technology Courses

DDT	104	Basic Computer-Aided Drafting	3
DDT	111	Fundamentals of Drafting and Design Technology	3
DDT	117	Manufacturing Process	3
DDT	124	Basic Technical Drawing	3
DDT	127	Intermediate Computer-Aided Drafting and Design	3
DDT	128	Intermediate Technical Drawing	3
DDT	130	Fundamentals of Drafting for Related Trades	3
DDT	139	Fundamentals of Drafting for Related Trades Lab3	3
DDT	150	Theory of Residential Drawing and Design	3
DDT	155	Drawing for Residential Construction	4
DDT	236	Design Project	3
DDT	237	Current Topics in CAD	3
Total Drafting and Design Technology Credits			37
Total Credits for Program Certificate			51

**EMERGENCY MEDICAL SERVICES
(Wallace Campus)**

The Emergency Medical Services (EMS) program is designed to provide the student with theory, demonstration, and experiential laboratory in EMT Basic and EMT Paramedic.

ADMISSION

Program requirements for health programs offered within The Alabama Community College System may be reviewed and revised between publication deadlines for this and future *College Catalog* and *Student Handbook* documents. Prospective students should contact the program office to obtain requirement updates.

Students are admitted to the EMS program without regard to race, creed, color, marital status, sex, or national origin. The applicant must

meet all College admission requirements, including appropriate placement testing; and have a current physical exam. Prior to entering the clinical components of Paramedic, students must possess a valid Alabama EMT Basic license. Costs associated with licensure are the responsibility of the applicant.

EMT Basic and Paramedic students are admitted to the program throughout the year. The Paramedic program runs continuously including summer term. Admission is conditional and depends on the student's ability to perform the essential functions identified by the Alabama Department of Public Health. A copy of the essential functions is available from the EMS program. Reasonable accommodations are considered.

Contractual agreements between the College and clinical agencies may impose additional requirements on students enrolled in health programs. These requirements include, but are not limited to, the areas of confidentiality, attire, criminal background check, liability insurance, and substance abuse screening.

Students transferring to Wallace Community College who have successfully completed EMT Basic are eligible to apply for acceptance into the Paramedic concentration.

PROGRESSION

EMT Basic students must maintain an average of 80 percent in all EMS courses to be eligible to take the National Registry Exam for Basic EMTs.

To be admitted into the Paramedic phase of training, each student must have completed EMT Basic with an average of 80 percent. EMT Paramedic students must maintain an average of 80 percent in each of the required classes at all times through all terms of supervised clinical internship, field internship, classroom lecture, and laboratory experiences. Prior to entering the second term of EMT Paramedic, students must possess a valid Alabama EMT Basic license. Students must successfully complete ENG 101 and MTH 116 prior to entering the final semester of Paramedic training.

READMISSION

Students who do not continue in the program for consecutive terms are subject to the most current catalog and State of Alabama Department of Public Health and EMS program policies for the latest term of admission.

LICENSURE

Preparation for two licensure levels in EMT is provided at WCC: EMT Basic and Paramedic. On successful completion of the program of study for each level of EMT, the student is eligible to take the EMT National Registry Examination. All applications and fees associated with these exams are the responsibility of the student.

EDUCATIONAL OPTIONS

To receive an associate in applied science degree, students must complete all courses in the prescribed curriculum. Students who complete the required orientation credits, the field of concentration courses, and CIS 146, ENG 101, MTH 116 or higher, and SPH 106 will earn a program certificate.

CURRICULUM

General Education Core Requirements			Credit Hours
BIO	103	Principles of Biology	4
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	116	Mathematical Applications	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		History/Social/Behavioral Sciences Elective	3
Total General Education Credits			22

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses

EMP	189	Applied Anatomy and Physiology for the Paramedic	4
EMP	191	Paramedic Preparatory	2
EMP	192	Paramedic Operations	3
EMP	193	Patient Assessment and Management	3
EMP	194	Paramedic General Pharmacology	2
EMP	196	Advanced Trauma Management B	3
EMP	197	Paramedic Clinical Competencies I	3
EMP	198	Medical Patient Management I	3
EMP	199	Cardiovascular Electrophysiology	3
EMP	201	Medical Patient Management II B	3
EMP	202	Paramedic Clinical Competencies II	3
EMP	203	Cardiovascular Patient Management	3
EMP	205	Paramedic Terminal Competencies	2
EMP	206	Paramedic Field Preceptorship	6
EMP	207	Paramedic Team Leader Preceptorship	1
Total Paramedic Credits			44
Total Credits for Degree			68

SHORT CERTIFICATE (EMT Basic)

Field of Concentration Courses			Credit Hours
EMS	100	Cardiopulmonary Resuscitation	1
EMS	140	EMT Prep and Prehospital EMS Operations	2
EMS	141	EMT Assessment Trauma-Related Injuries	3
EMS	142	EMT Medical Emergencies and Pediatric Care	3
EMS	143	EMT Basic Clinical Competencies	1
Total Credits for Short Certificate			10

INDUSTRIAL AUTOMATION TECHNOLOGY (INT)

(Wallace and Sparks Campuses)

The Industrial Automation program provides instruction and skills development in the rapidly growing, related fields of electricity, electronics and industrial maintenance. The program is presented at a high technical level, involving the applications of mathematics, science, and communication skills, as well as hands-on training in electrical, process control, mechanical, and fluid power technologies.

Students will be exposed to a common core of courses and will then choose an area of specialization in electrical technology, industrial electronics or industrial maintenance. Successful completion of the program prepares the student for entry-level employment in a variety of related electrical fields.

CURRICULUM

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	100	Intermediate College Algebra	3
PSY	200	Psychology	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		Science/Computer Science/Math Elective	3
Total General Education Credits			21

Required Orientation Courses

ORI	101	Orientation to Colle	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Core Technical Courses

ELT	108	DC Fundamentals <u>or</u> ILT 160 DC Fundamentals	3
		<u>or</u> INT 221 DC Fundamentals	3
ELT	109	AC Fundamentals <u>or</u> ILT 161 AC Fundamentals	3
		<u>or</u> INT 223 AC Fundamentals	3
ELT	231	Programmable Controls I <u>or</u> ILT 194	3
		Programmable Logic Controllers I <u>or</u> INT 251	3
		Intro to Programmable Logic Controls (PLC)	3
ELT	232	Programmable Controls II <u>or</u> ILT 232 PC Repair	3
		Clinical <u>or</u> INT 288 Advanced Principles of Programmable Controllers	3

ELT	233	Applied Programmable Controls <u>or</u> INT 284	3
		Applied Prin. of Programmable Controllers	3
ELT	209	Motor Controls I <u>or</u> ILT 209 Motor Controls I	3
		<u>or</u> INT 212 Industrial Motor Controls I	3
ELT	212	Motor Controls II <u>or</u> INT 213 Industrial Motor	3
		Controls II	3
ELT	219	Fluid Power Systems <u>or</u> ILT 169 Hydraulics and	3
		Pneumatics <u>or</u> INT 118 Fundamentals of	3
		Industrial Hydraulics and Pneumatics	3

OPTION 1 – ELECTRICAL TECHNOLOGY

ELT	110	Wiring Methods	3
ELT	114	Residential Wiring I	3
ELT	115	Residential Wiring II	3
ELT	117	AC/DC Machines	3
ELT	118	Commercial/Indust. Wiring I	3
ELT	132	Commercial/Indust. Wiring II	3
ELT	182	Special Topics	3

OPTION 2 – INDUSTRIAL ELECTRONICS

ILT	109	Electrical Blueprint Reading I	3
ILT	163	Digital Fundamentals	3
ILT	162	Solid State Fundamentals	3
ILT	129	Personal Computer Hardware	3
ILT	108	Intro to Instruments and Process Control	3
ILT	110	Adv Industrial Process Control Technology	3
ILT	215	PLC Monitoring and Control of Instrumentation	3
		Process Variables	3

OPTION 3 – INDUSTRIAL MAINTENANCE

INT	126	Preventative Maintenance	3
INT	117	Principles of Industrial Mechanics	3
INT	127	Principles of Industrial Pumps and Piping	3
INT	234	Principles of Industrial Maintenance Welding	3
		and Cutting Techniques	3
INT	128	Principles of Industrial Environ. Controls	3
INT	215	Troubleshooting Techniques	3
INT	253	Industrial Robotics	3

SHORT CERTIFICATE – INDUSTRIAL MAINTENANCE TECHNOLOGY

Field of Concentration Courses			Credit Hours
INT	118	Fundamentals of Industrial Hydraulics and Pneumatics <u>or</u> ELT 219 Fluid Power Systems	3
INT	212	Industrial Motor Controls I <u>or</u> ELT 209 Motor Controls I	3
INT	213	Industrial Motor Controls II	3
INT	221	DC Fundamentals <u>or</u> ELT 108 DC Fundamentals <u>or</u> ILT 160 DC Fundamentals	3
INT	223	AC Fundamentals <u>or</u> ELT 109 AC Fundamentals <u>or</u> ILT 161 AC Fundamentals	3
INT	234	Principles of Industrial Maintenance Welding and Cutting Techniques	3
INT	251	Introduction to Programmable Logic Controls <u>or</u> ELT 231 Programmable Controls	3
INT	284	Applied Principles of Programmable Controllers	3
INT	288	Advanced Principles of Programmable Controllers <u>or</u> ELT 232 Programmable Controls II	3
Total Credits for Short Certificate			27

SHORT CERTIFICATE – ELECTRICAL TECHNOLOGY

Field of Concentration Courses			Credit Hours
ELT	108	DC Fundamentals	3
ELT	109	AC Fundamentals	3
ELT	110	Wiring Methods	3
ELT	114	Residential Wiring Methods I	3
ELT	115	Residential Wiring Methods II	3
ELT	118	Commercial/Industrial Wiring I	3
ELT	132	Commercial/Industrial Wiring II	3
ELT	209	Motor Controls I	3
ELT	212	Motor Controls II	3
Total Credits for Short Certificate			27

MACHINE TOOL TECHNOLOGY (MTT) (Wallace Campus)

Machinists are skilled workers who use machine tools to make metal parts. Machinists can set up and operate most types of machine tools. They select tools and materials required for each job and plan the cutting and finishing operations to complete the finished work according to blueprint or written specifications. They make standard shop computations related to dimensions of work, tooling, feeds, and speeds of machinery. Machinists often use precision measuring instruments such as micrometers and gauges to measure the accuracy of work to thousandths or even millionths of an inch. Machinists must be mechanically inclined and temperamentally suited to highly accurate work that requires concentration as well as physical effort. Machinists must have good vision and keen judgment of depth and distance.

Students will receive instruction in orientation and safety, shop mathematics, and benchwork as well as in the use of a drill press, shaper, saw, lathe, and milling machine. Grinding, heat treatment, mechanical drawing, and blueprint reading are also emphasized. Students will also be introduced to Computerized Numerical Controlled (CNC) milling, CNC turning, and computerized programming centers.

Students completing all courses in the General Education Core and Required Field of Concentration courses will be awarded an associate in applied science degree in Machine Tool Technology. Students completing all courses in the Required Field of Concentration courses and CIS 146, ENG 101, MTH 116, and SPH 106 will be awarded a program certificate.

Students with prior machining experience may pursue short certificates in CNC Milling Center and CNC Turning Center. The short certificates are designed to provide specialized training in these specific areas.

Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	116	Mathematical Applications	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
		Science/Computer Science/Math Elective	3
		History/Social/Behavioral Sciences Elective	3
Total General Education Credits			21

Required Orientation Courses			Credit Hours
ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses			
MTT	126	Basic Blueprint Reading for Machinists	3
MTT	127	Metrology	3
MTT	128	Geometric Dimensioning and Tolerancing I	3
MTT	134	Engine Lathe I	3
MTT	135	Engine Lathe I Lab	3
MTT	137	Milling I	3
MTT	138	Milling I Lab	3
MTT	139	Introduction to Computer Numerical Control	3
MTT	140	Basic Computer Numerical Control Turning I	3
MTT	141	Basic Computer Numerical Control Milling I	3
MTT	147	Introduction to Machine Shop I	3
MTT	148	Introduction to Machine Shop I Lab	3
MTT	149	Introduction to Machine Shop II	3
MTT	150	Introduction to Machine Shop II Lab	3
MTT	219	Computer Numerical Control Graphics Programming Turning	3
MTT	220	Computer Numerical Control Graphics	

Programming Milling	3
Total Field of Concentration Credits	48
Total Credits for Degree	71

SHORT CERTIFICATES

CNC Milling Center			Credit Hours
MTT	139	Introduction to Computer Numerical Control	3
MTT	141	Basic Computer Numerical Control Milling I	3
MTT	220	Computer Numerical Control Graphics Programming Milling	3
Total Credits for Short Certificate			9
CNC Turning Center			Credit Hours
MTT	139	Introduction to Computer Numerical Control	3
MTT	140	Basic Computer Numerical Control Turning I	3
MTT	219	Computer Numerical Control Graphics Programming Turning	3
Total Credits for Short Certificate			9

MASONRY (MAS)

(Wallace and Sparks Campuses, Easterling Correctional Facility)

The Masonry program trains students in the basic concepts of building construction, including brick veneering, cement finishing, cinder block installation, and others. Students averaging 15 hours each term may be able to complete the program in as little as four terms. This is an estimate and does not include any noncredit courses that are needed by individual students.

Students completing all courses in this curriculum will be awarded a program certificate. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
COM	103	Introductory Technical English II	3
DPT	103	Introductory Computer Skills II	3
MAH	101	Introductory Mathematics I	3
SPC	103	Oral Communication Skills	3
Total General Education Credits			12

Required Orientation Courses			Credit Hours
ORT	100	Orientation for Career Students	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses			
MAS	111	Masonry Fundamentals	3
MAS	121	Brick/Block Masonry	3
MAS	131	Residential/Commercial	3
MAS	151	Masonry Fundamentals Lab I	3
MAS	152	Masonry Fundamentals Lab II	3
MAS	153	Special Topics/Projects	3
MAS	161	Concrete Block Masonry Lab	3
MAS	162	Brick Masonry Lab	3
MAS	171	Residential/Commercial Lab	3
MAS	181	Special Topics in Masonry	3
MAS	211	Stone Masonry	3
MAS	231	Basic Cement Masonry	3
MAS	251	Stone Masonry Lab	3
MAS	252	Fireplace Construction Lab	3
MAS	271	Basic Cement Masonry Lab	3
Total Field of Concentration Credits			45
Total Credits for Certificate			59

SHORT CERTIFICATE

Students can earn a short certificate by completing the following required courses.

Field of Concentration Courses			Credit Hours
MAS	111	Masonry Fundamentals	3
MAS	121	Brick/Block Masonry	3
MAS	151	Masonry Fundamentals Lab I	3
MAS	152	Masonry Fundamentals Lab II	3
MAS	161	Concrete Block Masonry Lab	3
MAS	162	Brick Masonry Lab	3
Total Credits for Short Certificate			18

MEDICAL ASSISTING (MAT) (Wallace Campus)

The Medical Assistant is a professional, multi-skilled individual trained to assist physicians in the many aspects of medical practice. Duties of the Medical Assistant vary from performing administrative tasks to assisting with examination and treatment of patients. Students learn to measure and record vital signs, take medical histories, administer medications, sterilize instruments, assist with minor office surgeries, and handle emergencies. Students also learn to obtain blood samples, perform routine office laboratory procedures and electrocardiograms, and instruct patients in preparation for laboratory procedures. In the administrative area, students learn to schedule and receive patients; handle telephone calls; type correspondence, reports, and manuscripts; perform medical transcription; process insurance forms; and handle office accounts, fees, and collections. Prior to completion of an area of concentration, a 225-hour preceptorship in a medical setting is required.

ADMISSION

Program requirements for health programs offered within The Alabama Community College System may be reviewed and revised between publication deadlines for this and future College Catalog and Student Handbook documents. Prospective students should contact the program office to obtain requirement updates.

Students entering the program must be high school graduates or possess a GED® certificate. The Medical Assisting student must provide health information to the College and complete a physical examination by a licensed physician, physician assistant, or nurse practitioner. To progress successfully through the curriculum and function as a practicing member of the health care team after graduation, the following physical attributes are needed: visual acuity with corrective lenses, if required; hearing ability with auditory aids to understand the normal speaking voice without viewing the speaker's face; sufficient physical ability to question the client and relay information about the client verbally to others; manual dexterity to provide safe, effective procedures in delivery of health care. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations will be considered.

The student who is in need of additional academic background will be scheduled in courses to improve deficient areas. This will require additional time to complete the program, as technical courses are sequential and designed to facilitate the learner's progress from relatively simple to complex tasks.

An associate in applied science (AAS) degree in Medical Assisting and/or a short certificate in Transcription or Phlebotomy may be earned through the Medical Assisting program. To receive an AAS degree in Medical Assisting, students must complete general education core requirements and all courses in the medical assisting field of concentration. Students desiring a short certificate in the areas of phlebotomy or medical transcription will be required to meet only requirements listed in the corresponding fields of concentration. Students desiring an AAS degree in Medical Assisting with a Transcription short certificate must complete all Medical Assisting AAS courses and MAT 222, 223, and 242. Students who desire to receive an AAS degree in Medical Assisting with a Phlebotomy short certificate must complete all Medical Assisting AAS courses and MAT 239.

On completion of degree requirements for the AAS degree in Medical Assisting and compliance with the Disciplinary Standards of the

American Association of Medical Assistants, graduates are eligible to apply for the Certified Medical Assistant (CMA) examination. Students completing all courses required for the short certificate in a Phlebotomy concentration are qualified to sit for the Phlebotomy Technician (ASCP) and Registered Phlebotomy Technician (AMT) certification examinations.

Contractual agreements between the College and clinical agencies may impose additional requirements on students enrolled in health programs. These requirements include, but are not limited to, the areas of confidentiality, attire, criminal background check, liability insurance, and substance abuse screening.

PROGRESSION

Each term, students are allowed to progress in the Medical Assisting program as they meet the following criteria:

1. Receive a grade of "C" or above in all MAT prefix courses.
2. Receive a score of 70% or higher in all clinical and administrative skills components.
3. Receive a score of 80% or higher on any drug calculation, phlebotomy, and CPR component.

Students are restricted to a total of two attempts at any MAT prefix course before becoming ineligible to continue in the Medical Assisting program. Withdrawals are allowed according to College policy. A grade of "W" will be recorded as a withdrawal. Grades of "F" and "D" will be considered unsuccessful attempts.

READMISSION

Students who are not enrolled in the Medical Assisting program for two or more consecutive terms, excluding summer terms, are required to meet current admission criteria and to comply with the current program of study. Previous work is subject to reevaluation under the policies and program requirements in effect at the time of the student's readmission to the Medical Assisting program.

TRANSFER STUDENTS

Students who have been enrolled in other programs are evaluated individually to determine appropriate placement. Validation exams may be required.

CURRICULUM

General Education Core Requirements			Credit Hours
BIO	103	Principles of Biology I	4
CIS	146	Microcomputer Applications	3
ENG	101	English Composition I	3
MTH	116	Mathematical Applications	3
PSY	200	General Psychology	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
Total General Education Credits			22
Required Orientation Courses			
ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses			
MAT	101	Medical Terminology	3
MAT	102	Medical Assisting Theory I	3
MAT	103	Medical Assisting Theory II	3
MAT	111	Clinical Procedures I for the Medical Assistant	3
MAT	120	Medical Administrative Procedures I	3
MAT	121	Medical Administrative Procedures II	3
MAT	122	Basic Concepts and Interpersonal Relationships	3
MAT	125	Lab Procedures I for the Medical Assistant	3
MAT	128	Medical Law and Ethics for the Medical Assistant	3
MAT	130	Medical Office Communication	3
MAT	200	Management of Office Emergencies	2
MAT	211	Clinical Procedures II for the Medical Assistant	3
MAT	215	Lab Procedures II for the Medical Assistant	3

MAT	216	Medical Pharmacology for the Medical Office	4
MAT	220	Medical Office Insurance	3
MAT	222	Medical Transcription I <u>or</u>	
		MAT 223 Medical Transcription II	2
MAT	227	Special Topics in Medical Assisting	1
MAT	228	Medical Assistant Review Course	1
MAT	229	Medical Assistant Preceptorship	3
		Total Field of Concentration Credits	52
		Total Credits for Degree	76

SHORT CERTIFICATES

Medical Transcription		Credit Hours
MAT	101 Medical Terminology	3
MAT	102 Medical Assisting Theory I	3
MAT	103 Medical Assisting Theory II	3
MAT	122 Basic Concepts of Interpersonal Relationships <u>or</u>	
MAT	128 Medical Law and Ethics	3
MAT	130 Medical Office Communication	3
MAT	222 Medical Transcription I	2
MAT	223 Medical Transcription II	2
MAT	227 Special Topics in Medical Assisting	1
MAT	242 Transcription Preceptorship	3
	Total Credits for Short Certificate	23

Phlebotomy		
CIS	146 Microcomputer Applications	3
MAT	101 Medical Terminology	3
MAT	102 Medical Assisting Theory I	3
MAT	122 Basic Concepts and Interpersonal Relationships	3
MAT	125 Lab Procedures I for the Medical Assistant	3
MAT	128 Medical Law and Ethics for the Medical Assistant	3
MAT	215 Lab Procedures II for the Medical Assistant	3
MAT	239 Phlebotomy Preceptorship	3
	Total Credits for Short Certificate	24

PHYSICAL THERAPIST ASSISTANT (Wallace Campus)

The associate in applied science degree in Physical Therapist Assistant (PTA) is designed to provide general education and physical therapy courses. PTA courses are designed to apply learning acquired in the general education courses and to provide knowledge and skills that fulfill the objectives of the PTA program.

The program is designed to be completed in five terms. Coursework is progressive, requiring a grade of "C" or higher in each PTA and required general academic course. A final comprehensive examination is required before program completion, and the student must pass this examination with a grade of "C" or higher to graduate.

The College requires a cumulative GPA of 2.0 in all coursework to graduate from any program.

Clinical experiences are a critical part of the PTA curriculum and as such are integrated into the didactic portion of the program. Clinical experiences are provided in a variety of settings, including hospitals, rehabilitation agencies, schools, private offices, and long-term care facilities located within the College's service area. Faculty members consider each student's educational needs as well as personal factors in making clinical assignments.

On successful completion of the program, students are awarded an associate in applied science degree in PTA and are eligible to apply for the state licensing examination, which must be passed before being eligible to practice. The licensing examination in Alabama and many other states will also include a specific test on jurisprudence issues for that state.

PTA students are required to comply with legal, moral, and legislative standards in accordance with Rule No. 700-X-2-02 of the Alabama State Board of Physical Therapy Administrative Code, which states the following:

The Board shall refuse licensure to any applicant who is of other than good moral character. The determination as to what constitutes other than good moral character and reputation shall be solely within the judgment of the Board. Each applicant shall be required to submit references from two professional sources addressing, but

not being limited to, moral character. These references shall be submitted on forms prescribed by the Board and shall be mailed to the executive director. Grounds for refusal may include, but are not limited to: (1) history of using drugs or intoxicating liquors to an extent that affects professional competency, (2) conviction of a felony or crime involving moral turpitude, (3) attempt to obtain or obtaining a license by fraud or deception, (4) guilt of conduct unbecoming a person registered as a physical therapist or licensed as a physical therapist assistant or of conduct detrimental to the best interest of the public, and (5) conviction of violating any state or federal narcotic law.

It is important for PTA students to be knowledgeable of all Alabama Board of Physical Therapy Regulations regarding the review of candidates for eligibility both for initial and continuing licensure. Questions on the application for licensure address these rules. Application to take the examination may be denied on the basis of this review. Although these policies refer specifically to Alabama, other states have similar stipulations regarding licensure.

Students must comply with the Code of Conduct in the Student Handbook section of this catalog and the PTA Student Handbook. Failure to comply with any of the stipulations above while enrolled in the PTA program will constitute grounds for dismissal from the program.

ACCREDITATION

The PTA program is accredited by the Commission on Accreditation of Physical Therapy Education. Accreditation was initially granted in May of 1997. Current accreditation extends through June 2014.

ASSOCIATE IN APPLIED SCIENCE DEGREE

A student who completes all courses in the curriculum will be awarded an associate in applied science degree in Physical Therapist Assistant.

ADMISSION

Program requirement revisions to be implemented Fall Semester 2008 are anticipated for all Physical Therapist Assistant (PTA) programs within The Alabama Community College System. Prospective students should contact the program office to obtain requirement updates.

Students are admitted to the PTA program without discrimination regarding race, sexual orientation, age, creed, gender, marital status, religion, national origin, or disability. Applicants must meet College and program requirements for admission. Admission packets for the program are available in May of each year on the Wallace Campus in Dothan or accessed online through the program's Web page. Applicants will be ranked for admission based on GPA, academic courses completed, and performance on the Health Occupations Basic Entrance Test (HOBET). Ranking weight applied to academic performance (GPA, completed courses) will be 66 percent, with the remaining 34% applied to scores received on the HOBET. The applicant will incur cost of the HOBET. Wallace Community College complies with the Americans with Disabilities Act, 1990. Students who have a disability and require some accommodation in taking the HOBET examination should contact Disability Support Services on the Wallace Campus in Dothan. If accommodation is not requested in advance, on-site availability cannot be guaranteed.

In order to be unconditionally accepted in the PTA program, applicants must be eligible for enrollment in or have already completed MTH 100, BIO 201, and ENG 101 at the time of application. Applicants enrolled in courses prerequisite to the above may receive conditional acceptance. Failure to complete prerequisite courses will result in withdrawal of acceptance. All general education courses must be taken in the order outlined by the program or be completed prior to admission.

Applicants must submit two copies of all high school and college transcripts to be considered for admission into the program. The unofficial copies should be included in the PTA admission packet, and the official copies should be forwarded directly to the Office of Admissions and Records. Further information regarding admission is provided in the Physical Therapist Assistant program admission packet.

After conditional admission into the program, students must submit evidence of a physical examination that includes required immunizations and tests, and documents their ability to perform all essential functions identified for this program. All students must be covered by appropriate health insurance. Reasonable accommodations will be considered.

Students must meet ALL deadlines for the admission process; otherwise, applications will not be considered.

Contractual agreements between the College and clinical agencies impose additional requirements on students enrolled in health programs. These requirements may include, but are not limited to, the areas of confidentiality, attire, criminal background check, liability insurance, and substance abuse screening.

PROGRESSION

Students are allowed to progress in the PTA program only if they satisfy the following requirements:

1. Maintain a "C" or higher in all general education, orientation, and field of concentration courses in the field of concentration of the curriculum.
2. Comply with clinical affiliates and PTA program regulations, policies, and procedures.
3. Achieve a cumulative GPA of 2.0 in all coursework prior to graduation.

READMISSION

Students who have been suspended from the PTA program or who have withdrawn from the program for any reason must submit a readmission request in writing to the PTA Program Director no later than mid-term of the term prior to reentry. Readmission may be limited by availability of openings. All students applying for readmission must follow admission and progression guidelines in effect at the time of readmission.

TRANSFER STUDENTS

Transfer students previously enrolled in other PTA programs are evaluated on an individual basis by the PTA faculty and the Office of Admissions and Records to determine appropriate placement. Validation examinations may be required. Transfer students must apply no later than mid-term prior to the term in which they expect to enroll. Acceptance may be limited by availability of openings.

All PTA courses apply only to requirements of the AAS degree in Physical Therapist Assistant, not AA or AS degrees.

CURRICULUM

Before completing this program, students must prove competency in computer applications. Students who fail to demonstrate adequate competency in Computer Science by passing a Computer Competency Exam must successfully complete CIS 146.

General Education Core Requirements			Credit Hours
BIO	201*	Human Anatomy and Physiology I	4
BIO	202	Human Anatomy and Physiology II	4
ENG	101	English Composition I	3
MTH	100	Intermediate College Algebra	3
PSY	200	General Psychology	3
PSY	210	Human Growth and Development	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
Total General Education Credits**			26

* Prerequisite: BIO 103 or placement in BIO 201 on The Alabama Community College System Biology Placement Exam.

** All general education courses must be completed by the end of the third term to avoid conflict with clinical coursework.

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses

PTA	100	Introduction to Physical Therapy	2
PTA	180	Medical Terminology	1
PTA	200	PT Issues and Trends	2
PTA	201	PTA Seminar	2
PTA	202	PTA Communication Skills	2
PTA	204	PTA Forum	1
PTA	210*	Introduction to Physical Therapy Clinic	1
PTA	220	Functional Anatomy and Kinesiology	3
PTA	222	Functional Anatomy and Kinesiology Lab	2
PTA	230	Neuroscience	2
PTA	231	Rehabilitation Techniques	2
PTA	232	Orthopedics for the PTA	2
PTA	240	Physical Disabilities I	2
PTA	241	Physical Disabilities II	2
PTA	250	Therapeutic Procedures I	4
PTA	251	Therapeutic Procedures II	4
PTA	253	Therapeutic Procedures III	4
PTA	263	Clinical Affiliation I	3
PTA	268	Clinical Practicum	5
PTA	290	Therapeutic Exercise	1
PTA	293	Directed Study for PTA	1
Total Field of Concentration Credits			48
Total Credits for Degree			76

* Certification in Basic Cardiopulmonary Life Support (BCLS) is required prior to PTA 210. This may be obtained at the College or at any other approved agency or facility. A copy of successful completion must be presented and certification must remain current during the entire program of study. Tuberculin skin test requirements must be updated at this time.

PLUMBING (Easterling Correctional Facility)

Plumbing and pipe fitting involve much more than installing pipes or solving plumbing problems. The Plumbing program encompasses such areas as blueprint reading, fixture design, and appliance/fixture installation. Other areas of study include trenching, grading, and installing sewers, septic tanks, and drainage lines. The Plumbing program places emphasis on both residential and commercial applications, including swimming pools, water heaters, and solar systems.

Students who complete the following requirements earn the program certificate in Plumbing. Admission depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
COM	103	Introductory Technical English II	3
DPT	103	Introductory Computer Skills II	3
MAH	101	Technical Mathematics I	3
SPC	103	Oral Communication Skills	3
Total General Education Credits			12

Required Orientation Courses

ORT	100	Orientation for Career Students	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses

PLB	111	Introduction to Plumbing	3
PLB	112	Plumbing Applications	3
PLB	113	Pipes and Fittings	3
PLB	114	Joining Pipes and Fittings	3
PLB	115	Pressure and Non-Pressure Systems	3
PLB	116	Pressure and Non-Pressure Systems Applications	3

PLB 117	Plumbing Codes	3
PLB 118	Code Applications	3
PLB 120	Special Project: Plumbing Code I	1
PLB 121	Special Project: Plumbing Code II	1
PLB 122	Special Project: Gas Fitting Code	3
PLB 211	Plumbing Repair and Installation	3
PLB 212	Plumbing Repair and Installation Lab	3
PLB 213	Process Piping	3
PLB 214	Process Piping Applications	3
PLB 217	Pumps and Compressors	3
PLB 218	Pump and Compressor Applications	3
Total Field of Concentration Credits		47
Total Credits for Certificate		61

SHORT CERTIFICATE

Students can earn a short certificate by completing the following required courses.

Field of Concentration Courses		Credit Hours
PLB 111	Introduction to Plumbing	3
PLB 112	Plumbing Applications	3
PLB 113	Pipes and Fittings	3
PLB 115	Pressure and NonPressure Systems	3
PLB 116	Pressure and NonPressure Systems Applications	3
PLB 117	Plumbing Codes	3
PLB 118	Plumbing Code Application	3
Total Credit for Short Certificate		21

PRACTICAL NURSING (PN) (Wallace and Sparks Campuses, Fort Rucker Center)

Licensed practical nurses (LPNs) provide bedside patient care under the supervision of a registered nurse, physician, or dentist. While providing direct patient care, the LPN is in a strategic position to observe the patient's response to treatment and care. As an effective and contributing member of the nursing team, the LPN assists in implementing the patient's care plan. In some settings, the LPN may be responsible for supervising nursing care delivery to a group of patients. The LPN may administer medications and treatments to assigned patients while supervising nursing assistants performing basic nursing functions.

The Practical Nursing program at Wallace Community College (WCC) is approved by the Alabama Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC). The NLNAC is a resource for information regarding the PN program. The NLNAC can be contacted at 61 Broadway, New York, NY 10006, 1-800-669-1656.

The Alabama Community College System's Practical Nursing curriculum is three semesters in length. Course offerings include nursing theory, biological sciences, and clinical experiences. On successful completion of the prescribed curriculum, including successful passage of specific exit exam, graduates receive a program certificate and are eligible to make application to take the NCLEX-PN exam to become a Licensed Practical Nurse. Eligibility for completion of the Practical Nursing program requires completion of all curriculum components, including satisfactory benchmark achievement on a standardized exit exam within a specified number of attempts.

Each nursing student will comply with legal, moral, and legislative standards in the Alabama Law Regulating Practice of Registered and Practical Nursing as stated below:

The Board may also deny, revoke or suspend any license issued by it or to otherwise discipline a licensee upon proof that the licensee: is guilty of fraud or deceit in procuring or attempting to procure a license; has been convicted of a felony; is guilty of a crime involving moral turpitude or of gross immorality that would tend to bring reproach upon the nursing profession; is unfit or incompetent due to the use of alcohol, or is addicted to the use of habit-forming drugs to such an extent as to render him or her unsafe or unreliable as a licensee; has been convicted of a violation of a federal or state law relating to controlled substances; is guilty of unprofessional conduct of a character likely to deceive, defraud, or injure

the public in matters pertaining to health or has willfully or repeatedly violated any of the provisions of this article, as defined by Board rules and regulations.*

*Alabama Board of Nursing, Nurse Practice Act, 1997-98.

It is important that Practical Nursing students are aware of Alabama Board of Nursing regulations on the review of candidates for eligibility for initial and continuing licensure. The Application for Licensure by Examination asks specific questions such as the following:

- Have you ever been arrested or convicted of a criminal offense other than a minor moving traffic violation?
- Have you, within the last five years, abused drugs/alcohol or been treated for dependency to alcohol or illegal chemical substances?
- Have you ever been arrested or convicted for driving under the influence of drugs/alcohol?
- Have you ever had disciplinary action or is action pending against you by any state board of nursing?
- Have you, within the last five years, received inpatient or outpatient treatment or been recommended to seek treatment for mental illness?
- Have you ever been placed on a state and/or federal abuse registry?
- Have you ever been court-martialed, disciplined, or administratively discharged by the military?

Applications for the Licensed Practical Nurse examination (NCLEX-PN) may be denied on the basis of this review. Although these policies specifically refer to Alabama, other states have similar stipulations regarding licensure.

ADMISSION

Program requirements for health programs offered within The Alabama Community College System may be reviewed and revised between publication deadlines for this and future College Catalog and Student Handbook documents. Prospective students should contact the program office to obtain requirement updates.

Minimum admission standards include:

1. Unconditional admission to Wallace Community College;
2. Receipt of completed application for the Practical Nursing Program;
3. A 2.50 cumulative GPA for students with previous college work;
4. A 2.50 high school GPA for students without prior college work. GED® is acceptable in lieu of a high school transcript;
5. Eligibility for ENG 101 and MTH 116 as determined by College policy;
6. A status of "good standing" with Wallace Community College;
7. Ability to meet the essential functions or technical standards required for nursing;
8. A score of 76 on the reading component of the COMPASS™ placement examination or an ACT® reading score of 17.

Contractual agreements between the College and clinical agencies impose additional requirements on students enrolled in health programs. These requirements include, but are not limited to, the areas of confidentiality, attire, criminal background check, liability insurance, and substance abuse screening.

Admission to the PN Program is competitive. The number of students accepted may be limited by the number of available faculty and clinical facilities.

GRADING POLICY

NUR-prefix courses will be evaluated using the following grading system:

A	90-100
B	80-89
C	75-79
D	60-74
F	59 and below

PROGRESSION

In order to continue in the Nursing program, the student must

1. Maintain a grade of "C" or better in all required general education and nursing courses and maintain a 2.0 cumulative GPA at Wallace Community College.
2. Unless completed previously, students must complete all required general education courses according to The Alabama Community College System Nursing Education curriculum. Exceptions must be approved by the nursing program director.
3. Be acceptable by clinical agencies for clinical experiences.
4. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
5. Successfully complete the program within 24 months from initial enrollment in courses with NUR prefix for PN students.
6. Maintain current CPR at the health care provider level.
7. A student that has an unsuccessful attempt in a nursing course (grade W, D, or F) cannot progress until the course is completed successfully. Course repetition will be based on instructor availability and program resources.
8. Students whose progression through the nursing program is interrupted and who desire to be reinstated in the program must schedule an appointment with a nursing faculty advisor to discuss reinstatement. In order to be reinstated:
 - a. Students must apply for the nursing program and readmission to the college if not currently enrolled;
 - b. Requests must be received by published deadline;
 - c. Students must request reinstatement within one year from the term of withdrawal or failure;
 - d. Students must adhere to nursing curriculum and/or program policies and procedures effective at the point of reinstatement.
9. Withdrawal and/or a grade of D or F in one or more nursing courses in a term is considered one unsuccessful attempt.
10. A total of two unsuccessful attempts (D, F, or withdrawal) in the nursing program will result in dismissal.
11. If a student has been unsuccessful in the Associate Degree Nursing program, the student may apply for admission to the Practical Nursing program. If a student has been unsuccessful in the mobility program, the student may apply for admission to the generic program.
12. Students who have two unsuccessful attempts in a specific program (ADN/PN/Mobility) may apply for admission as a new student to any nursing program within The Alabama Community College System, provided:
 - a. the student meets current entry requirements;
 - b. at least two years have elapsed since the student's dismissal from a specific program; and
 - c. the student was not dismissed from the previous program for disciplinary reasons or for unsafe/unsatisfactory client care in the clinical area.

REINSTATEMENT

1. Students whose progression through the Practical Nursing program is interrupted and who desire reinstatement in the program must schedule an appointment with a nursing faculty advisor to discuss reinstatement. Students must meet the following criteria:
 - a. Students must apply for the nursing program and for readmission to the college if not currently enrolled;
 - b. Requests must be received by published deadline;
 - c. Students must request reinstatement within one year from the term of withdrawal or failure;
 - d. Students must adhere to nursing curriculum and/or program policies and procedures effective at the point of reinstatement.
2. Reinstatement to the nursing program is not guaranteed. Selection for reinstatement is based on GPA at the current institution and space availability. Reinstatement will be denied due to, but not limited to, any of the following circumstances:
 - a. Grade point average is less than 2.0 from courses completed at the current institution;
 - b. Refusal by clinical agencies to accept the student for clinical experiences;
 - c. Twelve months have elapsed since the student was enrolled in a nursing course;
 - d. Student has been dismissed from the program.
3. Students dismissed from the previous program for disciplinary reasons and/or unsafe/unsatisfactory client care in the clinical area will not be allowed reinstatement to the nursing program.

TRANSFER STUDENTS

The transfer policy applies only to students desiring to transfer between Alabama Community College System institutions. It does not apply to students wishing to transfer from other institutions.

1. Must meet minimum admission standards for the nursing program.
2. Must possess a grade of "C" or better in all general education courses taken at another institution and possess a minimum 2.5 cumulative GPA at time of transfer.
3. Students must successfully complete the program with 24 months from initial semester for PN students.
4. Must be a student in "good standing" and eligible to return to the previous nursing program.
5. Provide a letter of recommendation from the dean/director of the previous program.
6. Complete at least 25% of the total program at the accepting institution.
7. Acceptance of transfer students into nursing programs is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.

GRADUATE OPTIONS

Licensed Practical Nurses, after successfully passing the National Council Licensure Examination for Practical Nurses, may apply for advanced placement in the WCC Associate Degree in Nursing (ADN) program. Contact the ADN office for details of the LPN to ADN Mobility option.

CURRICULUM

General Education Core Requirements			Credit Hours
ENG	101	English Composition I	3
MTH	116	Mathematical Applications	3
Total General Education Credits			6

Required Orientation Courses

ORT	100	Orientation for Career Students <u>or</u>
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ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses

NUR	101*	Body Structure and Function	4
NUR	102	Fundamentals of Nursing	6
NUR	103	Health Assessment	1
NUR	104	Introduction to Pharmacology	1
NUR	105	Adult Nursing	8
NUR	106	Maternal and Child Nursing	5
NUR	107	Adult/Child Nursing	8
NUR	108	Psychosocial Nursing	3
NUR	109**	Role Transition	3
Total Field of Concentration Credits			39
Total Credits			47

*Students anticipating mobility to an associate degree in nursing program may substitute BIO 201, Human Anatomy and Physiology I, and BIO 202, Human Anatomy and Physiology II, for NUR 101.

**Course requirements include satisfactory completion of a standardized exit exam within a specified number of attempts. Students failing to achieve the program specific benchmark score on this exam will receive a grade of "D" and be subject to applicable progression statements above.

RADIOLOGIC TECHNOLOGY (RAD) (Wallace Campus)

The Radiologic Technology program is designed to provide the student with clinical and didactic training in producing and processing radiographs, essential for a radiologist's accurate interpretation of the human anatomy on x-ray film and/or digital imaging systems.

ASSOCIATE IN APPLIED SCIENCE DEGREE

On successful completion of the Radiologic Technology curriculum, students are granted an associate in applied science degree. They are also eligible for the certification examination of the American Registry of Radiologic Technologists.

GENERAL QUALIFICATIONS FOR ARRT CERTIFICATION

- Individuals must satisfy general qualifications for certification in accordance with The American Registry of Radiologic Technologists (ARRT) guidelines. The ARRT is the board that administers the national certification examination upon completion of an accredited Radiologic Technology program. A candidate for certification by the ARRT must meet the ethics, education and examination requirements as described in The American Registry of Radiologic Technologists Rules and Regulations and ARRT Standards of Ethics.
- In order to take this examination, individuals must be of good moral character. Generally, the conviction of a felony or any other offense or misdemeanor, or a felony involving moral depravity, indicates a lack of good moral character for ARRT purposes.
- Please see the Radiologic Technology Program Director for advisement if the previous statement applies.

ADMISSION

Program requirements for health programs offered within The Alabama Community College System may be reviewed and revised between publication deadlines for this and future College Catalog and Student Handbook documents. Prospective students should contact the program office to obtain requirement updates.

Students are admitted to the Radiologic Technology program without discrimination regarding color, age, creed, marital status, race, religion, sex, or national origin. Applicants must meet College requirements for admission. Admission packets for the program are available in May of each year. Applicants will be considered for admission into the program based on past academic achievement and performance on the COMPASS™ placement exam. Wallace Community College complies with the Americans with Disabilities

Act, 1990. Students who have a disability and require accommodation should contact Disability Support Services on the Wallace Campus in Dothan. Upon admission to the program, all students must complete a health form including immunization records.

Minimum Admission Requirements

- Unconditional admission to the College.
- Submission of a complete application packet for admission to the Radiologic Technology program by required deadline. The packet should include the following documents:
 - Program application
 - Essential Functions form
 - Observation forms
 - All transcripts (official high school and college) or official GED® scores
 - Official COMPASS™ test scores for English, math, and reading (required regardless of ACT® scores)
- Applicants must be at least 18 years of age. (Alabama Regulations for Control of Radiation Rule 420-3-03(6), "Occupational Radiation Dose Limits states that all occupational workers employing ionizing radiation must be at least 18 years of age.")
- A 2.50 cumulative GPA for students with previous college work.
- A 2.50 high school GPA for students without prior college work (GED® acceptable in lieu of high school transcript).
- Eligibility for placement into the following courses:
 - English 101
 - Math 100
 - Biology 201
- COMPASS™ reading score of 76 or above.
- Status of "good standing" with the College.
- Ability to meet the essential functions required for the Radiologic Technology programs.
- Twelve (12) hours clinical observation.

Admission to the Radiologic Technology program is competitive, and the number of students is limited by the number of faculty and clinical facilities available. **Meeting the minimum requirements does not guarantee acceptance.**

Contractual agreements between the College and clinical agencies impose additional requirements on students enrolled in health programs. These requirements include, but are not limited to, the areas of confidentiality, attire, criminal background check, liability insurance, and substance abuse screening.

GRADING SCALE

A = 90 – 100
B = 80 – 89
C = 75 – 79
D = 60 – 74
F = 59 and below

PROGRESSION

To progress through and graduate from the Radiologic Technology program, the student must

- Progress through the required Radiologic Technology curriculum in the prescribed sequence.
- Attain a grade of 75% or higher in each required radiology course, and a grade of 70% or higher in all general education courses. (A cumulative 2.5 college GPA)
- Maintain ability to meet the Essential Functions for a Radiologic Technology program with or without reasonable accommodations.
- Successfully complete the program within 33 months from the initial semester of RAD courses.

- Maintain current CPR at the health care provider level as outlined by the program.
- Maintain current professional liability insurance as outlined by the College.
- Abide by the policies, procedures, and rules of behavior of the clinical agencies (which may include drug screening and background checks at the student's expense) and by the prescribed dress code for clinical education.
- Abide by the policies, procedures, and rules of behavior of the Radiologic Technology program as published in the program and College student handbooks and as specified in other materials provided.
- Follow established guidelines required by the College for maintaining accidental and health insurance.
- Maintain a personal radiation monitoring device and radiographic identification markers as outlined by the program.
- Read and sign the Student Clinical Rotation Contract as outlined by the College.

READMISSION

Students who interrupt the progression in the Radiologic Technology program must apply for readmission to the program. A student who fails to progress during the first semester of the program must reapply for acceptance as a new student. Students must submit a readmission request no later than mid-term of the term prior to a planned reentry. The program may provide the student a plan for readmission based on clinical availability. The student may be considered for readmission only once.

Readmission to the program also depends upon the availability of clinical space. Students in regular progression will have first option of readmission based on clinical availability.

Readmission requires:

- A 2.5 cumulative GPA in all course work.
- That no more than 33 months elapse from initial admission term to date of graduation.
- All students who are readmitted must prove competency in all previous coursework as prescribed by the program and successfully complete all RAD courses in which a "D" or "F" was received.
- Ability to meet and comply with standards and policies in the current *College Catalog and Student Handbook*.
- Students who have been dismissed from two clinical facilities are ineligible for readmission.
- Any student dismissed for academic or disciplinary reasons from the College will not be considered for readmission.

TRANSFER STUDENTS

Receiving advance placement in the Radiologic Technology program requires

- Unconditional admission to the College with clear academic status.
- Ability to meet and comply with standards and policies in the current *College Catalog and Student Handbook*.
- Minimum cumulative grade point average of 2.5.
- No more than 33 months elapse from the initial admission term to date of graduation.
- Official transcripts verifying a minimum grade of "C" earned in courses which represent collegiate coursework relevant to the degree with course content and level of instruction resulting in

student competencies at least equivalent for those matriculating students. Alabama Community College System Standardized Radiologic Technology Curriculum courses will be transferred without review of the course syllabus. Verification of knowledge and/or skills may be required.

- Eligibility to return to previous Radiologic Technology program in good standing.
- No more than one semester in which a grade of "D" or "F" has been earned in a radiography course.
- Completion of 25% of total required hours for the AAS Degree in Radiologic Technology at institution conferring degree.

CURRICULUM

General Education Core Requirements			Credit Hours
BIO	201*	Human Anatomy and Physiology I	4
BIO	202	Human Anatomy and Physiology II	4
ENG	101	English Composition I	3
MTH	100	Intermediate College Algebra or higher	3
PSY	200	General Psychology	3
SPH	106	Fundamentals of Oral Communication	3
		Humanities/Fine Arts Elective	3
Total General Education Credits			23

* Prerequisite: BIO 103 or satisfactory placement on The Alabama Community College System Biology Placement Exam.

Required Orientation Courses			
ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Credits			
RAD	111	Introduction to Radiography	2
RAD	112	Radiographic Procedures I	4
RAD	113	Patient Care	2
RAD	114	Clinical Education I	2
RAD	122	Radiographic Procedures II	4
RAD	124	Clinical Education II	5
RAD	125	Imaging Equipment	3
RAD	134	Clinical Education III	5
RAD	135	Exposure Principles	3
RAD	136	Radiation Protection and Biology	2
RAD	212	Image Evaluation and Pathology	2
RAD	214	Clinical Education IV	8
RAD	224	Clinical Education V	8
RAD	227	Review Seminar	2
Total Field of Concentration Credits			52
Total Credits for Degree			77

Before completing this program, students must prove competency in computer applications. Students who fail to demonstrate adequate competency in Computer Science by passing a computer competency exam must successfully complete CIS 146.

RESPIRATORY THERAPIST (Wallace Campus)

The Respiratory Therapist program is designed to provide the student with didactic and clinical training in various techniques used in the diagnosis and treatment of patients who suffer from disorders of the cardiopulmonary system. The Respiratory Therapist program is accredited by the Committee for Accreditation of Allied Health Education Programs (CAAHEP), in cooperation with the Committee on Accreditation for Respiratory Care (CoARC), and is recognized by the National Board for Respiratory Care (NBRC). Graduates of the program are eligible to attempt both the Entry-Level Examination for Respiratory Care Practitioners and the Advanced Practitioner Examination System as administered by the NBRC. Successful completion of this system of examinations results in the award of the nationally recognized credential of Registered Respiratory Therapist. Graduates of this program who complete the examination system also meet criteria for licensure in states where licensure is required.

Applicants to the Respiratory Therapist program should be aware that the Alabama State Law Governing Licensure of respiratory therapists requires submission of a complete application for licensure and must disclose information on the application regarding the following questions:

1. Are you currently charged with or ever been convicted of a felony or misdemeanor?
2. Do you have any physical, mental, or emotional impairment that would hinder your ability to perform duties assigned in the profession of Respiratory Therapy?
4. Are you or have you ever been addicted to alcohol or drugs?
5. Have you ever been treated for alcohol/substance abuse in a treatment center, hospital, or outpatient setting? Of yes, give name of institution, date, and length of treatment.
6. Has any state licensing board refused, revoked, or suspended a certificate/license?
7. Have you voluntarily or otherwise surrendered your health care or respiratory license or certification/registry in any jurisdiction, state, or territory?
8. Are you currently under investigation by any health care licensing board or agency?
9. Have you had any malpractice suits filed against you or your employer on your behalf?

Criminal background checks and full disclosure are requirements of licensure. If applicants to the Respiratory Therapist program have questions concerning potential problems with licensure, they should contact the Alabama State Board for Respiratory Therapy.

ASSOCIATE IN APPLIED SCIENCE DEGREE

On successful completion of all Respiratory Therapist curriculum requirements, graduates are awarded the associate in applied science degree.

GENERAL PROGRAM INFORMATION

The Respiratory Therapist program consists of two separate and distinct parts or phases: (1) the pre-professional phase and (2) the professional phase. The pre-professional phase (23 semester hours) is designed to be completed in two terms. The professional phase (51 semester hours) is designed to be completed in four consecutive terms (summer term included). Admission to the professional phase of the program is competitive, and completion of pre-professional phase requirements in no way guarantees that the student will be admitted into the professional phase. Final acceptance into the professional phase of instruction requires favorable action by the Respiratory Therapist Admissions Committee.

ADMISSION

Program requirements for health programs offered within The Alabama Community College System may be reviewed and revised between publication deadlines for this and future College Catalog and Student Handbook documents. Prospective students should contact the program office to obtain requirement updates. Students in the pre-professional phase of the Respiratory Therapist curriculum must meet all College admission requirements as listed in this catalog. Students are admitted to the Respiratory Therapist program without discrimination regarding age, creed, marital status, race, religion, gender, or national origin. Qualified applicants are admitted to the professional phase of the program and begin classes only in fall semester. Applications for admission may be obtained in May of each year on the Wallace Campus in Dothan or from the program's Web page on the WCC Website. Complete application packets must be submitted prior to the deadline date provided in the application packet. Further information concerning admission is provided in the Respiratory Therapist program admissions packet.

After submission of the application packet, the applicant will be scheduled to complete the Health Occupations Basic Entrance Test (HOBET). The applicant will incur cost of this test. The HOBET will be administered only once each year. Information concerning the date, time, and location of test administration is included in the application packet. Wallace Community College complies with the Americans with Disabilities Act, 1990. Applicants who have a disability and require some accommodation in taking the HOBET

examination should contact Disability Support Services on the Wallace Campus. If accommodation is not requested in advance, its availability on site cannot be guaranteed.

Acceptance into the professional phase of training is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations will be considered. Completion of a physical examination documenting the student's ability to perform essential functions and proof of required immunizations will be required prior to final acceptance. The applicant will incur cost of the physical examination and immunizations.

Admission to the professional phase of the program is competitive and applicant ranking will determine final acceptance. It is highly desirable that all pre-professional coursework be completed prior to application for the professional phase. Applicants who have not completed all required pre-professional courses will be considered for conditional admission. The following criteria, along with their maximum weight, are considered in determining admission to the Respiratory Therapist program:

HOBET Test Score	50%
Pre-professional Course Requirements	20%
Pre-professional College GPA	20%
Health Care Credential/License	6%
Health Care Work Experience	4%

Applicants will be ranked in descending numerical order based on admission score. Final notification of admission status will be provided to each applicant by mail.

Contractual agreements between the College and clinical agencies impose additional requirements on students enrolled in health programs. These requirements include, but are not limited to, the areas of confidentiality, attire, criminal background check, liability insurance, and substance abuse screening.

CONDITIONS OF PARTICIPATION AND PROGRESSION

Participation in clinical activities within the program requires strict adherence to departmental and clinical affiliate policies concerning professional standards of personal appearance, dress, speech, attendance, and behavior. Written policies are provided to each student upon entrance into the program, and penalties for non-compliance are clearly explained. Students who are unable or unwilling to comply with departmental and clinical policies will not be allowed continued participation in clinical activity, thus resulting in failure to successfully complete the requirements of the clinical course and/or program.

In addition to the statement above, students must meet **each** of the following criteria in order to continue to participate in the program and/or progress from term to term and graduate from the Respiratory Therapist program:

1. Complete each course listed as a Respiratory Therapist program curriculum requirement with a grade of "C" or above;
2. Receive a passing score (75%) on the Cumulative Clinical Proficiency Examination administered at the end of each professional phase term;
3. Maintain American Heart Association certification in Basic Cardiac Life Support;
4. Present evidence of numbers 1, 2, and 3 above to the instructor no later than the **third class day** of each term; and
5. Comply with clinical affiliate and Respiratory Therapist program regulations, policies, and procedures. Failure to do so could result in **dismissal** from the program and the award of "F" as the grade for all RPT coursework.

Students may repeat any RPT-prefix course only once. Failure to pass a course with the minimum acceptable grade of "C" or above on a second attempt will result in elimination from the program without

the possibility of readmission. Students who accumulate excessive absences in the professional phase of the Respiratory Therapist program are subject to counseling regarding attendance.

READMISSION

Students who withdraw or are unable to progress in the Respiratory Therapist program may apply for readmission. The Respiratory Therapist Admissions Committee will consider readmission requests on an individual basis. Decisions regarding readmission will be based on program readmission policies in effect at the time of request and availability of openings. Students must apply for readmission by writing a letter to the Respiratory Therapist Admissions Committee, Respiratory Therapist Program, Wallace Community College. In order to allow timely scheduling of the readmission examination, this letter should be postmarked no later than 60 days prior to the desired date of readmission. Failure to submit this request on time will result in denial or delay of readmission.

To complete readmission requirements, students must achieve a passing score on a readmission examination. The readmission examination will be composed from the content of the last Cumulative Clinical Proficiency Examination and Clinical Skills Examination successfully completed by the student. Failure to achieve a passing score on the readmission examination will result in denial of readmission.

TRANSFER STUDENTS

Students previously enrolled in other respiratory therapist programs will be evaluated on an individual basis to determine appropriate placement. Validation examinations may be required. Transfer students should apply for admission at least 60 days prior to the term in which they expect to enroll. Acceptance may be limited by availability of openings.

CURRICULUM

General Education Core Requirements			Credit Hours
BIO	201*	Human Anatomy and Physiology I	4
BIO	202	Human Anatomy and Physiology II	4
ENG	101	English Composition I	3
SPH	106	Fundamentals of Oral Communication	3
PSY	200	General Psychology	3
		Humanities/Fine Arts Elective	3
		Mathematics Elective or MTH 116	3
Total General Education Credits			23

* Prerequisite: BIO 103 or placement in BIO 201 on The Alabama Community College System Biology Exam.

Required Orientation Courses

ORI	101	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses

EMS	100	Cardiopulmonary Resuscitation I	1
EMS	266	Advanced Cardiac Life Support Provider	1
RPT	210	Clinical Practice I	2
RPT	211	Introduction to Respiratory Care	2
RPT	212	Fundamentals of Respiratory Care I	4
RPT	213	Anatomy and Physiology for the RCP	3
RPT	214	Pharmacology for the RCP	2
RPT	220	Clinical Practice II	2
RPT	221	Pathology for the RCP I	3
RPT	222	Fundamentals of Respiratory Care II	4
RPT	223	Acid/Base Regulation and ABG Analysis	2
RPT	230	Clinical Practice III	2
RPT	231	Pathology for the RCP II	3
RPT	232	Diagnostic Procedures for the RCP	2
RPT	233	Special Procedures for the RCP	2
RPT	234	Mechanical Ventilation for the RCP	3
RPT	240	Clinical Practice IV	4
RPT	241	Rehabilitation and Home Care for the RCP	2
RPT	242	Perinatal/Pediatric Respiratory Care	3
RPT	243	Computer Applications for the RCP	2

RPT	266	Seminar in Respiratory Medicine I	1
RPT	276	Seminar in Respiratory Medicine II	1
Total Field of Concentration Credits			51
Total Credits for Degree			76

Before completing this program, students must prove competency in computer applications. Students who fail to demonstrate adequate competency in Computer Science by passing a computer competency exam must successfully complete CIS 146.

SHORT CERTIFICATE

The Respiratory Therapist program offers a short certificate program in Polysomnography. Individuals completing this program would be eligible to be employed as technologists in a sleep-disorder laboratory and would be eligible to apply to the Board of Registered Polysomnographic Technologists for the examination leading to the credential of Registered Polysomnographic Technologist (RPSGT).

Entry into this program will be determined on an individual basis, with qualifications for admission following the recommendations of the Committee for Accreditation for Respiratory Care 2003 Standards and Guidelines. Interested individuals must submit the required application for admission to this certificate program.

Basic qualifications for acceptance include prior completion of an Associate in Applied Science in Nursing Respiratory Therapy, Emergency Medical Services, Medical Assisting, or another allied health specialty area. In lieu of a degree in one of these areas, applicants may qualify by demonstrating they have completed 27 semester hours of academic coursework, including math; anatomy and physiology; computer science; oral and written communications; psychology; and a humanities or fine arts elective; **and** by providing documentation which details previous work experience in a health care setting.

Applicants must possess and then maintain current certification in Basic Cardiac Life Support.

CURRICULUM			Credit Hours
RPT	280	Sleep Diagnostics Clinical Session I	3
RPT	281	Fundamentals of Sleep Medicine	4
RPT	282	Pharmacology for Sleep Medicine	3
RPT	285	Sleep Diagnostics Clinical Session II	3
RPT	286	Fundamentals of Sleep Medicine II	4
RPT	287	Pathology of Sleep Disorders	3
Total Credits for Short Certificate			20

SMALL ENGINE REPAIR (SER) (Ventress Correctional Facility)

SHORT CERTIFICATE

This short certificate program is designed to teach students to repair small gasoline engines. Students receive instruction in the principles of four-stroke cycle and two-stroke cycle engines. Other areas of emphasis are troubleshooting and repair procedures on valves, power producing components, fuel systems, ignition systems, exhaust, lubrication, and cooling systems.

After completing this program, students will be able to diagnose small engine problems and make repairs to lawnmowers, chain saws, and other similar equipment. Students completing all courses listed in the curriculum will be awarded a certificate. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

CURRICULUM

Field of Concentration Courses			Credit Hours
SER	111	Fundamentals of Small Engine Repair	3
SER	112	Four-Stroke Cycle Engine	3
SER	113	Four-Stroke Cycle Engine Lab	3
SER	121	Two-Stroke Cycle Engine	3
SER	122	Engine Reconditioning	2
SER	123	Engine Reconditioning Lab	3
SER	124	Special Projects in Lawn, Garden, and Industrial Engines	3
SER	132	Lawn and Garden Equipment	3
SER	142	Chain Saws and String Trimmers	3
Total Credits for Short Certificate			26

WELDING TECHNOLOGY (WDT) (Wallace and Sparks Campuses)

The purpose of this program is to prepare students for employment in the welding industry as plate or pipe welders. Certification is encouraged and performed in accordance with American Welding Society and American Petroleum Institute standards. The program includes a wide variety of welding experiences for plate and pipe welders. Students can exit the program after three semesters with a certificate in plate welding or complete both plate and pipe welding as listed below and receive a program certificate as a combination welder. Students must purchase their own books and tools. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to have specifically documented ability to benefit. (See page 19, Admission to Courses Not Creditable Toward an Associate Degree.) Reasonable accommodations are considered.

CURRICULUM

General Education Core Requirements			Credit Hours
COM	103	Introductory/Technical English II	3
DPT	103	Introductory/Computer Skills II	3
MAH	101	Vocational/Technical Mathematics I	3
SPC	103	Oral Communication Skills	3
Total General Education Credits			12

Required Orientation Courses

ORT	100	Orientation to College	1
ORI	104	WorkKeys® Assessment and Advisement	1
Total Orientation Credits			2

Field of Concentration Courses			Credit Hours
WDT	108	SMAW Fillet/OFC	3
WDT	109	SMAW Fillet/PAC/CAC	3
WDT	110	Industrial Blueprint Reading	3
WDT	115	GTAW Carbon Pipe Theory	3
WDT	119	Gas Metal Arc/Flux Cored Arc Welding Theory	3
WDT	120	SMAW Groove Theory	3
WDT	122	SMAW Fillet/OFC Lab	3
WDT	123	SMAW Fillet/PAC/CAC Lab	3
WDT	124	Gas Metal Arc/Flux Cored Welding Lab	3
WDT	125	SMAW Groove Lab	3
WDT	155	GTAW Carbon Pipe Lab	3
WDT	156	GTAW Stainless Pipe Lab	3
WDT	217	SMAW Carbon Pipe Theory	3
WDT	228	Gas Tungsten Arc Welding Theory	3
WDT	257	SMAW Carbon Pipe Lab	3
WDT	268	Gas Tungsten Arc Lab	3
Total Field of Concentration Credits			48
Total Credits for Certificate			62

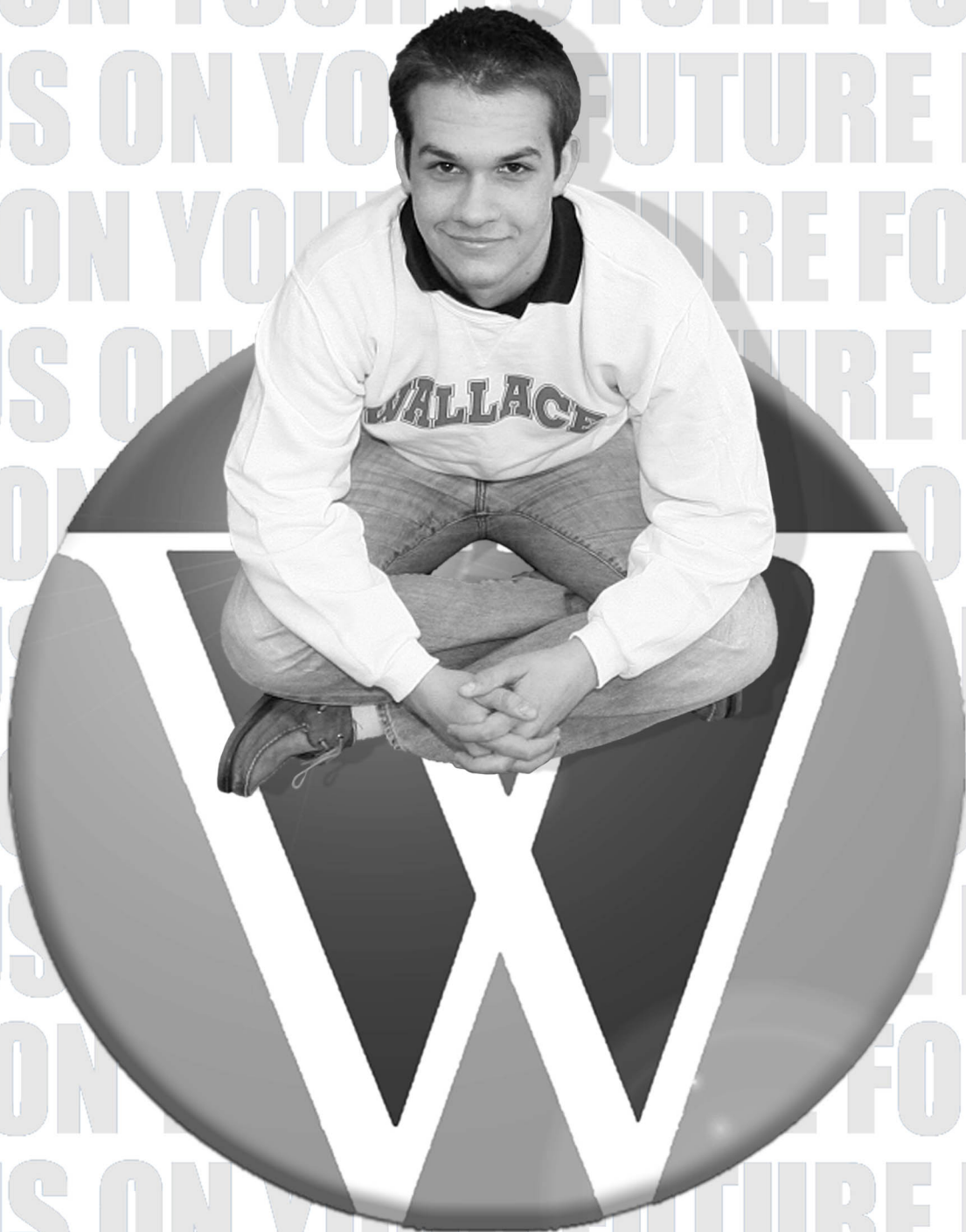
SHORT CERTIFICATE

Students can earn a short certificate by completing the following required courses.

Field of Concentration Courses			Credit Hours
WDT	108	SMAW Fillet/OFC	3
WDT	109	SMAW Fillet/PAC/CAC	3
WDT	122	SMAW Fillet/OFC Lab	3
WDT	123	SMAW Fillet/PAC/CAC Lab	3
WDT	124	Gas Metal Arc/Flux Cored Welding Lab	3
ORI	104	WorkKeys Assessment and Advisement	1
Total Credits for Short Certificate			16

The policies and procedures in this catalog are subject to change due to actions of the State Board of Education, Federal and State legislative actions, and changes in levels of financial support provided by Federal and State agencies. Wallace Community College intends to deliver the courses, offer the programs, and provide the services described in this document unless circumstances require adjustments. Wallace Community College faculty and staff will communicate changes when they occur.

Course Descriptions



COURSE DESCRIPTIONS

ABR.....	Auto Body Repair
ACC.....	Accounting
ACR.....	Air Conditioning/Refrigeration
ACT.....	Accounting
ART.....	Art
ANT.....	Anthropology
ASE.....	Automotive Technology
BIO.....	Biology
BUS.....	Business
CAB.....	Cabinetmaking
CAR.....	Carpentry
CCT.....	Consumer Electronics
CHD.....	Child Development
CHM.....	Chemistry
CIS.....	Computer Information Science
COM.....	Introductory/Technical English
COS.....	Cosmetology
CRJ.....	Criminal Justice
DDT.....	Drafting and Design Technology
DPT.....	Computer Information Science
ECO.....	Economics
EMP.....	Emergency Medical Services—Paramedic
EMS.....	Emergency Medical Services
ENG.....	English
GEO.....	Geography
HED.....	Health Education
HIS.....	History
HUM.....	Humanities
IAT.....	Industrial Automation Technology
ELT.....	Electrical Technology
ILT.....	Industrial Electronics Technology
INT.....	Industrial Maintenance Technology
MAH.....	Vocational/Technical Mathematics
MAS.....	Masonry
MAT.....	Medical Assisting
MTH.....	Mathematics
MTT.....	Machine Tool Technology
MUL.....	Music Ensembles
MUP.....	Music Performance
MUS.....	Music
NUR.....	Associate Degree and Practical Nursing
OAD.....	Office Administration
ORI.....	Orientation
ORT.....	Orientation
PED.....	Physical Education
PHL.....	Philosophy
PHS.....	Physical Science
PHY.....	Physics
PLB.....	Plumbing
POL.....	Political Science
PSY.....	Psychology
PTA.....	Physical Therapist Assistant
RAD.....	Radiologic Technology
RDG.....	Reading
REL.....	Religion
RPT.....	Respiratory Therapist
SER.....	Small Engine Repair
SOC.....	Sociology
SPA.....	Spanish
SPC.....	Speech
SPH.....	Speech
THR.....	Theater
WDT.....	Welding Technology
WKO.....	Workplace Skills

Note: Theory, lab, and credit hours are indicated in parentheses at the end of each course title below and are presented in the following format: (theory hours-lab hours-credit hours).

Note: All courses in all categories may not be offered each term. Courses are offered in response to student demand and the College plan for delivering specific curricula.

ACCOUNTING (ACC)

ACC 129. INDIVIDUAL INCOME TAXES (3-0-3)

This course introduces the relevant laws governing individual income taxation. Filing status, exemptions for dependents, gross income, adjustments, deductions, and computation of tax are emphasized. On course completion, students should be able to complete various tax forms pertaining to topics discussed in the course.

ACCOUNTING—CAREER/TECHNICAL (ACT)

ACT 246. MICROCOMPUTER ACCOUNTING (3-0-3)

PREREQUISITE: BUS 241.

This course uses the microcomputer in the study of financial accounting principles and practices. Use of software programs for financial accounting applications is emphasized. On completion of this course, the student will be able to use software programs for financial accounting applications. **CORE**

ACT 249. PAYROLL ACCOUNTING (3-0-3)

This course focuses on federal, state, and local laws affecting payrolls. Payroll accounting procedures and practices and payroll tax reports are emphasized. On completion of this course, the student will be able to apply knowledge of federal, state, and local laws affecting payrolls.

AIR CONDITIONING/REFRIGERATION (ACR)

ACR 111. PRINCIPLES OF REFRIGERATION (1-4-3)

This course emphasizes the fundamental principles for air conditioning and refrigeration. Instruction is provided in the theory and principles of refrigeration and heat transfer, HVAC/R system components, common and specialty tools for HVAC/R, and application of the concepts of basic compression refrigeration. Upon completion, students should identify system components and understand their functions, identify and use common and specialty HVAC/R tools, and maintain components of a basic compression refrigeration system. **CORE**

ACR 113. REFRIGERATION PIPING PRACTICES (1-4-3)

The course introduces students to the proper installation procedures of refrigerant piping and tubing for the heating, ventilation, air conditioning, and refrigeration industry. This course includes various methods of working with and joining tubing. Upon completion, students should comprehend related terminology, and be able to fabricate pipe, tubing, and pipe fittings. **CORE**

ACR 119. FUNDAMENTALS OF GAS HEATING SYSTEMS (1-4-3)

This course provides instruction on general service and installation for common gas furnace system components. Upon completion, students will be able to install and service gas furnaces in a wide range of applications.

ACR 120. FUNDAMENTALS OF ELECTRIC HEATING SYSTEMS (1-4-3)

This course covers the fundamentals of electric furnace systems. Emphasis is placed on components, general service procedures, and basic installation. Upon completion, students should be able to install and service electric furnaces.

ACR 121. PRINCIPLES OF ELECTRICITY FOR HVAC/R (1-4-3)

This course is designed to provide the student with the basic knowledge of electrical theory and circuitry as it pertains to air conditioning and refrigeration. This course emphasizes safety, definitions, symbols, laws, circuits, and electrical test instruments. Upon completion, students should understand and be able to apply basic principles of HVAC/R circuits and circuit components. **CORE**

ACR 122. HVAC/R ELECTRIC CIRCUITS (1-4-3)

This course introduces the student to electrical circuits and diagrams. Electrical symbols and basic wiring diagrams are constructed in this course. Upon completion, student should understand standard wiring diagrams and symbols and be able to construct various types of electrical circuits. **CORE**

ACR 123. HVAC/R ELECTRICAL COMPONENTS (1-4-3)

This course introduces students to electrical components and controls. Emphasis is placed on the operations of motors, relays, contractors, starters, and other HVAC electrical components. Upon completion, students should be able to install electrical components and determine their proper operation. **CORE**

ACR 127. HVAC/R ELECTRIC MOTORS (1-4-3)

This course covers the basic maintenance of electric motors used in HVAC/R systems. Topics include types of motors, motor operations, motor installation, and troubleshooting motors. Upon completion, student should be able to install and service HVAC/R electric motors.

ACR 132. RESIDENTIAL AIR CONDITIONING (1-4-3)

This course introduces students to residential air conditioning systems. Emphasis is placed on the operation, service, and repair of residential air conditioning systems. Upon completion, students will be able to service and repair residential air conditioning systems.

ACR 133. DOMESTIC REFRIGERATION (1-4-3)

This course covers domestic refrigerators and freezers. Emphasis is placed on installation, removal, and maintenance of components. Upon completion, students should be able to service and adjust domestic refrigeration units.

ACR 134. ICE MACHINES (1-4-3)

This course introduces students to commercial ice machines. Emphasis is placed on components, electrical and mechanical operation sequences, control adjustment procedures, preventive maintenance, repairs, and installation procedures. Upon completion, student should be able to install, service and repair commercial ice machines.

ACR 147. REFRIGERANT TRANSITION AND RECOVERY THEORY (3-0-3)

This course is EPA-approved and covers material relating to the requirements necessary for type I, II, III, and universal certifications. Upon completion, students should be prepared to take the EPA 608 certification examination.

ACR 148. HEAT PUMP SYSTEMS I (1-4-3)

Instruction received in this course centers around the basic theory and application of heat pump systems and components. Upon completion, students will be able to install and service heat pumps in a wide variety of applications.

ACR 149. HEAT PUMP SYSTEMS II (1-4-3)

This is a continuation course of the basic theory and application of heat pump systems. Topics include the electrical components of heat pumps and their function. Upon completion, student should be able to install and service heat pumps.

ACR 205. SYSTEM SIZING AND AIR DISTRIBUTION (1-4-3)

This course provides instruction in the load calculation of a structure and system sizing. Topics of instruction include heat loss, heat gain, equipment and air distribution sizing, and factors making acceptable indoor air quality. Upon course completion, students should be able to calculate system requirements.

ACR 209. COMMERCIAL AIR CONDITIONING SYSTEMS (1-4-3)

This course focuses on servicing and maintaining HVAC/R systems commonly found in various types of commercial applications. Topics include system component installation and removal and service techniques. Upon completion, students should be able to troubleshoot and perform general maintenance on commercial HVAC/R systems.

ACR 210. TROUBLESHOOTING HVAC/R SYSTEMS (1-4-3)

This course provides instruction in the use of various meters and gauges used in the HVAC/R industry. Emphasis is placed on general service procedures, system diagnosis, and corrective measure; methods of leak detection; and system evacuation, charging and performance checks. Upon completion students should be able to perform basic troubleshooting of mechanical and electrical components of HVAC/R systems.

ANTHROPOLOGY (ANT)**ANT 200. INTRODUCTION TO ANTHROPOLOGY (3-0-3)**

This course is a survey of physical, social, and cultural development and behavior of human beings.

ART (ART)**ART 100. ART APPRECIATION (3-0-3)**

PREREQUISITE: Appropriate placement scores.

This course helps students find personal meaning in works of art and develop a better understanding of the nature and validity of art. Diversity of form and content in original art work is emphasized. On completion, students should understand the fundamentals of art and the materials used and have a basic overview of the history of art.

ART 113. DRAWING I (3-3-3)

This course provides an opportunity to develop perceptual and technical skills in a variety of media. Communication through experimenting with composition, subject matter, and technique is emphasized. On course completion, students should demonstrate and apply the fundamentals of art to various creative drawing projects.

ART 114. DRAWING II (3-3-3)

PREREQUISITE: ART 113.

This course advances drawing skills in various art media. Communication through experimentation, composition, technique, and personal expression is emphasized. On course completion, students should demonstrate creative drawing skills, application of the fundamentals of art, and communication of personal thoughts and feelings.

ART 121. TWO-DIMENSIONAL COMPOSITION I (3-3-3)

This course introduces the basic concepts of two-dimensional design. Topics include elements and principles of design, with emphasis on arrangements and the relationships among them. On course completion, students should demonstrate effective use of these elements and principles of design in creating two-dimensional compositions.

ART 127. THREE-DIMENSIONAL COMPOSITION (3-3-3)

This course introduces art materials and principles of design that acquaint the beginner with fundamentals of three-dimensional art. Use of art fundamentals and creative exploration of materials in constructing three-dimensional art works is emphasized. On course completion, students should demonstrate basic technical skills and a personal awareness of the creative potential inherent in three-dimensional art forms.

ART 133. CERAMICS I (3-3-3)

This course introduces methods of clay forming as a means of expression. Topics may include hand building, wheel throwing, glazing, construction, design, and the functional and aesthetic aspects of pottery. On course completion, students should demonstrate through their work a knowledge of these methods as well as an understanding of the craftsmanship and aesthetics involved in ceramics.

ART 134. CERAMICS II (3-3-3)

PREREQUISITE: ART 133.

This course develops methods of clay forming as a means of expression. Topics may include hand building, glazing, design, and the functional and aesthetic aspects of pottery, although the wheel-throwing method is

emphasized. On course completion, students should demonstrate improved craftsmanship and aesthetic quality in the production of pottery.

ART 173. PHOTOGRAPHY I (3-3-3)

This course is an introduction to the art of photography. Technical and aesthetic aspects of photography, with detailed instruction in darkroom techniques, are emphasized. On course completion, students should understand the camera as a creative tool; understand types of films, chemicals, and papers; and have a knowledge of composition and history.

ART 174. PHOTOGRAPHY II (3-3-3)

PREREQUISITE: ART 173.

This course advances technical and aesthetic knowledge of photography beyond the introductory level. Photographic composition and darkroom techniques as a means of communication are emphasized. On course completion, students should demonstrate creative and communication skills through the photographic process.

ART 180. INTRODUCTION TO GRAPHIC DESIGN (3-3-3)

This course is a general introduction to graphic design. Topics include history, processes, and production design. On course completion, students should understand the concepts used to create media graphics.

ART 203. ART HISTORY I (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course covers the chronological development of different forms of art, such as sculpture, painting, and architecture. History from the ancient period through the Renaissance is emphasized. On completion, students should be able to communicate a knowledge of time period and chronological sequence, including a knowledge of themes, styles, and impact of society on the arts.

ART 204. ART HISTORY II (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course covers a study of the chronological development of different forms of art, such as sculpture, painting, and architecture. History from the Baroque to the present is emphasized. On completion, students should be able to communicate a knowledge of time period and chronological sequence, including a knowledge of themes, styles, and the impact of society on the arts.

ART 216. PRINTMAKING I (3-3-3)

PREREQUISITE: ART 113, ART 121 or instructor permission.

This course introduces various printmaking processes. Topics include relief, intaglio, serigraphy or lithography, and the creative process. On course completion, students should have a basic understanding of the creative and technical problems associated with printmaking.

ART 217. PRINTMAKING II (3-3-3)

PREREQUISITE: ART 216.

This course provides an opportunity to study a printmaking process beyond the introductory level. Creativity, composition, and technique in the communication of ideas through printmaking are emphasized. On course completion, students should demonstrate an understanding of the printmaking process as a creative tool for the expression of ideas.

ART 220. INTRODUCTION TO COMPUTER GRAPHICS (3-3-3)

This course is designed to acquaint the student with technology, vocabulary, and procedures used to produce artwork using computers. Fundamentals of art, creativity, and understanding various graphic software are emphasized. On course completion, students should demonstrate a knowledge of computer graphics through production on a graphic program in a computer environment.

ART 221. COMPUTER GRAPHICS I (3-3-3)

PREREQUISITE: ART 220.

This course is designed to enhance the ability to produce computer-generated graphics. Application of original design to practical problems using a variety of hardware and software is emphasized. On course completion, students should have an understanding of professional computer graphics.

ART 222. COMPUTER GRAPHICS II (3-3-3)

PREREQUISITE: ART 221.

This course is designed to enhance the ability to produce an advanced level of computer-generated graphics. Application of original design to practical problems using a variety of hardware and software is emphasized. On course completion students should have an understanding of professional computer graphics.

ART 233. PAINTING I (3-3-3)

PREREQUISITE: ART 113, ART 121, or instructor permission.

This course is designed to introduce fundamental painting processes and materials. Topics include art fundamentals, color theory, and composition. On course completion, students should be able to demonstrate the fundamentals of art and discuss various approaches to media and creative processes associated with painting.

ART 234. PAINTING II (3-3-3)

PREREQUISITE: ART 233.

This course is designed to develop knowledge of materials and procedures of painting beyond the introductory level. Creative and technical problems associated with communicating through composition and style are emphasized. On course completion, students should be able to demonstrate application of painting fundamentals and the creative process to the communication of ideas.

ART 243. SCULPTURE I (3-3-3)

PREREQUISITE: ART 127 or instructor permission.

This course provides a study of three-dimensional form by familiarizing students with sculpting media and techniques. Topics include the fundamentals of art and sculpting media, with emphasis on the creative process. On course completion, students should understand the fundamentals of art and three-dimensional form as well as various media and processes associated with sculpture.

ART 244. SCULPTURE II (3-3-3)

PREREQUISITE: ART 243.

This course is designed to sharpen skills in media and processes of sculpture. Personal expression through three-dimensional form is emphasized. On course completion, students should be able to apply the fundamentals of art, knowledge of form, and sculptural processes to the communication of ideas.

ART 253. GRAPHIC DESIGN I (3-3-3)

PREREQUISITE: ART 180

This course is designed to introduce the study of visual communication through design. Application of design principles to projects involving such skills as illustration, layout, typography, and production technology is emphasized. On course completion, students should demonstrate knowledge of the fundamentals of art and understanding of the relationship between materials, tools, and visual communication.

ART 254. GRAPHIC DESIGN II (3-3-3)

PREREQUISITE: ART 253.

This course further explores the art of visual communication through design. Application of design principles to projects involving such skills as illustration, layout, typography, and production technology is emphasized. On course completion, students should be able to apply knowledge of the fundamentals of art, materials, and tools to the communication of ideas.

ART 258. PHOTOGRAPHIC AND MEDIA PROBLEMS (3-3-3)

PREREQUISITE: ART 174.

This course addresses special problems in the student's area of interest. Design, techniques, and results are emphasized. On course completion, the student will be able to produce professional quality photographs in one particular area of photography.

ART 291. SUPERVISED STUDY IN STUDIO ART I (3-3-3)

PREREQUISITE: Instructor permission

This course is designed to enable the student to continue studio experiences in greater depth. Topics are to be chosen by the student with the approval of the instructor. On completion, the student should have a greater expertise in a particular area of art.

ART 292. SUPERVISED STUDY IN STUDIO ART II (3-3-3)

PREREQUISITE: ART 291 or instructor permission.

This course is designed to enable the student to continue studio experiences in greater depth. Topics are chosen by the student with the approval of the instructor. On course completion, students should be

able to make a professional presentation of their design and communication skills.

ART 299. ART PORTFOLIO (1-4-1-4-1-4)

PREREQUISITE: Instructor permission.

This course is designed to help the art major in preparing and presenting an art portfolio. Representing the student's potential as an artist to interest employers, clients, or schools is emphasized. On course completion, students should be able to make a professional presentation of their design and communication skills.

ASSOCIATE DEGREE NURSING (NUR)

NUR 102. FUNDAMENTALS OF NURSING (3-6-3-6)

PREREQUISITE: Nursing program admission

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the health care team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations. **CORE**

NUR 103. HEALTH ASSESSMENT (0-3-0-1)

PREREQUISITE: Nursing program admission

This course is designed to provide students the opportunity to learn and practice history taking and physical examination skills with individuals of all ages, with emphasis on the adult. The focus is on symptom analysis along with physical, psychosocial, and growth and development assessments. Students will be able to utilize critical thinking skills in identifying health alterations, formulating nursing diagnoses and documenting findings appropriate to nursing. **CORE**

NUR 104. INTRODUCTION TO PHARMACOLOGY (0-3-0-1)

PREREQUISITE: Nursing program admission

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. This course introduces students to basic principles of pharmacology and the knowledge necessary to safely administer medication. Course content includes legal implications, pharmacokinetics, pharmacodynamics, calculations of drug dosages, medication administration, and an overview of drug classifications. Students will be able to calculate and administer medications. **CORE**

NUR 105. ADULT NURSING (5-3-6-8)

PREREQUISITES: NUR 102, 103, 104; MTH 116 or higher; and BIO 201.

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, fluid and electrolyte imbalance, and common alterations in respiratory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, and integumentary systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated. **CORE**

NUR 106. MATERNAL AND CHILD NURSING (4-0-3-5)

PREREQUISITES: NUR 102, 103, 104; MTH 116; and BIO 201.

This course focuses on the role of the nurse in meeting the physiological, psychosocial, cultural and developmental needs of the maternal and child client. Course content includes antepartal, intrapartal, and postpartal care, complications of pregnancy, newborn care, human growth and development, pediatric care, and selected pediatric alterations. Nutrition, pharmacology, cultural diversity, use of technology, communication, anatomy and physiology review, medical terminology, critical thinking, and application of the nursing process are integrated throughout this course. Upon completion of this course

students will be able to provide and manage care for maternal and pediatric clients in a variety of settings. **CORE**

NUR 200. NURSING CAREER MOBILITY ASSESSMENT (3-3-0-6)

PREREQUISITES: ADN program admission, MTH 116 or higher, BIO 201, BIO 202, and ENG 101.

This course is designed to provide LPN mobility students self-directed opportunities to prepare for placement into the third semester of the ADN program. Emphasis is on assessment and validation of selected theory, process, and skills covered in NUR 102, 103, 104, 105, and 106. Upon successful completion of assessments, students are eligible for entry into NUR 201. Students who successfully complete this course are awarded 15 non-traditional hours at the completion of the LPN to RN mobility curriculum.

NUR 201. NURSING THROUGH THE LIFESPAN I (3-0-6-5)

PREREQUISITE: NUR 105, 106; ENG 101; BIO 202

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students manage and provide collaborative care to clients who are experiencing selected alterations in gastrointestinal, reproductive, sensory, and endocrine systems in a variety of settings. Additional instruction is provided for oncology, mental health, teaching/learning concepts, and advanced dosage calculations. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

NUR 202. NURSING THROUGH THE LIFESPAN II (3-0-9-6)

PREREQUISITES: NUR 201, PSY 200, and BIO 220.

This course builds upon previous instruction and provides additional opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students manage and provide collaborative care to clients who are experiencing selected alterations in cardiovascular, hematologic, immune, and genitourinary systems in a variety of settings. Additional instruction is provided for psychiatric disorders, and high-risk obstetrics. Teaching/learning concepts, advanced dosage calculations, nutrition, pharmacology, communications, cultural, and community concepts are integrated.

NUR 203. NURSING THROUGH THE LIFESPAN III (4-0-6-6)

PREREQUISITE: NUR 202, SPH 106, and PSY 210.

This course builds upon previous instruction and provides additional opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students manage and provide collaborative care to clients who are experiencing selected alterations in cardiovascular, respiratory, and neurological systems in a variety of settings. Additional instruction is provided for selected mental health disorders, selected emergencies, multiple organ dysfunction syndrome and related disorders. Teaching/learning concepts advanced dosage calculations, nutrition, pharmacology, communications, cultural, and community concepts are integrated.

NUR 204. ROLE TRANSITION FOR THE REGISTERED NURSE (2-0-6-4)

PREREQUISITES: NUR 202, SPH 106, and PSY 210.

This course provides students with opportunities to gain knowledge and skills necessary to transition from student to registered nurse. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, and transition into the workplace. Additional instruction is provided for preparing for the NCELX-RN.

AUTO BODY REPAIR (ABR)

ABR 111. NONSTRUCTURAL REPAIR (1-5-3)

Students are introduced to basic principles of nonstructural panel repairs. Topics include shop safety, identification and use of hand/power tools, panel preparation, sheetmetal repairs, and materials. **CORE**

ABR 114. NONSTRUCTURAL PANEL REPLACEMENT (1-5-3)

Students are introduced to principles of nonstructural panel replacement. Topics include replacement and alignment of bolt-on panels, full and partial panel replacement procedures, and attachment methods. **CORE**

ABR 122. SURFACE PREPARATION (1-5-3)

This course introduces students to methods of surface preparation for vehicular refinishing. Topics include sanding techniques, metal treatment, selection of undercoats, and proper masking procedures. **CORE**

ABR 123. PAINT APPLICATION AND EQUIPMENT (1-5-3)

This course introduces students to methods of paint application and equipment used for vehicular refinishing. Topics include spray gun and related equipment use; paint mixing, matching, and applying the final topcoat. **CORE**

ABR 151. SAFETY AND ENVIRONMENTAL PRACTICES (1-5-3)

This course is designed to instruct the student in safe work practices. Topics include OSHA requirements, the right-to-know laws, EPA regulations, as well as state and local laws. **CORE**

ABR 154. AUTOMOTIVE GLASS AND TRIM (1-5-3)

This course is a study of automotive glass and trim. Emphasis is placed on removal and replacement of structural and nonstructural glass and automotive trim. Upon completion, students should be able to remove and replace automotive trim and glass. **CORE**

ABR 156. AUTOMOTIVE CUTTING AND WELDING (1-5-3)

Students are introduced to various automotive cutting and welding processes. Emphasis is placed on safety, plasma arc, and oxy-acetylene cutting, resistance-type spot welding, and Metal Inert Gas (MIG) welding. Upon completion, students should be able to safely perform automotive cutting and welding procedures. **CORE**

ABR 157. AUTOMOTIVE PLASTIC REPAIR (1-5-3)

This course provides instruction in automotive plastic repairs. Topics include plastic welding (airless, hot and chemical), use of flexible repair filters, identification of types of plastics, and determining the correct repair procedures for each. Upon completion, students should be able to correctly identify and repair the different types of automotive plastics.

ABR 213. AUTOMOTIVE STRUCTURAL ANALYSIS (1-5-3)

Students learn methods of determining structural misalignment. Topics include methods of inspection, types of measuring equipment, data sheets, and identifying types of structural damage. **CORE**

ABR 214. AUTOMOTIVE STRUCTURAL REPAIR (1-5-3)

This course provides instruction in the correction of structural damage. Topics include types and use of alignment equipment, anchoring and pulling methods, and repair/replacement of structural components. **CORE**

ABR 223. AUTOMOTIVE MECHANICAL COMPONENTS (1-5-3)

This course provides instruction in collision-related mechanical repairs. Emphasis is placed on diagnosis and repairs to drivetrain, steering/suspension components, and various other mechanical repairs. **CORE**

ABR 224. AUTOMOTIVE ELECTRICAL COMPONENTS (1-5-3)

This course provides instruction in collision-related electrical repairs and various restraint systems, including seat belts, seat belt tensioners, and airbags. Topics include basic DC theory, types of diagnostic equipment, circuit protection, wire repair, use of wiring diagrams, airbag modules, and impact sensors. **CORE**

ABR 255. STEERING AND SUSPENSION (1-5-3)

This course introduces students to the various types of suspension and steering systems used in the automotive industry. Emphasis is placed on system components, suspension angles and effect of body/frame alignment on these components and angles. **CORE**

ABR 258. HEATING AND AC IN COLLISION REPAIR (1-5-3)

This course is a study of automotive air conditioning, heating, and cooling systems. Topics include automotive air conditioning, heating and cooling systems theory, component replacement and system service. **CORE**

ABR 265. PAINT DEFECTS AND FINAL REPAIR (1-5-3)

This course introduces students to methods of identifying paint defects, causes, cures, and final detailing. Students learn to troubleshoot and correct paint imperfections. **CORE**

ABR 266. ALUMINUM WELDING IN COLLISION REPAIR (1-5-3)

This course covers the principles and techniques of aluminum GMA (MIG) welding. Students learn to set up and tune a welding machine, address safety issues, perform proper welding techniques, prepare metal surfaces, and identify and correct weld defects.

AUTOMOTIVE TECHNOLOGY (ASE)

ASE 101. FUNDAMENTALS OF AUTOMOTIVE TECHNOLOGY (1-5-3)

This course provides a study of safety rules and procedures based on OSHA standards. Topics include use of shop tools and equipment, measuring devices, preventive maintenance, light duty service procedures, and use of shop manuals. On completion, students should be able to use basic tools and equipment safely and in observance of OSHA standards. **CORE**

ASE 110. ELECTRICAL AND ELECTRONIC SYSTEMS I (1-5-3)

This course provides a study of the principles of electricity, magnetism, and Ohm's Law. Batteries, starting, charging, and lighting circuits are emphasized. On completion, students should be able to identify and repair minor electrical problems on the automobile. **CORE**

ASE 121. BRAKING SYSTEMS (1-5-3)

PREREQUISITE: ASE 130 or instructor approval.

This course provides a detailed study of types of hydraulic brake systems (disc and drum) and their service requirements. Topics include brake fundamentals, master cylinders, power assist units, parking brake, lines and valves, and anti-lock systems. On completion, students should be able to repair brake systems. **CORE**

ASE 122. STEERING AND SUSPENSION (1-5-3)

This course is designed to give a working knowledge of the design, operation, diagnosis, and repair of conventional and strut-type suspension systems. Topics include alignment procedures, wheel balancing, and conventional rack and pinion systems. On completion, students should be able to make repairs and adjustments to suspension systems. **CORE**

ASE 124. ENGINE REPAIR I (1-5-3)

This course provides understanding of the troubleshooting and repair procedures for the gasoline engine. Topics include engine disassembly, identification of components, inspection and measuring of parts, repair and reassembly, use of service manuals, and safety. On completion, students should be able to repair or rebuild an automotive engine. **CORE**

ASE 130. DRIVE TRAIN AND AXLES (1-5-3)

This course provides a study of the automotive power flow from the transmission to the drive wheels. Topics include drive lines, gear ratios, differentials, drive axles, troubleshooting, and diagnostics. On completion, students should be able to troubleshoot, diagnose, and repair automatic and manual power trains. **CORE**

ASE 133. MOTOR VEHICLE AIR CONDITIONING (1-5-3)

This course covers nomenclature, theory of operation, repairs and service procedures, electrical control circuits for the compressor, and blower and coolant fan. Proper use of service manuals and safety are emphasized. On completion, students should be able to diagnose and repair heating and air conditioning systems.

ASE 150. DEALERSHIP WORK EXPERIENCE (0-10-2)

At the end of each on-campus period, the student returns to the sponsoring dealership to complete this segment of the program, working full time under the supervision of the dealership student work coordinator. The student is expected to complete work assignments in the dealership that will reinforce and parallel the course work just completed at the College. Although indicated as 10 contact hours, students generally work full time (40 hours per week) at the dealership. An evaluation of the student's in-dealership work performance is completed by the dealership supervisor.

ASE 210. ELECTRICAL AND ELECTRONIC SYSTEMS II (1-5-3)

This course is designed to provide the basic knowledge of troubleshooting, maintenance, and repair of automotive electrical accessories. This includes use of special tools when servicing batteries, starting systems, and changing lighting systems. All troubleshooting and maintenance procedures must be in accordance with manufacturer's specifications. **CORE**

ASE 211. ADVANCED ELECTRONICS (1-5-3)

This course builds on the principles of the laws of electricity. Series, parallel, and series/parallel circuits are emphasized. On completion, students should be able to calculate, build, and measure circuits.

ASE 224. MANUAL TRANSMISSION/TRANSAXLE (1-5-3)

PREREQUISITE: ASE 130 or instructor approval.

This course includes a study of manual transmission/transaxle components, gear ratios, and power flow. Topics include manual and hydraulic clutches and their service and repair. On completion, students should be able to remove, repair, and replace manual transmission/transaxle components.

ASE 230. AUTOMATIC TRANSMISSION/TRANSAXLE (1-5-3)

PREREQUISITE: ASE 130 or instructor approval.

This course is designed to provide a working knowledge of the construction and operation of automatic transmissions/transaxles. Topics include the study of torque converters, gear and clutch assemblers, hydraulic and mechanical power flow, and electronic controls. On completion, students should be able to remove, install, and perform basic repairs on automatic transmissions and transaxles. **CORE**

ASE 239. ENGINE PERFORMANCE (1-5-3)

PREREQUISITE: ASE 110 or instructor approval.

This course focuses on fuel delivery systems operation and diagnosis and repair of fuel system components. Emphasis is placed on servicing the fuel injection system. On completion, students should be able to perform advanced engine tune-ups. **CORE**

ASE 244. ENGINE PERFORMANCE II (1-5-3)

PREREQUISITE: ASE 239 or instructor approval.

This course provides a study of the principles of operation, diagnosis, and repair of ignition system components. Topics include primary and secondary circuit operations and diagnosis and repair of conventional electronic and distributorless ignition systems. On completion, students will be prepared to diagnose and repair ignition system problems. **CORE**

ASE 246. AUTOMOTIVE EMISSIONS (1-5-3)

PREREQUISITES: ASE 239 or instructor approval.

This course is designed to provide a working knowledge of the principles of operation, diagnosis, and repair of computerized engine control systems, which includes a study of microprocessors, sensors, actuators, and emission control devices and their interaction. All diagnostics and repair procedures must be accomplished in accordance with manufacturer's specifications. **CORE**

ASE 250. DEALERSHIP WORK EXPERIENCE (0-10-2)

At the end of each on-campus period, the student returns to the sponsoring dealership to complete this segment of the program, working full time under the supervision of the dealership student work coordinator. The student is expected to complete work assignments in the dealership that will reinforce and parallel the course work just completed at the College. Although indicated as 10 contact hours, students normally work full time (40 hours per week) at the dealership.

An evaluation of the student's in-dealership work performance is completed by the dealership supervisor.

BIOLOGY (BIO)**BIO 101. INTRODUCTION TO BIOLOGY I (3-2-4)**

PREREQUISITE: Appropriate placement scores.

Introduction to Biology I is the first of a two-course sequence designed for non-science majors. It covers historical studies illustrating the scientific method, cellular structure, bioenergetics, cell reproduction, Mendelian and molecular genetics, and a survey of human organ systems. *A 120-minute laboratory is required.*

BIO 102. INTRODUCTION TO BIOLOGY II (3-2-4)

PREREQUISITE: BIO101

Introduction to Biology II is the second of a two-course sequence designed for non-science majors. It covers evolutionary principles and relationships, environmental and ecological topics, classification, and a survey of biodiversity. *A 120-minute laboratory is required.*

BIO 103. PRINCIPLES OF BIOLOGY I (3-2-4)

PREREQUISITE: Appropriate placement scores.

This is an introductory course for science and non-science majors. It includes physical, chemical, and biological principles common to all organisms. These principles are explained through a study of cell structure and function, cellular reproduction, basic biochemistry, cell energetics, the process of photosynthesis, and Mendelian and molecular genetics. Also included are the scientific method, basic principles of evolution, and an overview of the diversity of life, with emphasis on viruses, prokaryotes, and protists. *A 120-minute laboratory is required.* **CORE**

BIO 104. PRINCIPLES OF BIOLOGY II (3-3-4)

PREREQUISITE: BIO 103 or successful placement on The Alabama Community College System Biology Placement Exam.

This course is an introduction to basic ecological and evolutionary relationships of plants and animals and a survey of plant and animal diversity including classification, morphology, physiology, and reproduction. *A 180-minute laboratory is required.* **CORE**

BIO 201. HUMAN ANATOMY AND PHYSIOLOGY I (3-2-4)

PREREQUISITE: BIO 103 or successful placement on The Alabama Community College System Biology Placement Exam.

This course emphasizes structure and function of the human body. Included is an orientation to the human body; basic principles of chemistry; a study of cells and tissues; metabolism; joints; the integumentary, skeletal, muscular, and nervous systems; and the senses. Dissection, histological studies, and physiology are featured in the laboratory experience. *A 120-minute laboratory is required.*

BIO 202. HUMAN ANATOMY AND PHYSIOLOGY II (3-2-4)

PREREQUISITES: BIO 103 or successful placement on The Alabama Community College System Biology Placement Exam and BIO 201.

This course emphasizes structure and function of the human body. Included is a study of basic nutrition; basic principles of water, electrolyte, and acid-base balance; and the endocrine, respiratory, digestive, excretory, cardiovascular, lymphatic, and reproductive systems. Dissection, histological studies, and physiology are featured in the laboratory experience. *A 120 minute laboratory is required.*

BIO 220. GENERAL MICROBIOLOGY (2-4-4)

PREREQUISITE: BIO 103 or 201 or successful placement on The Alabama Community College System Biology Placement Exam. RECOMMENDED: 4 semester hours of chemistry.

This course includes historical perspectives; cell structure and function; microbial genetics; infectious diseases; and immunology, distribution, physiology, culture, identification, classification, and disease control of microorganisms. The laboratory experience includes microtechniques, distribution, culture, identification, and control. *Two 120-minute laboratories are required.*

BIO 250. DIRECTED STUDIES IN BIOLOGY I (0-8-4)

This course affords students opportunities to study selected topics and/or participate in laboratory investigation of biological science issues under the direction of a qualified faculty member, either as part of a group or individually.

BIO 251. DIRECTED STUDIES IN BIOLOGY II (0-8-4)

PREREQUISITE: BIO 250

This course affords students opportunities to study selected topics and/or participate in laboratory investigation of biological science issues under the direction of a qualified faculty member, either as part of a group or individually.

BUSINESS (BUS)**BUS 146. PERSONAL FINANCE (3-0-3)**

This course is an overview of topics of interest to the consumer. Topics include budgeting, financial institutions, basic income tax, credit consumer protection, insurance, house purchase, retirement planning, estate planning, investing, and consumer purchases.

BUS 150. BUSINESS MATH (3-0-3)

This course is a study of practical business mathematics. Topics include fundamental processes of arithmetic with emphasis on decimals and percentages, mark-up, discounts, bank reconciliation, simple and compound interest discounting notes, depreciation methods, and present value.

BUS 186. ELEMENTS OF SUPERVISION (3-0-3)

This course is an introduction to the fundamentals of supervision. Topics include the functions of management, responsibilities of the supervisor, management-employee relations, organizational structure, project management, and employee training and rating.

BUS 241. PRINCIPLES OF ACCOUNTING I (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course provides a basic theory of accounting principles and practices used by service and merchandising enterprises. Financial accounting, including the accounting cycle, and financial statement preparation analysis are emphasized.

BUS 242. PRINCIPLES OF ACCOUNTING II (3-0-3)

PREREQUISITE: BUS 241.

This course is a continuation of BUS 241. In addition to a study of financial accounting, this course also emphasizes managerial accounting, with coverage of corporations; statement analysis; introductory cost accounting; and use of information for planning, control, and decision making.

BUS 248. MANAGERIAL ACCOUNTING (3-0-3)

PREREQUISITE: BUS 241.

This course is designed to familiarize the student with management concepts and techniques of industrial accounting procedures. Cost behavior, contribution approach to decision-making, budgeting, overhead analysis, cost-volume-profit analysis, and cost accounting systems are emphasized.

BUS 263. THE LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course provides an overview of the legal and social environment for business operations, with emphasis on contemporary issues and their subsequent impact on business. Topics include the Constitution, Bill of Rights, legislative process, civil and criminal law, administrative agencies, trade regulations, consumer protection, contracts, employment, and personal property.

BUS 271. BUSINESS STATISTICS I (3-0-3)

PREREQUISITE: Two years of high school algebra, intermediate algebra, or appropriate score on math placement test.

This is an introductory study of basic statistical concepts applied to economic and business problems. Topics include the collection, classification, and presentation of data, statistical description and analysis of data, measures of central tendency and dispersion, elementary probability, sampling, estimation, and introduction to hypothesis testing.

BUS 275. PRINCIPLES OF MANAGEMENT (3-0-3)

This course provides a basic study of the principles of management. Topics include planning, organizing, staffing, directing, and controlling, with emphasis on practical business applications.

BUS 279. SMALL BUSINESS MANAGEMENT (3-0-3)

This course provides an overview of the creation and operation of a small business. Topics include buying a franchise; starting a business; identifying capital resources; understanding markets; managing customer credit; managing accounting systems, budgeting systems, and inventory systems; purchasing insurance; and using appropriate legal counsel.

CABINETMAKING (CAB)**CAB 101. INTRODUCTION TO CABINETMAKING (1-4-3)**

This is a beginning woodworking course that deals with basic materials and processes. Topics include introduction to tools and equipment and safety. On completion, students should be able to perform techniques for building small projects and techniques for gluing, clamping, nailing, and screwing. *Nondegree creditable. CORE*

CAB 102. INTRODUCTION TO LUMBER (1-6-3)

This is an introductory course in grades, sizes, characteristics, and uses of lumber. Also included in the course are operation, care, and sharpening of woodworking equipment. On completion, students should be able to construct and finish a furniture project and demonstrate the characteristics and methods of sawing lumber. *Nondegree creditable. CORE*

CAB 103. SIZE, DIMENSION, AND JOINTS (1-4-3)

This course includes the study of cutting lumber to dimensions and materials to size with power tools. Job planning and construction of all types of joints made with hand and power tools are emphasized. On completion, students should be able to plan jobs and make shop drawings, job layouts, and patterns. *Nondegree creditable. CORE*

CAB 104. CABINET SHOP OPERATIONS (3-0-3)

This course covers establishing and maintaining a custom cabinet shop. Topics include financing, equipment acquisition, maintenance, inventory techniques, OSHA requirements, shop organization, and safety and delivery systems. On completion, students should be able to organize and maintain a custom cabinet business. *Nondegree creditable.*

CAB 110. EQUIPMENT MAINTENANCE FUNDAMENTALS (1-4-3)

This is an introductory course to maintaining woodworking tools and equipment. Topics include preventive maintenance, troubleshooting, and repair of woodworking tools and machines. On course completion, students should be able to repair, service, and maintain woodworking tools and machines. *Nondegree creditable. CORE*

CAB 140. WOOD FINISHING FUNDAMENTALS (0-4-2)

This is an introductory wood finishing course. Topics include sanding, filling, staining, brushing, and spraying. On completion, students should be able to perform basic wood finishing procedures. *Nondegree creditable. CORE*

CAB 141. WOOD FINISHING (0-4-2)

PREREQUISITE: CAB 140.

This course is a continuation of CAB 140. Filling, rubbing, spraying, and building up finishes are emphasized. On completion, students should be able to perform advanced wood finishing techniques. *Nondegree creditable.*

CAB 204. CABINETMAKING AND MILLWORK (1-8-5)

PREREQUISITE: CAB 102 or instructor approval.

The focus of this course is design and construction of casework. Topics include study of designs; construction and installation of kitchen cabinets, vanities, shelves, and other casework; and use and installation of cabinet hardware. On course completion, students should be able to design, construct, and install basic interior casework. *Nondegree creditable. CORE*

CAB 205. FURNITURE CONSTRUCTION (1-8-5)

PREREQUISITE: CAB 102.

This course covers design and construction of fine furniture. Development of highly advanced woodworking skills, such as turning duplicate parts, joinery, and building jigs and fixtures are emphasized. On completion, students should be able to perform basic skills necessary to construct fine furniture. *Nondegree creditable.*

CAB 206. SPECIAL PROJECTS IN FURNITURE CONSTRUCTION (0-6-3)

PREREQUISITE: CAB 205.

This course is a continuation of the study and performance of advanced furniture projects that began in CAB 205. Shaping, routing, and carving are emphasized. On completion, students should be able to perform advanced skills necessary to construct fine furniture. *Nondegree creditable*

CAB 211. CABINET INSTALLATION AND TRIM WORK (3-0-3)

This course introduces students to cabinet installation and stair construction theories. On completion, students should be able to explain proper sequence and methods of installing kitchen and bathroom cabinets as well as figure and design interior stairs. *Nondegree creditable.*

CAB 220. BASIC CARPENTRY (1-4-3)

The focus of this course is basic carpentry practices. Basic principles of layout and excavation; foundations and form building as related to cabinetmaking; and use of the framing square in figuring rafters, step strings, and board feet are emphasized. On completion, students should be able to perform basic carpentry techniques. *Nondegree creditable.*

CAB 230. ESTIMATING COSTS IN CABINETMAKING (1-2-2)

The focus of this course is the estimating costs necessary to complete cabinetmaking projects. Figuring the costs of materials and labor on the use of pertinent formulas is emphasized. On course completion, students should be able to estimate costs of complete cabinetmaking projects. *Nondegree creditable.*

CAB 260. WOOD TURNING (1-8-5)

PREREQUISITE: CAB 205 or instructor approval.

The focus of this course is on turning components for fine furniture projects. Operation and maintenance of wood lathes and tools are emphasized. On completion, students should be able to turn duplicate posts and table legs. *Nondegree creditable.*

CARPENTRY (CAR)**CAR 111. CONSTRUCTION BASICS (1-5-3)**

This course introduces students to the opportunities in and requirements of the construction industry. Topics include economic outlook for construction, employment outlook, job opportunities, training, apprenticeship, entrepreneurship, construction tools, materials and equipment, and job safety. On course completion, students should be able to identify the job market, types of training, knowledge of apprenticeship opportunities, construction tools, materials, equipment, and safety procedures. *Nondegree creditable. CORE*

CAR 112. FLOORS, WALLS, SITE PREP (3-0-3)

PREREQUISITE: CAR 111.

This course introduces the student to floor and wall layout and construction. Topics include methods of house framing, components of floor framing, layouts, sub-flooring, connectors and fasteners, and site preparation. On course completion, students will be able to identify various types of floor framing systems, select the sizes of floor joists, identify types of house framing, list types of fasteners, and identify property lines, set backs and demonstrate a working knowledge of terrain and batter boards. *Nondegree creditable. CORE*

CAR 113. FLOORS, WALLS, SITE PREP LAB (0-9-3)

PREREQUISITES: CAR 111 and 112

This course will engage the student in applications of floor and wall construction; application of required tools; and use of the builder transit, level rod, tape measure, and grade stakes. Cutting still plates; installing

floor joists, girders, header bridging, sub-flooring, stud wall partitions, door and window headers, wall bracing and batter boards; and use of leveling instruments are emphasized. On course completion, students should be able to layout and construct a floor, including the sill; install joist bridging and openings and sub-flooring; and layout property stakes of site plans. *Nondegree creditable. CORE*

CAR 114. CONSTRUCTIONS BASICS LAB (0-9-3)

This course provides practical and safe application of hand, portable power, stationary and pneumatic tools, use of building materials, fasteners and adhesives, and job site safety. Emphasis is placed on the safe use of hand, power, and pneumatic tools, proper selection of lumber, plywood, byproducts, nails, bolts, screws, adhesives, fasteners, construction materials, and job safety. Upon course completion, the student should be able to identify hand, power, stationary, and pneumatic tools and demonstrate their safe use; identify and properly select wood and non-wood building products; and properly use nails, fasteners, and adhesives. *Nondegree creditable. CORE*

CAR 121. INTRODUCTION TO BLUEPRINT READING (0-9-3)

PREREQUISITE: CAR 111.

This course introduces the student to the basic concepts of blueprint reading. Topics include scales, symbols, site plans, notations, schedules, elevations, sections, specifications, and detail drawings. Upon completion, the student should be able to identify drawings, scale various drawings, identify different types of lines, symbols and notations, as well as use plot plans, describe easements, understand building code concepts, locate utilities, and explain various aspects of all types of plans and drawings. *Nondegree creditable. CORE*

CAR 131. ROOF AND CEILING SYSTEMS (3-0-3)

PREREQUISITE: CAR 111.

This course focuses on the design and installation of roof and ceiling systems. Rafters, trusses, ceiling joists, roof decking, and roofing materials are emphasized. On completion, students should be able to design a roof and ceiling system, identify proper installation methods or roofing materials, and describe applicable safety rules. *Nondegree creditable. CORE*

CAR 132. INTERIOR AND EXTERIOR FINISHING (1-5-3)

PREREQUISITE: CAR 111.

This course introduces the student to interior and exterior finishing materials and techniques. Topics include interior trim of windows and doors, ceiling and wall molding, exterior siding, trim work, painting, and masonry finishes. On completion, the student should be able to identify different types of doors, windows, and moldings and describe the uses of each, identify types of exterior sidings and trim, and describe the different types of paint and their proper application. *Nondegree creditable. CORE*

CAR 133. ROOF AND CEILING SYSTEMS LAB (0-9-3)

PREREQUISITES: CAR 111 and 131.

This course provides students with practical experience in building and installing roof and ceiling systems. Job site safety, layout and cutting rafters and joists, cutting and building trusses, installing roof decking, and using roofing materials are emphasized. On completion, the student should be able to cut and install rafters, joists, and trusses; cut and apply roof decking and roofing materials; and apply rules of job site safety. *Nondegree creditable. CORE*

CAR 201. SPECIAL PROJECTS IN CARPENTRY (1-5-3)

This course allows the student to plan, execute, and present results of individual projects in carpentry. Enhancing skill attainment in the carpentry field is emphasized. This culminating course allows students to independently apply safety skills attained in previous courses. *Nondegree creditable.*

CHEMISTRY (CHM)**CHM 104. INTRODUCTION TO INORGANIC CHEMISTRY (3-3-4)**

PREREQUISITE: MTH 092 or equivalent math placement score.

This is a survey course of general chemistry for students who do not intend to major in science or engineering and may not be substituted for CHM 111. Lecture will emphasize the facts, principles, and theories of general chemistry, including math operations, matter and energy, atomic structure, symbols and formulas, nomenclature, the periodic table, bonding concepts, equations, reactions, stoichiometry, gas laws, phases of matter, solutions, pH, and equilibrium reactions. *Laboratory is required.*

CHM 105. INTRODUCTION TO ORGANIC CHEMISTRY
(3-3-4)

PREREQUISITE: CHM 104 or CHM 111.

This is a survey course or organic chemistry and biochemistry for students who do not intend to major in science or engineering. Topics will include basic nomenclature, classification of organic compounds, typical organic reactions, reactions involved in life processes, function of biomolecules, and the handling and disposal of organic compounds. *Laboratory is required.*

CHM 111. COLLEGE CHEMISTRY I (3-3-4)

PREREQUISITE: MTH 112 or equivalent math placement score.

The first in a two-semester sequence, this course is designed for science or engineering majors who are expected to have a strong background in mathematics. Topics include measurement, nomenclature, stoichiometry, atomic structure, equations and reactions, basic concepts of thermochemistry, chemical and physical properties, bonding, molecular structure, gas laws, kinetic-molecular theory, condensed matter, solutions, colloids, and some descriptive chemistry topics. *Laboratory is required.*

CHM 112. COLLEGE CHEMISTRY II (3-3-4)

PREREQUISITE: CHM 111.

The second in a two-semester sequence, this course is designed primarily for science and engineering students who are expected to have a strong background in mathematics. Topics include chemical kinetics, chemical equilibria, acids and bases, ionic equilibria of weak electrolytes, solubility product principle, chemical thermodynamics, electrochemistry, oxidation-reduction, nuclear chemistry, an introduction to organic chemistry and biochemistry, atmospheric chemistry, and selected topics in descriptive chemistry, including metals, nonmetals, semi-metals, coordination compounds, transition compounds, and post-transition compounds. *Laboratory is required.*

CHM 221. ORGANIC CHEMISTRY I (3-3-4)

PREREQUISITE: CHM 112.

The first in a two-semester sequence, this course includes nomenclature, structure, physical and chemical properties, synthesis, and typical reactions for aliphatic, alicyclic, and aromatic compounds with special emphasis on reaction mechanisms, spectroscopy, and stereochemistry. Laboratory includes synthesis and confirmation of representative organic compounds with emphasis on basic techniques. *Laboratory is required.*

CHM 222. ORGANIC CHEMISTRY II (3-3-4)

PREREQUISITE: CHM 221.

The second in a two-semester sequence, this course includes nomenclature; structure; physical and chemical properties; synthesis; and typical reactions for aliphatic, alicyclic, aromatic, and biological compounds, polymers and their derivatives; with special emphasis on reaction mechanisms, spectroscopy, and stereochemistry. Laboratory includes synthesis and confirmation of representative organic compounds with emphasis on basic techniques. *Laboratory is required.*

CHILD DEVELOPMENT (CHD)

CHD 100. INTRODUCTION TO EARLY CARE AND EDUCATION OF CHILDREN (3-0-3)

This course introduces students to the child education and care profession. It is designed to increase understanding of the basic concepts of child development and the developmental characteristics of children from birth through age 8/9 years. This course is the foundation for planning appropriate activities for children and establishing appropriate expectations of young children. This class also offers an opportunity to study the developmental domains (social, emotional, cognitive/language and physical). Course includes observations of the young child in early childhood settings. **CORE**

CHD 201. CHILD GROWTH AND DEVELOPMENT PRINCIPLES (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course is a systematic study of child growth and development from conception through early childhood. Emphasis is placed on principles underlying physical, mental, emotional, and social development, and methods of child study and practical implications. Upon completion, students will be able to use knowledge of how young children differ in development and approaches to learning to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development. *PSY 210 or PSY 211 may be used as a suitable substitute for this course.* **CORE**

CHD 202. CHILDREN'S CREATIVE EXPERIENCES (2-2-3)

This course focuses on fostering creativity in preschool children and developing a creative attitude in teachers. Topics include selecting and developing creative experiences in language arts, music, art, science, math and movement with observation and participation with young children required. On completion, student will be able to select and implement creative and age-appropriate experiences for young children.

CHD 203. CHILDREN'S LITERATURE AND LANGUAGE DEVELOPMENT (2-2-3)

PREREQUISITE: Appropriate placement scores.

This course surveys appropriate literature and language arts activities designed to enhance young children's speaking, listening, prereading, and writing skills. Emphasis is placed on developmental appropriateness as related to language. Upon completion, students should be able to create, evaluate and demonstrate activities which support a language-rich environment for young children. **CORE**

CHD 204. METHODS AND MATERIALS FOR TEACHING YOUNG CHILDREN (2-2-3)

This course introduces basic methods and materials used in teaching young children. Emphasis is placed on students compiling a professional resource file of activities used for teaching math, language arts, science, and social studies concepts. Upon completion, students will be able to demonstrate basic methods of creating learning experiences using developmental appropriate techniques, materials and realistic expectations. Course includes observations of young children in a variety of childcare environments. **CORE**

CHD 205. PROGRAM PLANNING FOR EDUCATING YOUNG CHILDREN (3-0-3)

PREREQUISITE: CHD 204.

This course provides students with knowledge to develop programs for early child development. Specific content includes a review of child development concepts and program contents. Upon completion, students will be able to develop and evaluate effective programs for the education of young children. **CORE**

CHD 206. CHILDREN'S HEALTH AND SAFETY (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course introduces basic health, nutrition, and safety management practices for young children. Emphasis is placed on how to set up and maintain safe, healthy environments for young children including specific procedures for infants and toddlers and procedures regarding childhood illnesses and communicable diseases. **CORE**

CHD 208. ADMINISTRATION OF CHILD DEVELOPMENT PROGRAMS (3-0-3)

This course includes appropriate administrative policies and procedures relevant to preschool programs. Topics include local, state, and federal regulations: budget planning; record keeping; personnel policies and parent involvement. Upon completion, student should be able to identify elements of a sound business plan, develop familiarity with basic record-keeping techniques, and identify elements of a developmentally appropriate program.

CHD 209. INFANT AND TODDLER EDUCATION PROGRAMS (3-0-3)

This course focuses on child development from infancy through thirty-five months of age with emphasis on planning programs using developmentally appropriate materials. Emphasis is placed on positive ways to support an infant's or toddler's social, emotional, physical and

intellectual development. Upon completion, the students should be able to plan an infant-toddler program and environment that is appropriate and supportive of the families and the children.

CHD 210. EDUCATING EXCEPTIONAL CHILDREN (3-0-3)

This course explores the many different types of exceptionalities found in young children. Topics include speech, language, hearing and visual impairments; gifted and talented children; mental retardation; emotional, behavioral, and neurological handicaps. Upon completion, students should be able to identify appropriate strategies for working with exceptional children. **CORE**

CHD 214. FAMILIES AND COMMUNITIES IN EARLY CARE AND EDUCATION PROGRAMS (3-0-3)

PREREQUISITE: CHD 201

This course provides students with information about working with diverse families and communities. Students will be introduced to family and community settings, the importance of relationships with children, and the pressing needs of today's society. Students will study and practice techniques for developing these important relationships and effective communication skills. **CORE**

CHD 215. SUPERVISED PRACTICAL EXPERIENCE IN CHILD DEVELOPMENT (0-6-3)

PREREQUISITE: Permission of program director

This course provides a minimum of 90 hours of hands-on, supervised experience in an approved program for young children. Students will develop a portfolio documenting experiences gained during this course. **CORE**

CHD 217. MATH AND SCIENCE FOR YOUNG CHILDREN (3-0-3)

PREREQUISITE: CHD 204

This course provides students with information on children's conceptual development and the fundamental basic concepts of both math and science. Students learn various techniques for planning, implementing and evaluating developmentally appropriate activities. Students will also learn about integrated curriculum.

CHD 220. PARENTING SKILLS (3-0-3)

This course introduces childcare providers to important issues in parenting education, beginning with prenatal concerns and continuing through childhood years. Emphasis is placed on using effective parenting and childrearing practices including appropriate guidance methods. Students learn to apply parenting skills for diverse families. Upon completion, students will be more effective in working with families and young children.

COMPUTER INFORMATION SCIENCE (CIS or DPT)

CIS 096. INTRODUCTORY COMPUTER SKILLS (3-0-3)

PREREQUISITE: Score on placement exam.

This course is designed to introduce students to basic computer terminology, hardware, input/output devices, memory, and processing. The student will learn basic keyboarding skills in addition to learning how to manage files. Windows as a graphical user interface and operations and applications that use the Windows environment are emphasized.

CIS 110. INTRODUCTION TO COMPUTER LOGIC AND PROGRAMMING (3-0-3)

COREQUISITE: CIS 146.

This course includes logic, design, and problem-solving techniques used by programmers and analysts in addressing and solving common programming and computing problems. The most commonly used techniques of flow charts, structure charts, and pseudocode will be covered, and students will be expected to apply the techniques to designated situations and problems. **CORE**

CIS 113. SPREADSHEET SOFTWARE APPLICATION (3-0-3)

PREREQUISITE: CIS 146.

This course provides students with hands-on experience using spreadsheet. Students will develop skills common to most spreadsheet

software by developing a wide variety of spreadsheets. Emphasis is on planning, developing, and editing functions associated with spreadsheets.

CIS 117. DATABASE MANAGEMENT SOFTWARE APPLICATIONS (3-0-3)

PREREQUISITE: CIS 146.

This course provides students with hands-on experience using database management software. Students will develop skills common to most database management software by developing a wide variety of databases. Emphasis is on planning, developing, and editing functions associated with database management.

CIS 146. MICROCOMPUTER APPLICATIONS (3-0-3)

PREREQUISITE: CIS 096 or appropriate placement score.

This course is an introduction to the most common software applications and includes hands-on use of microcomputers and some of the major commercial software. These software packages should include typical features of office suites such as word processing, spreadsheets, database systems, and other features found in current software packages. On course completion, students will understand common applications and be able to use selected features of these packages.

CIS 147. ADVANCED MICROCOMPUTER APPLICATIONS (3-0-3)

PREREQUISITE: CIS 146.

This course is a continuation of CIS 146 in which students utilize the advanced features of topics covered in CIS 146. Advanced functions and integration of word processing, spreadsheets, database, and presentation packages among other topics are generally incorporated into the course and are to be applied to situations found in society and business. Upon completion, the student should be able to apply the advanced features of selected software appropriately to typical problems found in society and business. This course will help prepare students for the MOS certification.

CIS 148. POST-ADVANCED MICROCOMPUTER APPLICATIONS (3-0-3)

PREREQUISITE: CIS 147.

This course builds on concepts associated with various microcomputer applications with emphasis on advanced features commonly found in software applications. Advanced features of word processing, spreadsheets, database, and presentation packages are introduced. Features such as macros, Visual Basic Applications, and online features are included in the content of the course. Upon completion, the student will be able to apply the advanced features of selected software to the workplace. This course will help prepare students for the MOS certification.

CIS 185. COMPUTER ETHICS (3-0-3)

COREQUISITE: CIS 146.

This course will survey the various issues surrounding computer ethics.

CIS 196. COMMERCIAL SOFTWARE APPLICATIONS (3-0-3)

PREREQUISITE: CIS 146.

This is a hands-on introduction to software packages, languages, and utility programs currently in use. The course can be repeated for credit for each different application. The purpose capabilities and use of each package, language, or program are emphasized. On course completion, students will be able to use the features selected for the application discussed.

CIS 203. INTRODUCTION TO THE INFORMATION HIGHWAY (3-0-3)

COREQUISITE: CIS 146.

This course introduces the student to the basic principles of the information highway. Students will be exposed to different network information tools, such as electronic mail, network news, gophers, the World Wide Web, commercial information services and the appropriate use of editors or software to introduce construction of Web environment.

CIS 207. INTRODUCTION TO WEB DEVELOPMENT (3-0-3)

PREREQUISITE: CIS 146.

At the conclusion of this course, students will be able to use specified markup languages to develop basic Web pages.

CIS 208. INTERMEDIATE WEB DEVELOPMENT (3-0-3)

PREREQUISITE: CIS 146.

This course builds on the basic skills in Web authoring. Various Web authoring tools are introduced. Upon completion, students will be able to use these tools to enhance Web sites.

CIS 209. ADVANCED WEB DEVELOPMENT (3-0-3)

PREREQUISITE: CIS 146.

This is an advanced Web design course emphasizing the use of scripting languages to develop interactive Web sites. Upon completion, students will be able to create data-driven Web sites. This course helps prepare students for the Certified Internet Webmaster (CIW) Foundation certification.

CIS 212. VISUAL BASIC PROGRAMMING (3-0-3)

PREREQUISITE: CIS 110 or instructor permission.

This course emphasizes BASIC programming using a graphical user interface. Graphical user interfaces, advanced file handling techniques, simulation, and other selected areas are emphasized. On course completion, the student will be able to demonstrate knowledge of the program through completion of programming projects and appropriate tests.

CIS 241. INTRODUCTION TO RPG PROGRAMMING (3-0-3)

PREREQUISITE: CIS 110.

This course introduces the fundamental concepts of RPG (Report Program Generator). It includes such topics as report preparation, control breaks, and file processing. On completion, the student will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

CIS 242. INTERMEDIATE RPG PROGRAMMING (3-0-3)

PREREQUISITE: CIS 241.

This course is a continuation of CIS 241. It includes such topics as sequential and random access file processing techniques. It may cover many of the structured programming commands, externally described files, display files, and other capabilities unique to some versions of RPG. On completion, the student will be able to demonstrate knowledge of the topics through completion of programming projects and appropriate tests.

CIS 250. E-COMMERCE (3-0-3)

COREQUISITE: CIS 146.

This course is an introduction to E-commerce. Topics include marketing, building an E-commerce store, security, and electronic payment system. Upon completion, students will be able to build an E-commerce presence.

CIS 251. C++ PROGRAMMING LANGUAGE (3-0-3)

PREREQUISITE: CIS 110.

This course is an introduction to the C++ programming language, including object-oriented programming. Topics include problem solving and program design, control structures, objects and events, user interface construction, and documentation and program testing.

CIS 268. SOFTWARE SUPPORT (3-0-3)

PREREQUISITE: CIS 146.

This course provides students with hands-on practical experience in installing computer software, operating systems, and troubleshooting. The course will help to prepare participants for the A+ Certification sponsored by CompTIA. This is a suitable substitute for CIS 239, Networking Software.

CIS 269. HARDWARE SUPPORT (3-0-3)

PREREQUISITE: CIS 146.

This course provides students with hands-on practical experience in installation and troubleshooting computer hardware. The course will help to prepare participants for the A+ Certification sponsored by CompTIA. This is a suitable substitute for CIS 240, Networking Hardware.

CIS 273. INTRODUCTION TO NETWORKING COMMUNICATIONS (3-0-3)

PREREQUISITE: CIS 146.

This course is designed to introduce students to basic concepts of computer networks. Emphasis is placed on terminology and technology involved in implementing selected networked systems. The course

covers various network models, topologies communications protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification.

CIS 285. OBJECT-ORIENTED PROGRAMMING (3-0-3)

PREREQUISITE: CIS 110.

This is an advanced object-oriented programming course and covers advanced program development techniques and concepts in the context of an object-oriented language, such as C++ or Java. Subject matter includes object-oriented analysis and design, encapsulation, inheritance, polymorphism (operator and function overloading), information hiding, abstract data types, reuse, dynamic memory allocation, and file manipulation. On completion, students should be able to develop a hierarchical class structure necessary to the implementation of an object-oriented software system.

DPT 103. INTRODUCTORY COMPUTER SKILLS II (3-0-3)

PREREQUISITE: Score on placement exam or CIS 096.

This course is designed to focus on the development of computer skills suited to the needs of students in nondegree occupational programs. The course will generally use software packages appropriate to occupational programs and may include topics in wordprocessing, database, basic graphics, spreadsheets, or other features typically needed in the field. Upon completion, the student will be able to demonstrate proficiency by the completion of appropriate assignments and occupation-specific applications. *Non-degree creditable.*

CONSUMER ELECTRONICS (CCT)**CCT 212. ADVANCED DIGITAL TECHNIQUES (2-3-3)**

PREREQUISITE: As required by program.

This course is designed to give the student advanced knowledge of digital techniques. Topics include flip-flop circuits, counter devices and circuits, shift registers, clocks and one-shots, decoders, encoders, multiplexers, demultiplexers, exclusives or functions, digital troubleshooting, circuit construction, and operational characteristics. On course completion, students will be able to define terms and demonstrate their ability to construct, analyze, and troubleshoot digital circuits, using a variety of test equipment items.

COSMETOLOGY (COS)**COS 111. INTRODUCTION TO COSMETOLOGY (3-0-3)**

COREQUISITE: COS 112

This course is designed to provide students with an overview of the history and development of cosmetology and standards of professional behavior. Students receive basic information regarding principles and practices of infection control, diseases, and disorders. Additionally students receive introductory information regarding hair design. The information presented in this course is enhanced by hands-on application performed in a controlled lab environment. Upon completion, students should be able to apply safety rules and regulations and write procedures for skills identified in this course. *Non-degree creditable. CORE*

COS 112. INTRODUCTION TO COSMETOLOGY LAB (0-9-3)

COREQUISITE: COS 111

In this course, students are provided the practical experience for sanitation, shampooing, hair shaping, and hairstyling. Emphasis is placed on sterilization, shampooing, hair shaping and hairstyling for various types of hair for men and women. This course offers opportunities for students to put into practice concepts learned in the theory component from COS 111. *Non-degree creditable. CORE*

COS 113. THEORY OF CHEMICAL SERVICES (3-0-3)

COREQUISITE: COS 114

During this course students learn concepts of theory of chemical services related to the chemical hair texturing. Specific topics include basics of chemistry and electricity, properties of the hair and scalp, and chemical texture services. Safety considerations are emphasized throughout this course. This course is foundational for other courses providing more detailed instruction on these topics. *Non-degree creditable. CORE*

COS 114. CHEMICAL SERVICES LAB (0-9-3)

COREQUISITE: COS 113

During this course students perform various chemical texturing activities. Emphasis is placed on cosmetologist and client safety, chemical use and handling, hair and scalp analysis and client consulting.

Non-degree creditable. CORE

COS 115. HAIR COLOR THEORY (3-0-3)

COREQUISITE: COS 116

In this course, students learn the techniques of hair coloring and hair lightening. Emphasis is placed on color application, laws, levels, and classifications of color and problem solving. Upon completion, the student will be able to identify all classifications of hair coloring and the effects on the hair. *Non-degree creditable. CORE*

COS 116. HAIR COLOR LAB (0-9-3)

COREQUISITE: COS 115

In this course, students apply hair coloring and hair lightening techniques. Topics include consultation, hair analysis, skin test, and procedures and applications of all classifications of hair coloring and lightening. Upon completion, the students will be able to perform procedures for hair coloring and hair lightening. *Non-degree creditable. CORE*

COS 117. BASIC SPA TECHNIQUES THEORY (3-0-3)

COREQUISITE: COS 118

This course is the study of cosmetic products, massage, skin care, and hair removal, as well as identifying the structure and function of various systems of the body. Topics include massage, skin analysis, skin structure, disease and disorder, light therapy, facials, facial cosmetics, anatomy, hair removal, and nail care. Upon completion, the student will be able to state procedures for analysis, light therapy, facials, facial cosmetics, anatomy, hair removal, and identify the structures, functions, disorders of the skin, and nail care. *Non-degree creditable. CORE*

COS 118. BASIC SPA TECHNIQUES LAB (0-9-3)

COREQUISITE: COS 117

This course provides practical applications related to the care of the skin and related structure. Emphasis is placed on facial treatments, product application, skin analysis, massage techniques, facial make-up, hair removal, and nail care. Upon completion, the student should be able to prepare clients, assemble sanitized materials, follow procedures for product application, recognize skin disorders, demonstrate facial massage movement, cosmetic application, and hair removal using safety and sanitary precautions, and nail care. *Non-degree creditable. CORE*

COS 119. BUSINESS OF COSMETOLOGY (3-0-3)

This course is designed to develop job-seeking and entry-level management skills for the beauty industry. Topics include job seeking, leader and entrepreneurship development, business principles, business laws, insurance, marketing, and technology issues in the workplace. Upon completion, the student should be able to list job-seeking and management skills and the technology that is available for use in the salon. *Non-degree creditable.*

COS 123. COSMETOLOGY SALON PRACTICES (0-9-3)

This course is designed to allow students to practice all phases of cosmetology in a salon setting. Professionalism, receptionist duties, hairstyling, hair shaping, and chemical and nail and skin services for clients are emphasized. On completion, students should be able to demonstrate professionalism and cosmetology procedures in a salon setting. *Non-degree creditable.*

COS 151. NAIL CARE (3-0-3)

COREQUISITE: COS 152.

The focus of this course is all aspects of nail care. Topics include salon conduct, professional ethics, sanitation, nail structure, manicuring, pedicuring, nail disorders, and anatomy and physiology of the arm and hand. On completion, students should be able to demonstrate professional conduct, recognize nail disorders and diseases, and identify procedures for sanitation and nail care services. *Non-degree creditable.*

COS 152. NAIL CARE APPLICATIONS (0-9-3)

COREQUISITE: COS 151.

This course provides practice in all aspects of nail care. Topics include salon conduct, professional ethics, bacteriology, sanitation and safety,

manicuring, and pedicuring. On completion, students should be able to perform nail care procedures. *Non-degree creditable.*

COS 153. NAIL ART (3-0-3)

COREQUISITE: COS 154.

The focus of this course is advanced nail techniques. Topics include acrylic, gel, fiberglass nails, and nail art. On completion, students should be able to identify different types of sculptured nails and recognize different types of nail art. *Non-degree creditable.*

COS 154. NAIL ART APPLICATIONS (0-9-3)

COREQUISITE: COS 153.

This course provides practice in advanced nail techniques. Topics include acrylic, gel, fiberglass nails, and nail art. On completion, students should be able to perform procedures for nail sculpturing and nail art.

Non-degree creditable.

COS 158. EMPLOYABILITY SKILLS (3-0-3)

This course provides the study of marketable skills to prepare the student to enter the world of work. Resumes, interviews, client and business relations, personality, computer literacy, and attitude are emphasized. On completion, the student should be prepared to obtain employment in the field for which they have been trained. *Non-degree creditable.*

COS 167. STATE BOARD REVIEW (0-9-3)

Students are provided a complete review of all procedures and practical skills pertaining to their training in the program. On completion, the student should be able to demonstrate the practical skills necessary to successfully complete the required State Board of Cosmetology examination and entry-level employment. *Non-degree creditable.*

COS 182. SPECIAL TOPICS (0-9-3)

PREREQUISITE: Instructor approval.

These courses provide for instruction unique to various areas of the cosmetology industry. Meeting individual student needs is emphasized. *Non-degree creditable.*

CRIMINAL JUSTICE (CRJ)**CRJ 100. INTRODUCTION TO CRIMINAL JUSTICE (3-0-3)**

PREREQUISITE: As required by program.

This course surveys the entire criminal justice process from law enforcement to the administration of justice through corrections. It discusses the history and philosophy of the system and introduces various career opportunities.

CRJ 116. POLICE PATROL (3-0-3)

PREREQUISITE: As required by program.

This course studies the duties, and responsibilities of the uniformed police patrol. It emphasizes the importance of patrol functions and includes principles, methods, procedures and resources used in police patrol operations.

CRJ 140. CRIMINAL LAW AND PROCEDURE (3-0-3)

PREREQUISITE: As required by program.

This course examines both substantive and procedural law. The legal elements of various crimes are discussed, with emphasis placed on the contents of the Alabama Code. Areas of criminal procedure essential to the criminal justice profession are also covered.

CRJ 146. CRIMINAL EVIDENCE (3-0-03)

PREREQUISITE: As required by program.

This course considers the origins of the law of evidence and current rules of evidence. Types of evidence, their definitions and uses are covered, as well as the functions of the court regarding evidence.

CRJ 147. CONSTITUTIONAL LAW (3-0-3)

PREREQUISITE: As required by program.

This course involves constitutional law as it applies to criminal justice. It includes recent Supreme Court decisions affecting criminal justice professionals, such as right to counsel, search and seizure, due process and civil rights.

CRJ 150. INTRODUCTION TO CORRECTIONS (3-0-3)

PREREQUISITE: As required by program.

This course provides an introduction to the philosophical and historical foundations of corrections in America. Incarceration and some of its alternatives are considered.

CRJ 156. CORRECTIONAL INSTITUTIONS (3-0-3)

PREREQUISITE: As required by program.

This course examines correctional institutions and their functions. Topics covered include prison facilities, programs, and the effects of incarceration.

CRJ 177. CRIMINAL AND DEVIANT BEHAVIOR (3-0-3)

PREREQUISITE: As required by program.

This course analyzes criminal and deviant behavior systems. An emphasis is placed on sociological and psychological theories of crime causation.

CRJ 178. NARCOTICS AND DANGEROUS DRUGS (3-0-3)

PREREQUISITE: As required by program.

This course surveys the history and development of drug abuse in society. Theories of drug abuse, identification and classification of drugs are covered. Strategies for combating the drug problem are discussed.

CRJ 216. POLICE ADMINISTRATION (3-0-3)

PREREQUISITE: As required by program.

This course examines the principles of organization and administration of law enforcement agencies. Theories of management, budgeting, and various personnel issues are covered.

CRJ 220. CRIMINAL INVESTIGATION (3-0-3)

PREREQUISITE: As required by program.

This course explores the theory and scope of criminal investigation. The duties and responsibilities of the investigator are included. The techniques and strategies used in investigation are emphasized.

CRJ 226. FINGERPRINT SCIENCE (3-0-3)

PREREQUISITE: As required by program.

This course involves the history, classification, and current procedures of handling latent fingerprints. Latent print examination, filing, and courtroom presentations are considered.

CRJ 227. HOMICIDE INVESTIGATION (3-0-3)

PREREQUISITE: As required by program.

This course covers the principles, techniques and strategies of homicide investigation. Topics emphasized include ballistics, pathology, toxicology, immunology, jurisprudence, and psychiatry.

CRJ 230. CRIMINALISTICS (3-0-3)

PREREQUISITE: As required by program.

This course surveys the different techniques of scientific investigation. Emphasis is given to ballistics, photography, fingerprints, DNA, trace evidence, body fluids, casts, and the like.

CRJ 236. ADVANCED CRIMINALISTICS (3-0-3)

PREREQUISITE: As required by program.

This course covers the collection, handling, and analysis of evidence from crime scene to laboratory to courtroom. Topics include hair, fibers, body fluids, firearms, glass, paint, drugs, documents, etc. Laboratory experiences may be utilized.

CRJ 237. FORENSIC PHOTOGRAPHY (3-0-3)

PREREQUISITE: As required by program.

This course analyzes the principles, techniques, and uses of forensic photography in criminal investigation. Emphasis is placed on basic camera operation and mechanics, crime scene photography, and rules of photographic evidence.

CRJ 238. CRIME SCENE INVESTIGATION (3-0-3)

PREREQUISITE: As required by program.

This course examines the fundamentals of crime scene investigation. Measuring and sketching the scene, photography, evidence collection and preservation, and courtroom procedures are considered.

CRJ 239. ISSUES IN LAW ENFORCEMENT (3-0-3)

PREREQUISITE: As required by program.

This course involves research, writing, and discussion of selected subjects relating to law enforcement. An analysis of contemporary police problems is provided.

DRAFTING AND DESIGN TECHNOLOGY (DDT)**DDT 104. BASIC COMPUTER-AIDED DRAFTING (1-4-3)**

This course provides an introduction to basic Computer-Aided Drafting and Design (CADD) functions and techniques, using hands-on applications. Topics include terminology, hardware, basic CADD and operating system functions, file manipulation, and basic CADD software applications in producing soft copy and hard copy. **CORE**

DDT 111. FUNDAMENTALS OF DRAFTING AND DESIGN TECHNOLOGY (1-4-3)

This course serves as an introduction to the field of drafting and design and provides a foundation for the entire curriculum. Topics include safety, lettering, tools and equipment, geometric constructions, and orthographic sketching. **CORE**

DDT 117. MANUFACTURING PROCESSES (3-0-3)

This course in materials and processes includes the principles and methodology of material selection, application, and manufacturing processes. Solids to include material characteristics, castings, forging, and die assemblies are emphasized. On completion, students should be able to discuss and understand the significance of materials' properties, structure, and basic manufacturing processes as well as express and interpret material specifications.

DDT 122. ADVANCED TECHNICAL DRAWING (1-4-3)

PREREQUISITE: Instructor approval.

This course covers the methods of providing size description and manufacturing information for production drawings. Accepted dimensioning and tolerancing practices, including Geometric Dimensioning and Tolerancing for both the Customary English system and the ISO System, are emphasized. On completion, students should be able to apply dimensions, tolerances, and notes to drawings to acceptable standards, including Geometric Dimensioning and Tolerancing, and produce drawings using and specifying common threads and various fasteners, including welding methods.

DDT 124. BASIC TECHNICAL DRAWING (1-4-3)

PREREQUISITE: Instructor approval.

This course covers sections, auxiliary views, and basic space geometry. Emphasis will be placed on the theory as well as the mechanics of applying sections, basic dimensioning, auxiliary views, and basic space geometry. **CORE**

DDT 127. INTERMEDIATE COMPUTER-AIDED DRAFTING AND DESIGN (1-4-3)

PREREQUISITES: DDT 104, DDT 111, and DDT 124 or instructor approval.

This course covers intermediate-level concepts and applications of CADD. Emphasis will be placed on intermediate-level features, commands, and applications of CADD software. **CORE**

DDT 128. INTERMEDIATE TECHNICAL DRAWING (1-4-3)

PREREQUISITES: DDT 111 and DDT 124 or instructor approval.

This course is designed to develop strong foundation in common drafting and design practices and procedures. Topics include dimensioning concepts and pictorial drawings. **CORE**

DDT 130. FUNDAMENTALS OF DRAFTING FOR RELATED TRADES (3-0-3)

COREQUISITE: DDT 139.

This course provides an overview of related technical trades drafting. Theory is covered within a broad range of drafting specialties, including civil, structural, electrical, mechanical, and electronic drawing. A basic understanding of what each of these fields requires for graphic communication is emphasized.

DDT 131. MACHINE DRAFTING BASICS (1-4-3)

This course in machine drafting and design provides instruction in the largest specialty area of drafting in the United States, in terms of scope and job opportunities. Emphasis will be placed on the applications of multi-view drawings, including drawing organization and content, title blocks and parts lists, assembly drawings, detail drawings, dimensioning and application of engineering controls in producing industrial-type working drawings. Upon completion, students should be able to organize, lay out, and produce industrial-type working drawings, including the application of title blocks, parts lists, assemblies, details, dimensions, and engineering controls.

DDT 134. DESCRIPTIVE GEOMETRY (1-4-3)

PREREQUISITE: Instructor approval.

This course is designed to teach the fundamental concepts of descriptive geometry through an emphasis on logical reasoning, visualization, and practical applications. Topics include orthographic projection, points and lines in space, auxiliary views, plane representation, intersecting and nonintersecting lines, piercing and intersecting planes, plane development, and calculations. On completion, students should be able to project and intersect points, lines, and planes, with their relationship in space, as well as develop surfaces of an object for fabrication purposes.

DDT 139. FUNDAMENTALS OF DRAFTING FOR RELATED TRADES LAB (0-6-3)

COREQUISITE: DDT 130.

This course is a direct applications lab to the topics covered in DDT 130. Drawing accuracy using each of the fields listed in DDT 130 is emphasized.

DDT 150. THEORY OF RESIDENTIAL DRAWING AND DESIGN (3-0-3)

COREQUISITE: DDT 155.

This course provides the theory of residential drawing and design. Topics include architectural styles, house design, site and space planning, climate, drawing requirements, construction materials and process, terminology, and specific types of drawings required to complete a full set of construction documents. Introductory, intermediate, and advanced topics are covered. An understanding of various issues and requirements essential to the field of residential drawing and design is emphasized.

DDT 155. DRAWING FOR RESIDENTIAL CONSTRUCTION (0-8-4)

COREQUISITE: DDT 150.

This course is a direct applications lab to the topics covered in DDT 150. Production of quality construction documents is emphasized.

DDT 212. INTERMEDIATE ARCHITECTURAL DRAFTING (1-4-3)

PREREQUISITE: Instructor approval.

This second course in architectural design and drafting continues with more advanced and detailed architectural plans. Topics include floor construction and detailing, foundation, wall, and roof construction detailing; use of standards manuals; perspective drawings; electrical plans; plumbing plans; and building materials, with emphasis on residential and some light commercial applications. Upon completion, students should be able to draw and specify advanced-level plans including various architectural details.

DDT 216. DESIGN OF STRUCTURAL WOOD MEMBERS (3-0-3)

PREREQUISITE: Instructor approval.

This course provides structural theory and rule-of-thumb design for structural wood members. Joists, beams, girders, rafters, posts, and columns are designed as related to residential and light commercial needs. Bending moment, shear, and slenderness ratios are discussed as well as code requirements and rule-of-thumb design. Competency is emphasized.

DDT 221. ADVANCED MACHINE DRAFTING (1-4-3)

PREREQUISITE: Instructor approval.

This third course in machine drafting and design covers the development of complex, advanced working drawing by applying previously developed skills. Topics include application or previously developed

skills in the organization and development of complex, advanced-level working drawings, including subassemblies and a basic design problem.

Upon completion, students should be able to organize, layout, and produce complex, advanced-level working drawings, including subassemblies and a basic design problem.

DDT 222. ADVANCED ARCHITECTURAL DRAFTING (1-4-3)

PREREQUISITE: Instructor approval.

This third course in architectural design and drafting continues with advanced architectural plans, including a slant toward light commercial construction. Topics include climate control plans, application of building codes, building materials and finish specifications, cost estimating, and bid specifications. On completion, students should be able to apply current techniques in producing advanced-level architectural plans, including residential and light commercial applications.

DDT 225. STRUCTURAL STEEL DRAFTING (1-4-3)

PREREQUISITE: DDT 111.

This course covers the theory and practical applications necessary to understand the basic design and terminology of structural steel components used in light commercial buildings. Structural steel drafting techniques, bolted and welded connections, framing plans, sections, fabrication and connection details, and bills of material are emphasized. On completion, students should be able to produce engineering and shop drawings incorporating standard shapes, sizes, and details using the AISC Manual and incorporating safety practices.

DDT 227. STRENGTH OF MATERIALS (4-0-4)

This course in statics and strength of materials includes the study of forces and how they act and react on bodies and structures. Topics include the effects of forces as found in structures and machines under conditions of equilibrium, how materials resist forces, strengths of common construction materials, and structural components. Force systems such as parallel, concurrent, and nonconcurrent are studied in coplanar and noncoplanar situations are included. On completion, students should understand and be able to apply the principles of force in engineering drawings.

DDT 232. CAD CUSTOMIZATION (1-4-3)

PREREQUISITE: Instructor approval.

This course introduces the various methods of customizing CAD software to meet individual or company needs. Topics include menu customization, programming, custom command macros, script files, slides, and slide libraries. Upon completion, students should be able to customize and write menus, write programming routines, and write script files for the purpose of increasing the efficiency of the CAD operator.

DDT 236. DESIGN PROJECT (1-4-3)

PREREQUISITE: Instructor approval.

This course is designed for advanced students who aspire to more advanced and specialized skills in one certain drafting area. Emphasis will be placed on the student's ability to apply the principles learned in previous drafting classes in one special area, as approved by the instructor. The required project must be agreed upon by the instructor and the student as well as how the work is to be accomplished. Upon completion, students will further reinforce previously learned concepts by applying engineering principles and controls to a personal design project.

DDT 237. CURRENT TOPICS IN CAD (1-4-3)

PREREQUISITE: Instructor approval.

This course serves to introduce changing technology and current CAD subjects and software and the computing hardware needed to utilize new products. Topics include current trends in how industries use CAD applications, new developments, improvements and progressions within specific CAD applications as well as the necessary hardware. Upon completion, students should be able to use more updated software in a specific CAD application and be more aware of improvements in CAD software and how to apply advancing technology in improving their CAD proficiency.

DDT 238. SPECIAL TOPICS IN CAD (1-4-3)

PREREQUISITE: Instructor approval.

This course in special CAD and multimedia topics covers special capabilities possible with CAD software, especially in conjunction with other graphical software, such as virtual “walk-throughs” or multimedia presentations. Topics include, but are not limited to, combining CAD software, image editing software, authoring software, and 3-D software into one harmonious relationship to produce multimedia presentations. Upon completion, students should be aware of and understand how to utilize several software packages to produce multimedia presentations.

ECONOMICS (ECO)**ECO 231. PRINCIPLES OF MACROECONOMICS (3-0-3)**

This course is an introduction to macroeconomic theory, analysis, and policy applications. Topics include scarcity, demand and supply, national income analysis, major economic theories concerning monetary and fiscal policies as stabilization measures, the banking system, and other economic issues or problems including international trade.

ECO 232. PRINCIPLES OF MICROECONOMICS (3-0-3)

This course is an introduction to microeconomic theory, analysis, and applications. Topics include scarcity, theories of consumer behavior, production and cost, markets, output and resource pricing, and international aspects of microeconomics.

ELECTRICAL TECHNOLOGY (ELT)**ELT 108. DC FUNDAMENTALS (1-4-3)**

COREQUISITE: ELT 109

This course provides a study of atomic theory, direct current (DC), properties of conductors and insulators, direct current characteristics of series, parallel, and series parallel circuits. Students are prepared to analyze complex DC circuits, solve for unknown circuit variables, and use basic electronic test equipment. This course also provides hands-on laboratory exercises to analyze, construct, test, and troubleshoot direct current circuits. Use of scientific calculator and operation of common test equipment used to analyze and troubleshoot DC and prove theories taught during classroom instruction are emphasized. **CORE**

ELT 109. AC FUNDAMENTALS (1-4-3)

PREREQUISITE: ELT 108; COREQUISITE: ELT 108

This course provides a study of the theory of alternating current (AC). Students are prepared to analyze complex AC circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. On completion, students should be able to describe AC circuits and the function of AC, such as RLC, impedance, phase relationships and power factor. This course also provides hands-on laboratory exercises to analyze alternating current, using a variety of circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. Operation of common test equipment used to analyze and troubleshoot AC circuits to prove theories taught is emphasized. **CORE**

ELT 110. WIRING METHODS (1-4-3)

This course is a study of various tasks, wiring methods, materials, and associated NEC requirements that students will be required to work with in residential and commercial wiring courses. **CORE**

ELT 114. RESIDENTIAL WIRING METHODS I (2-3-3)

PREREQUISITE: ELT 109.

This course introduces students to residential wiring practices and methods, use of hand and power tools, electrical safety, NEC requirements, and residential blueprint interpretations. Topics include standard residential wiring procedures and practices, grounding NEC requirements, wiring diagrams, and wiring layouts. On completion, students should be able to read blueprints, understand code requirements, and wire lights and switches.

ELT 115. RESIDENTIAL WIRING METHODS II (2-3-3)

PREREQUISITES: ELT 109 and 114.

This course provides the student with information on how to interpret electrical residential blueprints, wiring diagrams, and layouts and will teach them to wire many different residential circuits in accordance with the National Electrical Code. Applying the National Electrical Code,

actual wiring of panels, service and branch circuits are emphasized. On completion, students should be able to interpret and wire to code most aspects of a residential application.

ELT 117. AC/DC MACHINES (1-4-3)

This course covers the theory and operation of DC and single- and three-phase AC motors, and the labs will reinforce this knowledge. Various types of single- and three-phase motors, wiring diagrams, starting devices, and practical application in the lab are emphasized. **CORE**

ELT 118. COMMERCIAL/INDUSTRIAL WIRING I (2-3-3)

PREREQUISITE: ELT 109.

This course teaches students the principles and applications of commercial and industrial wiring. Blueprint symbols, hand and power tools, electrical safety, calculations, and NEC code requirements as applied to commercial and industrial wiring are emphasized. On completion, students should be able to read electrical plans, understand electrical symbols, calculate electrical loads for commercial industrial applications, and interpret NEC code requirements.

ELT 132. COMMERCIAL/INDUSTRIAL WIRING II (2-3-3)

PREREQUISITE: ELT 118.

This course is a continuation of ELT 131 and includes the study of branch circuits, installation requirements for services, and feeders and special equipment considerations including NEC code requirements. Load calculations, conductors, service sizing, installation requirements, NEC code requirements, transformers, lighting, HVAC, and special equipment considerations are emphasized. On completion, students should be able to size complete electrical commercial/industrial systems and understand NEC requirements for each system.

ELT 182. SPECIAL TOPICS IN ELECTRICAL TECHNOLOGY (2-3-3)

PREREQUISITE: Instructor approval.

This course provides specialized instruction in various areas related to electrical technology. Emphasis is placed on meeting students' needs.

ELT 209. MOTOR CONTROLS I (1-4-3)

This course covers the use of motor control symbols, magnetic motor starters, running overload protection, push-button stations and sizing of magnetic motor starters and overload protection, and complex ladder diagrams of motor control circuits. Topics include sizing magnetic starters and overload protection and use of push-button stations, ladder diagrams, and magnetic motor starters in control of electric motors, wye-delta starting, part start winding, resistor starting, and electric starting devices. On completion, students should be able to understand the operation of motor starters, overload protection, and complex motor control diagrams as well as interpret ladder diagrams using push-button stations. **CORE**

ELT 212. MOTOR CONTROLS II (2-3-3)

PREREQUISITE: ELT 209.

This course covers complex ladder diagrams of motor control circuits and the uses of different motor starting techniques. Topics include wye-delta starting, part start winding, resistor starting, and electronic starting devices. On completion, the student should be able to understand and interpret the more complex motor control diagrams and understand the different starting techniques of electrical motors.

ELT 219. FLUID POWER SYSTEMS (2-2-3)

PREREQUISITES: Instructor approval.

This course includes the fundamental concepts and theories for the safe operation of hydraulic and pneumatic systems used with industrial production equipment. Topics include the physical concepts, theories, laws, air flow characteristics, actuators, valves, accumulators, symbols, circuitry, filters, servicing safety, and preventative maintenance and the application of these concepts to perform work. Upon completion, students should be able to service and perform preventative maintenance functions on hydraulic and pneumatic systems.

ELT 231. PROGRAMMABLE CONTROLS I (2-3-3)

PREREQUISITE: ELT 109.

This state-of-the-art course includes fundamental principles of programmable logic controls (PLCs) including hardware and programming. Hardwiring associated with PLCs, different options available with most PLCs, and basic ladder logic programming are emphasized. On completion, students should be able to develop programs, load programs into PLCs, and troubleshoot the system.

ELT 232. PROGRAMMABLE CONTROLS II (2-3-3)

PREREQUISITE: ELT 231. COREQUISITE: ELT 231.

The foci of this state-of-the-art course are PLC hardware, programming, and program design. Developing working programs, timers, counters, different special functions, and designing programs from existing hardwired systems are the emphasis. On completion, students should be able to develop programs, load programs into PLCs, and troubleshoot the system.

ELT 233. APPLIED PROGRAMMABLE CONTROLS (2-3-3)

PREREQUISITE: ELT 232.

This state-of-the-art course covers the more advanced topics of PLCs. Emphasis is placed on, but is not limited to, the following: high-speed devices, analog programming, designing complete working systems, start-up and troubleshooting techniques, and special projects. On completion, students must demonstrate their ability by developing programs, loading programs into PLCs, and troubleshooting the system, if necessary.

**EMERGENCY MEDICAL SERVICES—
PARAMEDIC (EMP)****EMP 189. APPLIED ANATOMY AND PHYSIOLOGY FOR
THE PARAMEDIC (4-0-4)**

PREREQUISITE: Admission to EMT-Paramedic Program.

This course introduces human anatomy and physiology and includes concepts related to basic chemistry; fluid, electrolyte, and acid-base balance; functions of cells, tissues, organs, and systems; pathophysiology; and associated medical terminology. Emphasis is placed on applying content to signs, symptoms, and treatments; and situations commonly seen by paramedics. On course completion, students should be able to demonstrate a basic understanding of the structure and function of the human body.

EMP 191. PARAMEDIC PREPARATORY (2-0-2)

PREREQUISITE: Admission to EMT-Paramedic program.

This course introduces issues related to the practice of prehospital advanced life support as a career, with a focus on issues common to all health care professions. Content areas include: paramedic roles and responsibilities, well-being of the paramedic, illness and injury prevention, medical-legal-ethical issues, therapeutic communications, and medical terminology. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 192. PARAMEDIC OPERATIONS (2-2-3)

PREREQUISITE: Admission to EMT-Paramedic program.

This course focuses on the operational knowledge and skills needed for safe and effective patient care within the paramedic's scope of practice. Content areas include pathophysiology, life span development, ambulance operations, medical incident command, rescue awareness and operations, hazardous materials incidents, crime scene awareness, and Alabama EMS laws and rules. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

**EMP 193. PATIENT ASSESSMENT AND MANAGEMENT
(2-2-3)**

PREREQUISITE: Admission to EMT-Paramedic program.

This course provides the knowledge and skills needed to perform a comprehensive patient assessment, make initial management decisions, and communicate assessment findings and patient care verbally and in writing. Content areas include airway management, history taking, techniques of the physical examination, patient assessment, clinical decision making, communications, documentation, and assessment-based management. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 194. PARAMEDIC GENERAL PHARMACOLOGY (1-2-2)

PREREQUISITE: Admission to EMT-Paramedic program.

COREQUISITE: EMP 189.

This course introduces basic pharmacological agents and concepts, with an emphasis on drug classifications and the knowledge and skills required for safe, effective medication administration. Content areas include general principles of pharmacology and pharmacologic pathophysiology; venous and intraosseous access techniques, the metric and apothecary system; computation of dosage and solution problems, administration of pharmacologic agents; and nasogastric tube placement. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 196. ADVANCED TRAUMA MANAGEMENT B (2-2-3)

PREREQUISITE: Admission to EMT-Paramedic program.

COREQUISITE: EMP 189 and 193.

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for trauma patients. Content areas include the pathophysiology, assessment, and management of trauma as related to trauma systems; mechanisms of injury; hemorrhage and shock; soft tissue injuries; burns; and head, facial, spinal, thoracic, abdominal, and musculoskeletal trauma. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 197. PARAMEDIC CLINICAL COMPETENCIES I (0-9-3)

PREREQUISITES: Admission to EMT-Paramedic program, EMT-Basic license/certification, EMP 194, and program approval for clinical studies. COREQUISITES: EMP 193 and EMP 196.

This course is directed toward the application of knowledge and skills developed in didactic and skills laboratory experiences to the clinical setting. Theory and skills are applied to a variety of patient situations in the clinical setting, with a focus on patient assessment, trauma management, advanced airway management, I.V./I.O. initiation and medication administration. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 198. MEDICAL PATIENT MANAGEMENT I (2-2-3)

PREREQUISITES: Admission to EMT-Paramedic program and EMP 194. COREQUISITE: EMP 193.

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for specific medical conditions. Content areas include pulmonology, neurology, gastroenterology, renal/urology, toxicology, hematology, environmental conditions, infectious and communicable diseases, abuse and assault, patients with special challenges, and acute interventions for the chronic care patient. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

**EMP 199. CARDIOVASCULAR ELECTROPHYSIOLOGY
(2-2-3)**

PREREQUISITES: Admission to EMT-Paramedic program and EMP 189.

This course introduces the cardiovascular system, cardiovascular electrophysiology, and electrocardiographic monitoring. Content areas include cardiovascular anatomy and physiology, cardiovascular electrophysiology, electrocardiographic monitoring, rhythm analysis, and prehospital 12-lead electrocardiogram monitoring and interpretation. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 201. MEDICAL PATIENT MANAGEMENT IIB (2-2-3)

PREREQUISITE: Admission to EMT-Paramedic program.

COREQUISITE: EMP 198.

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans

for specific medical conditions. Content areas include endocrinology, allergies and anaphylaxis, behavioral/psychiatric conditions, gynecology, obstetrics, neonatology, pediatrics, and geriatrics. Students integrate and reinforce the didactic and skills laboratory components of their education by performing basic and advanced life support assessments and skills on a variety of patient presentations and complaints in the clinical setting. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 202. PARAMEDIC CLINICAL COMPETENCIES II (0-9-3)

PREREQUISITE: Admission to EMT-Paramedic program, EMP 197, and program approval for clinical studies. **COREQUISITE:** EMP 201. This course is directed toward the application of knowledge and skills developed in didactic and skills laboratory experiences to the clinical setting. Theory and skills are applied to a variety of medical situations across the life span of the patient, with a focus on communication with and management of cardiac, acute care, psychiatric/behavioral, obstetrical, newborn, pediatric, geriatric, and acute interventions for chronic care patients, and patients with special challenges. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 203. CARDIOVASCULAR PATIENT MANAGEMENT (2-2-3)

PREREQUISITES: Admission to EMT-Paramedic program, EMP 194, and EMP 199.

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for specific cardiovascular conditions. Content areas include assessment of the cardiovascular patient, pathophysiology of cardiovascular disease and techniques of management, including appropriate pharmacologic agents and electrical therapy. On course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health. **CORE**

EMP 204. TRANSITION TO PARAMEDIC PRACTICE (2-2-3)

PREREQUISITES: Admission to EMT-Paramedic program, EMP 202, and EMP 203.

This course is designed to meet additional state and local educational requirements for paramedic practice. Content may include prehospital protocols, transfer medications, topics in critical care and transport, systems presentation, and/or national standard certification courses as dictated by local needs or state requirements. On course completion, students should have met all ancillary educational requirements set forth by the Alabama Department of Public Health and local employers.

EMP 205. PARAMEDIC TERMINAL COMPETENCIES (1-2-2)

PREREQUISITES: Admission to EMT-Paramedic program, EMP 191, EMP 192, and EMP 197. **COREQUISITE:** EMP 204.

This course is designed to review the National Standard Curriculum for the EMT-Paramedic and to assist students in preparation for the paramedic licensure examination. Emphasis is placed on validation of knowledge and skills through didactic review, skills lab performance, computer simulation, and practice testing. On course completion, students should be sufficiently prepared to sit for the paramedic licensure examination. **CORE**

EMP 206. PARAMEDIC FIELD PRECEPTORSHIP (1-15-6)

PREREQUISITES: Admission to the EMT-Paramedic program and program approval for clinical studies. **COREQUISITE:** EMP 205.

This course provides field experiences in the prehospital setting with advanced life support EMS units. Under the direct supervision of a field preceptor, students synthesize cognitive knowledge and skills developed in the skills laboratory and hospital clinical to provide safe and effective patient care in the prehospital environment. On course completion, students should have refined and validated their patient care practices to provide safe and effective patient care over a broad spectrum of patient situations and complaints. **CORE**

EMP 207. PARAMEDIC TEAM LEADER PRECEPTORSHIP (0-3-1)

PREREQUISITES: Admission to the EMT-Paramedic program and program approval for clinical studies. **COREQUISITE:** EMP 206.

This course is designed to evaluate students' ability to integrate didactic, psychomotor skills, clinical, and field internship instruction to serve as a competent entry-level paramedic. This final evaluative (rather than instructional) course focuses on students' professional attributes and integrative competence in clinical decision-making and team leadership in the prehospital setting. On course completion, students should have demonstrated adequate knowledge and skills, professional attitudes and attributes, clinical decision-making and team leadership abilities to effectively function as a competent entry-level paramedic. **CORE**

EMERGENCY MEDICAL SERVICES (EMS)

EMS 100. CARDIOPULMONARY RESUSCITATION I (1-0-1)

This course provides concepts related to areas of basic life support that include coronary artery disease, prudent heart living, symptoms of heart attack, Adult I and II Rescuer CPR, first aid for choking, pediatric basic life support, airway adjuncts, EMS system entry access, automated external defibrillation (AED), and special situations for CPR. On course completion, students should be able to identify situations requiring action related to heart or breathing conditions and effectively implement appropriate management for each condition. Students successfully completing this course will receive appropriate documentation of completion.

EMS 101. CARDIOPULMONARY RESUSCITATION II (1-0-1)

PREREQUISITE: EMS 100 or program approval.

This course provides a review of concepts learned in EMS 100 as well as theory and application of airway adjuncts used with airway obstruction and maintenance and respiratory and cardiac arrest. Assessment and management of acute ischemic stroke will also be included. On course completion, students should be able to identify situations requiring action related to heart or breathing conditions and effectively implement appropriate management for these conditions. Students successfully completing this course will receive appropriate documentation of completion.

EMS 103. FIRST AID (1-0-1)

PREREQUISITE: Current training in CPR or program approval.

This course introduces initial first aid care. Topics include scene safety, universal precautions, activation of the EMS system, assessment, airway/breathing/circulation, shock/injuries/bleeding, medical emergencies, and altered level of consciousness. On course completion, students should have knowledge to manage various emergencies requiring first aid techniques.

EMS 104. FIRST AID FOR STUDENTS OF HEALTH-RELATED PROFESSIONS (1-0-1)

PREREQUISITE: Current training in CPR or program approval.

This course is designed for students who plan to enter a health-related profession and provides educational concepts related to first aid for various health disciplines. The course includes instruction in emergency administration of oxygen, use of airway adjuncts, medication administration techniques, equipment for mechanical breathing, suctioning techniques, and automated external defibrillation (AED). On course completion, students should be able to recognize emergency situations requiring immediate action and appropriately manage them.

EMS 106. MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONS (2-0-2)

PREREQUISITE: As required by program.

This course provides students with a survey of words, terms, and descriptions commonly used in health-related professions. The course includes spelling, pronunciation, and meaning of prefixes, suffixes, roots, and terms. Students may have the opportunity to use computer-assisted instruction for learning various medical terms. On course completion, students should have the knowledge to associate a variety of medical terms with their meaning and use medical terms to effectively communicate with other health professionals.

**EMS 107. EMERGENCY VEHICLE OPERATOR
AMBULANCE (1-0-1)**

PREREQUISITE: Must present a valid driver license as required by program.

The Emergency Vehicle Operator Course-Ambulance provides the student with training as contained in the current National Standard Training Curriculum (NSTC) for the Emergency Vehicle Operator Course (EVOC)-Ambulance. The course provides the knowledge and skill practice necessary for individuals to learn how to safely operate all types of ambulances. Topics include introduction to the NSTC for ambulance operators; legal aspects of ambulance operation; communication and reporting; roles and responsibilities; ambulance types and operation; ambulance inspection, maintenance, and repair; navigation and route planning; basic maneuvers and normal operating situations; operations in emergency mode and unusual situations, special considerations in safety; and the run. Completion of specific student competencies, using NSTC guidelines as required for successful completion of this course.

Note: To qualify for licensure status as an ambulance driver in the state of Alabama, students must successfully complete this course and meet additional requirements as required by the Alabama Department of Public Health.

**EMS 113. INFECTION CONTROL FOR HEALTH
PROFESSIONS (1-0-1)**

This course is designed for students planning to enter a health-related field of study or public service occupations. The course focuses on sources of communicable diseases and describes methods for preventing transmission of bloodborne and airborne pathogens. Topics include prevention; universal precautions (body-substance isolation); asepsis, immunization, exposure control, disposal, labeling, transmission, exposure determination, postexposure reporting; and an exposure control plan. The course is taught following current guidelines set forth by the Occupational Safety and Health Administration (OSHA). On course completion, students should be able to participate in the clinical setting, identify potential sources of bloodborne and airborne pathogens, and use appropriate universal precautions.

EMS 120. VEHICLE EXTRICATION (2-0-2)

PREREQUISITE: Program approval.

This course provides theory in developing concepts related to the removal of individuals from damaged vehicles. Topics include gaining access, stabilization, packaging, patient removal, and basic hazardous situations. On course completion, students should be able to effectively extricate a person from a wrecked vehicle.

EMS 121. VEHICLE RESCUE (2-3-3)

PREREQUISITE: EMS 120 or program approval.

This course is a continuation of EMS 120 and provides concepts and skills related to patient management and hazards encountered during vehicle rescue operations. Topics include mechanisms of trauma; patient injuries, assessment, management, and extrication tools; and potential hazards to include faulty air bags, loaded hydraulic bumper systems, and patient restraints. On course completion, students should be able to identify different areas of vehicle damage and associate this damage with specific patient injuries; and keep the scene safe by recognizing potential hazards encountered during rescue of patients from vehicles.

EMS 124. SEARCH AND WILDERNESS RESCUE (3-0-3)

PREREQUISITE: Program approval.

This course provides concepts related to searching for individuals in a remote or isolated area. Topics include organization of a rescue; communications and incident command; missing person history, questionnaire, and checklist; planning to include finances, personnel, technical specialists, topographic maps, medical units, supplies, documentation, and search; and rescue logs. On course completion, students should be familiar with how to plan and conduct a search and wilderness rescue.

EMS 125. HIGH ANGLE RESCUE I (2-0-2)

PREREQUISITE: Program approval.

This course provides theory and introduction to high angle rescue techniques. Topics include the high angle environment; equipment and protection; care and use of rope and related equipment; knots, rappelling, and ascending techniques; and introduction to rescue

techniques. On course completion, students should have an understanding of basic techniques in high angle rescue.

EMS 126. HIGH ANGLE RESCUE II (2-0-2)

PREREQUISITE: EMS 125 or program approval.

This course is a continuation and review of EMS 125 and provides theory in rescue techniques used in rope rescue. Topics include one-person rescue techniques, slope evacuation, high angle lowering, hauling systems, high lines, and evacuation operations. On course completion, students should have an understanding of how to approach a high angle rescue using various rigging techniques.

EMS 127. HIGH ANGLE RESCUE III (2-3-3)

PREREQUISITE: EMS 126 or program approval.

This course is a continuation and review of EMS 126 and provides demonstration and hands-on practice of high angle rescue. The course incorporates all material contained in EMS 125 and 126 and provides an opportunity to apply knowledge to the performance of high angle rescue. On course completion, students should be familiar with how to plan and conduct a safe high angle rescue by participation in a simulated field exercise.

EMS 134. WATER EXTRICATION (2-0-2)

PREREQUISITE: Program approval.

This course provides concepts related to extrication of individuals from water accidents where they are located on the water's surface. Topics include pathophysiology of near drowning, effects from extreme temperatures, and basic assessment and management techniques of water extrication. On course completion, students should have a basic understanding of how to remove individuals from the water's surface in accidents occurring in the water.

**EMS 140. EMT PREPARATORY AND PREHOSPITAL
EMS OPERATIONS (1-2-2)**

PREREQUISITE: Admission to EMT-Basic program.

This course is one of four courses (EMS 140, 141, 142, 143) required for successful completion of the EMT-Basic Program according to the current National Standard Curriculum for EMT-Basic. Content areas include introduction to emergency medical care; well-being of the EMT-Basic; medical, legal, and ethical issues; the human body; baseline vitals and SAMPLE history; lifting and moving; airway management; ambulance operations; gaining access; an overview of hazardous materials, incident management systems, mass casualty situations, and triage; and state and local EMS rules and regulations. Computer use in simulated scenarios is also included in the course. Successful completion of cognitive, psychomotor, and affective domain competencies is required in this course. **CORE**

**EMS 141. EMT ASSESSMENT AND TRAUMA-RELATED
INJURIES (2-2-3)**

PREREQUISITE: Admission to EMT-Basic program.

This course is one of four courses (EMS 140, 141, 142, 143) required for successful completion of the EMT-Basic Program according to the current National Standard Curriculum for EMT-Basic. Content areas include scene size-up, initial assessment, focused history and physical exam, medical and trauma, detailed physical exam, on-going assessment, communications, documentation, bleeding and shock, soft tissue injuries, musculoskeletal care, and injuries to the head and spine. Computer use in simulated scenarios is also included in the course. Successful completion of cognitive, psychomotor, and affective domain competencies is required in this course. **CORE**

**EMS 142. EMT MEDICAL EMERGENCIES AND
PEDIATRIC CARE (2-2-3)**

PREREQUISITE: Admission to EMT-Basic program.

This course is one of four courses (EMS 140, 141, 142, 143) required for successful completion of the EMT-Basic Program according to the current National Standard Curriculum for EMT-Basic. Content areas include general pharmacology, respiratory emergencies, cardiovascular emergencies, diabetic emergencies (including the use of a digital glucometer), altered mental status, allergic reactions, poisoning/overdose emergencies, environmental emergencies, behavioral emergencies, obstetrics, and infants/children. Computer use in simulated scenarios will also be included in the course. Successful completion of cognitive, psychomotor, and affective domain competencies is required in this course. **CORE**

EMS 143. EMT-BASIC CLINICAL COMPETENCIES (0-3-1)
PREREQUISITE: Admission to EMT-Basic program.
This course is one of four courses (EMS 140, 141, 142, 143) required for successful completion of the EMT-Basic Program according to the current National Standard Curriculum for EMT-Basic. It provides clinical education experiences to enhance knowledge and skills learned in the EMT-Basic Program. Successful completion of cognitive, psychomotor, and affective domain competencies is required in this course. **CORE**

EMS 171. HAZARDOUS MATERIALS AWARENESS AND OPERATIONS (2-0-2)
PREREQUISITE: Program approval.

This course provides theory in hazardous materials incident awareness and initial operational response. Topics include hazardous materials terms and definitions; recognition of hazardous materials; incident risks and risk assessment; use of protective equipment; basic control, containment, and/or confinement; basic decontamination procedures; and hazardous materials incident standard operating procedures. On course completion, students should have a basic understanding of hazardous materials incidents and initial response required by the first personnel responding to such an incident.

EMS 172. HAZARDOUS MATERIALS TECHNICIAN I (2-0-2)
PREREQUISITE: EMS 171.

This course provides theory in hazardous materials incident response and is a continuation of EMS 171. Topics include an appropriate emergency response plan; classification and verification of known and unknown materials through use of survey instruments and equipment; use of specialized chemical protective equipment, hazard, and risk assessment techniques; advanced control, containment, and/or confinement; implementation of decontamination procedures; and understanding termination procedures. On course completion, students should be able to effectively respond to and manage a hazardous materials incident.

EMS 173. HAZARDOUS MATERIALS TECHNICIAN II (2-0-2)
PREREQUISITE: EMS 172.

This course provides theory in hazardous materials incident response specialization and is a continuation of EMS 172. Topics include specific knowledge of various hazardous materials; federal, state, and local requirements regarding the development of a site safety and control plan; and chemical, radiological, and toxicological terminology and behavior. On course completion, students should be familiar with requirements for managing a hazardous materials incident.

EMS 250. EMS ADVANCED STUDIES I (2-2-3)
This course provides theory and computer-assisted instruction under faculty supervision in a paramedic educational subject relevant to the student's need. Specific cognitive objectives must be met by the student for successful course completion.

EMS 251. EMS ADVANCED STUDIES II (2-2-3)
This course provides theory and computer-assisted instruction under faculty supervision in a paramedic educational subject relevant to the student's need. Specific cognitive objectives must be met by the student for successful course completion.

EMS 252. EMS ADVANCED STUDIES III (2-2-3)
This course provides theory and computer-assisted instruction under faculty supervision in a paramedic educational subject relevant to the student's need. Specific cognitive objectives must be met by the student for successful course completion.

EMS 266. ADVANCED CV LIFE SUPPORT PROVIDER (1-0-1)
PREREQUISITE: As required by program.
The Advanced Cardiovascular Life Support Provider course provides students with concepts related to advanced cardiovascular life support. Content areas include acute myocardial infarction, stroke, cardiovascular pharmacology, electrophysiology, various rhythm disturbances, and techniques of management of cardiovascular emergencies. The course is taught in accordance with national standards and requires specific student competencies. Students successfully completing this course will receive appropriate documentation of course completion.

EMS 267. BASIC TRAUMA LIFE SUPPORT PROVIDER (1-0-1)
PREREQUISITE: LPN, RN, Intermediate EMT, Paramedic, and/or as required by program.

This course provides students with theory and demonstration in advanced trauma care and management. Content areas include mechanism of trauma, trauma assessment, airway-breathing-circulation management, trauma to various portions of the body, multiple system trauma, and load-and-go situations. The course is taught in accordance with national standards and requires specific student competencies. Students successfully completing this course will receive appropriate documentation of course completion.

EMS 269. PEDIATRIC MEDICAL LIFE SUPPORT PROVIDER (1-0-1)

PREREQUISITE: LPN, RN, Intermediate EMT, Paramedic, and/or as required by program.

This course provides students with theory and simulated case studies in pediatric care. Content areas include recognition of pediatric pre-arrest conditions, shock, basic life support, oxygenation and airway control, newborn resuscitation, essentials in pediatric resuscitation, dysrhythmia recognition and management, vascular access, and use of medications. This course is taught in accordance with national standards and requires specific student competencies. Students successfully completing this course will receive appropriate documentation of course completion.

EMS 280. BASIC LIFE SUPPORT INSTRUCTOR (1-0-1)
PREREQUISITE: Successful completion, within the past 12 months, of all areas of basic life support training (CPR).

This course provides students with concepts as related to areas of basic life support instruction. Topics include history, concepts, and systems of emergency cardiac care; cardiopulmonary physiology, dysfunction, and actions for survival; introduction to the performance of CPR; foreign body airway obstruction management; pediatric basic life support; special techniques/resuscitation situations, pitfalls, and complications; teaching and learning in basic life support; teaching strategies; and basic provider course organization. Students will also successfully participate in practice teaching of a cardiopulmonary resuscitation (CPR) class prior to course completion. Students successfully completing this course will receive appropriate documentation of course completion.

EMS 281. ADVANCED CV LIFE SUPPORT INSTRUCTOR (1-0-1)

PREREQUISITE: EMS 266 and/or as required by program. This course provides the student with theory and practice in the techniques of teaching advanced cardiovascular life support (ACLS). The course is taught in accordance with national standards. Students will also successfully participate in practice teaching of an ACLS provider course prior to course completion. Students successfully completing this course will receive appropriate documentation of course completion.

ENGLISH (ENG)

ENG 080. ENGLISH LABORATORY (1-0-1)
This course, which may be repeated as needed, provides students with a laboratory environment where they can receive help from qualified instructors on English assignments at the developmental level. Emphasis is placed on one-on-one guidance to supplement instruction in English courses. A student's success in this course is measured by success in those other English courses in which the student is enrolled. *Nondegree creditable.*

ENG 092. BASIC ENGLISH I (3-0-3)
PREREQUISITE: A score of 0-50 the writing section of the COMPASS™. **COREQUISITE:** ENG 080
This course is a review of basic grammar and writing skills. The composing process of sentences and paragraphs in standard American written English is emphasized. Students will demonstrate these skills chiefly through writing well-developed, multi-sentence paragraphs. *Nondegree creditable.*

ENG 093. BASIC ENGLISH II (3-0-3)
PREREQUISITE: A grade of "S" (Satisfactory) in ENG 092 or a score of 51-61 on the writing section of the COMPASS™. **COREQUISITE:** ENG 080

This course is a review of composition skills and grammar. Coherence, use of a variety of sentence structures in the composing process, and standard American written English are emphasized. Students will demonstrate these skills chiefly through writing paragraph blocks and short essays. *Nondegree creditable.*

ENG 101. ENGLISH COMPOSITION I (3-0-3)

PREREQUISITE: Successful completion of ENG 093, or a score of 62 or higher on the writing section of the COMPASS™, or a score of 20 or better on the ACT® (or equivalent SAT® score). This course provides instruction and practice in writing at least six extended compositions and developing analytical and critical reading skills and basic reference and documentation skills in the composition process. It may include instruction and practice in library use.

ENG 102. ENGLISH COMPOSITION II (3-0-3)

PREREQUISITE: A grade of "C" or better in ENG 101 or equivalent. This course provides instruction and practice in writing six formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, the course provides instruction in developing analytical and critical reading skills in the composition process and may include instruction and practice in library use.

ENG 130. TECHNICAL REPORT WRITING (3-0-3)

PREREQUISITE: ENG 101 or equivalent.

This course provides instruction in the production of technical and/or scientific reports. Research, objectivity, organization, composition, documentation, and presentation of the report are emphasized. Students will demonstrate the ability to produce a written technical or scientific report by following the prescribed process and format.

ENG 246. CREATIVE WRITING I (3-0-3)

PREREQUISITE: ENG 102

This course provides instruction and practice in writing critical analysis of imaginative forms of literature. Originality in the creative writing process is emphasized, and this course may include instruction on publishing. Students will compose a significant body of imaginative literature, which may be read by or to the class.

ENG 247. CREATIVE WRITING II (3-0-3)

PREREQUISITE: ENG 246.

A continuation of ENG 246, this course provides instruction in the production of technical and/or scientific reports. Research, objectivity, organization, composition, documentation, and presentation of the report are emphasized. Students will demonstrate the ability to produce a written technical or scientific report by following the prescribed process and format.

ENG 251. AMERICAN LITERATURE I (3-0-3)

PREREQUISITE: ENG 102 or equivalent.

This course is a survey of American literature from its inception to the middle of the 19th Century. Representative works and writers of this period and the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them are emphasized. On course completion and in written compositions, students will be able to interpret aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 252. AMERICAN LITERATURE II (3-0-3)

PREREQUISITE: ENG 102 or equivalent.

This course is a survey of American literature from the middle of the 19th century to the present. Representative works and writers of this period and the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them are emphasized. On course completion and in written compositions, students will be able to interpret aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 261. ENGLISH LITERATURE I (3-0-3)

PREREQUISITE: ENG 102 or equivalent.

This course is a survey of English literature from the Anglo-Saxon period to the Romantic Age. Representative works and writers of this period and the literary, cultural, historical, and philosophical forces that

shaped these works and that are reflected in them are emphasized. On course completion and in written compositions, students will be able to interpret aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 262. ENGLISH LITERATURE II (3-0-3)

PREREQUISITE: ENG 102 or equivalent.

This course is a survey of English literature from the Romantic Age to the present. Representative works and writers of this period and the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them are emphasized. On course completion and in written compositions, students will be able to interpret aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 271. WORLD LITERATURE I (3-0-3)

PREREQUISITE: ENG 102 or equivalent.

This course is a study of selected literary masterpieces from Homer to the Renaissance. Major representative works and writers of this period and the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them are emphasized. On course completion and in written compositions, students will be able to interpret aesthetic and literary contexts, and understand relevant criticism and research.

ENG 272. WORLD LITERATURE II (3-0-3)

PREREQUISITE: ENG 102 or equivalent.

This course is a study of selected literary masterpieces from the Renaissance to the present. Major representative works and writers of this period and the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them are emphasized. On course completion and in written compositions, students will be able to interpret aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 297. AFRICAN-AMERICAN LITERATURE (3-0-3)

PREREQUISITE: ENG 102 or equivalent.

This course is a study of literature produced by representative African-Americans from the 18th Century to the present. The course emphasizes the diversity of themes and techniques found in these works and examines the historical, cultural, literary, and philosophical forces that shaped these works and that are reflected in them. Students will demonstrate the ability to interpret the literature and to relate the works to their historical and literary contexts.

ENG 298. SPECIAL TOPICS IN LANGUAGE AND LITERATURE (1-2-0-1-2)

PREREQUISITE: Instructor permission.

This course, which may be repeated for credit as long as the topics differ, allows a student to study along with an instructor a subject in English language or literature. A narrowly focused topic in which the instructor has special expertise, knowledge, or interest is emphasized. Students will demonstrate an understanding of the topic through a research paper and/or literary critique.

ENGLISH, INTRODUCTORY TECHNICAL (COM)

COM 103. INTRODUCTORY TECHNICAL ENGLISH II (3-0-3)

This course enhances writing and speaking skills for the workplace. Generating short writings, such as job application documents and memoranda, and developing interpersonal communication skills with employees and the public are emphasized, with substantial focus on occupational performance requirements and industry standards. On completion, students should be able to prepare effective, short, and job-related written and oral communications. *Nondegree creditable.*

GEOGRAPHY (GEO)

GEO 100. WORLD REGIONAL GEOGRAPHY (3-0-3)

This course surveys various countries and major regions of the world with respect to location and landscape, world importance, political status, population, type of economy, and its external and internal organization problems and potentials.

HEALTH (HED)

HED 224. PERSONAL AND COMMUNITY HEALTH (3-0-3)

This course covers health problems for the individual and the community. Areas of study include mental health, family life, physical health, chronic and degenerative diseases, control of communicable diseases, and understanding depressants and stimulants. Healthful living habits are emphasized.

HED 231. FIRST AID (3-0-3)

This course provides instruction for the immediate, temporary care of victims of accidents and sudden illness. It also includes standard and advanced requirements of the American Red Cross and/or American Heart Association. CPR training also is included.

HISTORY (HIS)

HIS 101. WESTERN CIVILIZATION I (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course is a survey of social, intellectual, economic, and political developments that have molded the modern western world. The course covers the Ancient and Medieval Periods and concludes in the era of the Renaissance and Reformation.

HIS 102. WESTERN CIVILIZATION II (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course is a continuation of HIS 101; it surveys development of the modern western world from the era of the Renaissance and Reformation to the present.

HIS 201. UNITED STATES HISTORY I (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course surveys United States history during Colonial, Revolutionary, Early National, and Antebellum Periods. It concludes with the Civil War and Reconstruction.

HIS 202. UNITED STATES HISTORY II (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course is a continuation of HIS 201; it surveys United States history from the Reconstruction Era to the present.

HIS 216. HISTORY OF WORLD RELIGIONS (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course presents a comparison of the major religions of the world from a historical perspective. The origin, development, and social influence of Christianity, Judaism, Islam, Hinduism, Buddhism, and others are emphasized.

HIS 256. AFRICAN-AMERICAN HISTORY (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course focuses on the experience of African-American people in the western hemisphere, particularly the United States. It surveys the period from the African origins of the slave trade during the period of exploration and colonization to the present. The course presents a comparison between the African experiences in the United States, Mexico, and South America.

HIS 260. ALABAMA HISTORY (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course surveys the development of the state of Alabama from prehistoric times to the present. It presents material on the discovery, exploration and colonization, and modern history of Alabama, including the Territorial, Antebellum, and Reconstruction Periods.

HIS 285. SOUTHERN RESEARCH (3-0-3)

PREREQUISITE: Appropriate placement scores.

Instruction in research techniques and resources for studies of the people of the Southern United States.

HIS 299. DIRECTED STUDIES IN HISTORY (3-0-3)

PREREQUISITE: Instructor permission.

This course affords students opportunities to study selected topics of a historical nature under the direction of an instructor, either as part of class or on an individual basis. Internships with historical and preservation organizations, thesis development, and the analysis of secondary monographs are examples of activities for this course.

HUMANITIES (HUM)

HUM 100. HUMANITIES FORUM (1-0-1)

In this course, credit is given for participation in lectures, concerts, and other events which have relevance to the study of the humanities. This course may be repeated for credit.

HUM 101. INTRODUCTION TO HUMANITIES I (3-0-3)

PREREQUISITE: Appropriate placement scores.

This is the first course in a two-semester sequence which offers the student an introduction to the humanities, using selections from art, music, literature, history, and philosophy which relate to a unifying theme.

HUM 102. INTRODUCTION TO HUMANITIES II (3-0-3)

PREREQUISITE: HUM 101.

This is the second course in a two-semester sequence that offers the student additional exposure to the humanities, using selections from art, music, literature, history, and philosophy, which relate to a unifying theme.

HUM 298. DIRECTED STUDIES IN HUMANITIES (3-0-3)

PREREQUISITE: Instructor permission.

This course provides an opportunity for the student to study selected topics in the area of the humanities under the supervision of a qualified instructor. The specific topics will be determined by the interests of the students and faculty. This course may be repeated for credit.

INDUSTRIAL ELECTRONICS TECHNOLOGY (ILT)

ILT 108. INTRODUCTION TO INSTRUMENTS AND PROCESS CONTROL (2-1-3)

PREREQUISITE: As required by program

This course is an introductory study of the control devices and methods used in industry for the control and transmission of information pertaining to process variables. This study includes and introduction to instrumentation and control mathematics. This course also provides instruction in the fundamental concepts of pressure, force, weight, motion, liquid level, fluid flow and temperature.

ILT 109. ELECTRICAL BLUEPRINT READING I (3-0-3)

PREREQUISITE: As required by program.

This course will enable the student to obtain to a working knowledge of the elements of blueprint reading; the ability to interpret electrical, mechanical, and architectural drawing; and the ability to visualize the entire building structure in relationship to the electrical system. This is a **CORE**.

ILT 110. ADVANCED INDUSTRIAL PROCESS CONTROL TECHNOLOGY (2-1-3)

PREREQUISITE: As required by program.

This course is an advanced study of the principles governing methods of using process variables in the control of industrial processes. This study includes methods and procedures for measuring, displaying and transmitting process variables according to industry standards. The course also includes an in-depth study of mathematics pertaining to industrial control instruments.

ILT 114. INSTRUMENTATION OPERATION AND CALIBRATION (2-1-3)

PREREQUISITE: As determined by college.

The hardware used to measure and control process variables is presented. The student learns the principles of operation, servicing, maintenance, calibration, and troubleshooting procedures used on mechanical, pneumatic, electronic and digital based industrial transmitters, recorders, controllers, valves, and other control devices. The course is broken down into theory and laboratory work on actual process measuring and control equipment.

ILT 129. PERSONAL COMPUTER (PC) HARDWARE (2-3-3)

PREREQUISITE: Instructor approval.

This course covers PC Hardware terminology, component purpose, configuration, pricing and selecting components and systems, for assembling, repairing, and upgrading IBM compatible computers. Upon completion of this course, students should be able to describe the basic systems of a PC and be able to perform disassembly and assembly of same.

ILT 160. DC FUNDAMENTALS (1-4-3)

COREQUISITE: ILT 161

This course provides a study of atomic theory, direct current (DC), properties of conductors and insulators, direct current characteristics or series, parallel, and series parallel circuits. Inductors and capacitors are introduced and their effects on DC circuits are examined. Students are prepared to analyze complex DC circuits, solve for unknown circuits variables and to use basic electronic test equipment. This course also provides hands-on laboratory exercises to analyze, construct, test, and troubleshoot direct current circuits. Use of scientific calculator and operation of common test equipment used to analyze and troubleshoot DC and prove theories taught during classroom instruction are emphasized. **CORE**

ILT 161. AC FUNDAMENTALS (1-4-3)

COREQUISITE: ILT 160

This course provides a study of the theory of alternating current (AC). Students are prepared to analyze complex AC circuit configurations with resistor, capacitors, and inductors in series and parallel combinations. On completion, students should be able to describe AC circuits and explain the function of AC such as RLC, impedance, phase relationships, and power factor. This course also provides hands-on laboratory exercises to analyze alternating current, using a variety of circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. The operation of common test equipment used to analyze and troubleshoot AC circuits to prove theories taught is emphasized. **CORE**

ILT 162. SOLID STATE FUNDAMENTALS (1-4-3)

COREQUISITE: ILT 163

This course provides instruction in basic solid state theory beginning with atomic structure and including devices such as diodes, bipolar transistors, field effect transistors, amplifiers, thyristors, operational amplifiers, oscillator and power supply circuits. Practical application of solid-state devices, proper biasing and amplifier circuit analysis, and use of test equipment to diagnose, troubleshoot, and repair typical solid-state device circuits are emphasized. This course also provides the opportunity for students to apply the solid-state principles and theories learned in class in the laboratory setting. **CORE**

ILT 163. DIGITAL FUNDAMENTALS (1-4-3)

COREQUISITE: ILT 162

This course provides instruction on basic logic gates, flip-flops, registers, counters, microprocessor/computer fundamentals, analog to digital conversion, and digital analog conversion. Number systems, Boolean algebra, combination logic circuits, sequential logic circuits, and typical microprocessor data manipulation and storage are emphasized. This course also has an embedded lab with exercises designed to develop skills required by industry. On completion, students should be able to analyze digital circuits, draw timing diagrams, determine output of combinational and sequential logic circuits, and diagnose and troubleshoot electronic components as well as demonstrate knowledge of microprocessor and computer circuits. **CORE**

ILT 169. HYDRAULICS AND PNEUMATICS (2-2-3)

PREREQUISITE: Instructor approval.

This course provides an introduction to hydraulics/pneumatics. Topics include hydraulic pumps, pneumatic compressors, and work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. The lab enables students to test, troubleshoot, and repair hydraulic pumps, pneumatic compressors, and work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. On completion, students will be able to apply principles of hydraulic/pneumatics.

ILT 194. PROGRAMMABLE LOGIC CONTROLLERS I (2-3-3)

PREREQUISITE: Instructor approval.

This course focuses on the use of PLCs. Topics include operations, programming procedures, fault isolation procedures, and methods of entering, executing, debugging, and changing programs. This lab enables students to practice operations, programming procedures, fault isolation procedures, and methods of entering, executing, debugging, and changing programs. On completion, students should be able to apply principles of operations and programming of programmable logic controllers.

ILT 209. MOTOR CONTROLS I (1-4-3)

PREREQUISITE: Instructor approval.

This course covers the use of motor control symbols, magnetic motor starters, running overload protection, push-button stations, sizing of magnetic motor starters and overload protection, and complex ladder diagrams of motor control circuits. Topics include sizing magnetic starters and overload protections, the use of push-button stations, ladder diagrams, and magnetic motor starters in control of electric motors, wye-delta starting, part start winding, resistor starting, and electric starting devices. Upon completion, students should be able to understand the operation of motor starters, overload protection, interpret ladder diagrams using push-button stations and understand complex motor control diagrams.

ILT 232 PC REPAIR CLINICAL (0-3-3)

PREREQUISITE: As required by program.

This course allows the student to work in the technical capacity as a PC technician at the college or other local sites as approved by the college. Upon completion, the student should be able to perform specific job related skills associated with PC repair

INDUSTRIAL MAINTENANCE TECHNOLOGY (INT)

INT 117. PRINCIPLES OF INDUSTRIAL MECHANICS (1-4-3)

This course provides instruction in basic physics concepts applicable to mechanics of industrial production equipment. Topics include the basic application of mechanical principles with emphasis on power transmission, specific mechanical components, alignment, and tension. Upon completion, students will be able to perform basic troubleshooting, repair and maintenance functions on industrial production equipment. **CORE**

INT 118. FUNDAMENTALS OF INDUSTRIAL HYDRAULICS AND PNEUMATICS (2-2-3)

This course includes the fundamental concepts and theories for the safe operation of hydraulic and pneumatic systems used with industrial production equipment. Topics include the physical concepts, theories, laws, air flow characteristics, actuators, valves, accumulators, symbols, circuitry, filters, servicing safety, and preventive maintenance and the application of these concepts to perform preventive maintenance functions on hydraulic and pneumatic systems. **CORE**

INT 126. PREVENTIVE MAINTENANCE (1-4-3)

This course focuses on the concepts and applications of preventive maintenance. Topics include the introduction of alignment equipment, job safety, tool safety, preventive maintenance concepts, procedures, tasks, and predictive maintenance concepts. Upon course completion, students will demonstrate the ability to apply proper preventive maintenance concepts. **CORE**

INT 127. PRINCIPLES OF INDUSTRIAL PUMPS AND PIPING SYSTEMS (2-2-3)

This course provides instruction in the fundamental concepts of industrial pumps and piping systems. Topics include pump identification, operation, and installation, maintenance and troubleshooting, and piping systems, and their installation. Upon course completion, students will be able to install, maintain, and troubleshoot industrial pumps and piping systems. **CORE**

INT 128. PRINCIPLES OF INDUSTRIAL ENVIRONMENTAL CONTROLS (2-2-3)

This course focuses on basic knowledge and skills to service perform routine troubleshooting, maintenance, and adjustments of HVACR systems in an industrial environment. After completion, students will be able to perform routine, low-level maintenance on institutional environmental systems. Additionally, students receive instruction to complete the EPA 608 certification examination

INT 212. INDUSTRIAL MOTOR CONTROLS I (1-4-3)

This course focuses on information regarding industrial motor controls and basic information regarding process logic controllers. Upon completion, students will be able to remove, replace, and wire different types of control devices for operating industrial motors.

INT 213. INDUSTRIAL MOTOR CONTROLS II (1-4-3)

PREREQUISITE: INT 212

This course is a continuation of INT 212 focusing on additional theory and practice regarding industrial motor control schematics and wiring. Included are multispeed and softstart wiring techniques for industrial motors and synchronous motor control. The student will also be exposed to the theory, setup, and programming of variable speed drives. Upon completion, students will be able to remove, replace, and wire different types of resistors, reactors, and transformers similar to those used in the control of industrial polyphase motors and large DC motors.

INT 215. TROUBLESHOOTING TECHNIQUES (1-4-3)

PREREQUISITE: Instructor approval.

This course is designed to allow students an opportunity to study directly related topics of particular interest which require the application of technical knowledge and technical skills. Emphasis is placed on the application of skills and knowledge with practical experiences. Upon completion, students should be able to solve job related problems using technical skills and knowledge.

INT 221. DC FUNDAMENTALS (1-4-3)

COREQUISITE: INT 223 or ELT 109 or ILT 161

This course provides a study of atomic theory, direct current (DC), properties of conductors and insulators, direct current characteristics of series, parallel and series parallel circuits. Inductors and capacitors are introduced and their effects on DC circuits are examined. Students are prepared to analyze complex DC circuits, solve for unknown circuit variables, and to use basic electronic test equipment. **CORE**

INT 223. AC FUNDAMENTALS (1-4-3)

COREQUISITE: INT 221 or ELT 108 or ILT 160

This course provides a student of the theory of alternating current (AC). Students are prepared to analyze complex AC circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. Upon completion, students should be able to design AC circuits and explain the function of alternating circuits such as RLC, impedance, phase relationships, and power factor. **CORE**

INT 234. PRINCIPLES OF INDUSTRIAL MAINTENANCE WELDING AND CUTTING TECHNIQUES (1-4-3)

This course provides instruction in the fundamentals of acetylene cutting and the basics of welding needed for the maintenance and repair of industrial production equipment. Topics include oxy-fuel safety, choice of cutting equipment, proper cutting angles, equipment setup, cutting plate and pipe, hand tools, types of metal welding machines, rod and welding joints, and common welding passes and beads. Upon course completion, students will demonstrate the ability to perform metal welding and cutting techniques necessary for repairing and maintaining industrial equipment. **CORE**

INT 251. INTRODUCTION TO PROGRAMMABLE LOGIC CONTROL (2-3-3)

This course emphasizes PLC programming, connections, installations, and start-up procedures. Topics include introductory programming, PLC functions and terminology, processor unit and power supply,

introductory numbering systems, relay/programming logic, and field wiring/ installation and start-up. Upon completion, students will be able to identify inputs and outputs, list capabilities of system, monitor system operation, recognize RAM and ROM functions, and recognize binary and digital number systems.

INT 253. INDUSTRIAL ROBOTICS (2-2-3)

PREREQUISITE: INSTRUCTOR APPROVAL

This course provides instruction in concepts and theories for the operation of robotic servo motors and power systems used with industrial robotic equipment. Emphasis is on the application of the computer to control power systems to perform work. Student competencies include understanding of the functions of hydraulic, pneumatic, and electrical power system components, ability to read and interpret circuitry for proper troubleshooting and ability to perform preventative maintenance.

INT 284. APPLIED PRINCIPLES OF PROGRAMMABLE CONTROLLERS (2-2-3)

PREREQUISITE: INT 251

This course provides a comprehensive study in the theory and application of specific models of programmable logic controllers. Topics include hardware configuration, memory and addressing detail function of software, instruction types, system troubleshooting, and simple programming techniques.

INT 288. ADVANCED PRINCIPLES OF PROGRAMMABLE CONTROLLERS (1-4-3)

PREREQUISITE: INT 251

This course provides instruction in the advanced theory, application, and programming techniques of a specific programmable logic controller, including the hardware/software layout, addressing, communication, and machine interface. In addition, the course covers instruction in timing and memory consideration, and their effects on program and machine performance

MACHINE TOOL TECHNOLOGY (MTT)

MTT 126. BASIC BLUEPRINT READING FOR MACHINISTS (3-0-3)

This course covers the basic principles of blueprint reading and sketching. Topics include multi-view drawings; interpretation of conventional lines; and dimensions, notes, and thread notations. On completion, students should be able to interpret basic drawings, visualize parts, and make pictorial sketches. This is a **CORE** course and is aligned with NIMS certification standards.

MTT 127. METROLOGY (2-2-3)

This course introduces the care and use of precision measuring instruments. Inspection of machine parts and use of a wide variety of measuring instruments are emphasized. On completion, students should be able to demonstrate the correct use of measuring instruments. This is a **CORE** course and is aligned with NIMS certification criteria.

MTT 128. GEOMETRIC DIMENSIONING AND TOLERANCING I (3-0-3)

This course is designed to teach students how to interpret engineering drawings, using modern conventions and symbols, datums, datum targets, and projected tolerance zones. These new methods are extremely useful for the specification of precise information on engineering drawings but cannot be used to exclude traditional methods of coordinate dimensions and tolerances. This course is aligned with NIMS certification standards.

MTT 134. ENGINE LATHE I (2-2-3)

COREQUISITE: MTT 135.

This course includes more advanced lathe practices such as taper turning, threading, boring, and set-up procedures. Safety procedures and the machinist's responsibility in the set-up and operation of lathes are emphasized. On completion, students should be able to apply lathe techniques to produce tool projects. This course is aligned with NIMS certification standards and is taught with MTT 135.

MTT 135. ENGINE LATHE I LAB (0-6-3)

COREQUISITE: MTT 134.

This course includes more advanced lathe practices, such as taper turning, threading, boring, and set-up procedures. Safety procedures and the machinist's responsibility in the set-up and operation of lathes are emphasized. On completion, students should be able to apply lathe techniques to produce tool projects. This course is aligned with NIMS certification standards and is taught in conjunction with MTT 134.

MTT 137. MILLING I (2-2-3)

COREQUISITE: MTT 138.

This course provides basic knowledge of milling machines. Types of milling machines and their uses, cutting speed, feed calculations, and set-up procedures are emphasized. On completion, students should be able to apply milling techniques to produce machine tool projects. This course is aligned with NIMS certification standards and is taught with MTT 138.

MTT 138. MILLING I LAB (0-6-3)

COREQUISITE: MTT 137.

This course provides basic knowledge of milling machines. Types of milling machines and their uses, cutting speed, feed calculations, and set-up procedures are emphasized. On completion, students should be able to apply milling techniques to produce machine tool projects. This course is aligned with NIMS certification standards and is taught with MTT 137.

MTT 139. INTRODUCTION TO COMPUTER NUMERICAL CONTROL (2-2-3)

This course introduces the concepts and capabilities of computer numeric control machine tools. Topics include set-up, operation, and basic applications. On completion, students should be able to explain operator safety, machine protection, data input, program preparation, and program storage. This course is aligned with NIMS certification standards.

MTT 140. BASIC COMPUTER NUMERICAL CONTROL TURNING I (1-4-3)

This course introduces the programming, set-up, and operation of CNC turning centers. Topics include programming formats, control functions, program editing, part production, and inspection. On completion, students should be able to manufacture simple parts, using CNC turning centers. This course is aligned with NIMS certification standards.

MTT 141. BASIC COMPUTER NUMERICAL CONTROL MILLING I (1-4-3)

This course introduces the manual programming, set-up, and operation of CNC machining centers. Topics include programming formats, control functions, program editing, part production, and inspection. On completion, students should be able to manufacture simple parts, using CNC machining centers. This course is aligned with NIMS certification standards.

MTT 147. INTRODUCTION TO MACHINE SHOP I (2-2-3)

COREQUISITE: MTT 148

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. On completion, students will be able to perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. This course is aligned with NIMS certification criteria and is a **CORE** course taught in conjunction with MTT 148.

MTT 148. INTRODUCTION TO MACHINE SHOP I LAB (0-6-3)

COREQUISITE: MTT 147

This course includes machine shop safety, measuring tools, lathes, drilling machines, saws, milling machines, bench grinders, and layout instruments. On completion, students will be able to perform the basic operations of measuring, layout, drilling, sawing, turning, and milling. This course is aligned with NIMS certification criteria and is a **CORE** course taught in conjunction with MTT 147.

MTT 149. INTRODUCTION TO MACHINE SHOP II (2-2-3)

COREQUISITE: MTT 150

This course provides additional instruction and practice in the use of measuring tools, lathes, milling machines, and grinders. Set-up and operation of machine tools, including selection of work-holding devices, speeds, feeds, cutting tools, and coolants are emphasized. On completion, students should be able to perform basic procedures of precision grinding and advanced operations of measuring, layout, drilling, sawing, turning, and milling. This course is aligned with NIMS certification criteria and is a **CORE** course taught in conjunction with MTT 150.

MTT 150. INTRODUCTION TO MACHINE SHOP II LAB (0-6-3)

COREQUISITE: 149

This course provides additional instruction and practice in the use of measuring tools, lathes, milling machines, and grinders. Set-up and operation of machine tools, including selection of work-holding devices, speeds, feeds, cutting tools, and coolants are emphasized. On completion, students should be able to perform basic procedures of precision grinding and advanced operations of measuring, layout, drilling, sawing, turning, and milling. This course is aligned with NIMS certification criteria and is a **CORE** course taught in conjunction with MTT 149.

MTT 219. COMPUTER NUMERICAL CONTROL GRAPHICS PROGRAMMING TURNING (1-4-3)

This course introduces Computer Numerical Control (CNC) graphics programming and concepts for turning center applications. The interaction of menus to develop a shape file in a graphics CAM system and to develop tool path and part geometry is emphasized. On completion, students should be able to develop a job plan, using CAM software, including machine and tool selection, operational sequence, speed, feed, and cutting depth. This course is aligned with NIMS certification standards.

MTT 220. COMPUTER NUMERICAL CONTROL GRAPHICS PROGRAMMING MILLING (1-4-3)

This course introduces Computer Numerical Control (CNC) graphics programming and concepts for machining center applications. Developing a shape file in a graphics CAM system and transferring coded information from CAM graphics to the CNC milling center are emphasized. On completion, students should be able to develop a complete job plan, using CAM software to create a multi-axis CNC program. This course is aligned with NIMS certification standards.

MASONRY (MAS)

MAS 111. MASONRY FUNDAMENTALS (2-3-3)

This course is designed as an introduction and orientation to masonry construction, specifically to brick and block construction. Identification and safe use of tools, equipment, and masonry materials are emphasized. On completion, students should be able to apply masonry techniques properly. *Nondegree creditable. CORE*

MAS 121. BRICK/BLOCK MASONRY (3-0-3)

PREREQUISITE: MAS 111 or instructor approval.

This course is designed to provide the student with a working knowledge of the various concrete block and brick sizes as well as types of joints. Understanding the modular system, wall types, joints, and wall insulation is emphasized. On completion, students should be able to identify methods of brick and block reinforcements, wall supports and wall types, joints insulation, and sample panels and prisms. *Nondegree creditable. CORE*

MAS 131. RESIDENTIAL/COMMERCIAL (3-0-3)

PREREQUISITE: MAS 111 or instructor approval.

This course introduces the student to residential and commercial construction, plans and layouts, and reinforced masonry. Home building, shopping centers and high-rise buildings, residential and commercial drawings and specifications, job costing, job preparation, and brick and block moisture control are emphasized. On completion, students should be able to read full-scale construction drawings, estimate job costs, specify job preparation techniques, and identify methods for veneering a wall, constructing a composite wall, installing expansion joints, setting, coping, and controlling moisture. *Nondegree creditable. CORE*

MAS 151. MASONRY FUNDAMENTALS LAB I (0-6-3)

COREQUISITE: MAS 111.

This course provides a practical application of introductory brick and block construction. Mixing mortar, using masonry equipment and tools, job preparation, spreading and furrowing mortar, and dry bonding are emphasized. On completion, students should be able to demonstrate appropriate practices in brick and block construction to entry-level standards (including safety). *Nondegree creditable. CORE*

MAS 152. MASONRY FUNDAMENTALS LAB II (0-6-3)

PREREQUISITE: MAS 111.

This course provides a practical application of introductory brick and block construction. Spreading mortar and laying bricks; coursing bricks; laying bricks in a running bond; building course pyramids; and building stretcher, wall common, Flemish, English, and stack bonds are emphasized. On completion, students should be able to demonstrate appropriate practices in brick and block construction to entry-level standards (including safety). *Nondegree creditable. CORE*

MAS 153. SPECIAL TOPICS/PROJECTS (0-6-3)

This course provides practical application of bonds and construction and layout of brick panels. Building common bonds, return corners, block corners, and block wall stack bonds is emphasized. On completion, students should be able to describe and demonstrate appropriate bonds and lay out and construct brick panels and dry bond masonry projects in preparation for construction. *Nondegree creditable.*

MAS 161. CONCRETE BLOCK MASONRY LAB (0-6-3)

PREREQUISITE: MAS 111.

This course provides practical application of concrete block advanced laying techniques. Developing skill in laying concrete block and constructing and reinforcing walls, joints, and sample panels and prisms is emphasized. On completion, students should be able to construct brick walls to entry-level standards. *Nondegree creditable. CORE*

MAS 162. BRICK MASONRY LAB (0-6-3)

PREREQUISITE: MAS 111.

This course provides practical application of advanced brick laying techniques. Developing skill in laying brick and constructing and reinforcing walls, joints, and sample panels and prisms is emphasized. On completion, students should be able to construct brick walls to entry-level standards. *Nondegree creditable.*

MAS 171. RESIDENTIAL/COMMERCIAL LAB (0-6-3)

PREREQUISITE: MAS 111.

This course provides application of residential and commercial techniques for plans and layouts as well as brick veneer, composite walls, expansion joints, and moisture control. Developing skill in reading residential and commercial drawings and applying specifications to acceptable code standards, job costing, job preparation, and brick and block moisture control are emphasized. On completion, students should be able to demonstrate use of scaling rule for a set of plans; identify and sketch standard symbols for walls, openings, floors, and materials; estimate job costs according to plan; use appropriate methods to ensure moisture control; lay brick and block to the line; and build brick and block foundations to entry-level standards. *Nondegree creditable. CORE*

MAS 181. SPECIAL TOPICS IN MASONRY (3-0-3)

This course provides specialized instruction in various areas related to the industry. Emphasis is placed on meeting students' needs. *Nondegree creditable.*

MAS 211. STONE MASONRY (3-0-3)

PREREQUISITES: MAS 131 and 171.

This course provides an introduction to stone and decorative masonry techniques, fireplace construction, and repair and restoration of brick structures. Topics include brick arches, fireplace construction, stone materials, laying techniques, moisture control, wall supports, joints, coping, sample panels, and cultured stone. On completion, students should be able to identify appropriate materials and techniques for the stated topics. *Nondegree creditable.*

MAS 231. BASIC CEMENT MASONRY (3-0-3)

This course is designed to introduce the various types of cement masonry, concrete requirements, flat work, estimating, and finishing methods. Estimating concrete for small- to medium-sized projects, flat

work, form work, footings, and the correct tools and methods of finishing and placing are emphasized. *Nondegree creditable.*

MAS 251. STONE MASONRY LAB (0-6-3)

PREREQUISITES: MAS 131 and 171.

This course provides practical application of stone and decorative masonry techniques, repair and restoration of brick structures, and brick arches. Developing skill in performing these techniques is emphasized. On completion, students should be able to lay stone, repair and restore brick structures, and build brick arches to entry-level standards. *Nondegree creditable.*

MAS 252. FIREPLACE CONSTRUCTION LAB (0-6-3)

PREREQUISITES: MAS 131, 171, and 211.

This course provides practical application of techniques for constructing fireplaces and other decorative work. Developing skill in constructing decorative masonry techniques is emphasized. On completion, students should be able to construct a variety of fireplaces to entry-level standards. *Nondegree creditable.*

MAS 271. BASIC CEMENT MASONRY LAB (0-6-3)

This course introduces the student to basic concrete masonry, including the use of various tools, estimating, and placing concrete. Correct methods used in placing concrete, finishing concrete, placing forms, and caring properly for concrete tools are emphasized. On completion, students should demonstrate entry-level skills for placing, finishing, estimating, and curing concrete. *Nondegree creditable.*

MATHEMATICS (MTH)**MTH 080. MATHEMATICS LABORATORY (1-0-1)**

This course is designed to offer supplemental help to students in mathematics. Students work in a laboratory situation under qualified instructors. This course may be repeated as needed. Emphasis is on arithmetic and algebra as determined by the individual needs of the students. *Nondegree creditable.*

MTH 090. BASIC MATHEMATICS (3-0-3)

COREQUISITE: MTH 080

This developmental course reviews arithmetical principles and computations and is designed to increase the student's mathematical proficiency for selected curriculum entrance. *Nondegree creditable.*

MTH 091/092. DEVELOPMENTAL ALGEBRA I-II (4-0-4)

PREREQUISITE: MTH 090 or appropriate mathematics placement score. COREQUISITE: MTH 080

This sequence of developmental courses provides a review of arithmetic and algebraic skills designed to provide sufficient mathematical proficiency necessary for entry into Intermediate College Algebra. *Nondegree creditable.*

MTH 098. ELEMENTARY ALGEBRA (4-0-4)

PREREQUISITE: MTH 090 or appropriate mathematics placement score.

This course is a review of fundamental arithmetic and algebra operations. Topics include the numbers of ordinary arithmetic and their properties, integers and rational numbers, solving equations, polynomials and factoring, and an introduction to systems of equations and graphs. *Nondegree creditable.*

MTH 100. INTERMEDIATE COLLEGE ALGEBRA (3-0-3)

PREREQUISITE: MTH 092, or MTH 098, or appropriate mathematics placement score.

This course provides a study of algebraic techniques, such as linear equations and inequalities, quadratic equations, systems of equations, and operations with exponents and radicals. Functions and relations are introduced and graphed with special emphasis on linear and quadratic functions. This course does not apply toward the general core requirement for mathematics.

MTH 110. FINITE MATHEMATICS (3-0-3)

PREREQUISITE: All core mathematics courses in Alabama must have as a minimum prerequisite, high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score. An alternative is that the student successfully pass Intermediate College Algebra with a grade of C or higher.

This course is intended to give an overview of topics in finite mathematics, together with their applications, and is primarily for students who are not majoring in science, engineering, commerce, or mathematics (i.e., students who are not required to take Calculus). This course will draw on and significantly enhance the student's arithmetic and algebraic skills. It includes sets, counting, permutations, combinations, basic probability (including Baye's Theorem), introduction to statistics (including work with Binomial Distributions and Normal Distributions), and matrices and their applications to Markov chains and decision theory. Additional topics may include symbolic logic, linear models, linear programming, and the simplex method and applications.

MTH 112. PRECALCULUS ALGEBRA (3-0-3)

PREREQUISITE: All core mathematics courses in Alabama must have as a minimum prerequisite high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score. An alternative is that the student successfully pass Intermediate College Algebra with a grade of C or higher.

This course emphasizes the algebra of functions, including polynomial, rational, exponential, and logarithmic functions. The course also includes systems of equations and inequalities, quadratic inequalities, and the binomial theorem. Additional topics may include matrices, Cramer's Rule, and mathematical induction.

MTH 113. PRECALCULUS TRIGONOMETRY (3-0-3)

PREREQUISITE: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative is that the student successfully pass MTH 112 with a grade of C or higher.

This course includes the study of trigonometric (circular functions) and inverse trigonometric functions, and includes extensive work with trigonometric identities and equations. The course also includes vectors, complex numbers, DeMoivre's Theorem, and polar coordinates. Additional topics may include conic sections, sequences, and using matrices to solve linear systems.

MTH 115. PRECALCULUS ALGEBRA AND TRIGONOMETRY (4-0-4)

PREREQUISITE: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative is that the student successfully pass MTH 100 with a grade of C or higher and receive permission from the department director.

This course is a one-semester combination of Precalculus Algebra and Precalculus Trigonometry intended for superior students. The course includes the algebra of functions (including polynomial, rational, exponential, and logarithmic functions), systems of equations and inequalities, quadratic inequalities, and the binomial theorem as well as the study of trigonometric (circular functions), and inverse trigonometric functions. It also includes extensive work with trigonometric identities and trigonometric equations, vectors, complex numbers, DeMoivre's Theorem, and polar coordinates.

MTH 116. MATHEMATICAL APPLICATIONS (3-0-3)

PREREQUISITE: MTH 090 or appropriate mathematics placement score.

This course provides practical mathematics applications and includes selected topics from consumer math and algebra. Some topics included are integers, percentages, interest, ratio and proportion, metric system, probability, linear equations, and problem solving. This is a terminal course designed for students seeking an AAS degree and does not meet the general core requirement for mathematics.

MTH 120. CALCULUS AND ITS APPLICATIONS (3-0-3)

PREREQUISITE: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative is that the student successfully pass MTH 112 with a C or higher.

This course is intended to give a broad overview of calculus and is taken primarily by students majoring in Commerce and Business Administration. It includes differentiation and integration of algebraic, exponential, and logarithmic functions and applications to business and economics. The course should include functions of several variables, partial derivatives (including applications), Lagrange Multipliers, L'Hopital's Rule, and multiple integration (including applications).

MTH 125. CALCULUS I (4-0-4)

PREREQUISITE: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative is that the student successfully pass MTH 113 or MTH 115 with a C or higher.

This is the first of three courses in the basic calculus sequence taken primarily by students in science, engineering, and mathematics. Topics include the limit of a function; the derivative of algebraic, trigonometric, exponential, and logarithmic functions; and the definite integral and its basic applications to area problems. Applications of the derivative are given in detail, including approximations of error, using differentials, maximum and minimum problems, and curve sketching using calculus.

MTH 126. CALCULUS II (4-0-4)

PREREQUISITE: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative is that the student successfully pass MTH 125 with a C or higher.

This is the second of three courses in the basic calculus sequence. Topics include vectors in the plane and in space, lines and planes in space, applications of integration (such as volume, arc length, and work, and average value), techniques of integration, infinite series, polar coordinates, and parametric equations.

MTH 227. CALCULUS III (4-0-4)

PREREQUISITE: MTH 126.

This is the third of three courses in the basic calculus sequence. Topics include vector functions, functions of two or more variables, partial derivatives (including applications), quadric surfaces, multiple integration, and vector calculus (including Green's Theorem, Curl and Divergence, surface integrals, and Stokes' Theorem).

MTH 231. MATH FOR THE ELEMENTARY TEACHER I (3.0.3)

PREREQUISITE: As required by program.

This course is designed to provide appropriate insights into mathematics for students majoring in elementary education and to ensure that students going into elementary education are more than proficient at performing basic arithmetic operations. Topics include logic, sets and functions, operations and properties of whole numbers and integers including number theory; use of manipulatives by teachers to demonstrate abstract concepts; and by students while learning these abstract concepts as emphasized in the class. Upon completion, students are required to demonstrate proficiency in each topic studied as well as to learn teaching techniques that are grade level and subject matter appropriate, and test for mathematical proficiency and the learning of teaching concepts.

MTH 232. MATH FOR THE ELEMENTARY TEACHER II (3.0.3)

PREREQUISITE: MTH 231

This course is the second of a three-course sequence and is designed to provide appropriate insights into mathematics for students majoring in elementary education and to ensure that students going into elementary education are more proficient at performing basic arithmetic operations. Topics include numeration skills with fractions, decimals and percentages, elementary concepts of probability and statistics, and analytic geometry concepts associated with linear equations and inequalities. The use of manipulatives and calculators in the teaching and learning process is stressed. Upon completion, students will test for mathematical proficiency and the learning of teaching concepts. Students also will demonstrate an appropriate teaching technique by preparing a lesson and teaching it to the class for their final exam grade.

MTH 237. LINEAR ALGEBRA (3-0-3)

PREREQUISITE: MTH 126.

This course introduces the basic theory of linear equations and matrices, real vector spaces, bases and dimension, linear transformations and matrices, determinants, eigenvalues and eigenvectors, inner product spaces, and diagonalization of symmetric matrices. Additional topics may include quadratic forms and use of matrix methods to solve systems of linear differential equations.

MTH 238. APPLIED DIFFERENTIAL EQUATIONS I (3-0-3)

COREQUISITE: MTH 227.

This course introduces numerical methods, qualitative behavior of first order differential equations, techniques for solving separable and linear equations analytically, and applications to various models (e.g.,

populations, motion, chemical mixtures, etc.). The course provides techniques for solving higher order linear differential equations with constant coefficients (general theory, undetermined coefficients, reduction of order and the method of variation of parameters), with emphasis on interpreting the behavior of the solutions, and applications to physical models whose governing equations are of higher order. The Laplace transform as a tool for the solution of initial value problems whose –homogeneous terms are discontinuous is emphasized.

MTH 265. ELEMENTARY STATISTICS (3-0-3)

PREREQUISITE: MTH 100 or appropriate mathematics placement score.

This course provides an introduction to methods of statistics, including the following topics: sampling, frequency distributions, measures of central tendency, graphic representation, reliability, hypothesis testing, confidence intervals, analysis, regression, estimation, and applications. Probability, permutations, combinations, binomial theorem, random variables, and distributions may be included.

VOCATIONAL/TECHNICAL MATHEMATICS (MAH)

MAH 101. INTRODUCTORY MATHEMATICS I (2-2-3)

PREREQUISITE: Appropriate placement score.

This course is a comprehensive review of arithmetic and basic algebra designed to meet the needs of certificate and diploma programs. Topics include business and industry-related arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. On completion, students should be able to solve practical problems in their specific occupational areas of study. *Nondegree creditable.*

MAH 105. MATH FOR NURSING (2-2-3)

This course is a comprehensive review of arithmetic, with basic algebra, and introduces calculations of solutions and systems of measurement to meet practical nursing program requirements. Topics include a review of basic arithmetic, metric system conversions, ration and proportion, and conversions among and between the metric, apothecaries, and household unit systems and intravenous infusion rates as well as ethical, cultural, and legal aspects of accurate mathematic skills. On completion, students will demonstrate proficiency in calculating drug dosages and IV infusion rates for adults and children. *Nondegree creditable.*

MEDICAL ASSISTING (MAT)

MAT 101. MEDICAL TERMINOLOGY (3-0-3)

PREREQUISITE: Instructor permission.

This course is designed for medical assistants, student nurses, and others in medically related fields. The course focuses on the more common prefixes, roots, and suffixes used to construct medical terms with these word parts to determine the meanings of new or unfamiliar terms. Students will learn a system of word building that will enable them to interpret medical terms. **CORE**

MAT 102. MEDICAL ASSISTING THEORY I (3-0-3)

PREREQUISITE: Instructor permission.

A description of anatomical descriptors and the cell introduces students to and serves as an overview of the body's systems. The structure and function of the nervous, sensory, integumentary, muscular, skeletal, respiratory, and cardiovascular systems are taught with the diseases related to the systems presented. On completion, students should be able to demonstrate a basic working knowledge of these body systems. **CORE**

MAT 103. MEDICAL ASSISTING THEORY II (3-0-3)

PREREQUISITE: Instructor permission.

The structure and function of the digestive, urinary, reproduction, endocrine, and immune systems are presented. Disease processes that are related to these systems are included. Basic concepts of reproduction, growth and development, and nutrition are taught. On completion, students should be able to demonstrate a basic working knowledge of these body systems. **CORE**

MAT 111. CLINICAL PROCEDURES I FOR THE MEDICAL ASSISTANT (2-3-3)

PREREQUISITE: Instructor permission.

This course includes instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with examinations, and patient education. On completion, students will be able to demonstrate competence in exam room procedures. **CORE**

MAT 120. MEDICAL ADMINISTRATIVE PROCEDURES I (2-3-3)

PREREQUISITES: MAT 101 and CIS 146 or equivalent.

This course introduces medical office administrative procedures. Topics include appointment scheduling, telephone techniques, managing the physician's schedule, handling mail, preparing and maintaining medical records, and patient orientation. On completion, students should be able to perform basic medical secretarial skills. **CORE**

MAT 121. MEDICAL ADMINISTRATIVE PROCEDURES II (2-3-3)

This course is a continuation of Medical Administrative Procedures I. Topics include physical plant maintenance, equipment and supplies, inventories, liability coverage, medical economics, and an introduction to insurance procedures. On completion, students should be able to manage economics of the medical office and supervise personnel. **CORE**

MAT 122. BASIC CONCEPTS OF INTERPERSONAL RELATIONSHIPS (3-0-3)

PREREQUISITE: Instructor permission.

This course is designed to assist students in health occupations with learning basic principles of human behavior. Activities for developing effective interpersonal relations are included. Exploration of self-concept and the negative effect of poor self-concept as they relate to one's health are presented. On completion, students should be able to apply these concepts to the work setting.

MAT 125. LABORATORY PROCEDURES I FOR THE MEDICAL ASSISTANT (2-3-3)

PREREQUISITE: Instructor permission.

This course provides instruction in basic laboratory techniques used by the medical assistant. Topics include lab safety; quality control; collecting and processing specimens; and performing selective diagnostic tests such as a CBC, screening and follow-up of test results, and OSHA/CLIA regulations. On completion, students should be able to perform basic lab tests/skills based on course topics. **CORE**

MAT 128. MEDICAL LAW AND ETHICS FOR THE MEDICAL ASSISTANT (3-0-3)

PREREQUISITE: Instructor permission.

This course provides basic information related to the legal relationship of patient and physician. Topics covered include creation and termination of contracts, implied and informed consent, professional liability, invasion of privacy, malpractice, tort, liability, breach of contract, and the Medical Practice Act. On completion, students should be able to recognize ethical and legal implications of these topics as they relate to the medical assistant. **CORE**

MAT 130. MEDICAL OFFICE COMMUNICATION (3-0-3)

PREREQUISITE: Instructor permission.

This course prepares the student to communicate with patients and other allied health professionals whom he/she may come in contact within the medical setting. Emphasis is placed on verbal, nonverbal, written communication skills, and medical document formatting. On completion, students should be able to demonstrate an understanding of the skills needed for effective communication in the medical setting.

MAT 200. MANAGEMENT OF OFFICE EMERGENCIES (2-0-2)

PREREQUISITE: Instructor permission.

This course is designed to instruct students in handling emergencies in the medical office. Emergencies presented will include cardiovascular emergencies, diabetic emergencies, seizures, syncope, hyperthermia and hypothermia, shock, musculoskeletal emergencies, and poisoning. On completion, students should be able to recognize emergency situations and take appropriate actions. **CORE**

MAT 211. CLINICAL PROCEDURES II FOR THE MEDICAL ASSISTANT (2-3-3)

PREREQUISITE: Instructor permission.

This course includes instruction in vital signs and special examination procedures. Interviewing skills, appropriate triage, and preparing patients for diagnostic procedures are emphasized. On completion, students should be able to assist with special procedures. **CORE**

MAT 215. LABORATORY PROCEDURES II FOR THE MEDICAL ASSISTANT (2-3-3)

PREREQUISITE: MAT 125 or instructor permission.

This course instructs students in the fundamental theory and lab application for the medical office. Microbiology, urinalysis, serology, blood chemistry, and venipuncture theory as well as venipuncture collection procedures are discussed and performed. On completion, students should be able to perform basic lab tests/skills on course topics. **CORE**

MAT 216. MEDICAL PHARMACOLOGY FOR THE MEDICAL OFFICE (3-3-4)

PREREQUISITES: MAT 101, 102, and 103 or instructor permission.

This course teaches the commonly administered drugs used in the medical field, including their classifications, actions, indications, contraindications, and side effects on the body. Correct demonstration of drug calculation, preparation, administration, and documentation are also taught. On completion, students should be able to demonstrate safe drug administration and recognize common medical classifications and their patient implications. **CORE**

MAT 220. MEDICAL OFFICE INSURANCE (2-3-3)

PREREQUISITES: MAT 101, 121, and CIS 146 or equivalent.

This course emphasizes insurance procedures with advanced diagnostic and procedural coding in the outpatient facility. Study will include correct completion of insurance forms, ICD-9, and CPT coding. On completion, students should be able to demonstrate proficiency in coding for reimbursements. **CORE**

MAT 222. MEDICAL TRANSCRIPTION I (1-3-2)

PREREQUISITES: MAT 101, MAT 130, CIS 146 or equivalent, acceptable keyboarding speed, or instructor permission.

This course introduces dictating equipment and typical medical dictation. Correct punctuation, capitalization, and spelling are emphasized. On completion, students should be able to transcribe physician dictation. **CORE**

MAT 223. MEDICAL TRANSCRIPTION II (1-3-2)

PREREQUISITES: MAT 101, CIS 146 or equivalent, acceptable keyboarding speed, or instructor permission. **COREQUISITE:** MAT 222.

This course provides additional skills required to competently transcribe medical dictation. Efficient use of equipment, references, editing, proofreading, and various formats are emphasized. On completion, students should be able to demonstrate competence in transcribing physician dictation.

MAT 227. SPECIAL TOPICS IN MEDICAL ASSISTING (1-0-1)

PREREQUISITE: Instructor permission.

This course includes specialized study on current topics and issues in the field of medical assisting. Personal and occupational responsibilities and developing problem-solving skills encountered in the medical office are emphasized. On completion, students should be able to apply problem-solving skills to medical office situations.

MAT 228. MEDICAL ASSISTANT REVIEW COURSE (1-0-1)

PREREQUISITE: Instructor permission.

This course includes a general review of administrative and clinical functions performed in a medical office. Topics include those listed in the CMA exam content outline. The course assists students or graduates with preparing for the American Association of Medical Assistants National Certification Examination.

MAT 229. MEDICAL ASSISTANT PRECEPTORSHIP (0-15-3)

PREREQUISITES: MAT 111, 125, 200, 211, 215, 216, 222, plus 30 additional credit hours in MAT program.

This course provides an opportunity to apply clinical, laboratory, and administrative skills in a physician's office, clinic, or outpatient facility. The student will gain experience in applying knowledge learned in the

classroom, enhancing competence, and strengthening professional communications and interactions. On completion, students should be able to perform as an entry-level Medical Assistant. **CORE**

MAT 239. PHLEBOTOMY PRECEPTORSHIP (0-15-3)

PREREQUISITES: MAT 101, 102, 128, 215, and CIS 146 or equivalent.

This course provides an opportunity to apply phlebotomy techniques in the physician's clinic and the hospital. Training individuals to properly collect and handle blood specimens for laboratory testing and to interact with health care personnel, patients, and the general public are emphasized. On completion, students should be prepared for entry-level phlebotomy and to sit for the Phlebotomy Technician Examination (ASCP).

MAT 242. TRANSCRIPTION PRECEPTORSHIP (0-15-3)

PREREQUISITE: Instructor permission.

This course provides an opportunity to apply transcription skills to the physician's office or the hospital. Students will gain experience in applying knowledge learned in transcription classroom to medical office dictation. On completion, students should be able to demonstrate entry-level transcription skills.

MUSIC ENSEMBLES (MUL) (0-2-4-1-2)

PREREQUISITE: Instructor permission.

These courses provide opportunities for students to participate in a performing ensemble. Rehearsing and performing literature appropriate to the mission and goals of the group are emphasized. On completion, students should be able to effectively participate in performances presented by the ensemble. All ensembles may be repeated for credit.

141-42; 241-42	CLASS BRASS I, II, III, IV
170-71; 270-71	MUSIC WORKSHOP I, II, III, IV
180-81; 280-81	CHORUS I, II, III, IV
182-83; 282-83	VOCAL ENSEMBLE I, II, III, IV
184-85; 284-85	JAZZ/SHOW CHOIR I, II, III, IV
190-91; 290-91	CONCERT BAND I, II, III, IV
196-97; 296-97	JAZZ/SHOW BAND I, II, III, IV

BASIC MUSIC (MUL) (0-2-4-1-2)

Group instruction is available in voice and piano for students with little or no previous training. The rudiments of music, basic performance techniques, and general musicianship are emphasized. On completion of one or a sequence of courses, students should be able to demonstrate a basic proficiency in singing or playing and a knowledge of music fundamentals. Appropriate music ensemble course required as co-requisite.

101-02; 201-02	CLASS PIANO I, II, III, IV
111-12; 211-12	CLASS VOICE I, II, III, IV

MUSIC PERFORMANCE (MUP) (0-1/2-1-1-2)

PREREQUISITE: Instructor permission.

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion, and fretted instruments. Developing technique, repertoire, and performance skills commensurate with the student's education goals is emphasized. Students are required to practice a minimum of five hours per week for each credit hour. On completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

101-02; 201-02	PIANO I, II, III, IV
111-12; 211-12	VOICE I, II, III, IV
127-28; 227-28	DOUBLE BASS I, II, III, IV
133-34; 233-34	GUITAR I, II, III, IV
141-42; 241-42	FLUTE I, II, III, IV
145-46; 245-46	SAXOPHONE I, II, III, IV
161-62; 261-62	TRUMPET I, II, III, IV
171-72; 271-72	TROMBONE I, II, III, IV

175-76; 275-76 **TUBA I, II, III, IV**
181-82; 281-82 **PERCUSSION I, II, III, IV**

MUSIC (MUS)

MUS 101. MUSIC APPRECIATION (3-0-3)

This course is designed for non-music majors and requires no previous musical experience. It is a survey course that incorporates several modes of instruction, including lecture, guided listening, and similar experiences involving music. The course covers a minimum of three stylistic periods to provide a multicultural perspective, and includes both vocal and instrumental genres. On completion, students should be able to demonstrate knowledge of music fundamentals, aesthetic/stylistic characteristics of historical periods, and an aural perception of style and structure in music.

MUS 110. BASIC MUSICIANSHIP (3-0-3)

PREREQUISITE: MUS 099, or appropriate placement score, or instructor permission.

This course is designed to provide rudimentary music knowledge and skills for the student with a limited music background. Topics include a study of notation, rhythm, scales, keys, intervals, and chords and basic sight-singing and ear-training skills. On course completion, students should be able to read and understand musical scores and demonstrate basic sight-singing and ear-training skills for rhythm, melody, and harmony.

MUS 111. MUSIC THEORY I (3-1-4)

PREREQUISITE: MUS 110, or appropriate placement score, or instructor permission. **COREQUISITE:** MUS 113, if ear training lab is a separate course.

This course introduces diatonic harmonic practices in the Common Practice Period. Topics include fundamental musical materials (rhythm, pitch, scales, intervals, diatonic harmonies) and an introduction to the principles of voice leading and harmonic progression. On completion, students should be able to demonstrate a basic competency using diatonic harmony through analysis, writing, sight singing, dictation, and keyboard skills.

MUS 112. MUSIC THEORY II (3-1-4)

PREREQUISITE: MUS 111. **COREQUISITE:** MUS 114, if ear training lab is a separate course.

This course completes the study of diatonic harmonic practices in the Common Practice Period and introduces simple musical forms. Topics include principles of voice leading used in three- and four-part triadic harmony and diatonic seventh chords, non-chord tones, cadences, phrases, and periods. On completion, students should be able to demonstrate competence, using diatonic harmony through analysis, writing, sight singing, dictation, and keyboard skills.

OFFICE ADMINISTRATION (OAD)

OAD 101. BEGINNING KEYBOARDING (3-0-3)

This course is designed to enable the student to use the touch method of keyboarding through classroom instruction and lab exercises. Emphasis is on speed and accuracy in keying alphabetic, symbol, and numeric information using a keyboard. Upon completion, the student should be able to demonstrate proper technique and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of basic business documents such as memoranda, letters, reports, etc.

OAD 103. INTERMEDIATE KEYBOARDING (3-0-3)

PREREQUISITE: OAD 101.

This course is designed to assist the student in increasing speed and accuracy using the touch method of keyboarding through classroom instruction and lab exercises. Emphasis is on the production of business documents such as memoranda, letters, reports, tables, and outlines from unarranged rough draft to acceptable format. Upon completion, the student should be able to demonstrate proficiency and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of business documents. **CORE**

OAD 104. ADVANCED KEYBOARDING (3-0-3)

PREREQUISITE: OAD 103.

This course is designed to assist the student with in continuing to develop of speed and accuracy using the touch method of keyboarding through classroom instruction and lab exercises. Emphasis is on the production of business documents using decision-making skills. Upon completion, the student should be able to demonstrate proficiency and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of high-quality business documents.

OAD 125. WORD PROCESSING (3-0-3)

PREREQUISITE: OAD 103.

This course is designed to provide the student with basic word processing skills through classroom instruction and lab exercises. Emphasis is on the use of software features to create, edit, and print common office documents. On course completion, the student should be able to demonstrate the ability to use industry-standard software to generate appropriately formatted, accurate, and attractive business documents such as memos, letters, and reports.

OAD 126. ADVANCED WORD PROCESSING (3-0-3)

PREREQUISITE: OAD 125.

This course is designed to increase proficiency in using advanced word processing functions through classroom instruction and lab exercises. Emphasis is on the use of industry-standard software to maximize productivity. On course completion, the student should be able to demonstrate ability to generate advanced business documents.

OAD 133. BUSINESS COMMUNICATIONS (3-0-3)

PREREQUISITE: As required by program.

This course is designed to provide skills necessary to communicate effectively. Emphasis is on application of communication principles to produce clear, correct, and logically organized business communications. On course completion, the student should be able to demonstrate effective communication techniques in written, oral, and nonverbal communications.

OAD 138. RECORDS/INFORMATION MANAGEMENT (3-0-3)

This course is designed to provide knowledge about managing office records and information. Emphasis is on basic filing procedures, methods, systems, supplies, equipment, and modern technology used in creation, protection, and disposition of records stored in a variety of forms. On course completion, the student should be able to perform basic filing procedures.

OAD 218. OFFICE PROCEDURES (3-0-3)

PREREQUISITE: OAD 103.

This course is designed to develop an awareness of the responsibilities and opportunities of the office professional through classroom instruction and lab exercises. Emphasis is on current operating functions, practices and procedures, work habits, attitudes, oral and written communications, and professionalism. On course completion, the student should be able to demonstrate the ability to effectively function in an office support role.

OAD 232. THE COMPUTERIZED OFFICE (3-0-3)

PREREQUISITE: OAD 126.

This course is designed to develop skill in the use of integrated software through classroom instruction and lab exercises. Emphasis is on the use of computerized equipment, software, and communications technology. On course completion, the student should be able to satisfactorily perform a variety of office tasks using current technology.

ORIENTATION (ORI/ORT)

ORI 101. ORIENTATION TO COLLEGE (1-0-1)

This course aids new students in their transition to the institution, exposes new students to the broad educational opportunities of the institution, and integrates new students into the life of the institution.

ORI 103. MASTER STUDENT (2-0-2)

This course helps students develop practical knowledge and skills toward a successful college experience, both academically and personally. Topics include time, reading, memory, notes, tests, diversity, thinking, writing, relationships, health, and career planning.

ORI 104. WORKKEYS® ASSESSMENT AND ADVISEMENT (1-0-1)

This course provides entering students with an introduction to the ACT® WorkKeys System. Students will complete WorkKeys assessments in the areas of Applied Mathematics, Reading for Information, and Locating Information. On completion of initial assessments, students will be advised of their performance on the assessments and of the methods available to improve their individual performance to achieve the WorkKeys target levels for their program.

ORT 100. ORIENTATION FOR CAREER STUDENTS (1-0-1)

This course is designed to introduce the beginning student to college. College policies and regulations are covered as well as stress management, resume preparation, job application procedures, and employment interviewing techniques. *Nondegree creditable.*

PHILOSOPHY (PHL)

PHL 206. ETHICS AND SOCIETY (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course involves the study of ethical issues that confront individuals in the course of daily living. Fundamental questions of right and wrong, human rights, and conflicting obligations are the focus. On course completion, the student should be able to understand and be prepared to make decisions in life regarding ethical issues.

PHYSICAL EDUCATION (PED)

PED 103. WEIGHT TRAINING—BEGINNING (0-2-1)

This course introduces the basics of weight training. Developing muscular strength, endurance, and tone is emphasized. On completion, students should be able to establish and implement a personal weight training program.

PED 104. WEIGHT TRAINING—INTERMEDIATE (0-2-1)

PREREQUISITE: PED 103 or instructor permission.

This course provides advanced levels of weight training. Meeting individual training goals and addressing weight training needs and interests are emphasized. On completion, students should be able to establish and implement an individualized advanced weight training program.

PED 105. PERSONAL FITNESS (0-2-1)

This course is designed to provide the student with information that facilitates participation in a personally developed fitness program. Topics include cardiovascular fitness, muscular strength and endurance, flexibility, and body composition.

PED 118. GENERAL CONDITIONING—BEGINNING (0-2-1)

This course provides an individualized approach to general conditioning using five major components. The scientific basis for setting up and engaging in personalized physical fitness and conditioning programs is emphasized. On completion, students should be able to set up and implement an individualized physical fitness and conditioning program.

PED 119. GENERAL CONDITIONING—INTERMEDIATE (0-2-1)

PREREQUISITE: PED 118 or instructor permission.

This course is an intermediate-level fitness and conditioning program class. Topics include specific exercises contributing to fitness and the role exercise plays in developing body systems. On course completion, students should be able to implement and evaluate an individualized physical fitness and conditioning program.

PED 200. FOUNDATIONS OF PHYSICAL EDUCATION (3-0-3)

In this course, the history, philosophy, and objectives of health, physical education, and recreation are studied, with emphasis on the physiological, sociological, and psychological values of physical education. It is required of all physical education majors.

The following varsity sports may be repeated for credit up to a maximum of six (6) credit hours:

PED 252. VARSITY BASEBALL (0-2-1)

PREREQUISITE: Instructor permission.

This course offers advanced baseball techniques. Refining skills and developing more advanced strategies and techniques are emphasized. On course completion, students should be able to play baseball at a competitive level.

PED 254. VARSITY SOFTBALL (0-2-1)

PREREQUISITE: Instructor permission.

This course introduces fundamental skills and rules of softball. Proper techniques and strategies for playing softball are emphasized. On course completion, students should be able to play competitive softball.

PHYSICAL SCIENCE (PHS)

PHS 111. PHYSICAL SCIENCE I (3-2-4)

PREREQUISITE: Appropriate placement scores.

This course provides an introduction to the basic principles of geology, oceanography, meteorology, and astronomy. *Laboratory is required.*

PHS 112. PHYSICAL SCIENCE II (3-2-4)

PREREQUISITE: MTH 098 or MTH 116.

This course provides the non-technical student with an introduction to the basic principles of chemistry and physics. *Laboratory is required.*

PHYSICAL THERAPIST ASSISTANT (PTA)

PTA 100. INTRODUCTION TO PHYSICAL THERAPY (2-0-2)

This course is an introduction to the field of physical therapy (PT) as a career choice. Role of the PT and PTA; educational requirements; scope of practice and subspecialty areas such as pediatrics, geriatrics, and sports are emphasized. On course completion, the student should have a general understanding of the role of physical therapy in the health care environment.

PTA 180. MEDICAL TERMINOLOGY (1-0-1)

This course is an introduction to the language of medicine with emphasis on its use in physical therapy. Terminology of anatomical systems; root forms; prefixes and suffixes; surgery; symptomatology; psychiatric, pharmaceutical, and anesthetic terms; and abbreviations are emphasized. On course completion, the student should be able to recognize this terminology as it is used in physical therapy.

PTA 200. PT ISSUES AND TRENDS (2-0-2)

PREREQUISITE: Program admission.

This is an introductory course to trends and issues in physical therapy. History, practice issues, psychosocial aspects of illness, and cultural diversity are emphasized. On course completion, the student should be able to discuss trends and issues relevant to physical therapy. **CORE**

PTA 201. PTA SEMINAR (2-0-2)

PREREQUISITE: PTA 200.

This course is a continuing study of issues and trends in PT practice. Issues such as licensure, job skills, board exam review, practitioner roles, and legal and ethical issues are emphasized. On course completion, the student should have acquired necessary skills for transition from student to practitioner. **CORE**

PTA 202. PTA COMMUNICATION SKILLS (2-0-2)

PREREQUISITE: Program admission.

This course is the study of verbal and non-verbal communication and documentation in health care. Terminology, format, computer use, reimbursement, interpersonal communication, and legal issues are emphasized. On course completion, students should be able to discuss and demonstrate communication methods for achieving effective interaction with patients, families, the public, and other health care providers.

PTA 204. PTA FORUM I (1-0-1)

PREREQUISITE: Program admission.

This course consists of independent visits to relevant clinical and related sites and activities. Students observe and assist with sports and

recreational activities and visit specialized clinical sites. On course completion, the student should have broad exposure to activities in which physically challenged individuals participate and specialized clinical areas.

PTA 210. INTRODUCTION TO PHYSICAL THERAPY CLINIC (0-5-1)

PREREQUISITE: Program admission.

This clinical course is designed to introduce the practice of physical therapy in the clinical setting. Emphasis is on student observation of techniques in the clinic that have been taught in the classroom and will entail on-going communication among the clinical instructor, student, and course coordinator. On course completion, the student should be able to demonstrate practical application of basic physical therapist assistant skills.

PTA 220. FUNCTIONAL ANATOMY AND KINESIOLOGY LAB (3-0-3)

PREREQUISITE: Program admission.

This course provides an in-depth, clinically oriented study of functional anatomy. The musculoskeletal system, nervous system, and study of human movement are emphasized. On course completion, the student should be able to identify specific anatomical structures and analyze human movements. **CORE**

PTA 222. FUNCTIONAL ANATOMY AND KINESIOLOGY LAB (0-6-2)

PREREQUISITE: Program admission.

This laboratory course allows for a hands-on appreciation of anatomical structures and kinesiological concepts as they relate to therapeutic exercise. Emphases may include muscle and joint function, testing, applications, and therapeutic exercise. On course completion, the student should be able to integrate content areas into an understanding of normal human movement.

PTA 230. NEUROSCIENCE (2-0-2)

PREREQUISITE: Program admission.

This course provides an overview of the neuroanatomy of the CNS and PNS as it relates to treatment necessary for patients with dysfunctions of these systems. Emphases may include structure and function of the nervous system, neurophysiological concepts, human growth and development, and neurological dysfunctions. On course completion, the student should be able to identify and discuss specific anatomical structures and function of the nervous system as well as basic concepts of human growth and development and identify neurological pathologies. **CORE**

PTA 231. REHABILITATION TECHNIQUES (0-6-2)

PREREQUISITES: Program admission and instructor permission.

This course allows for hands-on appreciation of advanced rehabilitation techniques. Orthopedic and neurological treatment techniques, therapeutic exercise procedures, and analysis and treatment of pathological gait are emphasized. On course completion, the student should be able to demonstrate an understanding of advanced rehabilitation techniques appropriate to orthopedic and neurological dysfunctions. **CORE**

PTA 232. ORTHOPEDICS FOR THE PTA (2-0-2)

PREREQUISITE: Program admission.

This course provides the student with an overview of orthopedic conditions seen in physical therapy. The study of orthopedic conditions and appropriate physical therapy intervention and a review of related anatomical structures are emphasized. On course completion, the student should be able to discuss PT interventions for common orthopedic conditions.

PTA 240. PHYSICAL DISABILITIES I (2-0-2)

PREREQUISITE: Program admission.

This course presents a body systems approach to etiology, pathology, signs/symptoms, and treatment of conditions seen in PT. Emphases may include conditions most commonly treated in physical therapy. On course completion, the student should be able to discuss basic pathological processes, treatment options, and prognoses of conditions studied. **CORE**

PTA 241. PHYSICAL DISABILITIES II (2-0-2)

PREREQUISITE: PTA 240.

This course continues a body systems study of common PT pathologies. Emphases may include various neurological pathologies with additional focus on needs of special populations. On course completion, the student should be able to discuss PT intervention appropriate to a variety of diagnoses. **CORE**

PTA 250. THERAPEUTIC PROCEDURES I (2-6-4)

PREREQUISITE: Program admission.

This laboratory course provides a hands-on introduction to principles and procedures of therapeutic physical therapy intervention. Basic patient care skills and procedures used in physical therapy are emphasized. On course completion, the student should be able to demonstrate safe and effective delivery of those procedures with an in-depth understanding of the rationale for each treatment. **CORE**

PTA 251. THERAPEUTIC PROCEDURES II (2-6-4)

PREREQUISITE: PTA 250.

This laboratory course is a continued study of principles and procedures of therapeutic PT intervention. Advanced physical therapy interventions and procedures and their rationale are emphasized. On course completion, the student should be able to demonstrate safe and effective delivery with in-depth understanding. **CORE**

PTA 253. THERAPEUTIC PROCEDURES III (2-6-4)

PREREQUISITES: PTA 250 and 251.

This laboratory course is a continued study of the principles and procedures of therapeutic PT intervention. Specialized physical therapy interventions and procedures and their rationale are emphasized. On completion, students should be able to demonstrate safe and effective delivery with an in-depth understanding of each.

PTA 263. CLINICAL AFFILIATION I (0-15-3)

PREREQUISITE: As required by program.

This clinical class provides clinical interaction in the health care environment. The course entails ongoing communication between the clinical instructor, student, and course coordinator. On completion, the student should be able to safely and effectively apply procedures and techniques previously attained in the classroom.

PTA 268. CLINICAL PRACTICUM (0-25-5)

PREREQUISITES: Program admission and instructor permission.

This clinical education experience provides practice in the health care environment, using entry-level skills attained in previous classroom instruction. The course entails on-going communication among clinical instructor, student, and course coordinator. On course completion, the student should be able to demonstrate entry-level competency in skills necessary for functioning as a physical therapist assistant. **CORE**

PTA 290. THERAPEUTIC EXERCISE (0-3-1)

PREREQUISITE: Program admission.

This lab course provides exercise techniques commonly used in PTA practice. It may include aquatic, isometric, isotonic, isokinetic, plyometric, Swiss ball, and aerobic exercises. On course completion, the student should have entry-level skills in exercise application.

PTA 293. DIRECTED STUDY FOR PTA (1-0-1)

PREREQUISITE: Program Admission.

This course is designed to increase the opportunity for exploring, reading, and reporting on specific topics related to the field of physical therapy. Development of knowledge in an area of interest to the student is emphasized. The student should be able to meet the objectives of the course as approved by the instructor.

PHYSICS (PHY)

PHY 201. GENERAL PHYSICS I - TRIGONOMETRY BASED (3-2-4)

PREREQUISITE: MTH 113 or equivalent.

This course is designed to cover general physics at a level that assures previous exposure to college algebra and basic trigonometry. Specific topics include mechanics, properties of matter and energy, thermodynamics, and periodic motion. *Laboratory is required.*

**PHY 202. GENERAL PHYSICS II-TRIGONOMETRY
BASED (3-2-4)**

PREREQUISITE: PHY 201.

This course is designed to cover general physics using college algebra and basic trigonometry. Specific topics include wave motion, sound, light, optics, electrostatics, circuits, magnetism, and modern physics. *Laboratory is required.*

PHY 213. GENERAL PHYSICS I WITH CALCULUS (3-2-4)

PREREQUISITE: MTH 125.

This course provides a calculus-based treatment of the principle subdivisions of classical physics: mechanics and energy, including thermodynamics. *Laboratory is required.*

PHY 214. GENERAL PHYSICS II WITH CALCULUS (3-2-4)

PREREQUISITE: PHY 213.

This course provides a calculus-based study in classical physics. Topics included are simple harmonic motion, waves, sound, light, optics, electricity and magnetism. *Laboratory is required.*

PLUMBING (PLB)

PLB 111. INTRODUCTION TO PLUMBING (3-0-3)

COREQUISITE: PLB 112.

This course covers fundamental plumbing principles, practices, and history. Topics include basic plumbing principles, safety, job-seeking skills, blueprint reading, plumber's math, shop orientation, and College policies. On completion, the student should be able to seek employment, understand basic plumbing principles, read and interpret blueprints, work safely, and use formulas to solve plumbing problems involving measurement and layouts. *Nondegree creditable. CORE*

PLB 112. PLUMBING APPLICATIONS (0-9-3)

COREQUISITE: PLB 111.

This course is an application of PLB 111, Introduction to Plumbing. Topics include orientation, basic plumbing principles, safety, history, plumber's math, job-seeking skills, drawing interpretation and creation using rough-in sheets and measurements. On completion, the student should be able to apply basic plumbing principles. *Nondegree creditable. CORE*

PLB 113. PIPES AND FITTINGS (3-0-3)

COREQUISITE: PLB 114.

This course includes the theory of joining pipe and fittings. Topics include method of joining pipe and fittings, selection and use of power tools, and methods of securing piping. On completion the student should be able to identify pipe and fittings, identify tools, properly care for tools, and identify various types of pipe securing devices. *Nondegree creditable. CORE*

PLB 114. JOINING PIPES AND FITTINGS (0-9-3)

COREQUISITE: PLB 113.

This course covers proper methods for identifying and joining all types of pipes and fittings, hanging and securing pipe and using materials and tools. Emphasis is on plumbing materials, tools, suppliers, equipment, and methods. On completion, the student should be able to join various pipe and fittings. *Nondegree creditable. CORE*

**PLB 115. PRESSURE AND NON-PRESSURE SYSTEMS
(3-0-3)**

COREQUISITE: PLB 116

This course covers pressure and non-pressure systems, including piping for potable water, drainage, waste, vents, gas, air, and water. Topics include types of plumbing systems and system design and size. On completion, the student should be knowledgeable of system functions. *Nondegree creditable. CORE*

**PLB 116. PRESSURE AND NON-PRESSURE SYSTEMS
APPLICATIONS (0-9-3)**

COREQUISITE: PLB 115.

This course is an application of PLB 115, Pressure and Non-Pressure Systems. Emphasis is on the different kinds of plumbing systems and their design, installation, and function. On completion, the student

should be able to rough-in plumbing systems. *Nondegree creditable. CORE*

PLB 117. PLUMBING CODES (3-0-3)

COREQUISITE: PLB 118.

This course includes reading and interpreting the Southern Standard Code (SBCCI), local codes, and general regulations. Emphasis is on basic principles, definitions, materials, facility requirements, and technical review. On completion, the student should be able to read and interpret state and local codes. *Nondegree creditable. CORE*

PLB 118. CODE APPLICATIONS (0-9-3)

COREQUISITE: PLB 117.

This course is an application of PLB 117, Plumbing Codes. Emphasis is on fixture unit value, system sizing, minimum plumbing requirements, and construction of pressure and non-pressure systems according to code. On completion, the student should be able to calculate and construct pressure and non-pressure systems. *Nondegree creditable. CORE*

PLB 120. SPECIAL PROJECT: PLUMBING CODE I (0-3-1)

This course is an application and interpretation of the Southern Standard Code (SBCCI), local codes, and general regulations for plumbing. Emphasis will be given to application of basic principles, definitions, materials, facility requirements, and technical review. On completion, the student should be able to demonstrate the ability to correctly apply state and local plumbing codes. *Nondegree creditable.*

PLB 121. SPECIAL PROJECT: PLUMBING CODE II (0-3-1)

This course is a continuation of PLB 120, Special Project: Plumbing Code I. Emphasis will be given to the application of fixture unit valves, system sizing, and minimum plumbing requirements. On completion, the student should be able to calculate and construct pressure and non-pressure systems in accordance with state and local plumbing codes. *Nondegree creditable.*

PLB 122. SPECIAL PROJECT: GAS FITTING CODE (0-9-3)

This course covers the local and state codes governing the design and installation of natural piping and appliances that use natural gas. Emphasis will be placed on residential and commercial gas piping installation, appliance installation, and venting. Upon completion of this course, the student will be able to demonstrate his/her ability to interpret and apply the various codes governing the design and installation of gas piping and appliances.

PLB 211. PLUMBING REPAIR AND INSTALLATION (3-0-3)

This course enables students to read and follow schematics, diagrams, and rough-in sheets to install or repair plumbing fixtures, to troubleshoot, and to make repairs. Topics include installing, troubleshooting, repairing, removing, and replacing plumbing fixtures. On completion, the student should be able to make plumbing repairs and install plumbing fixtures. *Nondegree creditable.*

**PLB 212. PLUMBING REPAIR AND INSTALLATION LAB
(0-9-3)**

COREQUISITE: PLB 211.

This course is an application of PLB 211, Plumbing Repair and Installation. Topics include repairing and installing plumbing fixtures and choosing appropriate fixtures for the job. On completion, the student should be able to install new fixtures and remove, repair, and replace existing plumbing fixtures. *Nondegree creditable.*

PLB 213. PROCESS PIPING (3-0-3)

COREQUISITE: PLB 214.

This course focuses on various piping procedures and systems used to transport materials for industrial processes. Topics include modern materials and installation techniques. On completion, the student should be able to identify and understand the technique of process piping installation, layout, and design. *Nondegree creditable.*

PLB 214. PROCESS PIPING APPLICATIONS (0-9-3)

COREQUISITE: PLB 213.

This course is an application of PLB 213, Process Piping, including installation of process piping. On completion, the student should be able to install process piping. *Nondegree creditable.*

PLB 217. PUMPS AND COMPRESSORS (3-0-3)

COREQUISITE: PLB 218

This course introduces students to pump and compressor equipment used in plumbing systems, including the use of mechanical means to move fluid through piping systems. On completion, the student should have the skills needed in selecting and installing pumps and compressors. *Nondegree creditable.*

PLB 218. PUMP AND COMPRESSOR APPLICATIONS (0-9-3)

COREQUISITE: PLB 217

This course covers pumps and compressors in plumbing applications. Topics include selection, installation, maintenance, and repair of pumps and compressors. On completion, the student should be able to troubleshoot, remove, repair, maintain, and install pumps and compressors. *Nondegree creditable.*

POLITICAL SCIENCE (POL)**POL 211. AMERICAN NATIONAL GOVERNMENT (3-0-3)**

PREREQUISITE: Appropriate placement scores.

This course surveys the background, constitutional principles, organization, and operation of the American political system. Topics include the U.S. Constitution, federalism, civil liberties, civil rights, political parties, interest groups, political campaigns, voting behavior, elections, the presidency, bureaucracy, Congress, and the justice system. On completion, students should be able to identify and explain relationships among the basic elements of American government and function as more informed participants of the American political system.

PRACTICAL NURSING (PN)**NUR 101. BODY STRUCTURE AND FUNCTION (3-1-0-4)**

PREREQUISITE: Nursing program admission.

This course provides students with basic knowledge of the normal structure and function of the human body. Major content focuses on the interrelations among the organ systems and the relationship of each organ system to homeostasis. Medical terminology is integrated throughout course content. Upon completion of this course, students will be able to demonstrate basic knowledge of body systems, their interrelationships and associated medical terminology. **CORE**

NUR 102. FUNDAMENTALS OF NURSING (3-6-3-6)

PREREQUISITE: Nursing program admission

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the health care team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations. **CORE**

NUR 103. HEALTH ASSESSMENT (0-3-0-1)

PREREQUISITE: Nursing program admission

This course is designed to provide students the opportunity to learn and practice history-taking and physical examination skills with individuals of all ages, with emphasis on the adult. The focus is on symptom analysis along with physical, psychosocial, and growth and development assessments. Students will be able to utilize critical thinking skills in identifying health alterations, formulating nursing diagnoses and documenting findings appropriate to nursing. **CORE**

NUR 104. INTRODUCTION TO PHARMACOLOGY (0-3-0-1)

PREREQUISITE: Nursing program admission

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. This course introduces

students to basic principles of pharmacology and the knowledge necessary to safely administer medication. Course content includes legal implications, pharmacokinetics, pharmacodynamics, calculations of drug dosages, medication administration, and an overview of drug classifications. Students will be able to calculate and administer medications. **CORE**

NUR 105. ADULT NURSING (5-3-6-8)

PREREQUISITES: NUR 102, NUR 103, NUR 104, MTH 116 or higher, and BIO 201 or NUR 101.

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, fluid and electrolyte imbalance, and common alterations in respiratory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, and integumentary systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated. **CORE**

NUR 106. MATERNAL AND CHILD NURSING (4-0-3-5)

PREREQUISITES: NUR 102, NUR 103, NUR 104, MTH 116, and BIO 201 or NUR 101.

This course focuses on the role of the nurse in meeting the physiological, psychosocial, cultural and developmental needs of the maternal and child client. Course content includes antepartal, intrapartal, and postpartal care, complications of pregnancy, newborn care, human growth and development, pediatric care, and selected pediatric alterations. Nutrition, pharmacology, cultural diversity, use of technology, communication, anatomy and physiology review, medical terminology, critical thinking, and application of the nursing process are integrated throughout this course. Upon completion of this course students will be able to provide and manage care for maternal and pediatric clients in a variety of settings. **CORE**

NUR 107. ADULT/CHILD NURSING I (5-0-9-8)

PREREQUISITES: NUR 105, NUR 106, ENG 101, and BIO 202 or NUR 101.

This course provides students with opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process of a variety of settings. Emphasis is placed on providing care to individuals experiencing complex alterations in: sensory/perceptual, reproductive, endocrine, genitourinary, neurological, immune, cardiovascular, and lower gastrointestinal systems. Additional instruction is provided for care for clients experiencing burns, cancer, and emergent conditions. Nutrition, pharmacology, therapeutic communication, community, cultural diversity, health promotion, error prevention, critical thinking, and impacts on maternal and child clients are integrated throughout the course. **CORE**

NUR 108. PSYCHOSOCIAL NURSING (2-0-3-3)

PREREQUISITES: NUR 105, NUR 106, ENG 101, and BIO 202 or NUR 101

This course is designed to provide an overview of psychosocial adaptation and coping concepts used when caring for clients with acute and chronic alterations in mental health in a variety of settings. Topics include therapeutic communication skills, normal and abnormal behaviors, treatment modalities, and developmental needs. Upon completion of this course, students will demonstrate the ability to assist clients in maintaining psychosocial integrity through the use of the nursing process. **CORE**

NUR 109. ROLE TRANSITION FOR THE PRACTICAL NURSE (2-3-0-3)

PREREQUISITES: NUR 105, NUR 106, ENG 101, and BIO 202 or NUR 101

This course provides students with opportunities to gain knowledge and skills necessary to transition from student to practicing nurse. Content includes a discussion of current issues in health care, practical nursing leadership and management, professional practice issues, and transition into the workplace. Emphasis is placed on NCLEX-PN test-taking skills, computer assisted simulations and practice tests, development of a prescriptive plan for remediation, and review of selective content, specific to the practice of practical nursing.

PSYCHOLOGY (PSY)

PSY 108. STRESS MANAGEMENT (2.0.2)

PREREQUISITE: Appropriate placement scores.

This course is designed to improve the stress management skills of its students. Stress management techniques will be described and evaluated. The relationship between stress and disease will also be discussed.

PSY 110. PERSONAL DEVELOPMENT (3.0.3)

PREREQUISITE: Appropriate placement scores.

This is a structured group experience that emphasizes effective living through developing one's own internal resources. Topics included are self programmed control, relaxation training, and interpersonal skills. The course is designed to translate other life skills into successful college adjustment. Study skills, library skills, and life planning are also discussed. This course may not transfer to some four-year institutions.

PSY 200. GENERAL PSYCHOLOGY (3.0.3)

PREREQUISITE: Appropriate placement scores.

This course is a survey of behavior with an emphasis on psychological processes. This course includes the biological bases for behavior, thinking, emotion, motivation, and the nature and development of personality.

PSY 207. PSYCHOLOGY OF ADJUSTMENT (3.0.3)

PREREQUISITE: As required by program.

This course provides an understanding of the basic principles of mental health and an understanding of the individual modes of behavior.

PSY 208. CONTEMPORARY ISSUES IN PSYCHOLOGY (3.0.3)

PREREQUISITE: PSY 200

This course is a study of selected topics in general psychology.

PSY 210. HUMAN GROWTH AND DEVELOPMENT (3.0.3)

PREREQUISITE: PSY 200.

This course is the study of the psychological, social, and physical factors that affect human behavior from conception to death.

PSY 211. CHILD GROWTH AND DEVELOPMENT (3.0.3)

PREREQUISITE: PSY 200

This course is a systematic study of the behavior and psychological development of the child from conception to adolescence. Emphasis will be placed on principles underlying physical, mental, emotional and social development, methods of child study, and practical implications.

PSY 230. ABNORMAL PSYCHOLOGY (3.0.3)

PREREQUISITE: PSY 200

This course is a survey of abnormal behavior and its social and biological origins. The anxiety related disorders, psychoses, personality disorders and mental deficiencies will be covered.

PSY 260. STATISTICS FOR THE SOCIAL SCIENCES (3.0.3)

PREREQUISITE: Appropriate placement scores.

This course is an introduction to the basic statistical concepts, measures, and techniques used in social science research and report writing. It includes both descriptive and inferential statistics.

RADIOLOGIC TECHNOLOGY (RAD)

RAD 111. INTRODUCTION TO RADIOGRAPHY (2.0-0.2)

PREREQUISITES: Program admission.

This course provides students with an overview of radiography and its role in health care delivery. Topics include the history of radiology, professional organizations, legal and ethical issues, health care delivery systems, introduction to radiation protection, and medical terminology. Upon completion, students will demonstrate foundational knowledge of radiologic science.

RAD 112. RADIOGRAPHY PROCEDURES (3.3-0.4)

PREREQUISITES: Program admission.

This course provides the student with instruction in anatomy and positioning of the chest and thorax, upper and lower extremities, and abdomen. Theory and laboratory exercises will cover radiographic positions and procedures. Upon completion of the course, the student will demonstrate knowledge of anatomy and positioning skills, oral communication and critical thinking in both the didactic and laboratory settings.

RAD 113. PATIENT CARE (1.3-0.2)

PREREQUISITES: Program admission.

This course provides the student with concepts of patient care, pharmacology, and cultural diversity. Emphasis in theory and lab is placed on assessment and considerations of physical and psychological conditions, routine and emergency. Upon completion, students will demonstrate/explain patient care procedures appropriate to routine and emergency situations.

RAD 114. CLINICAL EDUCATION I (0.0-6.2)

PREREQUISITE: Program admission.

This course provides the student with the opportunity to correlate instruction with applications in the clinical setting. The student will be under the direct supervision of a qualified practitioner. Emphasis is on clinical orientation, equipment, procedures, and departmental policies. Upon completion of the course, the student will demonstrate practical applications of specific radiographic procedures identified in RAD 112.

RAD 122. RADIOGRAPHIC PROCEDURES II (3.3-0.4)

PREREQUISITES: MTH100, BIO201, RAD111, RAD112, RAD113, RAD114.

This course provides the student with instruction in anatomy and positioning of spine, cranium, body systems and special procedures. Theory and laboratory exercises will cover radiographic positions and procedures with applicable contrast media administration. Upon completion of the course, the student will demonstrate knowledge of anatomy and positioning skills, oral communication and critical thinking in both didactic and laboratory settings.

RAD 124. CLINICAL EDUCATION II (0.0-15.5)

PREREQUISITES: MTH100, BIO201, RAD111, RAD112, RAD113, RAD114.

This course provides students with the opportunity to correlate previous instruction with applications in the clinical setting. Students will be under the direct supervision of a qualified practitioner. Practical experience in a clinical setting enables students to apply theory presented thus far and to practice radiographic equipment manipulation, radiographic exposure, routine radiographic positioning, identification, and patient care techniques. Upon completion of the course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

RAD 125. IMAGING EQUIPMENT (3.0-0.3)

PREREQUISITES: MTH100, BIO201, RAD111, RAD112, RAD113, RAD114.

This course provides students with knowledge of basic physics and the fundamentals of imaging equipment. Topics include information on x-ray production, beam characteristics, units of measurement, and imaging equipment components. Upon completion, students will be able to identify imaging equipment as well as provide a basic explanation of the principles associated with image production.

RAD 129. RADIOGRAPHIC QUALITY ASSURANCE (1.0-1)

PREREQUISITES: Program admission and instructor permission.

This course provides knowledge to process radiographic film and evaluate radiographic systems, assuring consistency in production of quality images. Topics include quality assurance, film, film holders and intensifying screens, processing procedures, artifacts, and state and federal regulations. On course completion, students will demonstrate knowledge of radiographic film processing and quality assurance.

CORE

RAD 134. CLINICAL EDUCATION III (0.0-15.5)

PREREQUISITES: BIO202, RAD122, RAD124, RAD125.

This course provides students with the opportunity to correlate previous instruction with applications in the clinical setting. Students will be under the direct supervision of a qualified practitioner. Practical

experience in a clinical setting enables students to apply theory presented thus far and to practice radiographic equipment manipulation, radiographic exposure, routine radiographic positioning, identification, and patient care techniques. Upon completion of the course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

RAD 135. EXPOSURE PRINCIPLES (2-3-0-3)

PREREQUISITES: BIO202, RAD122, RAD124, RAD125.

This course provides students with the knowledge of factors that govern and influence the production of radiographic images and assuring consistency in the production of quality images. Topics include factors that influence density, contrast and radiographic quality as well as quality assurance, image receptors, intensifying screens, processing procedures, artifacts, and state and federal regulations.

RAD 136. RADIATION PROTECTION AND BIOLOGY

(2-0-0-2)

PREREQUISITES: BIO202, RAD122, RAD124, RAD125.

This course provides the student with principles of radiation protection and biology. Topics include radiation protection responsibility of the radiographer to patients, personnel and the public, principles of cellular radiation interaction and factors affecting cell response. Upon completion, the student will demonstrate knowledge of radiation protection practices and fundamentals of radiation biology.

RAD 210. RADIATION PROTECTION AND RADIATION BIOLOGY (1-0-1)

PREREQUISITES: Program admission and instructor permission.

This course provides principles of radiation protection and biology. Topics include the radiographer's radiation protection responsibility to patients, personnel, and the public; principles of cell radiation interaction; radiation effects on cells; and factors affecting cell response. On course completion, the student will demonstrate knowledge of radiation protection practices and fundamentals of radiation biology. **CORE**

RAD 212. IMAGE EVALUATION AND PATHOLOGY (1-3-0-2)

PREREQUISITES: ENG101, RAD134, RAD135, RAD136.

This course provides a basic understanding of the concepts of disease and provides the knowledge to evaluate image quality. Topics include evaluation criteria, anatomy demonstration and image quality with emphasis placed on a body system approach to pathology. Upon completion, students will identify radiographic manifestations of disease and the disease process. Students will evaluate images in the classroom, laboratory and clinical settings.

RAD 213. RADIOGRAPHIC PATHOLOGY (2-0-2)

PREREQUISITES: Program admission and instructor permission.

This course provides a basic understanding of the concepts of disease. A body system approach to pathology is emphasized. On course completion, the student will identify radiographic manifestations of disease and disease processes. **CORE**

RAD 214. CROSS-SECTIONAL ANATOMY (1-0-1)

PREREQUISITES: Program admission and instructor permission (for students registered prior to fall 2006).

This course provides an introduction to cross-sectional anatomy of the human body. Topics include sectional anatomy as demonstrated by computed tomography, magnetic resonance, and ultrasound. On course completion, the student will be able to identify cross-sectional anatomy from CT, MR, and Ultrasound.

RAD 214. CLINICAL EDUCATION IV (0-0-24-8)

PREREQUISITES: ENG101, RAD134, RAD135, RAD136 (for students registered fall 2006)

This course provides students with the opportunity to correlate previous instruction with applications in the clinical setting. Students will be under the direct supervision of a qualified practitioner. Practical experience in a clinical setting enables students to apply theory presented thus far and to practice radiographic equipment manipulations, radiographic exposure, routine radiographic positioning, identification, and patient care techniques. Principles of computed tomography and cross-sectional anatomy will be presented. Upon completion of this course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

RAD 215. REVIEW SEMINAR (2-0-2)

PREREQUISITES: Program admission and instructor permission.

This course provides a consolidated and intensive review of basic areas of expertise needed by the entry-level technologist. Topics include basic review of all content areas, radiographic management, test-taking techniques, and job-seeking skills. On course completion, the student will be able to pass comprehensive tests on topics discussed in the radiologic technology program. **CORE**

RAD 221. CLINICAL PRACTICUM I (0-15-5)

PREREQUISITES: Program admission and instructor permission.

This course is designed to provide an on-site clinical experience. Developing proficiency in radiographic procedures specific to the clinical setting, which may include upper extremity, lower extremity, basic fluoroscopy and thorax, is emphasized. On course completion, students will demonstrate practical applications of specific radiographic procedures. **CORE**

RAD 222. CLINICAL PRACTICUM II (0-15-5)

PREREQUISITES: Program admission and instructor permission.

This course is designed to provide an on-site clinical experience. Developing proficiency in radiographic procedures specific to the clinical setting, which may include complex upper and lower extremity exams, portable radiography, surgery, and contrast studies, is emphasized. On course completion, students will demonstrate practical applications of specific radiographic procedures. **CORE**

RAD 223. CLINICAL PRACTICUM III (0-15-5)

PREREQUISITES: Program admission and instructor permission.

This course is designed to provide an on-site clinical experience. Developing proficiency in radiographic procedures specific to the clinical setting, which may include skull, sinuses, spines, and pediatrics, is emphasized. On course completion, students will demonstrate practical applications of specific radiographic procedures. **CORE**

RAD 224. CLINICAL PRACTICUM IV (0-15-5)

PREREQUISITES: Program admission and instructor permission (for students registered prior to fall 2006).

This course is designed to provide an on-site clinical experience. Developing proficiency in radiographic procedures specific to the clinical setting, which may include trauma, computed tomography, and advanced fluoroscopy, is emphasized. On course completion, students will demonstrate practical applications of specific radiographic procedures. **CORE**

RAD 224. CLINICAL EDUCATION V (0-0-24-8)

PREREQUISITES: PSY200, SPH106, RAD212, RAD214 (for students registered fall 2006).

This course provides students with the opportunity to correlate previous instruction with applications in the clinical setting. Students will be under the direct supervision of a qualified practitioner. Practical experience in a clinical setting enables students to apply theory presented thus far and to practice radiographic equipment manipulation, radiographic exposure, routine radiographic positioning, identification, and patient care techniques. Principles other than imaging modalities will be presented. Upon completion of the course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

RAD 227. REVIEW SEMINAR (2-0-0-2)

PREREQUISITES: PSY200, SPH106, RAD212, RAD214.

This course provides a consolidated and intensive review of the basic areas of expertise needed by the entry-level technologist. Topics include basic review of all content areas, test-taking techniques and job-seeking skills. Upon completion, the student will be able to pass comprehensive tests of topics covered in the Radiologic Technology program.

READING (RDG)

RDG 080. READING LABORATORY (1-0-1)

This course, which may be repeated as needed, provides students with a laboratory environment where they can receive help from qualified instructors on reading assignments at the developmental level. Emphasis is placed on one-on-one guidance to supplement instruction in reading

courses. A student's success in this course is measured by success in those other reading courses in which the student is enrolled.

RDG 083. DEVELOPMENTAL READING I (3-0-3)

PREREQUISITE: Appropriate score on the reading section of the COMPASS™. **COREQUISITE:** RDG 080

This course is designed to assist students whose placement test scores indicate serious difficulty with decoding skills, comprehension, vocabulary, and study skills. *Nondegree creditable.*

RDG 084. DEVELOPMENTAL READING II (3-0-3)

PREREQUISITE: RDG 083 or appropriate score on the reading section of the COMPASS™. **COREQUISITE:** RDG 080

This course is designed to assist students whose placement test scores indicate moderate difficulty with decoding skills, comprehension, vocabulary, and study skills. *Nondegree creditable.*

RDG 114. CRITICAL READING FOR COLLEGE (2-0-2)

PREREQUISITE: Instructor permission or a score of 77 or above on the reading section of the COMPASS™. **COREQUISITE:** RDG 080

This course is designed to enhance critical reading skills. Topics include vocabulary enrichment, reading flexibility, metacognitive strategies, and advanced comprehension skills, including analysis and evaluation. On course completion, students should be able to demonstrate comprehension and analysis and respond effectively to material across disciplines.

RELIGION (REL)

REL 100. HISTORY OF WORLD RELIGIONS (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course emphasizes beliefs and practices of major contemporary religions of the world. This includes religions of Africa, the Orient, and the Western world. On course completion, the student should have an understanding of the history and origins of various world religions.

REL 151. SURVEY OF THE OLD TESTAMENT (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course is an introduction to the content of the Old Testament with emphasis on the historical context and contemporary theological and cultural significance of the Old Testament. On course completion, the student should have an understanding of the significance of Old Testament writings.

REL 152. SURVEY OF THE NEW TESTAMENT (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course is a survey of books of the New Testament, with special attention given to historical and geographical settings. On course completion, the student should have an understanding of the books of the New Testament and cultural and historical events associated with these writings.

RESPIRATORY THERAPIST (RPT)

RPT 210. CLINICAL PRACTICE I (0-10-2)

PREREQUISITE: Admission to professional phase of program.

This clinical course provides initial hospital orientation and development of general patient assessment and communication skills required for safe and effective patient care. Application of classroom and laboratory experiences within the clinical environment is emphasized. On course completion, students should demonstrate adequate psychomotor skills and cognitive abilities necessary for initial patient contact and safe and effective performance of basic respiratory care procedures. **CORE**

RPT 211. INTRODUCTION TO RESPIRATORY CARE (2-0-2)

PREREQUISITE: Admission to professional phase of program.

This course is designed to acquaint the student with responsibilities of the respiratory care practitioner (RCP) as a member of the health care team. History of the profession, credentialing mechanism, licensure,

medical ethics, communication skills, basic medical terminology, and patient assessment are emphasized. On course completion, students should be able to demonstrate effective communication skills, proper use of aseptic techniques, deference to appropriate professional ethics and behavior, and ability able to perform basic patient assessment. **CORE**

RPT 212. FUNDAMENTALS OF RESPIRATORY CARE I (2-4-4)

PREREQUISITE: Admission to professional phase of program.

A fundamental course that presents the scientific basis for respiratory care procedures and application of basic chemistry and physics related to compressed gases and respiratory care equipment operation. Experimental laboratory is required. Design, functional characteristics, and operation of commonly encountered respiratory care equipment; use of medical gases; and applied chemistry, physics, and mathematics are emphasized. On course completion, the student should be able to demonstrate an adequate knowledge base concerning function and troubleshooting of respiratory care equipment and concepts of applied physics, chemistry, and mathematics. **CORE**

RPT 213. ANATOMY AND PHYSIOLOGY FOR THE RCP (3-0-3)

PREREQUISITE: Admission to professional phase of program.

This course provides detailed lecture and audiovisual presentations that concentrate on the cardiopulmonary and renal systems. Structure, function, and physiology of the cardiopulmonary and renal systems and the role each plays in maintaining homeostasis are emphasized. On course completion, the student should be able to demonstrate adequate knowledge of structure, function, and physiology of the cardiopulmonary and renal systems. **CORE**

RPT 214. PHARMACOLOGY FOR THE RCP (2-0-2)

PREREQUISITE: Admission to professional phase of program.

This course is a detailed study of drugs encountered in respiratory care practice and function of the autonomic nervous system. Determination of drug dosage; applied mathematics; clinical pharmacology; and indications, hazards, intended actions, and side effects of agents used in respiratory care are emphasized. On course completion, the student should be able to complete a dosage calculation test with 90 percent proficiency and demonstrate an adequate understanding of the clinical pharmacology of respiratory care drugs and general principles of pharmacology. **CORE**

RPT 220. CLINICAL PRACTICE II (0-10-2)

PREREQUISITES: Admission to professional phase of program and Instructor permission.

This course is a continuation of RPT 210 and allows continued integration of classroom and laboratory instruction into the clinical practice of respiratory care. Bedside patient assessment techniques, airway care, hyperinflation therapy, protocol implementation, development of patient care plans, oxygen, humidity, aerosol administration, and an introduction to management of mechanical ventilation of the adult are emphasized. On course completion, the student should be able to demonstrate appropriate psychomotor skills and cognitive abilities necessary to successfully function as primary care giver for routine respiratory care procedures. **CORE**

RPT 221. PATHOLOGY FOR THE RCP I (2-2-3)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course is a survey of commonly encountered diseases and disorders that may affect function of the cardiopulmonary system and clinical manifestations and treatment rationales related to respiratory care practice. Practical laboratory is required, and application of sound diagnostic techniques in gathering data in support of diagnosis of specific disease entities as well as progression of pathological changes in cardiopulmonary function are emphasized. On course completion, the student should be able to demonstrate ability to gather appropriate information from various sources in support of diagnosis of specific cardiopulmonary disease as well as adequate understanding of cardiopulmonary pathology. **CORE**

RPT 222. FUNDAMENTALS OF RESPIRATORY CARE II (2-4-4)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course is a continuation of RPT 212 and continues to present scientific basis for selected respiratory care procedures. Experimental laboratory is required, and therapeutic techniques used in bronchial hygiene, hyperinflation therapy, mechanical ventilation of the adult, manual resuscitation equipment, equipment used in bedside assessment, and mechanical ventilation are emphasized. On course completion, the student should be able to demonstrate cognitive abilities and psychomotor skills required to perform procedures presented. **CORE**

RPT 223. ACID/BASE REGULATION AND ABG ANALYSIS (2-0-2)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course provides lecture and audiovisual presentation of material essential to understanding acid/base physiology and arterial blood gas (ABG) interpretation. ABG sampling techniques, quality assurance, basic chemistry related to acid/base balance, evaluation of oxygen transport, and role of the respiratory and renal systems in maintaining homeostasis are emphasized. On course completion, the student should be able to demonstrate understanding of fundamental concepts of acid/base balance and regulation of homeostasis by the respiratory and renal systems. **CORE**

RPT 230. CLINICAL PRACTICE III (0-10-2)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course, third in a clinical sequence, is designed to allow the student to function in the role of primary care giver. Mastery of basic respiratory care procedures, administration of aerosol drugs, and care of the patient receiving mechanical ventilation are emphasized. On course completion, the student should be able to demonstrate psychomotor skills and cognitive abilities necessary to function safely and effectively in the role of primary care giver. **CORE**

RPT 231. PATHOLOGY FOR THE RCP II (2-2-3)

PREREQUISITES: Admission to professional phase of program and instructor permission.

A continuation of RPT 221, this course continues to present specific disease entities that may impair cardiopulmonary function. Laboratory study is directed toward diagnostic techniques, and course emphasis is on etiology, diagnosis, prognosis, and treatment rationale for each medical problem presented. On course completion, the student should be able to demonstrate cognitive abilities necessary to integrate clinical and laboratory data obtained from various sources in support of diagnosis and treatment of specific disease entities presented. **CORE**

RPT 232. DIAGNOSTIC PROCEDURES FOR THE RCP (2-0-2)

PREREQUISITES: Admission to professional phase of program and instructor permission.

A lecture course designed to present the value of various procedures as diagnostic aids in cardiopulmonary disease. Procedures such as complete pulmonary function testing, bronchoscopy, cardiac diagnostic procedures, and ventilation/perfusion studies are emphasized. On course completion, the student should be able to demonstrate psychomotor and cognitive abilities necessary to perform routine diagnostic procedures. **CORE**

RPT 233. SPECIAL PROCEDURES FOR THE RCP (2-0-2)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course presents special procedures and medical specialties and identifies various tasks required of the RCP while functioning in an assistive role to the physician. Phlebotomy, bronchoscopy, hemodynamic assessment, and advanced cardiopulmonary monitoring techniques are emphasized. On course completion, the student should be able to demonstrate cognitive and psychomotor abilities necessary to perform assistive functions during various procedures presented. **CORE**

RPT 234. MECHANICAL VENTILATION FOR THE RCP (2-2-3)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course continues and expands on the presentation of material concerning mechanical ventilation previously introduced in RPT 222 to include indications, modifications, and discontinuance of mechanical ventilation. Laboratory is required, and application of scientific principles to the clinical use of various modes of mechanical ventilation is emphasized. On course completion, the student should be able to

demonstrate cognitive and psychomotor skills required to effectively institute and maintain various methods of mechanical ventilation. **CORE**

RPT 240. CLINICAL PRACTICE IV (0-20-4)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course, last in a required clinical sequence, provides opportunities to further refine clinical skills. Critical care, neonatal mechanical ventilation, home care, and discharge planning are emphasized. On course completion, the student should be able to demonstrate cognitive and psychomotor skills required to function in the role of advanced respiratory care practitioner. **CORE**

RPT 241. REHABILITATION AND HOME CARE FOR THE RCP (2-0-2)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course presents special considerations that apply to rehabilitation and home care of the patient with cardiopulmonary disorders. The role of RCP within the home care medical community and modification of techniques and procedures necessary for effective home care are emphasized. On course completion, the student should be able to demonstrate an understanding of discharge planning and disease management protocols as they apply to rehabilitation and continuation of effective respiratory care in the home environment. **CORE**

RPT 242. PERINATAL/PEDIATRIC RESPIRATORY CARE (2-2-3)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course presents a unique requirement for appropriate delivery of respiratory care to the neonatal and pediatric patient. Experimental laboratory is required, and a detailed outline of fetal lung development, fetal circulation, neonatal cardiopulmonary disorders, and specialized equipment and techniques as well as general considerations of provision of care to neonatal and pediatric patients are emphasized. On course completion, the student should be able to demonstrate cognitive and psychomotor skills required for safe and effective delivery of respiratory care to the neonatal and pediatric patient. **CORE**

RPT 243. COMPUTER APPLICATIONS FOR THE RCP (1-3-2)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course is designed to allow practice using computer-assisted clinical simulation software as well as provide a general program review in preparation for credentialing examinations. Development of critical thinking skills, specific to the discipline, and computer literacy are emphasized. On course completion, students should be able to demonstrate computer literacy and satisfactory performance on nationally standardized comprehensive self-assessment examinations.

RPT 254. PATIENT ASSESSMENT (1-3-2)

PREREQUISITE: Admission to professional phase of program or instructor permission.

This course is designed for the respiratory therapy student or respiratory care practitioner who desires to augment previous instruction in patient assessment techniques and further refine clinical assessment abilities. Physician interaction and development of discrete clinical assessment skills are emphasized. On completion, students/practitioners should be able to demonstrate improved assessment skills pertaining to evaluation of patients with cardiopulmonary disorders.

RPT 256. WRITINGS AND RESEARCH FOR THE RCP I (1-0-1)

PREREQUISITE: Instructor permission.

This course is provided to allow for independent research on a topic of special interest within the field of respiratory care. A written narrative of research activities or a literature research paper is required. On completion, students should be able to effectively communicate in written narrative form the results of independent study.

RPT 258. PHYSIOLOGIC MONITORING FOR THE RCP (2-5-3)

PREREQUISITE: Instructor permission.

This course provides the didactic instruction and clinical experience necessary to allow the respiratory care practitioner to function as a

physiologic monitoring technician. Emphasis is on expanded functions required which include hemodynamic monitoring equipment set-up, calibration and monitoring, intra-aortic balloon pump set-up and operation, and enhancement of phlebotomy and physician assistive functions. On completion, students/practitioners should be able to demonstrate the necessary cognitive and psychomotor skills required to function safely and effectively in this role.

RPT 260. SPECIAL TOPICS CLINICAL SESSION I (0-10-2)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This clinical session gives the student individual exposure to an area of special interest. Cooperative agreements with clinical affiliates allows the student to select from a large number of special interest areas of emphasis. On completion, students should have a better understanding of the specialty skills required to function within the area of interest.

RPT 262. MANAGEMENT AND SUPERVISION FOR THE RCP (3-0-3)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course is a survey of management and supervision techniques used in the health care industry. Direct supervision techniques and duties and responsibilities of middle managers in the health care industry are emphasized. On completion, students should possess the cognitive ability to perform basic tasks of the middle manager to include planning, supervision, evaluation, scheduling, and budget preparation.

RPT 264. RESPIRATORY CARE PRACTITIONER UPDATE I (1-0-1)

PREREQUISITE: Admission to professional phase of program or instructor permission.

This course presents recent developments in the field of respiratory care in a seminar format for both students and practitioners. Emphasis is on continuing professional education and content that includes new or emerging technology and techniques as they are developed. On completion, students or practitioners should be able to demonstrate acquired cognitive abilities concerning the topic of emphasis and on successful completion of the final examination, a certificate is issued describing the topics presented.

RPT 266. SEMINAR IN RESPIRATORY MEDICINE I (1-0-1)

PREREQUISITE: Admission to professional phase of program or instructor permission.

This course is a series of physician lectures designed to present topics of special interest to the student or practitioner. Current medical practice within the fields of pulmonary medicine and cardiology is emphasized. On completion, students should be able to demonstrate an increased knowledge base concerning topics of special interest presented.

RPT. 268. WRITING AND RESEARCH FOR THE RCP II (1-0-1)

PREREQUISITES: Completion of RPT 256 and instructor permission.

This course is a continuation of RPT 256 and is provided to allow for independent research on a topic of special interest within the field of respiratory care. A written narrative of research activities or a literature research paper is required. On completion, students should be able to effectively communicate in written narrative form the results of independent study.

RPT 270. ADVANCED CLINICAL SESSION II (0-20-4)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This clinical session allows the advanced student to gain extensive clinical experience in an area of special interest within the field of respiratory care. Cooperative agreements with clinical affiliates will allow the student to choose from a variety of specialty areas. On completion, students should be able to demonstrate an advanced level of cognitive abilities and clinical skills within the area of emphasis.

RPT 272. WRITINGS AND RESEARCH FOR THE RCP II (1-0-1)

PREREQUISITES: RPT 268 and instructor permission.

This course is a continuation of RPT 268 and is provided to allow for independent research on a topic of special interest within the field of respiratory care. A written narrative of research activities or a literature research paper is required. On completion, students should be able to

effectively communicate in written narrative form the results of independent study.

RPT 273. DIRECTED STUDY FOR THE RCP I (1-0-1)

PREREQUISITES: Admission to professional phase of program and instructor permission.

This course provides a venue to give the student an opportunity to more completely develop ideas and concepts presented in selected respiratory therapy core classes. Designed for the student who may need additional instruction for effective learning, this series of courses focuses on development of effective strategies for independent learning. On completion, students should be able to demonstrate increased cognitive skills in the area of course emphasis.

RPT 274. DIRECTED STUDY FOR THE RCP II (1-0-1)

PREREQUISITE: RPT 273 or instructor permission.

This course is a continuation of RPT 273 and allows for further development of strategies for mastering essential core material presented in respiratory therapy classes. Individual development and enhancement of individual cognitive abilities within the discipline are emphasized. On completion, students should be able to demonstrate increased cognitive skills pertaining to course material.

RPT 276. SEMINAR IN RESPIRATORY MEDICINE II (1-0-1)

PREREQUISITE: RPT 266 or instructor permission.

This course is a continuation of RPT 266 and also presents topics of special interest to the student or practitioner. Guest lecturers present topics of general interest in the respiratory care profession. On completion, students should be able to demonstrate an increased knowledge base concerning topics of special interest presented.

RPT 278. RESPIRATORY CARE PRACTITIONER UPDATE II (1-0-1)

PREREQUISITE: Admission to professional phase of program or instructor permission.

This course presents recent developments within the field of respiratory care in a seminar format for both students and practitioners. Emphasis is on continuous professional education and content that would include new or emerging technology and techniques as they are developed. On completion, students or practitioners should be able to demonstrate acquired cognitive abilities.

RPT 280. SLEEP DIAGNOSTICS CLINICAL SESSION I (0-15-3)

PREREQUISITE: Admission to sleep medicine option or instructor permission.

This course provides clinical orientation to the sleep laboratory and includes initial patient interaction, set-up and operation of equipment used during overnight monitoring of patients undergoing sleep diagnostic testing. The patient selection process, clinical assessment skills, electrode application, and monitoring techniques are emphasized. On completion, students should be able to demonstrate proper preparation techniques and recording of an overnight polysomnogram.

RPT 281. FUNDAMENTALS OF SLEEP MEDICINE I (3-3-4)

PREREQUISITE: Admission to sleep medicine option or instructor permission.

This course presents fundamentals of polysomnographic technology. Historical perspectives and calibration and operation of various polysomnographic equipment, including tabulation and scoring a sleep study, are emphasized. On completion, students should be able to prepare a patient for an overnight sleep study, troubleshoot recording equipment, monitor overnight recordings, and identify stages of sleep.

RPT 282. PHARMACOLOGY FOR SLEEP MEDICINE (3-0-3)

PREREQUISITE: Admission to sleep medicine option or instructor permission.

This course familiarizes the student with various drugs used in the prevention and treatment of sleep disorders as well as commonly encountered drugs that may adversely affect the sleep pattern. Dosages, indications, contraindications, and therapeutic objectives of drug treatment for sleep disorders are emphasized. On completion, students will understand the therapeutic actions and adverse effects of selected drugs used in the field of sleep medicine.

RPT 285. SLEEP DIAGNOSTICS CLINICAL SESSION II
(0-15-3)

PREREQUISITE: Admission to sleep medicine option or instructor permission.

This clinical session gives the student full exposure to all aspects of the sleep diagnostics laboratory. Performance and scoring of complete polysomnograms, departmental management, and day-to-day operation of a sleep diagnostics laboratory are emphasized. On completion, students should be able to demonstrate the cognitive and psychomotor skills necessary to select and admit patients, access computer software, and tabulate and score the complete polysomnogram.

RPT 286. FUNDAMENTALS OF SLEEP MEDICINE II (3-3-4)

PREREQUISITE: Admission to sleep medicine option or instructor permission.

This course provides more advanced and complete knowledge concerning polysomnographic techniques including advanced patient assessment, performance, scoring, and reporting of complete testing. Various types of equipment used in sleep medicine, the role of surgical intervention, and home care of the sleep disordered patient are emphasized. On completion, student should be able to demonstrate the cognitive and psychomotor skills necessary to safely and effectively perform complete polysomnographic testing and treatment of patients with selected sleep disorders.

RPT 287. PATHOPHYSIOLOGY OF SLEEP DISORDERS
(3-0-3)

PREREQUISITE: Admission to sleep medicine option or instructor permission.

This course is a series of lectures designed to acquaint the student with various acute and chronic disorders that may be associated with development of sleep dysfunction. Refinement of patient assessment skills, etiology, diagnosis, and treatment of each condition presented is emphasized. On completion, students should be able to demonstrate a basic understanding of various disorders and their potential to contribute to dysfunctional sleeping patterns as well as methods of prevention, treatment, and management.

SMALL ENGINE REPAIR (SER)

SER 111. FUNDAMENTALS OF SMALL ENGINE REPAIR
(1-5-3)

This course introduces the theory and operating principles of internal combustion engines. Basic engine systems, special tools and testing equipment, shop safety rules, and equipment are emphasized. On completion, students should understand shop rules and be able to identify engine components, identify special tools and demonstrate their use, discuss the process of internal combustion, identify shop safety rules, list engine components, and explain their function. *Nondegree creditable. CORE*

SER 112. FOUR-STROKE CYCLE ENGINE (3-0-3)

This course covers service and repair of the four-stroke cycle engine. Function and operating principles of fuel systems, ignition, starters, exhaust, and lubrication systems are emphasized. On completion, students should understand service and repair procedures for all related engine systems. *Nondegree creditable. CORE*

SER 113. FOUR-STROKE CYCLE ENGINE LAB (0-9-3)

This course provides hands-on experience in engine repair. The cylinder block and all internal components; fuel, ignition, and cooling systems; lubrication; and exhaust systems are emphasized. On completion, students should be able to apply small engine service and repair procedures. *Nondegree creditable. CORE*

SER 121. TWO-STROKE CYCLE ENGINE (1-6-3)

This course covers the service and repair procedures for the two-stroke cycle engine. Engine construction and induction, carburetion, and exhaust systems are emphasized. On completion, students should be able to repair and maintain two-stroke engines. *Nondegree creditable. CORE*

SER 122. ENGINE RECONDITIONING (2-0-2)

This course provides the knowledge and techniques involved in reconditioning small gasoline engines. Valve service, cylinder re boring,

bearings, and precision measuring tools are emphasized. On completion, students should be able to use inside and outside micrometers, reface valves and valve seats, resize cylinder bores, and replace various types of bearings. *Nondegree creditable. CORE*

SER 123. ENGINE RECONDITIONING LAB (0-9-3)

This course provides practical experience in troubleshooting and complete reconditioning of small gasoline engines. Correct measuring of crankshafts, connecting rods, pistons, valves, and various other engine components is emphasized. On completion, students should be able to resize cylinder bores, perform valve service, replace pistons and rings, time camshafts, set and adjust all components to specifications. *Nondegree creditable. CORE*

SER 124. SPECIAL PROJECTS IN LAWN, GARDEN, AND INDUSTRIAL ENGINES (0-9-3)

This special projects course is designed to augment the required curriculum while meeting the individual needs of the student. Hands-on training to further develop the student's mechanical and diagnostic skills is emphasized. On completion, students should be able to diagnose and repair various lawn, garden, and industrial equipment. *Nondegree creditable.*

SER 132. LAWN AND GARDEN EQUIPMENT (1-5-3)

This course covers riding mowers, tillers, edgers, and generators. Mechanical and electrical systems are emphasized. On completion, students should be able to service and repair mechanical and electrical components of lawn and garden equipment. *Nondegree creditable. CORE*

SER 142. CHAIN SAWS AND STRING TRIMMERS (1-6-3)

This course instructs students in diagnosing and repairing problems unique to chain saws and string trimmers. Fuel systems, lubrication, and drive systems; clutches; right angle drives; and cutting chains are emphasized. On completion, students should be able to service and repair chain saws and string trimmers. *Nondegree creditable.*

SOCIOLOGY (SOC)

SOC 200. INTRODUCTION TO SOCIOLOGY (3-0-3)

PREREQUISITE: Appropriate placement scores.

This course is an introduction to vocabulary, concepts, and theory of sociological perspectives of human behavior.

SPANISH (SPA)

SPA 101. INTRODUCTORY SPANISH I (4-0-4)

PREREQUISITE: As required by program.

This course provides an introduction to Spanish. Topics include development of basic communication skills and acquisition of basic knowledge of the cultures of Spanish-speaking areas.

SPA 102. INTRODUCTORY SPANISH II (4-0-4)

PREREQUISITE: SPA 101 or equivalent.

This continuation course includes development of basic communication skills and acquisition of basic knowledge of the culture of Spanish-speaking areas.

SPEECH (SPC OR SPH)

SPC 103. ORAL COMMUNICATION SKILLS (3-0-3)

This course introduces the basic concepts of interpersonal communication and the oral communication skills necessary to interact with co-workers and customers, and to work effectively in teams. Topics include overcoming barriers to effective communication, effective listening, applying the principles of persuasion, utilizing basic dynamics of group discussion, conflict resolution, and positive communication patterns in the business setting. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, develop a business-like personality, and effectively present themselves before co-workers and the public. *Nondegree creditable, Non-transferable.*

SPH 106. FUNDAMENTALS OF ORAL COMMUNICATION (3-0-3)

This course is performance based and includes principles of human communication: intrapersonal, interpersonal, and public. It surveys current communication theory and provides practical application.

SPH 107. FUNDAMENTALS OF PUBLIC SPEAKING (3-0-3) **PREREQUISITE:** Appropriate placement scores.

This course explores principles of audience and environment analysis as well as actual planning, rehearsing, and presenting of formal speeches to specific audiences. Historical foundations, communication theories, and student performances are emphasized.

SPH 111. SIGN LANGUAGE I (3-0-3)

This course provides the basics of communication through sign language.

SPH 112. SIGN LANGUAGE II (3-0-3)

This course expands vocabulary and proficiency in sign language.

THEATER (THR)

THR 113. THEATER WORKSHOP I (2-0-2)

This is the first in a four-course sequence that provides practical experience in production and performance of a dramatic presentation, with assignments in scenery, lighting, props, choreography, sound, costumes, make-up, publicity, acting, directing, and other aspects of theater production.

THR 114. THEATER WORKSHOP II (2-0-2)

PREREQUISITE: THR 113.

This course is a continuation of THR 113.

THR 120. THEATER APPRECIATION (3-0-3)

This course increases appreciation for contemporary theater. Theater as an art form through the study of history and theory of drama and the contributions to modern media are presented, with emphasis on playwright, actor, director, designer, and technician to modern media. Attendance at theater production may be required.

THR 126. INTRODUCTION TO THEATER (3-0-3)

This course teaches the history of the theater and the principles of drama. It also covers the development of theater production and the study of selected plays as theatrical presentations.

THR 213. THEATER WORKSHOP III (2-0-2)

PREREQUISITE: THR 114.

This course is a continuation of THR 113, 114.

THR 214. THEATER WORKSHOP IV (2-0-2)

PREREQUISITE: THR 213.

This course is a continuation of THR 113, 114.

WELDING TECHNOLOGY (WDT)

WDT 108. SMAW FILLET/OFC (2-1-3)

This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) process. Emphasis is placed on safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW process. This course also covers the rules of basic safety and identification of shop equipment and provides the student with the skills and knowledge necessary for the safe operation of oxy-fuel cutting. **CORE**

WDT 109. SMAW FILLET/PAC/CAC (2-1-3)

This course provides the student with instruction on safety practices and terminology in Shielded Metal Arc Welding (SMAW) process. Emphasis is placed on safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW process. This course also covers the rules of basic safety and identification of shop equipment and provides the students with the

skills and knowledge necessary for the safe operation of carbon arc cutting and plasma arc cutting. **CORE**

WDT 110. INDUSTRIAL BLUEPRINT READING (3-0-3)

This course provides students with the understanding and fundamentals of industrial blueprint reading. Emphasis is placed on reading and interpreting lines, views, dimensions, weld joint configurations, and weld symbols. Upon completion, students should be able to interpret welding symbols and blueprints as they apply to welding and fabrication. **CORE**

WDT 115. GTAW CARBON PIPE THEORY (3-0-3)

This course is designed to provide the student with the practices and procedures of welding carbon pipe using the gas tungsten arc weld (GTAW) process. Emphasis is placed on pipe positions, filler metal selection, purging gasses, proper joint geometry, joint preparation, and fit-up to the applicable code. Upon completion, students should be able to identify pipe positions, filler metals, purging gas, proper joint geometry, joint preparation, and fit-up to the applicable code.

WDT 119. GAS METAL ARC/FLUX CORED ARC WELDING (2-1-3)

This course introduces the student to the gas metal and flux cored arc welding process. Emphasis is placed on safe operating practices, handling and storage of compressed gasses, process principles, component identification, various welding techniques, and base and filler metal identification. **CORE**

WDT 120. SHIELDED METAL ARC WELDING GROOVE (2-1-3)

This course provides the student with instruction on joint design, joint preparation, and fit-up of groove welds in accordance with applicable welding codes. Emphasis is placed on safe operation, joint design, joint preparation, and fit-up. Upon completion, students should be able to identify the proper joint design, joint preparation, and fit-up of groove welds in accordance with applicable welding codes. **CORE**

WDT 122. SMAW FILLET/OFC LAB (0-9-3)

This course is designed to introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc and proper fit-up of fillet joints. This course is also designed to instruct students in the safe operation of oxy-fuel cutting. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-3 group in accordance with the applicable welding code and be able to safely operate oxy-fuel equipment and perform those operations as per the applicable welding code.

WDT 123. SMAW FILLET/PAC/CAC/LAB (0-9-3)

This course is designed to introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc and proper fit up of fillet joints. This course is also designed to instruct students in the safe operation of plasma arc and carbon arc cutting equipment. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-4 group in accordance with applicable welding code and be able to safely operate plasma arc and carbon arc equipment and perform those operations as per applicable welding code.

WDT 124. GAS METAL ARC/FLUX CORED ARC WELDING LAB (0-9-3)

This course provides instruction and demonstration using the various transfer methods and techniques used to make gas metal arc and flux cored arc welds. Topics included are safety, equipment set-up, joint design and preparation, and gases. This course provides instruction and demonstration using the various transfer methods and techniques to gas metal arc and flux cored arc welds. Application of safe operating practices, handling, storage and selection of gasses, process principles, component identification, various welding techniques and base and filler metal identification and selection is emphasized. Upon completion of this course students will be able to perform acceptable GMAW/FCAW welds in various positions to applicable welding codes.

WDT 125. SHIELDED METAL ARC WELDING GROOVE LAB (0-9-3)

This course provides instruction and demonstrations in the shielded metal arc welding process on carbon steel plate with various size F-3 and F-4 group electrodes in all positions. Emphasis is placed on welding groove joints using various F-3 and F-4 group electrodes in all positions. Upon completion, the student should be able to make visually acceptable groove weld joints in accordance with applicable welding codes.

WDT 155. GTAW CARBON PIPE LAB (0-9-3)

This course is designed to provide the student with skills in welding carbon steel pipe with gas tungsten arc welding techniques in various pipe weld positions. Upon completion, students should be able to perform gas tungsten arc welding on carbon steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

WDT 156. GTAW STAINLESS PIPE LAB (0-9-3)

This course is designed to provide the student with the skills in welding stainless steel pipe with gas tungsten arc welding techniques in various pipe weld position. Upon completion, students should be able to perform gas tungsten arc welding on stainless steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

WDT 217. SMAW CARBON PIPE THEORY (3-0-3)

This course introduces the student to the practices and procedures of welding carbon steel pipe using the shielded metal arc weld (SMAW) process. Emphasis is placed on pipe positions, electrode selection, joint geometry, joint preparation, and fit-up. Upon completion, students should be able to identify pipe positions, electrodes, proper joint geometry, joint preparation, and fit-up in accordance with applicable codes.

WDT 228. GAS TUNGSTEN ARC WELDING (2-1-3)

This course provides student with knowledge needed to perform gas tungsten arc welds using ferrous and/or nonferrous metals, according to applicable welding codes. Topics include safe operating practices, equipment identification and set-up, correct selection of tungsten type, polarity, shielding gas and filler metals. Upon completion, a student should be able to identify safe operating practices, equipment identification and set-up, correct selection of tungsten type, polarity, shielding gas, filler metals, and various welds on ferrous and/or non-ferrous metals, using the gas tungsten arc welding process according to applicable welding codes.

WDT 257. SMAW CARBON PIPE LAB (0-9-3)

This course is designed to provide the student with the skills in welding carbon steel pipe with the shielded metal arc welding techniques in various pipe welding positions. Upon completion, students should be able to perform shielded metal arc welding on carbon steel pipe with the prescribed electrodes in various positions in accordance with the applicable codes.

WDT 268. GAS TUNGSTEN ARC LAB (0-9-3)

This course provides student with skills needed to perform gas tungsten arc welds using ferrous and/or nonferrous metals, according to applicable welding codes. Topics include safe operating practices, equipment identification and set-up, correct selection of tungsten type, polarity, shielding gas, and filler metals. Upon completion, a student should be able to identify safe operating practices, identify and set up equipment, correctly select tungsten type, polarity, shielding gas and filler metals; and perform various welds on ferrous and/or nonferrous metals using the gas tungsten arc welding process according to applicable welding codes.

appearance, behavior, problem solving, decision making, and project management.

WORKPLACE SKILLS (WKO)

WKO 106. WORKPLACE SKILLS (3-0-3)

This course emphasizes the foundational information to develop knowledge and skills to prepare individuals for employment following completion of technical and academic programs. At the conclusion of this course, students will have knowledge and skills relevant to work ethic, communication, resume writing, job interviewing, dress and

College Personnel



COLLEGE PERSONNEL

ADMINISTRATION AND CONTROL

Wallace Community College is under the control of the Alabama State Board of Education. The President of the College is directly responsible to the State Board of Education through the Chancellor of The Alabama Community College System, Mr. Bradley Byrne.

ALABAMA STATE BOARD OF EDUCATION

Governor Bob Riley (President)	State Capitol, Room N-104 600 Dexter Avenue Montgomery, AL 36130
First District.....	Mr. Randy McKinney Post Office Box 2999 Gulf Shores, AL 36547
Second District	Mrs. Betty Peters 3507 Huntington Place Dothan, AL 36303
Third District	Mrs. Stephanie W. Bell 3218 Lancaster Lane Montgomery, AL 36106
Fourth District	Dr. Ethel H. Hall 7125 Westmoreland Drive Fairfield, AL 35064
Fifth District	Mrs. Ella B. Bell 2634 Airwood Drive Montgomery, AL 36108
Sixth District.....	Mr. David F. Byers, Jr. 2 Metroplex Drive, Suite 111 Birmingham, AL 35209
Seventh District (Vice President)	Mrs. Sandra H. Ray 2008 University Boulevard Tuscaloosa, AL 35401
Eighth District	Dr. Mary Jane Caylor Post Office Box 18903 Huntsville, AL 35804

ADMINISTRATION

YOUNG, LINDA C., President—AA, Enterprise State Junior College; BS, MS, Troy State University; EdD, Auburn University

SASSER, EVA K., Executive Assistant to the President and Dean, Institutional Effectiveness—BA, MS, Troy State University; PhD, The University of Alabama

BABB, G. MICHAEL, Dean, Career Technical Instruction—BBA, University of Georgia; MEd, EdS, Georgia State University; EdD, University of Georgia

BELL, H. LYNN, Dean, Business Affairs—BS, Auburn University; MBA, Troy State University Dothan

FERGUS, JOHN R., Dean, Academic Affairs and Health Sciences—AA, Kansas City Kansas Junior College; BS, University of Kansas; MS, Florida State University

RONEY, KAY F., Dean, Institutional Advancement—BS, MEd, Auburn University; EdD, The University of Alabama

SCREWS, JACQUELINE B., Dean, Student Affairs and Sparks Campus—BS, MEd, Tuskegee University

SHOPE, MARK L., Dean, Student Development and Wallace Campus—BS, MS, Troy State University

FACULTY

Alford, Ruby, Medical Transcription—BS, MS, Troy State University
Andrews, Kimberly, Associate Degree Nursing Clinical Associate—AAS, Southern Union Community College; BSN, Troy State University
Armstrong, Brittny, Associate Degree Nursing—BSN, MSN, Troy State University
Arwood, William, Program Director, Medical Assisting—BSMT (ASCP), Troy State University
Baker, Dwight, Auto Body Repair—Diploma, J. F. Ingram State Technical College; Diploma, AAS, Wallace Community College
Baker, Faye, Practical Nursing—Diploma, Crawford W. Long School of Nursing; BSN, Troy State University Phenix City; MSN, Troy State University
Banks, Quincey, Industrial Electronics—AAT, Sparks State Technical College
Barnes, Sherry, Practical Nursing—BSN, Georgia College; MSN, Troy State University
Baxter, George, Transportation Manager/Mechanic—AAS, Wallace Community College
Bennett, Evonne, Cosmetology—BS, Alabama State University
Bledsoe, Farron, Drafting and Design Technology—Diploma, Opelika State Technical College; AAS, Jefferson State Junior College; BS, The University of Alabama
Boutwell, Ashli, English—BS, MS, Troy State University; PhD, Auburn University
Brabham, Danny, Electrical Technology—AAT, Sparks State Technical College; BS, Athens State College; MEd, Troy State University
Bradley, Janet, Biology—AA, Wallace Community College; BS, MS, Troy State University Dothan
Brown, Debbie, Associate Degree Nursing—BSN, MSN, Troy State University
Brown, Drucilla, English—AB, MA, The University of Alabama
Brown, James Larry, Plumbing—BA, Southeastern Bible College
Bryson, Randal, Business and Economics—BS, MACT, Auburn University
Buntin, Kathy, Coordinator, Health Sciences—BSN, Troy State University; MSN, Medical College of Georgia
Burke, Rebecca, Program Director, Emergency Medical Services—AAS, Wallace Community College; BS, Athens State University
Burkett, Marcia, English—BS, MS, Troy State University Dothan
Bynum, Wayne, Masonry
Chance, Elizabeth, Cosmetology—Diploma, MacArthur State Technical College; BS, Athens State College
Chesnut, Wanda, Practical Nursing Clinical Associate—AAS, Wallace Community College; BSN, Troy State University
Cobb, David, Mathematics—BS, Auburn University at Montgomery; MS, Troy State University Dothan
Cooper, Jeffrey, Air Conditioning and Refrigeration—AAS, Wallace Community College
Dagostin, Jean, Counselor/Testing Coordinator—BS, MS, Troy State University
Dews, Gene, Athletic Director—BS, MEd, Georgia Southwestern College; EdS, Troy State University
Dickens, Vanessa, Child Development—BS, MS, Alabama State University
Dixon, CiCi, English—BA, Birmingham-Southern College; MA, The University of Alabama at Birmingham; PhD, Auburn University
Duprey, Melissa, Associate Degree Nursing—ASN, Manatee Community College; BSN, University of South Florida; MSN, University of South Alabama
Eller, Cynthia, Division Director, Construction Technologies—AAT, Sparks State Technical College
Ellis, Rip, Fine Arts—BFA, MFA, The University of Alabama
Estes, Tara, English—BA, University of South Alabama; MS, Troy State University Dothan
Farrington, Woodrow, Accounting—BS, Samford University; MBA, Troy State University Dothan
Fischer, Julie, Biology—BS, Troy State University; MEd, Troy State University Dothan
Ford, Linda, Practical Nursing Clinical Associate—BS, Tuskegee University

Fuller, Charlotte, Associate Degree Nursing—BSN, University of Northern Colorado; MSN, University of South Alabama

Galloway, Gwyn, Division Director, Practical Nursing—BSN, The University of Alabama; MSN, Troy State University;

Gilmore, Bates, Program Director, Radiologic Technology and Division Director, Allied Health—AAS, Enterprise State Junior College; BS, University of Alabama at Birmingham

Graves, Jean, Associate Degree Nursing—BSN, Texas Women's University; MSN, University of Delaware

Greene, Jesse, Electrical Technology—AAS, BS, Troy State University Dothan

Gregg, Tammie, Speech—BA, Auburn University at Montgomery; MA, The University of Alabama

Griffin, Leslie, Cabinetmaking/Carpentry

Grimsley, Greg, Radiologic Technology—AAS, Enterprise State Junior College; BS, University of Alabama at Birmingham

Hartzog, Glenna, Practical Nursing—BSN, MSN, Troy State University

Hinton, Janet, Fine Arts—BA, MA, MFA, The University of Alabama

Hoffman, A. P., Director, Learning Resource Centers System—BSEd, Troy State University Dothan; MEd, EdS, Auburn University

Holland, Tony, Division Director, Natural Sciences—BS, The University of Alabama; MS, Troy State University Dothan

Hudgins, Marilyn, Practical Nursing—BS, Moorhead State College; BSN, University of Alabama at Birmingham; MSN, Troy State University

Hughes, Lori, Associate Degree Nursing Clinical Associate—AAS, Wallace Community College; BSN, University of South Alabama

Hunter, Rosemary, Division Director, Fine Arts—BM, MM, Florida State University

Hutto, Don, Correctional Facility Coordinator (Easterling)—BAS, MS, Troy State University Dothan

Jernigan, Earl, Business—BS, Auburn University; MBA, Troy State University Dothan; Certified Public Accountant

Jernigan, Michael, Drafting and Design Technology—BARCH, BS, Auburn University; MBA, Troy State University

Johnston, Douglas, Mathematics—BS, MBA, Auburn University; MS, Troy State University Dothan

Joiner, Chris, Emergency Medical Services—AAS, Wallace Community College; BS, Athens State University; MS, Capella University

Jones, Keith, Machine Tool Technology—AAS, Wallace Community College

Kamleh, Naser, Accounting—BS, MBA, Troy State University Dothan; Certified Public Accountant

Kelley, Anthony, Industrial Maintenance Technology—AAS, Community College of the Air Force

Kelley, Sabrina, Associate Degree Nursing—BSN, Auburn University; MSN, University of South Alabama

Kimble, Selma, Adult Education Teacher—BS, Alabama State University; MS, Troy State University

Kinney, James, Division Director, Mathematics and Computer Information Sciences—BS, Northeast Missouri State University; MS, Northeast Louisiana State University; PhD, University of Mississippi

Lee, Dewey, Jr., Welding Technology—BS, Troy State University

Lee, Donna, Associate Degree Nursing Clinical Associate—BSN, Auburn University

LeFan, Gary, Mathematics—BS, University of North Alabama; MS, Auburn University

Logan, Lori, Division Director, Electronic and Related Technologies—Diploma, MacArthur State Technical College; AS, Enterprise State Junior College; BSEd, Athens State College

Long, James, Adult Education Teacher—AA, Grossmont College; DDSC, Glendale Community College; BBA, National University; MA, California State University

Martz, Vanessa, Biology—BS, University of Tennessee; MS, Troy State University

McCallister, Thomas, Computer Information Science—BS, Troy State University Dothan; MS, University of Phoenix

McCarty, Ann, Physics—BS, University of South Alabama; MS, PhD, Florida State University

McDaniel, Kim, Computer Information Science—AAS, Wallace Community College; BS, MS, Troy State University Dothan

McLendon, Nancy, English—BA, Samford University; MEd, University of South Alabama; PhD, Auburn University

McMillan, John, English—BA, MA, PhD, University of Mississippi

Mims, Paula, Business and Office Administration—AA, Wallace Community College; BS, Troy State University; MEd, Auburn University

Mitchell, Celia, Practical Nursing—BSN, University of Southern Mississippi; MSN, Florida State University

Mitchell, Jeff, Mathematics—BS, MAEd, University of North Alabama

Money, Dana, Associate Degree Nursing Clinical Associate—AAS, Wallace Community College; BSN, University of Phoenix; MSN, University of South Alabama

Moore, Linda, Respiratory Therapist—AAS, Wallace Community College; BS, University of Saint Francis

Odom, Drayton, Program Director, Respiratory Therapist—AAS, California College of Health Sciences

Owens, Anna, Associate Degree Nursing—BSN, Troy State University; MSN, University of South Alabama

Padgett, Denise, English—BA, BS, Auburn University; MS, Troy State University Phenix City

Passler, Vanessa, Biology—BS, Marion College; MEd, Troy State University Dothan

Patterson, Debbie, Medical Assisting—AAS, Wallace Community College; BS, Troy State University Dothan

Payne, David, Psychology—BS, Syracuse University; BS, Auburn University; MS, PhD, University of Louisville

Petty, Donna, Computer Information Science—BS, MBA, Troy State University Dothan; EdS, Nova Southeastern University

Phillips, Kenneth, History—BS, Troy State University; MA, PhD, Auburn University

Pitts, Dennis, Computer Information Science—BS, Troy State University; MS, Troy State University Dothan; PhD, Nova Southeastern University

Porter, Billy, Masonry—Diploma, Sparks State Technical College

Price, Tim, Correctional Facility Coordinator (Ventress)—Diploma, Sparks State Technical College

Radney, Monica, Associate Degree Nursing—AAS, Wallace Community College; BSN, Auburn University Montgomery; MSN, University of South Alabama

Reeder, Leslie, Psychology—AS, Wallace Community College; BS, MS, Troy State University

Rich, Carol, Mathematics—AA, Gulf Coast Community College; BS, Mobile College; MS, Florida State University

Robison, Cynthia, Biology—AS, Wallace Community College; BS, University of South Alabama; MEd, Troy State University Dothan

Rogers, Cynthia, Associate Degree Nursing—BSN, University of Louisiana-Lafayette; MSN, University of Alabama at Birmingham

Ross, Bradley, English—BS, University of Delaware; MS, Troy State University Dothan

Salter, Gail, Practical Nursing—BSN, Auburn University; MSN, FNP, Troy State University

Sanders, Lisa, Computer Information Science—BS, MBA, Troy State University Dothan

Schembera, Terry, Fine Arts—BS, MS, Florida State University

Scott, Heather, Practical Nursing Clinical Associate—BSN, Troy State University

Sheff, Thomas, Automotive Technology—BS, Troy State University; ASE Master Certification

Smith, Delmar, Division Director, Business Technologies—BS, MBA, Troy State University

Speed, Robert, Biology—BS, PhD, The University of Alabama

Spivey, Jackie, Division Director, Associate Degree Nursing—AAS, Wallace Community College; BSN, Troy State University; MSN, Troy State University

Stanford-Bowers, Denise, English—BA, Alabama State University; MS, Troy State University Dothan; PhD, Capella University

Stern, Julianne, Mathematics—BS, Samford University; MS, Troy State University Dothan

Stinson, Angie, Emergency Medical Services—AAS, Wallace Community College; BS, Athens State University

Stringfellow, Jo Ann, Practical Nursing Clinical Associate—AAS, Wallace Community College; BSN, Troy State University

Taylor, Melissa, Practical Nursing—BA, University of Massachusetts at Amhurst; BSN, Johns Hopkins University; MSN, Duke University

Thomas, Eddie, Cabinetmaking/Carpentry

Thomas, Shannon, Coordinator, Academic Programs—BA, Hampton Institute; MS, University of Tennessee

Tinsley, Janice, Fine Arts—BME, ME, Delta State University

Tolar, Ronald, Fine Arts—BM, MM, Florida State University

Trawick, Melissa, Nursing Instructor, TRAIN Project—BSN, Troy State University

Turner, Shannon, Physical Therapist Assistant—AAS, Wallace Community College

Wallace, Brandi, English—BA, University of Memphis; MA, The University of Alabama

Ward, Andre, Welding—AOT, Southern Union Community College

Ware, Shatangi, Speech—AA, Jefferson State Community College; BA, MA, The University of Alabama

Waters, John, Division Director, Automotive and Industrial Technologies—AAS, Wallace Community College; BS, Troy State University

Whitfield, Cristi, Mathematics—BS, Auburn University; MS, Troy State University

Whitlow, Joy, Associate Degree Nursing—BSN, Birmingham Southern College; MSN, University of Alabama at Birmingham; DSN, University of Alabama at Birmingham

Williams, Garner, Electrical Technology—AAT, Sparks State Technical College

York, Kimberly, Associate Degree Nursing—BSN, San Diego State University; MSN, The University of Alabama

York, Linda, Division Director, Humanities, Behavioral Sciences, and Social Sciences—BS, MA, PhD, Auburn University

PROFESSIONAL STAFF

Adams-Horsley, Lisa, Assistant Director, Student Support Services—BA, Clark Atlanta University; MS, Troy University

Adkinson, Patrick, Systems/Network Administrator—AAS, Wallace Community College; BS, Troy State University Dothan; MS, Troy University

Baker, Mickey, Director, Student Support Services—BS, Liberty University; MS, Troy State University; JD, Faulkner University

Barefield, Frank, Director of MIS—BA, Southeastern College of the Assemblies of God; MBA, Troy State University Dothan; CNE, Novell

Boyette, Jane, Coordinator, Student Services—BS, Auburn University; MS, Troy State University Dothan

Breedlove, Debi, Outreach Coordinator, TRAIN Project—AS, Enterprise State Junior College; BA, Auburn University

Buchanan, Sally, Director of Public Relations and Marketing—BSEd, Columbus College

Bynum, Earl, Director, Fort Rucker Center—AAS, Community College of the Air Force; AS, Wallace Community College; BS, MS, Troy State University Dothan

Craig, Laricia, Retention Lab Coordinator, TRAIN Project—AA, AS, Enterprise State Junior College; BS, Troy State University Dothan

Cruz-Wells, David, Distance Education Technology Specialist—AS, Wallace Community College; BS, Troy State University Dothan; MS, American Intercontinental University

Davis, Kathleen, Recruiter—BS, Hawaii Pacific University; MA, Jones International University

DixonJones, Brittany, Counselor, Upward Bound—BA, Wesleyan College; MS, Troy University

Free, Gordon, AS-400 Programmer/Systems Administrator—AA, Enterprise State Junior College; BS, Troy State University

French, Jane, Instructional Coordinator, Student Support Services and Testing Officer (Sparks Campus)—BS, The University of Alabama

Gamble, Kay, Director of Accounting and Finance—BS, Troy State University; MBA, Troy State University Dothan

Gartlan, Shana, Director of Planning and Research—AA, Tallahassee Community College; BS, Florida State University; JD, Faulkner University; Attorney-at-Law

Hudspeth, Susan, Counselor, Talent Search—AAS, Wallace Community College; BS, Troy State University Montgomery; MEd, Troy State University

McCollough, Debbie, Coordinator of Academic and Support Services, Student Support Services—BS, Troy State University Dothan

Perry, Erma, Director of Financial Aid—AA, Alexander City State Junior College; BS, Auburn University at Montgomery

Ricks, Terri, Coordinator of Instructional Services, Student Support Services—BA, Tuskegee University

Roberts, Betty, Director of Personnel—BS, MS, Troy State University Dothan

Roberts, William, Systems/Network Administrator—AAT, Wallace Community College; BS, Troy University

Sasser, Mackey, Athletic Coach/Grounds Worker

Saulsberry, Keith, Coordinator of Student and Evening Services—BS, MS, Troy State University

Sizemore, Tom, Director of Maintenance—BS, University of Missouri-Rolla; Certified Plant Engineer

Stokes, Nina, Director, Upward Bound—BS, The University of Alabama; MS, Portland State University

Vincent, Vincent, Coordinator for Non-credit Training—BS, Auburn University at Montgomery

Wade, Brenda, Assistant Dean of Student Affairs—BS, MEd, Auburn University; EdD, The University of Alabama

Watson, Linda, Director, Adult Education—BA, East Coast Bible College; MS, Troy State University Dothan

Wiggins, Mary, Recruiter—AA, Wallace Community College; BS, Troy State University

Williams, Tameka, Director, Talent Search—BS, MS, Troy State University

Wise, Amanda, Director of Student Activities—BS, The University of Alabama at Birmingham; MS, Troy State University

Yelverton, Amy, Recruiter—BA, Auburn University; MS, Troy University Dothan

SUPPORT STAFF

Alley, Paula, Purchasing Accounting Manager

Arrington, James, Campus Police Officer

Austin, Wanda, Administrative Assistant to the Director of Accounting and Finance—AS, Wallace Community College

Avery, Vickie, Secretary, TRAIN Project—BS, The University of Alabama

Baker, Peggy, Administrative Assistant to the Dean, Institutional Advancement—AA, Palm Beach Community College

Barefield, Karen, Site Coordinator, Adult Education—BS, Troy State University

Barker, Dawn, Cafeteria Manager

Bednar, Sharon, Financial Aid Assistant—AS, St. Petersburg Junior College

Blackmon, Michelle, Secretary, Associate Degree Nursing—AA, Chipola Junior College

Bowman, Pamela, Financial Aid Assistant—AS, Wallace Community College

Brandon, Catheryn, Administrative Assistant, Legal and Human Resources—Certificate, Wallace Community College

Brown, Warren, Mechanical/Electrical Systems Operator/Repairer—AS, Troy State University

Bryan, Brent, Media Assistant-Technician—AAS, Wallace Community College

Burns, Brenda, Admissions/Records Assistant—Diploma, Wallace Community College

Byrd, Holly, Administrative Assistant to the Dean, Academic Affairs and Health Sciences

Chandler, Kecia, Secretary to the Executive Assistant to the President and Dean, Institutional Effectiveness—AAS, Enterprise State Junior College

Childers, Joy, Receptionist/Switchboard Operator

Clenney, Karen, Faculty Support Technician, TRAIN Project—BA, Judson College

Clingerman, Lisa, Career Lab Coordinator

Cole, Melissa, Secretary, Workforce Development—AA, Enterprise State Junior College; BS, Troy State University

Crews, Regina, Secretary, Student Support Services (Wallace Campus) Certificate, Phoenix Adult Ed Systems

Cureton, Kevin, Computer Lab Supervisor—BS, Troy State University

Doggett, Kenneth, Planner and Estimator and Building Maintenance Technician

Doggett, Robert, Renovation Projects Coordinator and Building Maintenance Technician

Edgar, Jane, Payroll Coordinator

Filgo, David, Coordinator of Physical Plant

Gatewood, Tommie, Custodian

Glover, Wade, Printing/Duplications Technician

Grant, Jennifer, Library Assistant (Sparks Campus)—AAT, Wallace Community College

Green, Frances, Custodian 1 (Sparks Campus)

Guilford, Michael, Custodian 2 (Sparks Campus)

Gunn, Hope, Administrative Assistant to the Dean, Student Development and Wallace Campus—BA, Troy State University Dothan

Hartzog, Sharon, Administrative Assistant—AS, Wallace Community College; BS, MBA, Troy State University Dothan

Hawkins, Dorothy, Secretary, Talent Search Program/Student Affairs—Diploma, Atlanta College of Business

Hill, Peggy, Financial Aid Assistant—AAS, Gadsden State Community College; BS, Troy State University Dothan

Hinson, Lesia, Secretary/Receptionist (Wallace Campus)

Holcomb, Carolyn, Planning, Research, and Grants Clerk—BS, Faulkner University

Holman, Debbie, Secretary, Practical Nursing—BA, Rollins College

Howard, Buffae, Advisor, Talent Search—BS, Tuskegee University

Hudson, Marcia, Community Relations Assistant—AAT, Wallace Community College; Diploma, Phillips College

Johnson, Carolyn, Library Assistant (Wallace Campus)—AAS, Wallace Community College

Korol, Tiffany, Receivables Accounting Manager

Lucas, Kristen, Secretary to the Dean, Career Technical Instruction—BS, Troy State University

Lunsford, John Foy, Transportation Supervisor

Lunsford, John Timothy, Maintenance Worker (Sparks Campus)

Mallory, Pam, Administrative Assistant to the President

Malone, LouCindy, Custodian

McCallister, Debra, Secretary, Student Affairs (Wallace Campus)—AAS, Wallace Community College

McLeod, Kenny, Coordinator of Custodial Inventory and Shipping and Receiving

McLeod, Patty, Admissions/Records Assistant—AAS, Wallace Community College

Meis, Laci, Public Relations and Marketing Clerk—AA, Wallace Community College; BS, Troy University

Miller, Ronald, Maintenance Worker 2

Monday, Suzanne, Assistant Director of Financial Aid—AA, Wallace Community College; BS, Troy State University

Morris, Ellen, Bookstore Clerk/Switchboard Operator

Morris, Mary Pearl, Secretary, Upward Bound—AAS, Wallace Community College

Nichols, Laura, Personnel Coordinator—BS, Auburn University

Pearce, Lee, Student Advisor, Adult Education—AA, Wallace Community College; BS, Troy State University Dothan

Pierce, Catherine, Secretary, Student Affairs (Sparks Campus)—AAT, Wallace Community College

Reed, Daymesha, Financial Aid Assistant—BS, Troy University

Roberson, Jim, Computer Operator/Property Manager

Roper, Tami, WorkKeys Program Specialist—BS, Troy State University

Ruiz, Adolfo, Maintenance Worker 1

Sanders, Marlana, Admission/Records Assistant—AAS, Wallace Community College

Shelley, Chad, Mechanical/Electrical Maintenance Worker—AAS, Wallace Community College

Shepherd, Connie, Program Assistant, Continuing Education

Sherlock, Tomi, Secretary, Allied Health Programs—BS, Troy State University Dothan

Simpson, Joe, Maintenance Worker 2

Smith, Diane, Payables Accounting Manager

Smith, James, Electrical Maintenance Technician—Diploma, United Electronic Laboratories of Alabama.

Stalling, Gloria, Custodian

Strickland, Charlotte, Secretary to the Dean, Student Affairs and Sparks Campus—AA, Tallahassee Community College; BS, Florida State University

Taylor, Warner, Web/Media Technologist—BS, Auburn University

Thomas, Bertha, Custodian

Thomas, Mike, Campus Police Officer—Southwest Alabama Police Academy

Thompson, Elizabeth, Accounting/Scholarship Manager—BS, Troy State University

Trawick, Cheryl, Secretary to the Director of MIS

Trull, Jason, Information Technology (IT) Technician—AS, Herzing College

Walker, Bruce, Maintenance Worker 1—Certificate, AAS, Wallace Community College

Walker, Cynthia, Secretary/Receptionist (Sparks Campus)—AAS, Abraham Baldwin Agricultural College

Walker, Dianne, Secretary, Student Support Services (Sparks Campus)—Diploma, Sparks State Technical College

Weems, Linda, Information Technology (IT) Technician—AAS, Wallace Community College

Weston, Wendy, Admissions/Records Assistant—BS, Troy State University

Wilson, Karen, Financial Aid Assistant—AAS, Wallace Community College

Wilson, Sue, Clerk

Wright, Mary Alice, Custodian 1 (Sparks Campus)

York, David, Building Operator/Coordinator and Ornamental Landscaping Technician

Youngblood, Lucile, Printing/Duplications Technician—Diploma, Wallace Community College; AAS, Enterprise State Junior College

Student Handbook



STUDENT HANDBOOK

STUDENT AFFAIRS

Philosophy. Each member of the Student Affairs staff at Wallace Community College is dedicated to the belief that all people should have the opportunity to reach their maximum potential. The functions of Student Affairs are admissions, career planning, counseling services, job placement, records, student activities, student financial services, and testing services.

STUDENT RIGHTS AND RESPONSIBILITIES

Wallace Community College (WCC) desires to make provisions for students to be as knowledgeable as possible regarding College policies and procedures and their rights and responsibilities relating to them. The information in this section and the sections that follow are designed to clarify information pertaining to rights granted to students and responsibilities students should fulfill as members of the Wallace Community College family.

Submission of an application for admission to Wallace Community College represents a voluntary decision on the part of the prospective student to participate in the programs offered by the institution pursuant to the policies and procedures of the College, The Alabama Community College System, and state and federal agencies where applicable. College approval of a student's application, in turn, represents the extension of a privilege to join the College community and to remain a part of it as long as he/she meets the required academic and behavioral standards.

Each individual student is guaranteed the privilege of exercising his/her rights without fear or prejudice. Such rights include, but are not limited to, the following:

- Students are free to pursue their educational goals.
- No disciplinary sanctions may be imposed upon a student without the recourse of due process, except as outlined in the Student Code of Conduct.
- Free inquiry, expression, and assembly are guaranteed to all students, provided their actions do not interfere with the rights of others or the effective operation of the College.
- Academic Evaluation of student performance shall be neither arbitrary nor capricious.

Within the limits of its facilities on all campuses and sites, WCC will be open to all persons without regard to sex, race, creed, disability, or national origin. It is the responsibility of the College to publish its educational objectives and to make available the criteria it shall use in evaluating student success in all programs. It is the responsibility of the student to acquaint himself/herself with these objectives and criteria as published and set forth by WCC. The facilities and services of the College will be available to all enrolled students, provided they are used in a manner that is appropriate to an academic environment and with regard to College policies and operating procedures.

The College's Student Code of Conduct addresses behavior and actions that have an adverse impact on the achievement of educational goals. It is the responsibility of the student to become familiar with the regulations governing student conduct and to adhere to policies where applicable. Lack of knowledge regarding College policies will not excuse any student from adherence to policies or sanctions that may be imposed for violations. The College reserves the right to dismiss any student whose conduct and behavior pose a threat to the College environment or the health, safety, or security of others.

ACTIVITIES AND ORGANIZATIONS

Wallace Community College is committed to planning and implementing activities and experiences that are conducive to facilitating student achievement of personal and professional goals. Pursuant to that end, students serve, when appropriate, as voting members of College standing committees and have all rights and responsibilities associated with committee membership.

Athletics. Wallace Community College participates in intercollegiate baseball and women's softball. Interested students should contact the Athletic Department on the Wallace Campus.

Extracurricular Activities. In addition to the athletic program, the College provides opportunities for participation in student government and various clubs and social functions. Active efforts have been made to help develop a well-

rounded program of recreational, social, and cultural activities that will contribute to the student's enjoyment of college life, personal growth, and social development. Annual and semester activities are scheduled on all campuses to provide additional activities for students.

Student Publications. The College has maintained a commitment to student publications for many years and values the learning experiences available to students who desire to participate in producing student publications. Any publication containing opinions and editorial content must be the responsibility of the student organization publishing it. The College has a responsibility to ensure that participating students are adequately informed concerning issues related to responsible journalism. The advisors of student organizations oversee the production of any student publications, offer guidance to student participants, and ensure their awareness and understanding of the rights and responsibilities of a free press. The College supports a free student press and expects students participating in the production of student publications to uphold the highest standards of journalistic responsibility and integrity, but it reserves the right to reject and/or edit material submitted for inclusion in any publication, including, but not limited to, newsletters, flyers, and brochures. Any student publications containing announcements intended to provide timely information about College and community events must also be reviewed by the advisor of the respective organization to ensure that the contents of the publication are accurate and meet the intended purpose.

Procedures for Approval of Off-Campus Activities. Off-campus activities must be approved by the appropriate campus dean. An Activity Request Form (available from the Dean, Student Development and Wallace Campus in Grimsley Hall on the Wallace Campus and the dean, student affairs and Sparks Campus in the Administration Building on the Sparks Campus) must be submitted a minimum of 7 working days prior to the event.

Social Functions. Social functions such as parties, dances, activities, guest speakers, or other entertainment must be sponsored by recognized campus organizations. College facilities are made available for such activities when possible. Approval for such activities begins by submitting an Activity Request Form, which may be obtained from the Dean, Student Development and Wallace Campus in Grimsley Hall on the Wallace Campus and the dean, student affairs and Sparks Campus in the Administrative Building on the Sparks Campus. Wallace Community College students who bring guests or visitors onto College property or to any College-sponsored activity are responsible for their conduct.

Organizations. Student organizations on the Wallace Campus include the Association of Students of Practical Nursing, Baptist Campus Ministries, Chamber Choir, Diplomats, the Elite Group, Phi Theta Kappa (PTK), Respiratory Therapy Association for Better Breathing (RTABB), Sigma Delta Kappa English Honor Society, Student Government Association (SGA), Wallace Association of Nursing Students (WANS), and the Wallace College Singers. Student organizations on the Sparks Campus include the Vocational Industrial Clubs of America (VICA), SGA, PTK, National Vocational-Technical Honor Society, and Diplomats.

Students should contact the dean, student development and Wallace Campus on the Wallace Campus or the dean, student affairs and Sparks Campus on the Sparks Campus for specific, written information concerning campus organizations, formation of new organizations, club advisors (eligibility and role), policies and procedures related to campus organizations, and other related matters.

CAMPUS REGULATIONS

Code of Student Conduct

As members of the learning community at the institution, students have a number of rights, privileges, and responsibilities. Those rights and privileges include the right to sound and professionally presented instructional programs and the right to due process in instances involving disciplinary actions or academic grievances.

The Code of Student Conduct is the standard of conduct by which students and organizations are expected to abide. They shall be aware of the Code and know they will be held accountable for its provisions. By enrollment at the College, a student or organization neither relinquishes rights nor escapes responsibilities of local, state, or federal laws and regulations. The College has an interest in maintaining a campus environment that is conducive to the educational mission in addition to the safety, health, and well-being of all students and other individuals on campus. Students and organizations are obligated to abide by the rules and policies established by the College. Students at the College are considered responsible adults, serious of purpose, and enrolled for the primary purpose of furthering educational goals. It is assumed that students enrolling at the College are mature, have a desire for constructive learning, and are attending with that purpose in mind. Common courtesy and cooperation are expected of all students. Interference, injury, or intentional attempt to injure or interfere with the personal or property rights of any person, whether a student member of the College community or a visitor to the College, is strictly prohibited.

Note: Faculty and staff members (including College counselors) and students should note that any expectation of confidentiality does not include any illegal act. Faculty and staff members (including College counselors) are required to notify law enforcement and College officials when they learn of a criminal act.

Application. The Code of Student Conduct applies to individual students and student organizations and is applicable to on- and off-campus College functions. Any student or group involved in unacceptable or prohibited conduct shall be disciplined in a manner commensurate with the nature and severity of the act of misconduct.

Any indication of facts that could cause imminent danger or harm to the health, safety, and welfare of the accused, students, faculty members, other individuals, or College property, or any indication of mental or physical harassment of students (hazing) by an organization or student may result in immediate interim suspension of the organization or student by the designated College official on each campus. This interim suspension may continue only for a period of 72 hours until such time as a disciplinary hearing is held to consider the matter.

Imposition of the sanctions stated above may be stayed pending appeal, at the discretion of the President of the College, on written request by the student or organization.

Misconduct. Student conduct is expected to be in accordance with standards of common decency and decorum, with recognition of and respect for personal and property rights of others and the educational mission of the College. A student shall be subject to disciplinary action by the College, up to and including permanent expulsion, for misconduct on any property owned or controlled by the College; or off College property at any function that is authorized, sponsored, or conducted by the College; or in parking lots adjacent to areas or buildings where College functions are being conducted. Such misconduct shall include, but is not limited to, the commission of or attempt to commit any of the following acts:

1. Any form of dishonesty including cheating, knowingly furnishing false information to the members of the College faculty or to any other officer or employee of the College, and alteration or use of College documents or instruments of identification with intent to defraud (cheating is defined as dishonesty in completing academic assignments, such as having in one's possession materials other than those specifically approved by one's instructor during tests; submission of work that was prepared by someone else to an instructor as one's own work; plagiarism, representation of someone else's writing or ideas as one's own; and assistance in the foregoing practices). Plagiarism is the act of using the words and/or work of another author and attempting to pass it on as one's own work. Examples of plagiarism include, but are not limited to, a student's submitting, under his/her own name, an essay, report, research paper, or some other assignment that has

been written in part or in whole by another person. Plagiarism also occurs when a pattern exists of failing to document and punctuate materials from research sources appropriately (as designated by the instructor and the research style that the instructor requires and publishes to his/her students) and/or the consistent failure to document accurately and in proper style any material that is not common knowledge, which the student has included in an assignment.

2. Forging, altering, or misusing College documents, records, or identification.
 3. Issuing a worthless check made payable to the College or to its Bookstore. A student will be notified by the Business Office when a check for tuition, books, fees, or other charges is returned for insufficient funds. The student will have 72 hours in which to satisfy that obligation. If the obligation is not satisfied in that time, the student's enrollment will be voided.
 4. Failure to properly comply with any reasonable direction given by a College official acting within the capacity and performance of his/her position.
 5. Violation of written College rules, policies, or regulations.
 6. Obstruction or disruption of teaching, research, administration, service, disciplinary procedures or policies and/or procedures of clinical affiliates while at their sites, other College activities, or other activities on College premises.
- An instructor has the obligation to maintain order in the classroom to preserve the integrity of the learning environment. If a student's behavior disturbs or otherwise interferes with instruction, the student will be asked to leave the class. The student may be allowed to return to the next class meeting after consultation with the instructor and a third party. The third party may be another faculty member, division director, or a dean. The instructor may have a consultation with the division director and the dean, student affairs and Sparks Campus to determine if the student should appear before the Judiciary Committee.
7. Destruction, damage, or misuse of College, public, or private property (the student is responsible for any damage done to College property).
 8. Conduct in violation of federal or state statutes or local ordinances that threatens the health and/or safety of the College community or that could adversely affect the educational environment of the College.
 9. Conviction of any misdemeanor or felony that adversely affects the educational environment of the College.
 10. Obtaining College services by false pretenses including, but not limited to, misappropriation or conversion of College funds, supplies, equipment, labor, material, space, facilities, or services.

11. Hazing, i.e., any mental or physical requirement or obligation placed on a person by a member of any organization, or by an individual or group of individuals that could cause discomfort, pain, or injury or that violates any legal statute or College rule, regulation, or policy. **Hazing** has been defined as, but is not limited to, striking, laying open hand on, treating with violence, or offering to do bodily harm to a person with intent to punish or injure the individual, or other treatment of a tyrannical, abusive, shameful, insulting, or humiliating nature. Hazing is any action taken or situation created, whether on or off College premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule, including servitude often called *personal favors*. The

College does not approve of or condone hazing; thus, activities of this nature shall be dealt with promptly and sternly.

12. Lewd, obscene, licentious, or indecent conduct or verbal or written threat of such action against another person, **including sexual harassment/misconduct**.
13. Harassment, intimidation, bribery, physical assault, etc., or any other means, implied or explicit, to influence any member of a judicial body named in the Code, including witnesses, faculty members, staff members, and students before, during, or after a hearing. Organizations shall be responsible for the actions of their individual members, alumni, advisors, etc. in this type of situation.
14. Possession of firearms or weapons (including hunting guns, bows, crossbows, etc.), ammunition, explosives, fireworks, or any other dangerous instruments.
15. Intoxication from, or the possession and/or consumption of, any alcoholic beverage or non-prescribed controlled substance.
16. Unauthorized manufacture, sale, delivery, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law.
17. Theft, accessory to theft, and/or possession and/or transportation and/or sale of stolen property.
18. Physical abuse, threat of violence, intimidation, and physical or mental harassment.
19. Trespassing or unauthorized entry.
20. Entering false fire alarms, tampering with fire extinguishers, alarms, or other safety equipment.
21. Publishing, aiding in publishing, circulating, or aiding in circulation of anonymous publications or petitions of a libelous, slanderous, scurrilous, or unduly offensive nature.
22. Smoking or using any tobacco product in classrooms, laboratories, library-media buildings, gymnasiums, or other locations where prohibited (including clinical sites).
23. Playing a device such as a tape player, radio, or other electronic device in hallways, classrooms, or any other place where such activity would interfere with normal activity of the College.
24. Any form of illegal activity defined by state or federal law or municipal ordinance.
25. Disruptive or disorderly conduct that interferes with the rights and opportunities of those who attend the College to use and enjoy College facilities.
26. Failure to obtain clearance from an instructor to leave a class, lab, clinical, or campus during class/clinical hours.
27. Failure to wear appropriate dress for the department in which the student is enrolled.
28. Participation in any form of gambling.
29. Unauthorized possession of a key to any College facility or vehicle.

If a student violates any of the provisions listed above while engaged as a representative of a student organization, the organization will be subject to having its approval suspended or terminated.

Acceptable Use Policy

These guidelines are to assist with the interpretation and administration of the *Acceptable Use Policy for Information Technology Resources*. They outline the responsibilities each student and employee assumes when using information technology resources.

The purpose of information technology resources is to provide educational resources for the College's students and employees. Access to these resources is a privilege and must be treated with the highest standard of ethics. The College expects all students and employees to use information technology resources in a responsible manner; respecting the public trust through which they have been

provided, the rights and privacy of others, the integrity of the facilities and pertinent laws, and College policies and standards.

This policy outlines the standards for acceptable use of Wallace Community College's information technology resources, which include, but are not limited to, equipment, software, networks, data, and telephones.

This policy applies to all users of the College's information technology resources, including faculty, staff, students, guests, organizations, and individuals accessing external network services, such as the Internet via College facilities. Violation of this policy may result in suspension or revocation of user privileges, administrative discipline, or immediate termination of the violator's relationship with Wallace Community College and could lead to criminal and civil prosecution.

Acceptable use of the College's Internet connection provided via the Alabama Research and Education Network (AREN) is also governed by this document. Any activity that is not listed here that violates local, state, or federal laws, or violates the AREN Acceptable Use Policy is also considered a violation of this Acceptable Use Policy.

User Responsibilities. Use of the College's information technology resources is permitted based on acceptance of the following specific responsibilities and the understanding that computer use may be monitored:

Use only information technology resources for which you have permission. Example: It is **unacceptable** to

- use resources you have not been specifically authorized to use;
- use your own personal computer (laptop), PDA, or any wired or wireless device to connect to the network;
- use someone else's account and password or share your account and password with someone else;
- access files, data, or processes without authorization; and
- purposely seek out, exploit, or seek to exploit security flaws to gain system or data access.

Use information technology resources only for their intended purpose. Example: It is **unacceptable** to:

- send forged email;
- use electronic resources to harass or stalk other individuals;
- send bomb threats or hoax messages;
- send chain letters that may interfere with the system's efficiency;
- intercept or monitor any network communications not intended for you;
- use computing or network resources for commercial advertising or other commercial purposes;
- attempt to circumvent security mechanisms;
- use privileged access for other than official duties;
- use former privileges after graduation, transfer, or termination; and
- use network resources to download news, music, graphics, or other communications not related to College activities.

Protect the access and integrity of information technology resources. Example: It is **unacceptable** to

- knowingly release a virus that damages or harms a system or network;
- prevent others from accessing an authorized service;
- attempt to deliberately degrade performance or deny service;
- corrupt or misuse information;
- alter or destroy information without authorization; and
- engage in *spamming* (sending an annoying or unnecessary message to a large group of people).

Respect the privacy of others. Example: It is **unacceptable** to

- access or attempt to access another individual's password or data without explicit authorization;

- access or copy another user's electronic mail, data, programs, or other files without permission;
- use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language;
- continue sending e-mail messages to someone after being told to stop; and
- post derogatory information or statements about a person.

Abide by applicable laws and College policies and respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software. Example: It is **unacceptable** to

- make more copies of licensed software other than the license allows;
- plagiarize works that you find on the Internet; and
- deliberately upload, download, distribute, or possess pornographic material.

System Administrators' Responsibilities. System administrators and providers of College information technology resources have the additional responsibility of ensuring the integrity, confidentiality, and availability of the resources they are managing. Individuals in these positions are granted significant trust to use their privileges appropriately for their intended purpose and only when required to maintain the system. Any private information seen in carrying out these duties must be treated in the strictest confidence, unless it relates to a violation or the security of the system.

Although information technology providers throughout the College are responsible for preserving the integrity and security of resources, security sometimes can be breached through actions beyond their control. Users are urged to take appropriate precautions such as safeguarding accounts and passwords and promptly reporting any misuse or violations of the policy.

Violations. Every member of the College community has an obligation to report suspected violations of the above guidelines or of the Acceptable Use Policy for Information Technology Resources. Reports should be directed to the department responsible for the particular system involved. Reported violations will be addressed in conformance with published College policy.

Wallace Community College is provided access to the Internet as a member of the Alabama Research and Education Network, which is supported by the Alabama Supercomputer Authority. Therefore, any users of the Internet are to be made aware of the Acceptable Use Policy of the Alabama Supercomputer Authority for full compliance of this policy.

DISCIPLINARY PROCEDURE

1. The following individuals are designated to handle disciplinary complaints at the various College locations:

Wallace Campus—assistant dean of student affairs
Sparks Campus—coordinator, student services
Fort Rucker Center—director, Fort Rucker Center

2. A complaint regarding the conduct of any student or organization may be filed by any person having personal knowledge of the alleged activity. The College may also file complaints.
3. Such complaints must be directed to the designated official at each College location and must be presented in writing. The written charge must *define* the specific charge and *state* the grounds for the charge.
4. The designated College official at each College location shall conduct, or have conducted, a thorough investigation of allegations within 5 working days from the receipt of the written complaint. After the investigation, the student or group will be offered an opportunity to admit to the charge, accept sanctions, and waive the right to a further hearing. If the student or group denies the charge and in the designated College official's opinion, after a review of the complaint and information obtained in the investigation, there is enough probable cause to reasonably believe that the student or group in question did commit the offense, the designated College official will discuss the complaint and evidence with the student or group. The designated College official will offer the student or group every opportunity to explain its actions. If sanctions are necessary, this action will be fully explained and prescribed in writing and administered by the designated College official by use of a Wallace Community College Sanction Agreement.

5. Upon administration of the Sanction Agreement, the student or organization will be offered the opportunity to select one of the following options:

- Sign the Sanction Agreement indicating acceptance of the sanctions imposed and waiving all rights to appeal; or
- Sign the Sanction Agreement declining the opportunity to accept the sanctions imposed and request to appeal the decision before the dean, student affairs.

Any student or group who fails to sign the Sanction Agreement as stated above shall be deemed to have waived all rights to further appeal and the sanctions imposed by the designated College official will be final.

6. On appeal, the student or group will be directed to the dean, student affairs, who will hear the appeal and determine, based on evidence and testimony(ies), if the student or group is guilty as determined by the designated College official and will determine appropriate sanctions. If the dean, student affairs determines that the student or group is not guilty, the student or group will be cleared of all charges. If the student or group is found guilty, the dean, student affairs will delineate appropriate sanctions on a Wallace Community College Sanction Agreement. Upon administration of the Sanction Agreement, the student or group will be offered the opportunity to select one of the following options:

- Sign the Sanction Agreement indicating acceptance of the sanctions imposed and waiving all rights to appeal; or
- Sign the Sanction Agreement declining the opportunity to accept the sanctions imposed and request to appeal the decision before the Judiciary Committee.

Any student or group who fails to sign the Sanction Agreement as stated herein shall be deemed to have waived all rights to further appeal and the sanctions imposed by the dean, student affairs will be final.

7. In the event that the student or organization requests a hearing before the Judiciary Committee, the student shall be provided with a written statement of the charges as filed to provide the student or organization reasonable notice of the conduct or circumstances on which the alleged violation is based. This statement will be presented by the chairperson of the Judiciary Committee. The statement shall advise the student or organization that it is permissible to appear alone or with counsel before the Judiciary Committee and to be present during all phases of the hearing except during the committee's deliberation. Counsel shall not speak for or on behalf of the accused student or organization but may act only in an advisory capacity. Counsel may not question or cross-examine witnesses or committee members. Additionally, the statement shall set out that the advised student or student organization will be provided the opportunity to present evidence and to conduct reasonable cross-examination of witnesses.
8. The hearing before the Judiciary Committee shall be scheduled as soon as it is practical but no later than 30 calendar days from the date of the student's or organization's meeting with the dean, student affairs.
9. A student or organization that has requested a hearing before the Judiciary Committee and that fails to appear at the designated date, hour, and place of the hearing, after notification thereof, shall be deemed to have waived the right to a hearing and the right to appear before the Judiciary Committee. The Judiciary Committee may then proceed with the hearing. In the event the accused student or organization shall be unable to attend the hearing for

good cause at the appointed time, prior written notice of the inability to attend shall be submitted to the dean, student affairs, whereupon a new date shall be set by the dean, student affairs in coordination with the chair of the Judiciary Committee. Only one such extension shall be granted except where additional extensions would cause undue hardship to the student or organization.

10. The hearing before the Judiciary Committee shall not be conducted as a courtroom trial, but shall proceed as follows:

One appointed faculty member shall serve as chairperson of the Judiciary Committee. The chairperson shall screen the committee members prior to the hearing for any prejudicial knowledge. In the event of special prejudicial knowledge, those members may be replaced by the President or his/her designee with other qualified faculty members and/or students. A simple majority of the members present will be allowed to make a judgment and render a decision in the matter with regard to a finding of guilt and imposition of appropriate disciplinary action. (A minimum of 3 committee members must be present to hear and rule on the case.)

A record of all proceedings shall be kept in the form of a tape recording, and a copy may be reproduced at the expense of the accused students or organization.

11. The chairperson's duties include the following:
- Arranging for appropriate times and places for committee meetings and hearings;
 - Informing, in writing when possible, the parties to the action being considered of the times and places of committee hearings, which they are requested or required to attend, and supplying them with a statement of the charge;
 - Informing appropriate individuals that a hearing is pending;
 - Arranging for the hearing to be electronically recorded;
 - Conducting the hearing;
 - Maintaining committee records and all documents that will be presented to the dean, student affairs after the conclusion of the meeting;
 - Informing, in writing, the appropriate individuals of the decisions of the committee, to include findings and, if appropriate, sanctions; and
 - Arranging for appropriate security when necessary during hearings.

Proceedings shall open with the chairperson of the Judiciary Committee reading the following statement:

“A College is an academic institution, not a courtroom or administrative hearing. The Judiciary Committee is not bound by the rules of legal evidence which would apply in a court proceeding. The committee is allowed to admit and consider evidence that might not be admissible in a court of law. This includes hearsay. However, evidence must be relevant to the charge.”

Note: Formal rules of evidence shall not be observed in proceedings before the Judiciary Committee. However, the chairperson of the committee shall be authorized to exclude irrelevant, redundant, or unduly inflammatory evidence. The findings of the committee on the issue of violation(s) of the Code of Student Conduct will be based solely on evidence introduced at the hearing. Evidence of previous violations of rules and regulations or violations of local, state, or federal laws, ordinances, and regulations shall not be considered in any way by the committee in determining whether the violation charges were committed, but such evidence may be considered by the committee in consideration of the appropriate sanctions. They may also be introduced as evidence in rebuttal of any related character evidence introduced by the accused party.

The Chairperson of the Judiciary Committee will then read the charge against the student or organization. The student or the organization's president shall then make a plea of guilty or not guilty. If the accused student or group admits guilt, the committee will go directly into closed session to deliberate sanctions.

The plaintiff or representative of the plaintiff shall present the evidence against the accused student or organization. The accused student or organization will be afforded the opportunity for reasonable cross-examination.

The accused student or organization may then present evidence by oral testimony, witnesses, and/or written sworn affidavits. Reasonable cross-examination will be afforded.

Rebuttal evidence may be presented by either party as necessary but not so as to be redundant.

The accused student or organization may make a closing statement.

The plaintiff, College, and the accused student may each have an attorney or other personal representative present to act as an advisor. The respective attorneys or personal representatives shall not be advocates and shall not question witnesses or have any role other than to act as advisors to the committee or the accused.

After presentation of all evidence, the Judiciary Committee shall enter closed session. The committee shall deliberate and make its determination of findings and determine appropriate sanctions if the student or organization is found guilty.

Once the Judiciary Committee has reached its decision, the student or organization and the student's or organization's counsel or advisor may return and be informed of the results.

If the accused student or organization is found not guilty, the hearing is ended. If the accused student or organization is found guilty, the chairperson of the Judiciary Committee will disclose the findings and sanctions determined by the committee. The student or organization shall then have an opportunity to make a statement to the Judiciary Committee, accepting the findings and sanctions recommended by the committee, or decline to accept the findings and sanctions. If the student or group declines to accept the findings and sanctions imposed by the committee, an appeal may be filed with the President or designee. Appeals to the President or designee must be filed in accordance with procedures outlined in the Appeals section of this document.

The student or organization shall be provided with a written statement of the determination of the Judiciary Committee within 72 hours of the close of the hearing.

Sanctions. A student or group of students deemed to be in violation of the Code of Student Conduct is subject to imposition of one or more of the following sanctions:

- Exoneration.**
- Reprimand.** A written notice that continuation or repetition of improper conduct may be cause for further disciplinary action.
- Restitution.** Compensation for damages to property limited to the actual cost of repair or replacement.
- Probation.** This sanction is for a designated period of time which may include exclusion from privileges such as extracurricular activities and/or on-campus driving privileges. Additionally, if the student is determined by any of the disciplinary procedures herein set out to be in subsequent violation of the Code of Student Conduct during the probationary period, the student may be either suspended or expelled. Provisions of the probationary period shall be determined and expressed by the committee.
- Voluntary withdrawal.** A student may be given the option to voluntarily withdraw from a class or from the College in lieu of disciplinary action. The Judiciary Committee, dean, student affairs, or the complaint officer in some circumstances, may specify a period of time before the student may apply for readmission or re-enroll in the class. To qualify for readmission, the student must

receive approval from the academic dean and meet the academic standards for readmission. Students will not be eligible for any refund from the College. (If a student withdraws before disciplinary procedures are carried out, the student will be subject to discipline as may be imposed by the designated College official at the time of reentry into the College).

6. **Suspension.** Separation from the College for a definite period of time. A student may be suspended for a specific period of time not to exceed two years. To qualify for readmission after suspension, a student must receive approval of the academic dean and meet all reasonable requirements and academic standards for readmission. Students will not be eligible for refunds.
7. **Expulsion.** An indefinite termination of student status from the College for a period of not less than two years. To qualify for readmission after expulsion, a student must receive the approval of the academic dean and meet all reasonable requirements and academic standards for readmission. Students will not be eligible for a refund. Under certain conditions, expulsion could mean permanent severance from the College.

Appeal. The determination and sanction imposed by the Judiciary Committee are subject to review on appeal by the President of the College or his/her designee. The President of the College or designee has discretionary authority to modify or affirm the sanction(s) imposed by the Judiciary Committee; to exonerate the accused student or organization; and/or to order a rehearing of the case in question.

A student or organization has 7 calendar days from the day of the hearing and determination by the Judiciary Committee to request a review of the proceedings and/or the sanction. Such appeal request must be submitted in writing to the designated College official on each campus. Failure to request an appeal as stated herein shall be a waiver of a review by the President of the College or designee and all rights in relation thereto. Furthermore, failure to request an appeal as stated herein shall be an admission of the charges and a consent to the sanctions imposed by the Judiciary Committee.

A written appeal must expressly state the grounds of such appeal, which are limited to newly discovered evidence, violation of procedures, or that the imposed sanction was unduly harsh, improper, or lenient under the circumstances.

The designated College official may appeal the decision of the Judiciary Committee to the President of the College or his/her designee if the sanctions delivered are not appropriate or if the committee failed to act.

The student or organization shall be provided a written statement of the decision of the President or designee within 7 days from the date of filing the request for appeal.

STUDENT ACADEMIC GRIEVANCES

Policy. The College has established policies and procedures to resolve student academic grievances that result from the acts or omissions of faculty members or administrators. This resolution should be achieved at the lowest level and in the most equitable way possible. The burden of proof rests with the complainant.

Procedures. When students believe they have an academic grievance, they should first seek to resolve it by discussions with the faculty member or administrator involved. If these discussions are not satisfactory, the complaint should be taken to the next highest level listed in the following procedure. If the grievance arises from a classroom situation, students should take the following steps in seeking redress:

1. Consult with the instructor involved, in person or by written contact, no later than 12 calendar days following the incident.
2. If agreement on or compromise of the problem is not achieved within 3 days, take the grievance to the appropriate Division Director.
3. If agreement on or compromise of the problem is not achieved within 3 days, take the grievance to the appropriate Instructional Coordinator.

4. If still not satisfied that a fair and equitable solution has been found within 3 days, take academic grievances to the dean, academic affairs. If still not satisfied, move to step 5.
5. The student should read the Judgments section of this policy carefully before contacting the dean, student affairs for a hearing before the Admissions and Academic Standards Committee.
6. As a last resort and only after steps 1-5 have been carried out or conscientiously attempted, a student may take a grievance in writing to the dean, student affairs and the chairperson of the Admissions and Academic Standards Committee. The grievance must be filed within 20 class days of the term following that in which the grievance occurred.

No instructor or administrator shall be allowed to delay resolution of an academic grievance by failing to hold a consultation with a student within a reasonable length of time of the initial request. Normally such consultation should occur immediately after receipt of the student request, unless bona fide reasons such as illness, personal emergency, or campus absences for professional reasons make the time limit unreasonable.

In some instances when the personalities or problem involved would make starting at the level of the complaint too awkward or embarrassing, students may initiate a complaint at the next higher level listed.

Types of Grievances. No list of grievance types could cover all contingencies that might arise. However, this procedure should be able to resolve the following types of grievances, which are among those expressed most often by students:

1. Errors in calculating or recording quiz or other grades.
2. Improper lowering of grade on basis of an alleged violation of an attendance policy.
3. Failure of a faculty member to follow College policies in conduct of classes or examinations.
4. Capricious or unreasonable actions by a faculty member or administrator that intimidate students or adversely affect their performance.
5. Failure of a faculty member to grade, return, and discuss assigned work within a reasonable time, e.g., before subsequent assigned work is scheduled for completion or before a subsequent examination.
6. Failure of a faculty member to provide student with copies of grading policies, course requirements, course procedures, and changes in announced policies without due notice and explanation.

Certain types of grievances should not be brought to the committee, although they may be brought to the attention of the Department Chairperson and, if necessary, the appropriate dean so that a continuing administrative effort may be made to ameliorate problems. Examples of these grievances include:

1. Gross differences in grading by instructors teaching separate sections of the same course.
2. Personal habits of the instructor that distract students in their attempts to learn course material.
3. Fine distinctions in grading (e.g., the line between an "A" and a "B," or between a "D" and an "F") may be appealed only to the instructor.
4. Unannounced quizzes will not be considered a grievance, unless they are contrary to the class syllabus or information provided to the class by the instructor.

Role of the Admissions and Academic Standards Committee. There shall be 9 voting members of one or more academic standard committees to be appointed by the President of the College as follows: 7 professional employees and 2 students. A simple majority of members present may rule on any request or issue before the committee. The role of the Admissions and Academic Standards Committee shall be to hear academic grievances, to hear academic appeals for students who have been suspended from the College for academic reasons, and to provide input on College policies.

The chairperson shall be the administrative officer of the committee. The chairperson's duties shall include arranging for appropriate times and places for committee meetings and hearings; informing committee members of the times and places of committee meetings and hearings; informing, in writing, all interested parties of the times and places of committee hearings that they are requested to attend and supplying them with a statement of alleged grievances; informing all other interested parties that a grievance is pending; securing and distributing to the committee written material appropriate for its consideration; arranging for recording of committee proceedings; maintaining committee records that are to be kept on permanent file in the Office of the dean, student affairs; and informing, in writing, appropriate individuals of the decisions of the committee.

Members of the committee may at any time disqualify themselves from consideration of any given case or cases because of personal bias. In such a case, a replacement member will be appointed by the President.

Either party to the hearing may request of the chairperson, in writing, that any member or members of the committee be excluded from consideration of the case. Such a request must be for just cause and be brought to the chairperson's attention as the first step in the hearing. In the event a member is disqualified by majority vote of the committee from consideration of a case, the President shall appoint a replacement. The replacement must meet the general requirements of regular committee members.

Procedures For Hearing. Each Admissions and Academic Standards Committee may establish and publish its own procedures in accordance with provisions for academic due process and in accordance with the stipulation stated below:

The only people present at meetings of the committee shall be committee members, parties to the action being considered by the committee and their representatives (not to exceed 2), witnesses actually testifying before the committee, and 2 representatives of the Student Affairs Division. The College and the complainant may have an attorney present during the hearing. The attorneys may only advise. They may not cross examine, question, or address the committee in any way.

The committee, as a whole, shall arrange for a swift and comprehensive investigation of the matter under consideration. It shall then decide, on the basis of written statements and discussions presented by the complainant and respondent, and review of evidence, whether or not there are sufficient grounds to hear a case and whether or not the committee will accept written statements in lieu of personal appearances by witnesses. If the committee decides that there are not sufficient grounds to hear a case and closes the case, it shall notify the complainant and respondent in writing as to the reasons for its actions.

If the committee determines that the case merits further consideration, the parties involved shall be informed in writing; consulted as to the possibility of correcting the situation; and, if a hearing is still required, be advised in writing of the scheduled time and place of the hearing.

At the hearing, the complainant, individuals directly involved, and witnesses may testify and be questioned by the opposite party and committee members. Only evidence presented in the hearings may be considered in the final judgment. Written statements by witnesses in lieu of personal appearance shall not be allowed except in rare instances. A record of the hearing, tape recorded or otherwise preserved, shall be reserved for reference and review until the case has been finally resolved.

Judgments. Committee members shall arrive at a judgment in consultation among themselves after the parties have been dismissed. Only members of the committee who have been present during all of the meetings and who have heard all testimony relating to the alleged grievance may vote on the case. A majority vote of such qualified members shall constitute a judgment. A decision of the committee relating to redress of grievances is final insofar as the committee is concerned.

The committee has been delegated by the President the authority to change or direct changes in student grades, faculty conduct, or other disputed areas. A course of action deemed appropriate by the committee shall be carried out unless the student or faculty member chooses to appeal the committee's decision to the President of the College or designee. The appeal must be made in writing to the President or designee no later than 7 calendar days after the date of the committee's decision and must be resolved within a maximum of 30 calendar days.

If redress requires a policy change or if a policy change appears advisable or necessary, the committee shall refer its recommendations to the President of the College or appropriate administrator.

SEXUAL HARASSMENT/ADA/OTHER CIVIL RIGHTS/TITLE IX GRIEVANCE AND PROCEDURES POLICY

Note: Faculty and staff members and students should know that any expectation of confidentiality does not include any illegal act. Faculty and staff members, including College counselors, are required to notify law enforcement and College officials when they learn of a criminal act.

Consumer Complaint Information. Wallace Community College believes that all students should have easy access to a process for resolving conflicts, complaints, or grievances. Several policy/procedural statements are contained in the *College Catalog and Student Handbook*.

Any member of the College community who believes that he or she has been the victim of sexual harassment or any other form of discrimination, may bring the matter to the attention of any academic or administrative officer on any campus or instructional site. When a complaint has been reported to any of these individuals, the recipient of the complaint will forward the complaint to the Title Compliance Coordinator.

Compliance Coordinators/Officers

Title IX of the Education Amendments of 1972, as amended, prohibits discrimination on the basis of sex. Sexual harassment is a form of discrimination which is illegal under Title VII of the Civil Rights Act of 1964 for employees and under Title IX of the Education Amendments of 1972 for students. Compliance officers are as follows:

Other Civil Rights/Title IX Coordinator:

Jackie Screws, Sparks Campus (334) 687-5288

Sexual Harassment Officers:

Wallace Campus	Kay Roney	(334) 556-2201
Sparks Campus	Jackie Screws	(334) 687-5288
Fort Rucker Center	Kay Roney	(334) 556-2201

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits discrimination on the basis of disabilities.

504 Coordinator

Mark Shope, Wallace Campus, (334) 556-2295

The Americans with Disabilities Act of 1990 (ADA) provides that no otherwise qualified person shall be discriminated against in the provision of an educational service or benefit on the basis of disability. Wallace Community College endeavors to provide reasonable accommodations to qualified students with disabilities. Students needing disability services or information should contact the appropriate coordinator on the appropriate campus or site:

ADA Coordinators:

Wallace Campus	Mark Shope	(334) 556-2295
Sparks Campus	Jane Boyette	(334) 687-3543
Fort Rucker Center	Mark Shope	(334) 566-2295

ADA/Other Civil Rights/Title IX Policy. Wallace Community College is committed to an environment conducive to learning and free from harassment or discrimination (intentional or implied) with regard to race, religion, disability, age, or national origin. A grievance process is in place to ensure the rights of all students with regard to unencumbered learning. Designated compliance officers assist students in resolving grievances at the lowest possible level or in accessing subsequent steps in the grievance process. Students are strongly encouraged to use this process should problems arise.

Sexual Harassment Policy. Wallace Community College is committed to an environment conducive to learning and free from harassment or discrimination (intentional or implied) with regard to sex. Wallace Community College administration will take all necessary steps to ensure that sexual harassment, in either the hostile environment or quid pro quo form, does not occur at any facility or at any event/activity sponsored by the College. This policy applies to all members of the College community, who are encouraged to report promptly any complaints of sexual harassment.

Any member of the College community who believes that he or she has been the victim of sexual harassment may bring the matter to the attention of any academic or administrative officer, dean, director, supervisor, counselor, teacher, or advisor. When a complaint has been reported to any of these individuals, the recipient of the complaint will forward the complaint to the appropriate College official, who shall be designated by the President of the institution to coordinate the investigation of such complaints.

All employees of Wallace Community College are expected to treat students with respect and dignity at all times. Behaviors, words, or actions that create (directly or indirectly) a working or learning environment hostile to members of either sex will not be tolerated. Recognizing that individual perceptions differ, the College subscribes to the reasonable person standard, which measures sexual harassment by whether or not such conduct would substantially affect the work environment of a reasonable person. Employees are cautioned to be conservative in projecting how a reasonable person would react and are strongly advised to ask their administrators and/or compliance officers if in doubt. The College will not tolerate quid pro quo harassment whereby sexual favors are requested or demanded in exchange for grades, employee ratings, promotions, etc.

The College reaffirms the Equal Employment Opportunity Commission guidelines which state that whether or not there is sexual harassment is a matter which must be viewed from the perspective of the recipient. In other words, harassment may exist even when no direct intent to harass is present. Therefore, all employees are encouraged to be aware of the environment they help to create and to be sensitive to the perceptions of others.

Students with any conflict, complaint, or grievance will initially report to any College official. Students may also report directly to the Sexual Harassment Officers listed in this section.

Legal Authority

Sexual harassment is a form of sex discrimination which is prohibited by Title VII of the Civil Rights Act of 1964 and by Title IX of the Education Amendments. Wallace Community College also subscribes to the guidelines of the Equal Employment Opportunity Commission.

Definition

Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex, and occurs when such behavior constitutes unwelcome sexual advances, unwelcome requests for sexual favors, and other unwelcome verbal or physical behavior of a sexual nature. Sexual harassment is either hostile environment or quid pro quo when

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic advancement (quid pro quo);
2. Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting an individual's employment or academic standing (quid pro quo); or
3. Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating an intimidating, hostile, or offensive work, learning, or social environment (hostile environment).

A third party may also file a complaint under this policy if the sexual conduct of others in the education or work environment has the purpose or effect of substantially interfering with the third party's welfare or academic or work performance.

Examples of Prohibited Behavior

Prohibited acts that constitute sexual harassment may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to

1. Unwelcome sexual propositions, invitations, solicitations, and flirtations;
2. Threats or insinuations that a person's employment, wages, academic grade, promotional opportunities, classroom or work assignments or other conditions of employment or academic life may be adversely affected by not submitting to sexual advances;
3. Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls;
4. Sexually suggestive objects, pictures, videotapes, audio recordings, or literature placed in the work or study area that may embarrass or offend individuals. Such material, if used in an educational setting, should be related to educational purposes; or
5. Unwelcome and inappropriate touching, patting, or pinching or obscene gestures.

Consensual Relationships

Wallace Community College believes that consenting romantic and sexual relationships between faculty members and students are generally deemed very unprofessional and very unwise because such relationships may result in a conflict of interest and/or a power differential between members of the College community. A power differential may result in situations such as the following: (1) an instructor and a student in that instructor's class and (2) an instructor/staff member and a student who are participating in an extracurricular activity requiring the student to report to the instructor/staff member in that activity.

A faculty member who enters into a sexual relationship with a student where a professional power differential exists must realize that if a charge of sexual harassment is subsequently lodged, it will be exceedingly difficult to prove immunity on the grounds of mutual consent. The faculty member or supervisor must also be aware that Wallace Community College can be sued as well if sexual harassment can be proven.

Wallace Community College regards as inappropriate any and all romantic relationships between students and students, instructors, or staff members who have any power over students. The College urges all faculty and staff members to refrain from beginning or continuing all such relationships since such behavior may be perceived as unwelcome, even if consensual, and can be seen at the time or later as sexual harassment. The College expects compliance with the above position by all instructors and staff members and hereby notifies all instructors and staff members that violation of this policy leading to concern regarding sexual harassment may result in sanctions.

Complaint/Grievance Procedures. Wallace Community College is committed to an environment conducive to learning and free from discrimination (intentional or implied) with regard to sex, race, age, national origin, religion, or disability. The following procedure is in place at Wallace Community College to provide recourse for any students who feel that their civil rights have been violated or that they have not been treated fairly with regard to those rights. The College recognizes two distinct levels of action: *Complaints* and *Grievances*.

Complaint Procedures

ADA/Other Civil Rights/Title IX. Students who desire to make a complaint regarding a College action under ADA, other civil rights, or Title IX shall, within 10 working days of an alleged violation, report the complaint to the dean, student affairs or campus dean. A conference will then be arranged with the appropriate College compliance officer. If the complaint is about the designated College compliance officer, the written complaint shall be sent directly to the President's Office. The President will assign the complaint to another administrator.

It shall be the responsibility of the designated College compliance officer to attempt to secure a solution to the complaint. The compliance officer will meet with the parties involved and attempt to solve the problem or address the concern in an informal session. If, after discussion, it is determined that the complaint can be resolved immediately, the designated College compliance officer will take action to resolve the complaint and will submit a written report to the President within 10 working days of filing the complaint. The report shall contain the original written complaint, a brief summary of any information essential to an understanding of the problem, and a description of the action taken. Copies will be sent to all parties involved in the discussion. Confidentiality will be observed in this process.

If, after discussion, it is determined that the complaint cannot be resolved immediately but requires instead a plan of resolution, the designated College compliance officer will submit a written report to the President within 10 working days of filing the complaint. The report shall contain the original written complaint, a brief summary of any information essential to an understanding of the problem, and a description of the plan to resolve the problem. Copies will be sent to all parties involved in the discussion. This plan is subject to modification by the President or designee, who will inform the submitting designated College compliance officer in writing of any changes. Unless this duty is otherwise assigned by the President, the submitting designated College compliance officer has the responsibility of monitoring implementation of the plan and advising the President, in writing, when the plan has been completed.

Sexual Harassment. Within 10 working days of an alleged violation, the complainant will initially report to any College official. A conference will then be arranged with the appropriate College Sexual Harassment Officer. If the complaint is about the designated College Sexual Harassment Officer, the written complaint shall be sent directly to the President's Office. The President will assign the complaint to another administrator. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to any problem that may arise. These proceedings will be kept as informal and confidential as may be appropriate. The 10-day request is in no way intended to limit a complainant's right to assistance after that time period but rather is to ensure timely resolution of any complaint.

IF A STUDENT'S COMPLAINT CANNOT BE RESOLVED AT THIS LEVEL, SUCH AN UNRESOLVED COMPLAINT SHALL BE TERMED A *GRIEVANCE*.

Grievance Procedure

The following grievance procedure is in place at this institution to provide recourse for students who feel that their civil rights have been violated and who have not been able to remedy the situation at the complaint level.

Steps To Be Followed

1. The original and two copies of Grievance Form A must be filed with the complainant's dean or department/division chair within 30 calendar days following the date of alleged violation(s) of the Title IX regulation. The alleged violation(s) must be clearly and specifically stated (complainant is advised to keep a copy of all forms used in steps 1-6 for his or her files).
2. Complainant's dean or department/division chair will immediately notify the President and the Title IX coordinator of receipt of Grievance Form A. The dean or department or division chair will have 30 calendar days following date of receipt of Grievance Form A to investigate and study the complainant's allegations, hold a formal hearing, and make a written report of findings to the complainant. Grievance Form A must be used for the report. Copies of Grievance Form A must be provided to the Title IX Coordinator and the President. The Complainant's copy must be mailed to his/her home address by certified mail, return receipt requested.
3. The complainant must, within 15 calendar days following receipt of

the dean or department or division chair's report, file with the President and Title IX Coordinator a written notice of acceptance or appeal of the report. If a notice of appeal is filed, appeal Form B must be used. Complainant must state clearly and specifically on Form B the objections to the findings and/or decision of the dean, department or division chair. Copies of Form B must be provided to the Title IX coordinator and the President. If the complainant fails to file notice of appeal by 5:00 p.m. on the 15th calendar day following the receipt of the dean or department or division chair's report, the right to further appeal will be forfeited.

4. The President will have 30 calendar days following the date of receipt of the complainant's notice of appeal to investigate and study complainant's allegations, the report of the dean or department or division chair, and make a written report of findings to the complainant. Form B must be used for the report. Copies of Form B must be provided to the Title IX coordinator and the Chancellor. Complainant's copy must be mailed to his/her home address by certified mail, return receipt requested.
5. The complainant must, within 15 calendar days following receipt of President's report, file with the President and Title IX coordinator a written notice of acceptance or appeal of the report. If notice of appeal is filed, appeal Form C must be used. Complainant must state clearly and specifically on Form C the objections to the findings and/or decisions of the President. Copies of Form C must be provided to the Title IX coordinator and the Chancellor. If complainant fails to file notice of appeal by 5:00 p.m. on the 15th calendar day following receipt of the President's report, the right to further appeal will be forfeited.
6. The Chancellor will have 30 calendar days following the date of receipt of complainant's notice of appeal to investigate and study the complainant's allegations and the report of the President, hold a formal hearing, and make written report of findings to complainant. Form C must be used for the report. Copies of Form C must be provided to the Title IX Coordinator. Complainant's copy must be mailed to his/her home address by certified mail, return receipt requested.

NOTE: If the last day for filing the notice of appeal falls on either Saturday, Sunday, or a legal holiday, complainant will have until 5:00 p.m. on the first working day following the 15th calendar day to file.

Hearing procedures

In the event that a hearing is scheduled within the time frame designated by the grievance officer, the President shall designate a qualified, unbiased person or committee to conduct each grievance hearing. Compliance officers will not be required to serve as hearing officers. The hearing officer or committee shall notify the complainant and each respondent of the time and place of the hearing, the witness list, and the right to have an attorney or representative present. The only individuals present at meetings of this committee shall be committee members, parties to the action being considered by the committee, and their representatives (not to exceed 2) and witnesses actually testifying before the committee. The institution and complainant may have an attorney present, at the respective party's expense, during the hearing. Attorneys may only advise; they may not cross examine, question, or address the committee in any way. The grievance statement will be formally presented at the meeting. After the grievance is read into the record, the complainants will have the opportunity to present such oral testimony and other supporting evidence as they shall deem appropriate to their claim. Respondents shall then be given the opportunity to present such oral testimony and other evidence they deem appropriate to the respondents' defense against the charges. No cross examination will be allowed. Either party may ask the hearing officer to ask a question of the other party and the

hearing officer may or may not choose to do so. In the event that the College, or the administration of the College at large, is the party against whom the grievance is filed, the President shall designate a representative to appear at the hearing on behalf of the respondent. In the event that the College is the respondent, the College representative shall not be an attorney unless the complainant is assisted by an attorney or other personal representative.

The hearing shall be recorded either by a court reporter or on audio or video tape or by other electronic recording medium as agreed to by all parties in advance of the hearing. In addition, all items offered into evidence by the parties, whether admitted into evidence or not, shall be marked and preserved as part of the hearing record.

Report of Findings

Following the hearing, a written report of the findings shall be made to the President, the hearing officer, or the chairman of the committee. The report shall contain at least the following:

1. Date and place of the hearing
2. Name of each member of the hearing committee
3. List of all witnesses for all parties to the grievance
4. Findings relevant to the grievance
5. Decisions and recommended consequences
6. Recommendation(s) to the President arising from the grievance and the hearing thereon

Non-Retaliation. No faculty member, administrator, staff member, applicant for employment, student, or member of the public may be subject to restraint, interference, coercion, or reprisal for action taken in good faith to seek advice concerning any sexual harassment, ADA, other civil rights, or Title IX matter, to file a complaint/grievance, or to serve as a witness or panel member in the investigation of a complaint/grievance.

Filing a False Report. It is a violation of the faculty/staff and student conduct policies to file a false report.

Contact Persons/Compliance Officers. Students are strongly encouraged to contact the dean, student affairs if they need to use the grievance process for problems concerning sexual harassment, Americans with Disabilities Act (ADA), Section 504, Title IX, or other civil rights issues. The dean, student affairs will direct students to the appropriate contact person.

POLICIES AND PROCEDURES FOR PRIVACY OF STUDENT EDUCATIONAL RECORDS

For Wallace Community College to comply with requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA), the following policies and procedures have been established. Wallace Community College accords all rights under the law to students who are declared independent. For the purpose of this policy, whenever a student has attained 18 years of age OR is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student. Responsibility for protection of the privacy of student educational records rests primarily with the assistant dean, student affairs. Educational records are defined by FERPA to include records, files, documents, and other materials that contain information directly related to students and are maintained by an educational agency or institution or by a person acting for such agency or institution. There are six exceptions to this definition of educational records as published in the *Guidelines for Postsecondary Institutions for Implementation of the Family Educational Rights and Privacy Act of 1974 as Amended*, Revised Edition 1998, a publication of the American Association of Collegiate Registrars and Admissions Officers.

Student Access to Educational Records. All students have the right to review their educational records with the following exceptions as outlined by FERPA:

1. Financial information submitted by parents.
2. Confidential letters and recommendations placed in student files prior to January 1, 1975, provided these letters were collected under established policies of confidentiality and were used only for the purposes for which specifically collected.
3. Confidential letters and statements of recommendation, placed in the records after January 1, 1975, to which the students have waived their right to inspect and review and that are related to the students' admission, application for employment or job placement, or receipt of honors.
4. Educational records containing information about more than one student; however, in such cases the College must allow access to that part of the record which pertains only to the inquiring student. Wallace Community College does not provide copies of educational records, except transcripts, unless geographic distance precludes students from effectively having access to their educational records.

To review records, students and former students may go to the Admissions and Records Office, present a valid photo identification card, and ask to review the record. If it is an inappropriate time to retrieve the record on short notice, students may be requested to complete a Request to Review Educational Records form in the Admissions and Records Office. Because of various circumstances, the College may delay, to a maximum of 45 days, release of the records for review. The College is not required to provide access to records of applicants for admission who are denied acceptance or, if accepted, do not attend.

Wallace Community College does not provide copies of the contents of student records unless a student is not within commuting distance of the College and is, therefore, physically unable to be present to view the records on campus. A photocopying fee of \$.25 per sheet will be assessed.

Challenge of the Contents of Educational Records. Students may challenge information in their educational records that they believe to be incorrect, inaccurate, or inappropriate. This challenge must be in writing and must be submitted to the appropriate records custodian, who is responsible for the records in question, if they do so within one year of the term in question. The records custodian must decide within a reasonable period of time whether corrective action will be taken and must provide written notification to the student and the assistant dean of student affairs of the corrective action that has been approved. Students who are not provided full resolution sought by their challenge must be referred to the dean, student affairs who will inform them of their right to a formal hearing. Students must make their request for a formal hearing in writing to the dean, student affairs.

The following procedures apply:

1. The hearing panel that will adjudicate such challenges will be the Admissions and Academic Standards Committee.
2. Within a reasonable period of time after receiving the written request for a hearing, the chairperson of the Admissions and Academic Standards Committee must inform students of the date, place, and time of the hearing, reasonably in advance of the hearing.
3. Students will be afforded a full and fair opportunity to present evidence relevant to the issue raised. They may be assisted or represented at the hearing by one or more individuals of their choice, including an attorney, at their own expense.
4. Decisions made by the Admissions and Academic Standards Committee must be in writing, must be based

solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. The decision should be delivered in writing to the student, the dean, student affairs, and the assistant dean of student affairs.

- a. The Admissions and Records Office will correct or amend the educational record in accordance with the decision of the hearing, if the decision is in favor of the student, and inform the student in writing of the amendment.
- b. Should Wallace Community College decide not to amend the record in accordance with the student's request, the assistant dean of student affairs must inform the student of the following:
 - (1) The student has the opportunity to place with the educational record a statement commenting on the information in the record or a statement setting forth any reason for disagreeing with the decision of the hearing.
 - (2) The statement placed in the educational record by the student will be maintained as part of the record for as long as the record is held by Wallace Community College.
 - (3) This record, when disclosed to an authorized party, must include the statement filed by the student.

Disclosure of Educational Record Information. Wallace Community College shall obtain written consent from students before disclosing any personally identifiable information from their educational records. Such written consent must: (1) specify the records to be released, (2) state the purpose of the disclosure, (3) identify the party or class of parties to whom disclosure may be made, and (4) be signed and dated by the student.

FERPA states that certain information from student records may be classified as *directory information*. The following information has been declared by Wallace Community College as *directory information*:

- Name
- Address
- Telephone listing
- Date of birth
- Participation in officially recognized activities and sports
- Major field of study
- Weight and height of a member of an athletic team
- Dates of attendance
- Degrees and awards received
- Most recent educational institution attended
- Photographs
- Enrollment status
- E-mail address

This information will be released to inquiring individuals or agencies unless students sign a Do Not Release Directory Information form during the first two weeks of the term. Do Not Release forms are available at the following College locations: the Admissions and Records Office on the Wallace Campus in Dothan, the Student Affairs Office on the Sparks Campus in Eufaula, and the Administrative Office at the Fort Rucker Center. THIS FORM MUST BE RESUBMITTED ANNUALLY.

FERPA established rules stating that some personnel and agencies may have access to students' educational records without written consent of the students. Wallace Community College will disclose information from a student's educational record only with the written consent of the student except as follows:

1. To officials within the College who have been determined by the College to have a legitimate educational interest in the records. School officials include counselors and instructors who are involved in counseling students, administrators who assist in counseling and who advise students with other problems, professional and clerical staff members who directly relate to the administrative tasks of the College, College law enforcement officials, and College attorneys.

A school official has a legitimate educational interest if the official is performing a task that is specified in his or her position description or by a contract agreement, performing a task related to a student's education, or performing a task related to the discipline of a student. When doubt is raised by the assistant dean of student affairs about an individual's need to know or legitimate educational interest in having access to specific

information, the issue shall be decided by the President of Wallace Community College.

2. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities in connection with certain state or federally supported education programs.
3. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of that aid.
4. To state and local officials to whom information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.
5. To organizations conducting certain studies for or on behalf of Wallace Community College.
6. To accrediting organizations to carry out their accrediting functions.
7. To parents of eligible students who claim the students as dependents for income tax purposes. Determining dependency, as defined by Section 152 of the Internal Revenue Code, requires a copy of the parents' most recent Federal Income Tax Form.

In case of a divorce, separation, or custody when only one parent declares the student as dependent, Wallace Community College will grant equal access to the student's educational records upon demonstration of dependency as described above.

8. To appropriate parties in a health or safety emergency, subject to a determination by the President or deans.
9. To personnel complying with a judicial order or lawfully issued subpoena, provided that the Admissions and Records Office makes a reasonable attempt to notify students in advance of compliance.

Note: Wallace Community College is not required to notify students if a federal grand jury subpoena, or any other subpoena issued for a law enforcement purpose, orders the College not to disclose the existence or contents of the subpoena.

10. To an alleged victim of any *crime of violence* (as that term is defined in 18 U.S.C. 16) of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

Wallace Community College will inform parties to whom personally identifiable information is released that they are not permitted to disclose the information to others without the written consent of the student. The College will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

A list of the types of records that Wallace Community College maintains, their locations, and their custodians is provided on the page following this section.

Annual Notification of FERPA Rights. Wallace Community College will give annual notice to current students of their rights under the Act by publishing information in this *Catalog and Student Handbook* and by attaching the Annual Notification Statement to fall term registration materials. New students will receive information concerning their rights under the Act through distribution of an information sheet at Orientation.

Facsimile Records (FAX). Wallace Community College honors FAX requests to send official transcripts to third parties, and Wallace Community College will accept FAX transcripts for advising purposes only. An official transcript is required for admission purposes.

Computer Access to Records. Wallace Community College has established policies for initially instructing and periodically reminding school officials of FERPA's confidentiality requirements before it gives them access to the computer system. These school officials are informed of the criteria Wallace Community College uses to determine legitimate educational interest and of their responsibility for assuring that access is not abused.

Students Rights after Ceasing Attendance or Graduation. Students who have ceased attendance or have graduated from Wallace Community College have basically the same FERPA rights as students currently attending, including the right to (1) inspect their educational records, (2) have a hearing to amend an educational record, and (3) have their educational record privacy protected by Wallace Community College. Former students do not have the right to request of Wallace Community College non-disclosure unless they asked, at their last opportunity as students, that no directory information be disclosed.

Privacy Rights of Deceased Students. For 25 years following the death of a student, release of educational record information will not be made unless authorized by the student's parents or the executor/executrix of the deceased student's estate.

DRUG AND ALCOHOL ABUSE—STANDARDS OF CONDUCT AND ENFORCEMENT

Wallace Community College is a public educational institution of the State of Alabama and, as such, shall not allow on its premises or at any activity it sponsors the possession, use, or distribution of any alcoholic beverage or any illicit drug by any student, employee, or visitor. In the event of confirmation of such prohibited possession, use, or distribution by a student or employee, Wallace Community College shall, within the scope of applicable federal and state due process requirements, take such administrative or disciplinary action as is appropriate. For a student, the disciplinary action may include, but is not limited to, suspension, expulsion, and/or arrest or referral to the appropriate law enforcement agency. Any visitor engaging in any act prohibited by this policy shall be called on to immediately cease such behavior.

If any student or visitor shall engage in any behavior prohibited by this policy which is also a violation of federal, state, or local law or ordinance, that employee, student, or visitor shall be subject to referral to law enforcement officials for arrest and prosecution.

For specific and detailed information concerning (1) legal sanctions regarding unlawful use, possession, or distribution of alcoholic beverages and illicit drugs; (2) health risks of drug and alcohol use and abuse; and (3) where to get assistance, contact any College counselor. Complete printed information is located in the Counseling Center on the Wallace Campus, the Student Affairs Office on the Sparks Campus, and the Administrative Office at the Fort Rucker Center.

MOTOR VEHICLE REGULATIONS

General Rules and Regulations

1. All motor vehicles must be registered with College police during registration or within 2 days after the beginning of the term.
2. Decals must be affixed to the right rear window or bumper. Improper mounting will void the decal and subject the student to a citation.
3. Temporary parking permits will be issued by College police on request when a student must drive an unregistered vehicle for a short period of time.
4. Disabled stickers and/or tags are required for any individuals parking in spaces designated for persons with disabilities. Contact the ADA Coordinator for more information.

Traffic Regulations. The following information is provided to assist students and faculty and staff members with understanding campus regulations related to operating vehicles on campus. Any questions should be directed to the dean, student development and Wallace Campus.

Students and faculty and staff members must register vehicles routinely driven on campus at the College police department or business office. Registration information includes social security number, owner's license number, vehicle tag number, and vehicle make and model. Liability insurance is required for all vehicles.

At vehicle registration, College police or College personnel will issue an identification decal. The decal must be permanently affixed to the lower right back window. On motorcycles, the decal should be affixed to any area where it may be easily seen. Only the current decal should be displayed.

If a temporary vehicle (without a decal) must be driven on campus, the student must obtain a temporary parking permit at the College Police Department or Business Office. The license tag number of the temporary vehicle is necessary to receive a temporary permit.

The following rules must be observed:

1. Students and faculty and staff members must park in designated areas.
2. Faculty members may not give students permission to use faculty parking areas.
3. Parking is prohibited in loading and no parking zones.
4. All stop signs must be obeyed.
5. Speed on all campus roads is limited to 20 mph except where posted otherwise; but any speed not safe for road conditions, including vehicular and pedestrian congestion, is prohibited.
6. All parking must conform to marked-off areas. All parallel parking must be within 12 inches of curbs.
7. Vehicles left on campus overnight must be registered with the College Police Department.
8. Driving and parking on the grass and sidewalks is prohibited. Parking at crosswalks, loading zones, and yellow curbs is prohibited.
9. Double parking is prohibited.
10. Blocking driveways, entrances, and exits to parking areas or buildings is prohibited.
11. Drivers must yield to pedestrians in designated crosswalks.
12. In all lots marked with parking spaces, vehicles must be parked facing into the spaces.
13. Unregistered or illegally parked vehicles may be towed away at the owner's expense.
14. All motor vehicles on campus must have lights, mufflers, brakes, license tags, and any other equipment required by Alabama state law.
15. All other State of Alabama traffic laws will be enforced on campus.

A citation and fine will be issued for each violation. Vehicles may be towed away at the owner's expense for chronic violations.

If a vehicle is parked in such a manner and cannot be towed, College police will immobilize it with a car boot to the wheel area. This action will result in an additional fine to the owner/driver of the vehicle.

Violations and Fines

Type of Violation

No Decal	Improper display of decal
Parking in reserved area	Backed into space
Parking outside marked line	Parking in no parking area
Other parking violations	Improper passing
Improper backing	Disregarding a stop sign
Driving without a license	Improper/insufficient muffler
Improper or no lights	Disobeying officer's signal
Passenger riding outside vehicle	Improper turning
Failing to yield	Using improper or no tag
Reckless driving	Parking in disabled parking area
Speeding	
Driving a motorcycle with no helmet	
Driving the wrong way on a one-way street	
Failing to give or using improper signal	

Fines may be paid at the Business Office in Grimsley Hall during normal business hours. Failure to pay fines will result in increased fines, student registration and graduation holds, and possible towing of the vehicle at owner's expense.

Appeals for parking or moving violations may be made to the Student Supreme Court after notifying the dean, student development and Wallace Campus of the intended appeal. Decisions of the Student Supreme Court are final. Appeals should be made in writing and directed to the Student Government Association sponsor for scheduling purposes.

The College police department is provided as a service to the College community and is supervised by the dean, student development and Wallace Campus. Any questions or concerns regarding the College police should be directed to the dean, student development and Wallace Campus in Grimsley Hall on the Wallace Campus in Dothan.

STUDENT RECORDS

Records

Locations

Custodians

Admission	Admissions and Records Office, Grimsley Hall, Wallace Campus in Dothan	Assistant Dean of Student Affairs
Admission (current term for Sparks Campus applicants)	Student Affairs Office, Administration Building, Sparks Campus in Eufaula	Assistant Dean of Student Affairs
Cumulative Admission (students currently enrolled at the Sparks Campus)	Student Affairs Office, Administration Building, Sparks Campus in Eufaula	Assistant Dean of Student Affairs
Cumulative Academic (current and former students)	Admissions and Records Office, Grimsley Hall, Wallace Campus in Dothan	Assistant Dean of Student Affairs
Financial Aid	Financial Aid Office, Grimsley Hall, Wallace Campus in Dothan	Director of Financial Aid
Financial Aid (current year for students enrolled at Sparks Campus in Eufaula)	Financial Aid Office, Administration Building, Sparks Campus in Eufaula	Director of Financial Aid
Student Accounts	Business Office, Grimsley Hall, Wallace Campus in Dothan	Dean, Business Affairs
Student Accounts (students enrolled at the Sparks Campus in Eufaula)	Business Office, Administration Building, Sparks Campus in Eufaula	Dean, Business Affairs
Athletic Eligibility	Office of Athletic Director, T8 Building, Wallace Campus in Dothan	Athletic Director
Disciplinary (Students enrolled at the Wallace Campus in Dothan)	Office of the Assistant Dean of Student Affairs, Grimsley Hall, Wallace Campus in Dothan	Assistant Dean of Student Affairs
Disciplinary (students enrolled at the Sparks Campus in Eufaula)	Office of the Dean, Student Affairs, Administration Building, Sparks Campus in Eufaula	Dean, Student Affairs and Sparks Campus
Admission—Associate Degree Nursing (ADN)	ADN Program Office, Gary Health Building, Wallace Campus in Dothan	ADN Program Director
Admission—Emergency Medical Services (EMS)	EMS Program Office, EMS Building, Wallace Campus in Dothan	EMS Program Director
Admission—Medical Assisting (MAT)	MAT Program Office, MAT Building, Wallace Campus in Dothan	MAT Program Director
Admission—Physical Therapist Assistant (PTA)	PTA Program Office, Wallace Hall, Wallace Campus in Dothan	PTA Program Director
Admission—Practical Nursing (LPN), Dothan, Eufaula, Fort Rucker	PN Program Office, LPN Building, Wallace Campus in Dothan	PN Program Director
Admission—Radiologic Technology (RAD)	RAD Program Office, Radiography Building, Wallace Campus in Dothan	RAD Program Director
Admission—Respiratory Therapist (RPT)	RPT Program Office, Gary Health Building, Wallace Campus in Dothan	RPT Program Director

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Wallace Community College extends a special thanks to Rip Ellis, fine arts instructor, and Randy Gay, student model, for their contributions to the cover design and divider pages of the 2008-2009 Wallace Community College Catalog and Student Handbook.

APPLICATION REQUEST FORM

Procedure

- Request application for admission on form below, by personal letter, or by printing from Website at www.wallace.edu.
- Complete and return to the Admissions and Records Office.
- Contact the College for information not covered in this catalog.

**ADMISSIONS AND RECORDS OFFICE
WALLACE COMMUNITY COLLEGE
1141 WALLACE DRIVE
DOTHAN AL 36303-9234**

I desire to attend Wallace Community College for:

Fall Semester_____ Spring Semester_____ Summer Term_____ 20____

Please send me an application for admission.

Social Security Number_____

Name_____

First	Middle	Last
-------	--------	------

Street Address:_____

City/State:_____ Zip Code_____

Check here if Financial Aid forms are also requested _____

Check the appropriate category:

- ☐ I am a high school graduate.
- ☐ I will graduate from high school on _____(date).
- ☐ I am not a high school graduate.

Name of high school:_____

Last year attended:_____

Signed:_____ Date:_____

Complete this form, fold along dotted lines, and staple or tape closed. Address is printed on reverse.

Fold and Tape or Staple

FROM _____

Place
Postage
Here

**TO: ADMISSIONS AND RECORDS OFFICE
WALLACE COMMUNITY COLLEGE
1141 WALLACE DRIVE
DOTHAN AL 36303-9234**