

# A Message From The President

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Congratulations for taking time to view the *Wallace Community College 2010-2011 College Catalog and Student Handbook* ! 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. Statistics indicate that 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 members 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.



*Linda C. Zoung*

President

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# WALLACE COMMUNITY COLLEGE

## 2010-2011 CALENDAR\*

### AUGUST 2010

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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### SEPTEMBER 2010

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### JANUARY 2011

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### FALL SEMESTER, 2010

August 16-18 <sup>+</sup>	Instructor In-Service
August 19-20	Registration
August 23	CLASSES BEGIN
August 24	Drop and Add, Late Registration/Late Fee
September 6 <sup>*</sup>	Labor Day
October 15	MID-TERM
November 11 <sup>*</sup>	Veterans Day
November 22-24 <sup>+</sup>	Instructor In-Service
November 25-26 <sup>*</sup>	Thanksgiving Holidays
December 17	END OF SEMESTER
December 20-22 <sup>+</sup>	Instructor In-Service
December 23-January 4 <sup>+</sup>	Christmas and New Years Holidays

### SPRING SEMESTER, 2011

January 5-7 <sup>+</sup>	Instructor In-Service
January 10-11	Registration
January 12	CLASSES BEGIN
January 13	Drop and Add, Late Registration/Late Fee
January 17 <sup>*</sup>	Martin Luther King, Jr. Day
March 8	MID-TERM
March 14-18 <sup>+</sup>	Spring Break
May 9	END OF SEMESTER
May 10-13 <sup>+</sup>	Instructor In-Service
May 11	GRADUATION (Wallace Campus)
May 12	GRADUATION (Sparks Campus)
May 16-18	Instructor In-Service
May 19-25 <sup>+</sup>	Faculty Holidays

### SUMMER TERM, 2011

May 26-27 <sup>+</sup>	Instructor In-Service
May 30 <sup>*</sup>	Memorial Day
May 31	Registration
June 1	CLASSES BEGIN
June 3	Drop and Add, Late Registration/Late Fee
July 4, 5 <sup>*</sup>	Independence Day Holidays
July 6	MID-TERM
August 11	END OF TERM
August 12 <sup>+</sup>	Instructor In-Service

### MARCH 2011

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### APRIL 2011

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### MAY 2011

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### JUNE 2011

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### JULY 2011

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### AUGUST 2011

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\* College closed

+ No classes

\* Tentative calendar, subject to change

## ACCREDITATIONS

### PRIMARY ACCREDITOR

Wallace Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate in arts, science, and applied science degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wallace Community College.

**Note:** *Inquiries to the Commission should relate only to the accreditation status of Wallace Community College and not to general admissions information.*

### OTHER ACCREDITORS

The Associate Degree Nursing and Practical Nursing programs are accredited by the National League for Nursing Accrediting Commission (NLNAC), 3343 Peachtree Road Northeast, Suite 500, Atlanta, Georgia 30326, (404-975-5000).

The Automotive Technology program is accredited by the National Automotive Technicians Education Foundation/Automotive Service Excellence (NATEF/ASE).

The EMT-Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 1361 Park Street, Clearwater, Florida, 33756, (727-210-2350), 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 (CAAHEP, [www.caahep.org](http://www.caahep.org)), 1361 Park Street, Clearwater, Florida, 33756, (727-210-2350), on the recommendation of the Medical Assisting Education Review Board (MAERB), 20 North Wacker Drive, Suite 1575, Chicago, Illinois 60606-2963, (312-899-1500).

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

The Respiratory Therapist program is accredited by the Commission on Accreditation for Respiratory Care (CoARC, [www.coarc.com](http://www.coarc.com)), 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, the Department of Postsecondary Education, and applicable state and federal statutes. Any Wallace Community College policies and procedures 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 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 the Enrollment Services Office on the Wallace Campus in Dothan or the Student Affairs Office on the Sparks Campus in Eufaula, or by telephone at 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 services, employment of students by the College, and employment of instructors and non-instructional personnel. Therefore, Wallace Community College 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 of Wallace Community College has trained Compliance Officers.

**Other Civil Rights/Title IX Compliance Officer:**  
Jackie Screws, Sparks Campus, 334-687-5288

### **Harassment and Discrimination Compliance Officers:**

Wallace Campus, Shannon Thomas, 334-556-2269

Sparks Campus, Jackie Screws, 334-687-5288

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

### **Section 504 Compliance Officer:**

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 Compliance Officer on the appropriate campus or site.

### **Americans with Disabilities Act Compliance Officers:**

Wallace Campus, Mark Shope, 334-556-2295

Sparks Campus, Earl Bynum, 334-687-3543, Ext. 4270

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

Under the Federal Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g, Wallace Community College 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 the release of any of this information during any given term or academic year, they should provide written notification to the Director of Enrollment Services/Registrar 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 and Student Affairs in the Administration Building on the Sparks Campus in Eufaula.

In the event of an emergency, FERPA allows Wallace Community College officials to disclose educational records, including personally identifiable information, without student consent to protect the health or safety of students or other individuals. At such times, records and information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel.

## **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.

**College-Level Credit Programs.** The College offers credit courses leading to associate degrees and certificates in career and 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.

## **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 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.

## **STRATEGIC INITIATIVES**

1. Demonstrate the College commitment to quality teaching and learning through increased student success and continuous improvement in instructional programs.
2. Enhance access to educational opportunities through alternative instructional delivery and achieve a larger and more diverse student enrollment.
3. Provide educational programs, services, and workforce development that are responsive to the changing economic, demographic, and cultural needs of the region.
4. Improve services in support of student success and enhance the collegiate experience through greater student engagement.
5. Enhance communication, cooperation, and collaboration among divisions and across campuses to achieve greater synergy within the College.
6. Provide administrative support and adequate resources to ensure the quality of programs, services, and operations while maintaining a safe and secure campus learning environment.
7. Increase community awareness and support for the College and its programs and services.

## **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 to award associate degrees and certificates in 1969, and accreditation was reaffirmed in 1973, 1984, 1994. On November 12, 1996, the name of the Institution was changed to George C. Wallace Community College, and the College was reaffirmed for accreditation in 2002.

The 1997 merger between Wallace Community College and Alabama Aviation and Technical College in Ozark and Mobile was followed in 1999 by the merger of Wallace Community

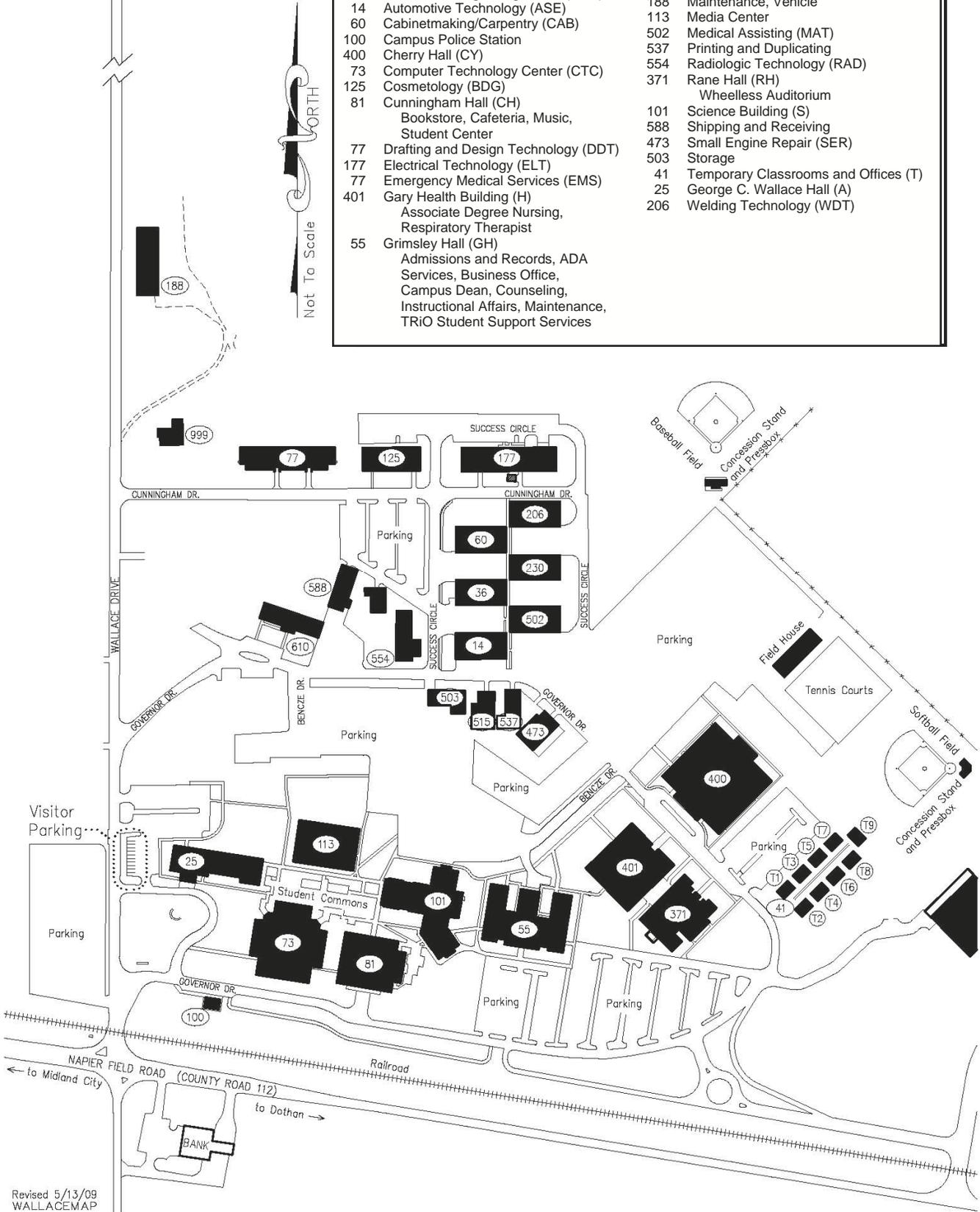
College and Sparks State Technical College in Eufaula. In 2003, the Aviation Campus in Ozark and Aviation Center in Mobile merged with Enterprise State Junior College to enable it to become a community college. Wallace Community College now includes the Wallace Campus in Dothan, the Sparks Campus in Eufaula, and the Center for Economic and Workforce Development located on Montgomery Highway in Dothan. Wallace Community College also provides educational programs at Easterling Correctional Facility in Clio, Alabama, and Ventress Correctional Facility in Clayton, Alabama.

HWY 134  
 ← to Midland City      to Headland →

### WALLACE CAMPUS

- |   |   |
|---|---|
| 177 Air Conditioning/Refrigeration (ACR)  | 230 Industrial Systems Technology (INT) |
| 14 Automotive Technology (ASE)  | 188 Maintenance, Vehicle                |
| 60 Cabinetmaking/Carpentry (CAB)  | 113 Media Center                        |
| 100 Campus Police Station   | 502 Medical Assisting (MAT)             |
| 400 Cherry Hall (CY)  | 537 Printing and Duplicating            |
| 73 Computer Technology Center (CTC)   | 554 Radiologic Technology (RAD)         |
| 125 Cosmetology (BDG)   | 371 Rane Hall (RH)                      |
| 81 Cunningham Hall (CH)   | Wheelless Auditorium                    |
| Bookstore, Cafeteria, Music,<br>Student Center  | 101 Science Building (S)                |
| 77 Drafting and Design Technology (DDT)   | 588 Shipping and Receiving              |
| 177 Electrical Technology (ELT)   | 473 Small Engine Repair (SER)           |
| 77 Emergency Medical Services (EMS)   | 503 Storage                             |
| 401 Gary Health Building (H)  | 41 Temporary Classrooms and Offices (T) |
| Associate Degree Nursing,<br>Respiratory Therapist  | 25 George C. Wallace Hall (A)           |
| 55 Grimsley Hall (GH)   | 206 Welding Technology (WDT)            |
| Admissions and Records, ADA<br>Services, Business Office,<br>Campus Dean, Counseling,<br>Instructional Affairs, Maintenance,<br>TRiO Student Support Services |   |

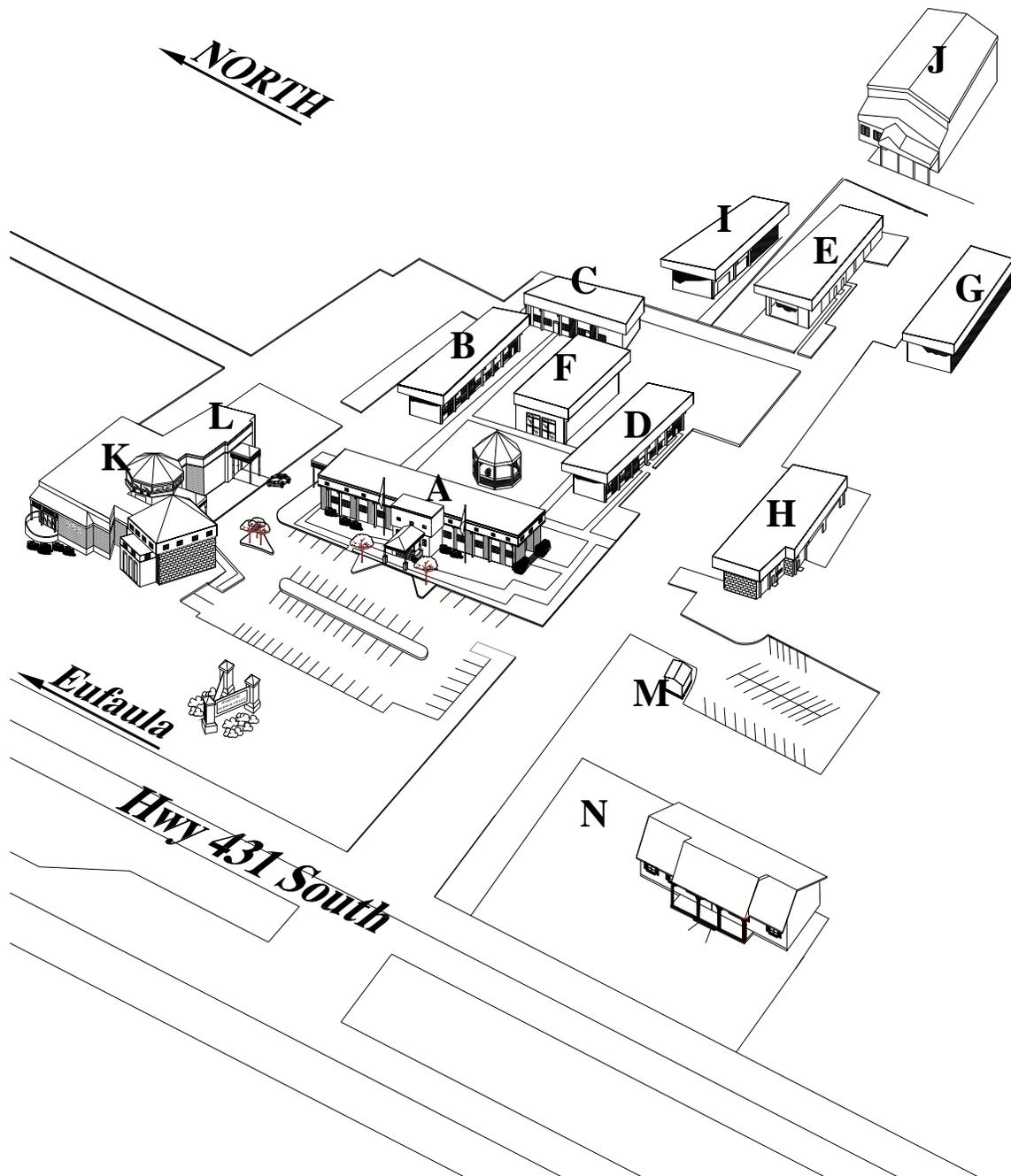
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Revised 5/13/09  
 WALLACEMAP

## SPARKS CAMPUS

- A** Administration  
Academic Classrooms, Administrative Offices, Admissions, Computer Information Science, Counseling, Financial Aid, Student Services, TRiO Student Support Services, TRiO Talent Search, Veteran Affairs
- B** Electrical Technology, Practical Nursing
- C** Industrial Automation Technology
- D** General Academics, Science
- E** Air Conditioning/Refrigeration, Auto Body Repair
- F** Cafeteria
- G** Cabinetmaking/Carpentry, Masonry
- H** Cosmetology, Drafting and Design Technology
- I** Adult Education, Child Development, Maintenance and Custodial Services
- J** Welding Technology
- K** Alabama Technology Network—Eufaula Center, Workforce Development Center
- L** Learning Resources Center
- M** Security
- N** TRiO Upward Bound



# Student Affairs

## In this section...

Student Affairs Overview .....	10	Job Listings .....	10
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Career Development Center/Career Lab .....	10	Preorientation Activities.....	10
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## 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 potential. 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 some of the services of the Student Affairs Division. Additional services are explained in other sections of the catalog.

### FUNCTIONS

**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 career resources located in the Learning Resources Center and in the Student Affairs Office or to visit the Career Development Center/Career Lab on the Wallace Campus.

**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.

**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 Compliance Officer and providing proper documentation of their disabilities at least six weeks before a semester begins. Early contact is essential to allow sufficient time for evaluating, planning, and arranging needed accommodations and services. For detailed information on available services and eligibility, contact the ADA Compliance Officer on the Wallace Campus by telephone at 334-556-2296; by fax at 334-983-4255; or in writing to ADA Compliance Officer, Wallace Community College, 1141 Wallace Drive, Dothan, Alabama 36303. Information on disability services for the Sparks Campus may be obtained from the Coordinator, Student Services 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.

**General Testing.** The testing program includes ASSET® and COMPASS®, Biology Placement Test, CLEP® (College Level

Examination Program), CPAt (Career Programs Assessment Test), and SAM Challenge Computer Test and is designed to meet the needs of students with varied educational backgrounds and goals. For more information on ASSET® and 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 who want to exempt BIO 103—Principles of Biology I, which is the prerequisite for BIO 201—Anatomy and Physiology I and BIO 220—Microbiology. This course exemption is only valid for Alabama two-year college health programs and will not earn credit for BIO 103 for the associate in arts, associate in science, and associate in applied science 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, CPAt is given to students without a high school diploma or GED® who want 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 Sam Challenge Computer Test is given to incoming freshman students to determine their readiness for CIS 146—Microcomputer Applications.

**Job Listings.** Current job listings are provided at both campuses. Full- and part-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 the Student Affairs Office 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.

**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 ASSET® or COMPASS® written assessment instrument. For more specific information on placement testing and assessment, see *Admissions Policies and Procedures* section of this catalog.

**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.

## STUDENT ACTIVITIES

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

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

**Association of Student Practical Nursing (W) (S).** 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.

**Collegiate Bible Study (W).** Collegiate Bible Study is an organization that encourages Christian fellowship among students both on and off campus. The organization is open to all students regardless of religious preference.

**Criminal Justice Club (W) (S).** The purpose of this club is to coordinate activities that will establish constructive relationships between Criminal Justice students and members of the surrounding communities in Alabama. In addition, the club will meet to discuss the modernized advancements in the Criminal Justice field, consequently enhancing students' overall knowledge and demeanor.

**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).** This society is an honor organization for students enrolled in career and technical programs. The organization's purpose is to promote service, leadership, honesty, career development, and skilled workmanship; reward student achievement; assist in career goal-setting; promote linkages between the College and business and industry; and enhance the image of career and technical education in America. To be eligible, students must be full time, have completed 12 semester hours of study with a 3.5 grade point average, be of good moral character, possess good citizenship qualities, and have established academic excellence. Candidates are recommended by faculty members.

**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 associate in art, associate in science, or associate in applied science degree and have a minimum grade point average of 3.5. First-term freshmen who were members of the National Honor Society or Beta Club, recipients of a Wallace Community College academic scholarship, or who scored 25+ on the ACT® exam may enter into the organization immediately as provisional members.

**Sigma Delta Kappa English Honor Society (W).** This organization strives to confer distinction for high achievement in English and literature; provides cultural stimulation on the College campus; promotes interest in English and literature; fosters the discipline of English in all its aspects, including creative and critical writing; promotes a sense of 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.

**Society of Student Medical Assistants (W).** The Society of Medical Assistants (SSMA) is dedicated to education, promotion, and positive representation of the profession of Medical Assisting.

**Student Government Association (W) (S).** The Student Government Association (SGA) provides leadership opportunities for students. The SGA is 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.

**The Wallace Sound (W).** The Wallace Community College Show 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.

**Vocational Industrial Clubs of America (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 Theater (W).** A group of theater 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.** Student Support Services is available on the Wallace and Sparks campuses and offers academic assistance and support services in English, mathematics, reading, and selected technical courses to students meeting requirements. Students who desire free tutoring and other support services are encouraged to apply. Any student interested in working as a tutor should contact the Student Support Services Department on the Wallace Campus or the Sparks Campus. In addition to academic assistance, Student Support Services offers a full range of educational counseling services and resources. Students also have the opportunity to participate in escorted visits to senior universities throughout Alabama as well as cultural and academic enrichment activities. Student Support Services 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 Student Support Services staff at either campus.

**TRiO Talent Search.** The Talent Search program, available on the Sparks Campus, 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.** The Upward Bound program is available on the Sparks Campus and provides fundamental support to participants (high school students) in their preparation for college entrance. 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 the Student Affairs staff at either campus.

# General Information and Instruction at Other Locations

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# GENERAL INFORMATION

## ACCIDENT OR ILLNESS

In case of serious accident or illness, 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.

## ATM MACHINE

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

## BOOKSTORES

The College Bookstores are owned and operated by Wallace Community College and are located in Cunningham Hall on the Wallace Campus and in the Administration Building on the Sparks Campus. The purpose of the Bookstores is to provide the College community with a selection of high quality goods and services at an affordable price, with particular attention to academic requirements.

### Business Hours:

#### Wallace Campus

Monday-Thursday 8:15 a.m. - 6:15 p.m.  
Friday Closed

#### Sparks Campus

Monday-Thursday 7:30 a.m. - 4:30 p.m.  
Friday 7:30 a.m. - 2:00 p.m.

### Special Hours:

The Bookstore will extend regular hours during the first two weeks of class. Special hours will be posted. Bookstore hours are subject to change without notice. Hours may vary when classes are not in session.

**Methods of Payment.** Payment may be made by cash, personal check, Discover<sup>®</sup>, MasterCard<sup>®</sup>, or Visa<sup>®</sup>. The following policy governs payment by check:

1. Checks are accepted for the amount of purchase only.
2. A current driver license must be presented.
3. Checks must be made payable to *Wallace Community College* (two-party checks and counter checks are not acceptable).
4. Phone number, student number, and address must be recorded on face of check.

**Refund Policy.** All sales are final unless the student drops a class, withdraws from school, or a class is cancelled. Refunds for textbooks will be granted provided the following conditions are met:

1. Returns **MUST** be accompanied by cash register receipt and drop or withdrawal slip.
2. Books **MUST** be in mint condition and in their original unopened packaging. New textbooks that have been damaged will be refunded at used book prices. Workbooks, study guides, and lab manuals are nonrefundable if written in or if eraser marks are visible.
3. Non-required course materials, supplies, clothing, etc. are not returnable.
4. Returns will be accepted only during the first 10 days of the semester for which they were purchased. After this period, refunds are considered on an individual basis.
5. All returns are to be taken to the Bookstore Manager for processing.
6. Textbooks for cancelled courses must be returned within one week of the cancellation, with proof of the cancellation.
7. Bookstore management reserves the right to make decisions regarding the condition of the merchandise.

**Book Buy-Back Policy.** Textbooks may be sold to the Bookstores during final exams at the end of each term. Book buy-back is conducted during regular business hours and in accordance with the following policy.

1. Students must provide their student identification number, current schedule, or driver license.
2. Not all titles are eligible for buy-back in the Bookstore. The Bookstore will only purchase current Wallace titles. The quantity and current titles to be purchased will be available to students a week prior to final exams.
3. Normal markings and underlining are expected; however, books with excessive markings, water stains, broken bindings, loose pages, heavy soiling, etc. will not be purchased.
4. Book buy-back is on a first come basis. Once quantity goals have been met and funds depleted, the book buy-back will be closed to students.

**Book Reservation Procedures.** All students on financial aid are encouraged to reserve their books after they register for classes and tuition has been receipted in the Business Office. Students will pick out their books at the Bookstore. The textbook charges will be applied to their financial aid. The books will be bundled and held for the student to pick up on the first day of class. Books not picked up after five days will be returned to inventory.

Scholarship students may pick up their reserved books three days before classes start. Students on federal grants are not eligible to pick up books until the first day of class. Students on student loans are not eligible to reserve their books.

To pick up reserved books, students are required to present their student identification number and a photo ID.

Books on loan to athletic scholarship recipients must be returned by the last day of final exams. Failure to return books will result in grades and/or transcripts being held and further enrollment denied.

## 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 the Learning Resources Center on the Wallace Campus or in the Administration Building on the Sparks Campus to report the emergency. Students at the Center for Economic and Workforce Development will follow procedures prescribed for that location. 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 members sponsoring events outside of regular campus hours are responsible for providing emergency procedures and information to participants.

## FOUNDATIONS

Two nonprofit corporations, operating independently of Wallace Community College, are vehicles for friend-raising and fund-raising. The Wallace Community College Foundation, organized in January 1992, is led by a Board of Directors consisting of community leaders and alumni. Funds raised by the Foundation are used for scholarships, advancing awareness of the College, and supporting College programs and services. 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. The Board of Directors of this Foundation 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 334-556-2259.

## HEALTH SERVICES

Wallace Community College does not provide health services; 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 by information sharing. 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 referrals 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 and health-related workshops.

## 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 Resources Centers System.** The Learning Resources Centers (LRC) System provides various resources for students, instructors, 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 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 (AVL) and NetLibrary, are provided.

Learning Resource Center 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 students, instructors, and staff members.

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.

## LOST AND FOUND

Inquiries pertaining to lost and found items should be made at the Switchboard/Reception Desk in the Learning Resources Center on the Wallace Campus or the Administration Building on the Sparks Campus. 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 students, instructors, and staff members 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 mission, history, and contributions to the region. The philosophy of the College 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 that reflect 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.

## 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 Compliance Officer 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.

## 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 Center for Economic and Workforce Development and correctional facilities as described below.

**Center for Economic and Workforce Development (CEWD).** At the CEWD, the College provides noncredit programs and services to include adult education, GED® testing, 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 Institutional Advancement staff and services are available at the CEWD. The address for the CEWD is 5565 Montgomery Highway (at the corner of John D. Odom Road), Dothan, Alabama 36303. Individuals interested in more information about CEWD services may visit the building or call 334-556-2203. Office hours are from 7:30 a.m. to 4:30 p.m., Monday through Thursday, and from 7:30 a.m. to 2:00 p.m. on Friday.

**Correctional Facilities.** 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 College offers instruction at the Easterling Correctional Facility in Clio and at the Ventress Correctional Facility in Clayton. Programs offered at Easterling include Cabinetmaking, Drafting and Design Technology, Electrical Technology, Masonry, and Plumbing. Programs offered at Ventress include Air Conditioning/Refrigeration and Small Engine Repair.

## WORKFORCE DEVELOPMENT SERVICES

Wallace Community College is a major provider of workforce development services in Southeast Alabama. The College believes 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 workplace readiness and skill levels of adults in the region. These programs are listed below.

## ADULT EDUCATION

The 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 aged 17 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 grammar.

**GED® Exam.** 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. Registration for the GED in the Dothan area is conducted every Wednesday from 1:30 to 5:30 p.m. in Room 203 at the Center for Economic and Workforce Development, located at the corner of the Montgomery Highway and John D. Odom Road. For additional information, call 334-556-2373. Registration for the GED® in the Eufaula area is conducted every Wednesday from 1:30 to 2:30 p.m. in the Administration Building on the Sparks Campus. For additional information, call 334-687-3543, Ext. 4210.

**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 the specific employment needs of a company 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, Ashford, Clayton, 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 skills that have been proven critical to job success—applied technology, listening, locating information, math, observation, reading, teamwork, 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 the 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 110 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 its commitment to ensuring that students are adequately prepared for higher skill, higher wage jobs. For more information, call 334-556-2414.

**Certified Dietary Manager.** This 20-week course will prepare students to perform a variety of specialized tasks and work with registered dietitians to provide quality nutritional care for clients in a variety of noncommercial settings. Call 334-556-2203 for more information or to register. *Class must have a minimum of four students to begin.*

**Certified Nursing Assistant.** This 18-day program combines classroom instruction and hands-on application of patient care skills. On completion of this course, participants will be eligible to sit for the Nurse Aide Registry Examination. Call 334-556-2203 for more information or to register. *Class must have a minimum of seven students to begin.*

**Computer Skills for Today's Workplace.** This six-week program will help students develop computer skills necessary to work in an office environment. Skills range from basic use and keyboarding to proficiency in the programs of Microsoft® Office® (Word®, Excel®, and PowerPoint®). Call 334-556-2203 for more information or to register. *Class must have a minimum of four students to begin.*

**Ophthalmic Assistant.** The Ophthalmic Assistant is an important member of the eye-care team and supplies vital information to the treating physician. A high school diploma or equivalent is required to enter this 12-week program. Call 334-556-2203 for more information or to register. *Class must have a minimum of seven students to begin.*

**Plumber's Apprentice.** This course prepares students with the fundamentals of the Plumbing profession and is taught in three, 16-week modules. The course follows the National Center for Construction Education & Research (NCCER) Level I Plumbing Curriculum. On completion of three modules (eight and one-half months), attendees will be credited with one year of service toward journeyman plumber status. Call 334-556-2203 for more information or to register. *Class must have a minimum of seven students to begin.*

**Preapprentice Lineworker Training.** This seven-week program prepares students to become one of today's most sought-after entry-level employees. Students entering the program must have a current Department of Transportation (DOT) physical and proof of a clean driving record with no more than two moving violations within the past two years. A high school diploma or equivalent is required to enter this program. Call 334-556-2203 for more information or to register. *Class must have a minimum of eight students to begin.*

**Professional Medical Coding.** This course, prepared by the American Academy of Professional Coders (AAPC), is a definitive college-level program of study aimed at providing the most up-to-date information relating to CPT, HCPCS, and ICD-9-CM procedural and diagnostic coding. Call 334-556-2203 for more information or to register. *Class must have a minimum of seven students to begin.*

**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<sup>®</sup> scores. For more information, call 334-556-2444.

# Admission Policies and Procedures

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## ADMISSION POLICIES AND PROCEDURES

In keeping with the philosophy that the 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 REQUIREMENTS

For admission to Wallace Community College, applicants must provide the following documentation:

1. One primary form of documentation, such as an unexpired Alabama driver license; an unexpired Alabama identification card; an unexpired United States (U.S.) passport; an unexpired U.S. permanent resident card; **OR**
2. Two secondary forms of documentation, one that must be a photo identification card other than those specified above **AND** one additional form of identification such as a Certificate of Naturalization; a Social Security card; or a certified copy of a U.S. birth certificate.

Applicants must submit the documentation identified above in person or through a notarized copy by U.S. Mail by the drop and add period for the applicable term. Applicants who fail to satisfy the requirements identified above will not be admitted to Wallace Community College.

**For admission to Wallace Community College, international applicants must provide the following documents:**

1. A VISA acceptable to the United States.
2. An official translated copy of the high school or college transcript (translations must be completed by an organization affiliated with The National Association of Credential Evaluation Services; see [www.naces.org](http://www.naces.org) for information).
3. A minimum score on the Test of English as a Foreign Language (TOEFL) exam (500 on the paper-based test, or 173 on the computer-based test, or 61 on the Internet-based test; minimal TOEFL scores may be waived for students from the following countries: Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Canada (verify from transcript), Dominica, England, The Gambia, Grenada, Ireland, Jamaica, Malawi, New Zealand, Nigeria, Scotland, St. Kitts and Nevis, St. Lucia, Tanzania, Trinidad and Tobago, the Virgin Islands, and Zambia.

4. A signed, notarized statement verifying adequate financial support
5. Documentation demonstrating adequate health and life insurance, including a repatriation benefit, which must be maintained during all periods of enrollment

International applicants who fail to satisfy the requirements identified above will not be admitted to Wallace Community College. Documents must be submitted by the applicable drop and add period.

**For admission to Wallace Community College, all male students between the ages of 18 and 26 must provide the following information:**

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.

### TYPES OF ADMISSION

#### FIRST-TIME COLLEGE STUDENTS

**Unconditional Admission.** Applicants who have not previously attended a duly accredited postsecondary institution are designated as *first-time college students* or *native students*.

For unconditional admission and to be classified as *degree eligible*, applicants must have on file at the institution a completed *Application for Admission* and meet **at least one** of the following criteria.

1. An official transcript showing graduation with the *Alabama High School Diploma*, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the *Alabama High School Diploma*, or an equivalent diploma issued by a nonpublic regionally and/or state accredited high school.
2. An official transcript showing graduation from high school with a high school diploma equivalent to the *Alabama High School Diploma*, as defined by the Alabama State Board of Education, issued by a nonpublic high school and proof of passage of the Alabama Public High School Graduation Examination.
3. An official transcript showing graduation from high school with a high school diploma equivalent to the *Alabama High School Diploma*, as defined by the Alabama State Board of Education, issued by a nonpublic high school and evidence of a minimum ACT<sup>®</sup> score of 16 or a minimum SAT<sup>®</sup> score of 790 on critical reading and math.
4. An official transcript showing graduation from high school with a high school diploma equivalent to the *Alabama Occupational Diploma*, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the *Alabama*

*Occupational Diploma*, as defined by the Alabama State Board of Education, or an equivalent diploma issued by a nonpublic high school, and evidence of a minimum ACT<sup>®</sup> score of 16 or a minimum SAT<sup>®</sup> score of 790 on critical reading and math.

5. An official GED<sup>®</sup> Certificate issued by the appropriate state education agency.

**Conditional Admission.** Conditional admission may be granted to applicants if the College has not received proof that they have satisfied one of the admission requirements identified above.

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. Students will not be allowed to enroll for a second semester unless all required admission records have been received by the College prior to registration for the second semester. **The responsibility for providing all required documents rests with the student.**

#### ABILITY-TO-BENEFIT STUDENTS

In keeping with the mission of the Alabama Community College System, applicants with less than a high school diploma or GED<sup>®</sup> may be admitted to courses not creditable toward an associate degree or programs comprised exclusively of courses not creditable toward an associate degree, **provided** they meet the following criteria:

1. Are at least 16 years of age; **AND**
2. Have not been enrolled in secondary education for at least one calendar year; **AND**
3. Have specifically documented ability to benefit (appropriate scores on the CPA<sup>t</sup> exam, ASSET<sup>®</sup> or COMPASS<sup>®</sup> in certain cases); **OR**
4. Hold the *Alabama Occupational Diploma*, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the *Alabama Occupational Diploma*, or an equivalent diploma issued by a nonpublic high school, and have not achieved a minimum ACT<sup>®</sup> score of 16 or a minimum SAT<sup>®</sup> score of 790 on critical reading and math.

Educational programs composed exclusively of courses not creditable toward an associate degree and are available to the general public include Auto Body Repair, Cabinetmaking/Carpentry, Cosmetology, Cosmetology—Nail Technology, Masonry, and Welding Technology.

#### TRANSFER STUDENTS

**Unconditional Admission.** Applicants who have previously attended other duly accredited postsecondary institutions are considered *transfer students*. To be classified as *degree eligible*, transfer students must submit to the College an *Application for Admission* and official transcripts from all duly accredited postsecondary institutions and official high school transcripts. Applicants who have completed the baccalaureate degree are required to furnish only the transcript from the institution granting the baccalaureate degree.

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.

**Conditional Admission.** Transfer students who do not have on file official transcripts from **all** postsecondary institutions attended, if required, and an official high school transcript 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 a duly accredited postsecondary institution may be admitted as transfer students only after appeal to the Admissions and Academic Standards Committee. If transfer students are admitted on 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 College 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 with a passing grade at other duly accredited institutions are accepted for transfer as potentially creditable toward graduation requirements. Transfer grades of **D** are accepted only when the transfer student's cumulative grade point average is 2.0 or above. If students have a cumulative grade point average 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 an evaluation provided by an organization affiliated with The National Association of Credential Evaluation Services ([www.naces.org](http://www.naces.org)).

### TRANSIENT STUDENTS

**Unconditional Admission.** 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.

### STUDENTS SEEKING READMISSION

Students returning to Wallace Community College after one or more terms of nonattendance (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.

### 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.

### 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* 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.
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 Alabama 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.**

### 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.

5. Take the ASSET® or COMPASS® exam.

Students may enroll in career and 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.

### **CORPORATE AND CONTINUING EDUCATION STUDENTS**

For admission to Corporate and Continuing Education courses, students should refer to *General Information and Instruction at Other Locations* preceding this section.

### **HEALTH PROGRAMS STUDENTS**

For admission to health 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 *Instructional Programs* section in this catalog and/or contact the specific program director or chairperson for additional information.

### **SENIOR ADULT SCHOLARSHIP PROGRAM STUDENTS**

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

### **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 basic computer skills, English, mathematics, and reading through administration of the ASSET® or COMPASS® and SAM Challenge exam 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.

**Exemptions.** Students are exempt from assessment requirements in a specific subject area if they meet **one** of the following criteria:

- Score 470 or above on the SAT® I mathematics, reading, writing, or score 20 or above on ACT® English, reading, or mathematics, and enroll within **three** years of high school graduation.
- Possess an associate degree or higher.
- Transfer degree-creditable college-level English or mathematics courses with a grade of *C* or better.
- Be a senior citizen, undeclared major, or other non-award seeking major taking classes for vocational reasons only.
- Be enrolled in a particular short certificate program having no English or mathematics requirements.
- Have completed required developmental course work at another Alabama Community College System institution within the last three years.
- Be an audit or transient student.
- 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 standard placement score of Wallace Community College 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 will receive specialized advising focused on their unique academic needs.

### **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

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## 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 as a result of state budget proration and other factors beyond the control of the College.*

Semester Hours	In-State Tuition	Out-of-State Tuition	Facility Renewal Fee	Technology Fee	Bond Surety Fee	Total In-State Tuition	Total Out-of-State Tuition
1	\$90	\$180	\$9	\$9	\$1	\$109	\$199
2	180	360	18	18	2	218	398
3	270	540	27	27	3	327	597
4	360	720	36	36	4	436	796
5	450	900	45	45	5	545	995
6	540	1,080	54	54	6	654	1,194
7	630	1,260	63	63	7	763	1,393
8	720	1,440	72	72	8	872	1,592
9	810	1,620	81	81	9	981	1,791
10	900	1,800	90	90	10	1,090	1,990
11	990	1,980	99	99	11	1,199	2,189
12	1,080	2,160	108	108	12	1,308	2,388
13	1,170	2,340	117	117	13	1,417	2,587
14	1,260	2,520	126	126	14	1,526	2,786
15	1,350	2,700	135	135	15	1,635	2,985
16	1,440	2,880	144	144	16	1,744	3,184
17	1,530	3,060	153	153	17	1,853	3,383
18	1,620	3,240	162	162	18	1,962	3,582
19	1,710	3,420	171	171	19	2,071	3,781
<b>Total credit hours exceeding 19 must be approved by the Dean, Instructional Affairs.</b>							
20	1,800	3,600	180	180	20	2,180	3,980
21	1,890	3,780	189	189	21	2,289	4,179
22	1,980	3,960	198	198	22	2,398	4,378
23	2,070	4,140	207	207	23	2,507	4,577
24	2,160	4,320	216	216	24	2,616	4,776

**In-State Tuition.** In-state tuition is \$90 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.

**Online Tuition.** Tuition for online courses will be \$90 per credit hour. Regular fees apply to online 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 and Gown.** Students who participate in the graduation ceremony must order caps and gowns from either College Bookstore.

**Challenge Examination.** 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 Courses.** Fees vary according to the nature and length of the course.

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

**Graduation.** The graduation fee is \$21.50 for diploma and cover. This fee is subject to change.

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

**Late Registration.** 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.** A fee of \$30 is charged for each worthless check issued to the College. Students issuing worthless checks may be subject to class withdrawal for nonpayment of tuition and fees. A returned check may be subject to collection through the Worthless Check Unit of the District Attorney's Office.

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

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

**Withdrawal.** 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.

## FEES FOR HEALTH PROGRAMS

**ADN Comprehensive Assessment Testing.** Students enrolled in the Associate Degree Nursing program are charged a fee of \$80 each term of program enrollment to cover term-by-term and final comprehensive assessments as required by the *Statewide Nursing Progression Policy*.

**Background Screening.** Students enrolling in College health programs are required to have comprehensive background checks through an approved vendor upon initial application approval and upon readmission following a break in enrollment. Payment of the \$58 initial assessment and any \$15 updates are made directly to the vendor. This screening is a required component of clinical agreements with health care facilities.

**EMS FISDAP.** Students enrolled in the Emergency Medical Services Paramedic program are charged \$80 to establish a one-year online student account for field data tracking and clinical reports required when students are completing clinical assignments throughout the program.

**ERI Total Testing Package.** Students enrolled in the Practical Nursing program are charged a fee of \$60 each term of program enrollment to cover term-by-term and final comprehensive assessments as required by the *Statewide Nursing Progression Policy*.

**Respiratory SAE.** Students enrolled in the Respiratory Therapist program are charged a one-time fee of \$190 to cover the cost of the secure version of the National Board of Respiratory Care Comprehensive Self-Assessment Examination administered to graduating students as both a predictor of performance success on the national credentialing exam and an accreditation-required program evaluation tool.

**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 and random substance abuse screening. These requirements are components of clinical agreements with health care facilities.

**Substance Abuse Screening.** Students enrolled in health programs are charged a fee of \$32 for substance abuse screening. This screening is required upon initial program admission, readmission following a break in enrollment, and annually each fall semester. This screening is a required component of clinical agreements with health care facilities.

## TUITION REFUNDS

**Withdrawal Procedures.** To be entitled to a refund of tuition and fees, students on the Wallace Campus must officially withdraw **in person** by visiting a College counselor and completing a withdrawal form. Students on the Sparks Campus must see the Coordinator, Student Services or a designated Student Affairs representative. Students at other College locations must see the designated College official at the particular 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 Director of Enrollment Services/Registrar 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, nonpayment of charges, or other similar reasons are not eligible for a refund.

## TITLE IV REFUNDS

**General.** When a Pell, ACG, 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 date of withdrawal is **either** of the following dates:

1. The date, as determined by the College, that the student began the withdrawal process prescribed by the College.

2. The date, as determined by the College, that the student otherwise provided official notification to the College, in writing or verbally, 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 Earned Title IV Assistance.** The amount of Title IV assistance earned by the student is calculated by dividing the number of days (total calendar days) attended by the total number of days (calendar days) in the payment period. 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 the lesser of the amount of Title IV funds that is not earned by the student; or the amount of institutional charges that the student incurred for the payment period multiplied by the percentage of funds that was not earned. The percentage not earned is determined by subtracting the percentage of Title IV aid earned 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, SEOG, or ACG, 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, SEOG, and/or ACG 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, SEOG, and/or ACG Grants) will receive a refund if the student withdraws from the College until all monies due the Pell, SEOG, and/or ACG programs have been returned.

**Return of Unearned Aid—Responsibility of the Student.** The student will be held responsible for all unearned grant aid that the College is required to repay to the U.S. Department of Education. The initial amount of unearned Federal Student Aid due from the student is determined by subtracting the amount returned by the College from the total amount of unearned Title IV funds to be returned. This is called the initial amount due from the student. The amount of grant overpayment due from a student is limited to the amount by which the original grant overpayment exceeds half of the total Title IV grant funds disbursed and could have been disbursed to the student. If a student completely withdraws or ceases to attend all classes before completing 60% of any term and has received Pell Grant, SEOG, or ACG funds—whether by check or charged tuition, fees, or books—and the College has to return any funds paid on behalf of the student, **the student will be responsible for repaying funds to the College.**

## OTHER REFUNDS

**Books and Supplies.** A student who drops or withdraws and has purchased returnable books and/or supplies from the College and returns the items with the original purchase receipt in new or 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 nonreturnable 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 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 follow the steps below:**

1. Apply for admission and request an official high school transcript, GED<sup>®</sup> scores and certificates, and academic transcripts from other colleges previously attended.
2. Complete the *Free Application for Federal Student Aid* (FAFSA). Students may apply by **one** of three ways:
  - a. **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, college financial aid offices, and at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
  - b. **Download the PDF version of the FAFSA at [FederalStudentAid.ed.gov](http://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.
  - c. **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.

## 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<sup>®</sup>, 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 are 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.
8. Be a U.S. citizen or eligible noncitizen.

## VERIFICATION OF ELIGIBILITY

Federal regulations require that certain information on selected applications be verified. Students whose applications are selected by the U.S. 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 and 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.

## 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 9-11 semester credit hours are considered three-quarter time, 6-8 semester credit hours are half time, and 1-5 semester credit hours are less than half time.

## PAYMENT PROCEDURES

1. Students are paid based on their training time as of the end of the published drop and add period. Students who completely withdraw or drop out are subject to the College policy on Title IV refunds. (See page 27.)
2. Students are not eligible for financial aid for classes they never attend.
3. Students who are withdrawn by the College for disciplinary reasons, nonpayment of charges, or other similar reasons are subject to the College policy on Financial Aid return of Title IV funds.

Additional information regarding Title IV refunds is published in the *Tuition and Fees* section of this catalog.

**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.

## 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 one and one-half times the length of his or her program of study. For example, a two-year program of study (six terms) must be completed within three years (nine 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 his or her 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 or she will remain eligible to receive financial aid during the probationary period. If a student is placed on financial aid suspension, he or she will not be eligible for financial aid but may appeal his or her suspension status as noted in *Extenuating Circumstances and Appeals* below.

**Academic Suspension.** When a student who is eligible for Title IV federal financial aid is suspended from Wallace Community College or other colleges, 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 grade point average required for the number of credit hours attempted at the institution or the grade point average 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 REGARDING FINANCIAL AID

As a student, you have the right to know the following information regarding financial aid at Wallace Community College:

- Financial aid programs that are available.
- Educational programs and services that are available.
- Cost of attendance for programs.

- Application process for all financial aid programs, including deadlines.
- How financial aid recipients are selected.
- Procedures for appealing decisions made by Financial Aid staff members.
- How the College determines your financial need.
- How and when you will receive your financial aid funds.
- Wallace Community College refund policy.
- Job description and rate of pay for any job assigned under the Federal Work-Study program.
- How the College determines if you are making satisfactory academic progress and what happens if you are not.

As a student, you have the following responsibilities:

- Completing applications correctly and on time.
- Reading and understanding all materials sent to you from the Office of Financial Aid and other agencies.
- Keeping copies of all documents submitted to the Office of Financial Aid.
- Knowing and complying with the rules governing financial aid you receive.
- Providing all documentation and information requested by the Office of Financial Aid.
- Registering for the number of hours required for your financial aid disbursement.
- Maintaining satisfactory academic progress.
- Using financial aid only for expenses related to attending Wallace Community College.
- Checking your College student e-mail account for financial aid information.
- Keeping your e-mail and mailing addressees up to date with the College and other financial aid agencies.
- Informing the Office of Financial Aid of all colleges you are attending or have previously attended.

## 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 (three 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 undergraduate students enrolled at least half time 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 after January 1, 2006, and second-year students must have completed high school on or after January 1, 2005. Second-year students must earn a grade point average 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 *Free Application for Federal Student Aid* (FAFSA). Priority 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 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 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, Post Office Box 1509, Montgomery, Alabama 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.
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:**

- Completed VA Form 22-5490, *Application for Survivors' and Dependents' Educational Assistance*.
- 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 Veterans Affairs 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:

- Completed *Application for Educational Benefits* (Form 22-1990, available in the Veterans Affairs Office at Wallace Community College).
- Copy of DD Form 214 *Member 4 Copy* (separation papers).
- 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:

- Completed *Application for Educational Benefits* (VA Form 22-1990, available in the Veterans Affairs Office at Wallace Community College).
- Copy of DD Form 214 *Member 4 Copy* (separation papers).
- Official grade transcripts from any colleges previously attended (submitted to the Admissions and Records Office).

*Active duty or servicepersons 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:

- Completed *Application for Educational Benefits* (VA Form 22-1990, available in the Veterans Affairs Office at Wallace Community College).
- DD 2384 (*Notice of Basic Eligibility*) completed by National Guard or Reserve unit.
- Kicker Contract (if applicable).
- 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 is supported by federal funds and they serve for 90 consecutive days when authorized by the President or Secretary of Defense for a national emergency. 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:**

- 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.
- DD2384 (*Notice of Basic Eligibility*).
- Kicker Contract (if applicable).
- DD Form 214 *Member 4 Copy*.
- 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 (1) a resident of Alabama and (2) designated to be an eligible student enrolled in or accepted for enrollment in an eligible program at an eligible institution. The assistance is awarded to the student to defray direct education-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.

*Interested students should contact the county Veterans Affairs Office or the regional Veterans Affairs Office at 1-800-827-1000.*

**The Post-9/11 GI Bill (Chapter 33).** The Post-9/11 GI Bill is a new education benefit program for individuals who served on active duty on or after September 11, 2001. Veterans and dependents under this program must provide the following items:

- *Certificate of Eligibility* as issued by the Department of Veterans Affairs.
- Official grade transcripts from any colleges previously attended (submitted to the Admissions and Records Office).

For detailed eligibility information, visit the Veterans Affairs Web site at [www.gibill.va.gov](http://www.gibill.va.gov), or call toll free at 888-442-4551 (888-GIBILL1).

### 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 Department of Veterans Affairs (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 recertified 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 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 the Admissions and Records Office if they have attended any other college. **It is the veteran's responsibility to notify the Wallace Community College Veterans Affairs 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 staff at Wallace Community College.

7. Benefits are paid on the enrollment schedule below.

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 and dependents may also apply for advance pay. To be eligible for advance pay, veterans and dependents 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 and dependents 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 and dependent change enrollment status to less than full time, the result is an overpayment which the veteran

or dependent is responsible for resolving with the Department of Veterans Affairs.

For additional information about the full range of veterans' programs available through the Department of Veterans Affairs, veterans and dependents should contact their local Veterans Affairs Office, regional Veterans Affairs Office at 1-888-442-4551 (1-888-GIBILL), or 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 institutional scholarships that are awarded primarily to students who excel academically, exhibit outstanding leadership skills, or possess talent in the area of music or the arts. Institutional scholarships are tuition and fee waivers that cover 100% of in-state tuition and mandatory fees. Scholarships are awarded for a one-year period. If conditions are met, a scholarship may be renewed for one and one-half times the length of the program in which the student originally enrolls not to exceed 82 semester credit hours total. (Some exceptions apply.) All students interested in applying for an institutional scholarship must also complete an *Application for Admission* to the College and the *Free Application for Federal Student Aid* (FAFSA). Scholarship applications may be obtained from high school counselors, from the Wallace Community College Office of Financial Aid, and from the College Web site at [www.wallace.edu](http://www.wallace.edu).

**Academic.** These scholarships are based on academic achievement. Eligible students must meet all high school graduation requirements and have and maintain a 3.0 grade point average.

**Allied Health and Nursing.** These scholarships are based on academic achievement for students enrolling in allied health and nursing programs. Eligible students must have and maintain a 3.0 grade point average.

**Athletic.** The College 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 Athletic Director.

**Diplomats.** Diplomats serve as official ambassadors for the College. Eligible students must have and maintain a 2.5 grade point average.

**Performing Arts.** These scholarships are awarded to talented students for participation in The Wallace Sound as well as in art and drama. Eligible students must have and maintain a 2.5 grade point average.

**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, including books, 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.

**Technical.** These scholarships are based on academic achievement in technical and general education courses as well as recommendations from high school teachers and counselors. Eligible students must have and maintain a 2.5 grade point average.

**Other Scholarships.** Wallace Community College also offers a number of privately funded scholarships through external agencies and the two College Foundations. These scholarships may have specific requirements beyond those established by the College. Consideration is given to students who meet requirements set forth in the respective scholarship guidelines. For information about these scholarships, please contact the Office of Financial Aid. Information may also be obtained from the College Web site at [www.wallace.edu](http://www.wallace.edu).

## OTHER FORMS OF FINANCIAL ASSISTANCE

**State Vocational Rehabilitation.** Students with certain disabilities that 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 funds for individual referral training if the applicant meets all requirements. Interested applicants must contact the local state employment service to determine eligibility.

## LOANS

Wallace Community College does not participate in the Federal Student Loan program; however, the Office of Financial Aid will process private student loans as requested by students.

For information regarding financial aid resources, contact the Wallace Community College Office of Financial Aid nearest you. For the Wallace Campus in Dothan, call 334-556-2476. For the Sparks Campus in Eufaula, call 334-687-3543, Ext. 4226, or visit the College Web site at [www.wallace.edu](http://www.wallace.edu).

# General Policies

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## 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. These general policies have been established to assist students in achieving smooth transitions in their educational endeavors.

### MAXIMUM AND MINIMUM COURSE LOADS

As a 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. Students enrolled in non-degree 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, Instructional Affairs. 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<sup>®</sup>); challenge and validation examinations; College-Level Examination Program (CLEP<sup>®</sup>); 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% 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% of semester hours that must be completed at the College 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 Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the National Association of Foreign Student Affairs.

**Advanced Placement (AP<sup>®</sup>) 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<sup>®</sup> 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 Student Affairs staff member at their primary learning location.

**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<sup>®</sup>) Policy.** Wallace Community College welcomes students from a wide variety of backgrounds and learning experiences. Many students come to the College with a firm grounding in many of the disciplines taught. The College recognizes students' prior learning by accepting a full range of College-Level Examination Program<sup>®</sup> (CLEP<sup>®</sup>) exams, which measure mastery of college-level, introductory course content in a wide range of disciplines. Students who obtain the credit-granting score required can earn the credits and course exemptions listed below. The College may grant up to 25% of the total credit required for program completion.

<b>CLEP Examination</b>	<b>Credit- Granting Score</b>	<b>Credit Granted</b>	<b>Equivalent Course(s)</b>
<b>BUSINESS</b>			
Introductory Business Law	50	3 hours	BUS 263
Principles of Management	50	3 hours	BUS 275
<b>COMPOSITION AND LITERATURE</b>			
American Literature	50	6 hours	ENG 251, 252
Analyzing and Interpreting Literature	50	3 hours	ENG 102
English Literature	50	6 hours	ENG 261, 262
Freshman College Composition with Essay	50	6 hours	ENG 101, 102
Humanities	50	3 hours	HUM 101
<b>FOREIGN LANGUAGE</b>			
Spanish Language, Level 1	50	6 hours	SPA 101, 102
<b>HISTORY AND SOCIAL SCIENCES</b>			
American Government	50	3 hours	POL 211
History of the United States I: Early Colonization to 1887	50	3 hours	HIS 201
History of the United States II: 1865 to present	50	3 hours	HIS 202
Human Growth and Development	50	3 hours	PSY 210
Introductory Psychology	50	3 hours	PSY 200
Introductory Sociology	50	3 hours	SOC 200
Principles of Macroeconomics	50	3 hours	ECO 231
Principles of Microeconomics	50	3 hours	ECO 232
Western Civilization I: Ancient Near East to 1648	50	3 hours	HIS 201
Western Civilization II: 1648 to the Present	50	3 hours	HIS 102
<b>MATHEMATICS AND SCIENCE</b>			
Biology	50	8 hours	BIO 103, 104
Calculus	50	4 hours	MTH 125
College Algebra	50	3 hours	MTH 100
College Mathematics	50	3 hours	MTH 116
Natural Sciences	50	4 hours	BIO 101
Precalculus	50	3 hours	MTH 113

CLEP® examinations are administered each month through Testing Services, on the Wallace Campus in Dothan. Test dates and applications are available in Testing Services, Grimsley Hall, Room 125, 334-983-3521, Ext. 2294 or 2281.

Wallace Community College accepts CLEP® credit awarded by other institutions only if College requirements regarding scores and other restrictions are met. The College cannot guarantee that other institutions of higher education will accept CLEP® credit awarded by Wallace Community College. 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 information on programs 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
- 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 Director of Enrollment Services/Registrar and approved by the Dean, Instructional Affairs.

**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. On completion of 6-12 semester hours of approved Criminal Justice (CRJ) 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 more information.

**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:

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

<sup>1</sup> Although the grade of *D* is normally considered passing, Wallace Community College may require a higher grade in selected programs.

<sup>2</sup> Developmental and Corporate and Continuing Education courses only. (These courses are not calculated in the grade point average.)

<sup>3</sup> Credit course is averaged into the grade point average.

<sup>4</sup> 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 and Add.** Students must drop or add classes during the designated drop and add period. Drop and add procedures originate with an academic counselor on the Wallace Campus or Student Affairs on the Sparks Campus. After the drop and 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 and 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.** 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, Instructional Affairs. 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 Corporate and Continuing Education Department at Wallace Community College awards 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 and Corporate and Continuing Education) do not count in calculating the grade point average.

Students' scholastic standings or grade point averages 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 College Web site. Information on how to access grades is published on the Wallace Community College home page at [www.wallace.edu](http://www.wallace.edu).

## NAME AND 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 or Student Services on the Sparks Campus in Eufaula.

## CHANGES IN MAJOR OR 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 or Student Services on the Sparks Campus in Eufaula.

## IDENTIFICATION VERIFICATION

Students are required to provide identification verification for every class in which they are enrolled. Verification can be in the form of a commonly accepted government-issued photo identification, such as a state Driver License or Department of Defense (DOD) Military ID. Failure to provide identification will prevent the student from taking any quiz or exam.

## 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 with the exception of deployed military personnel. 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 the Office of the Dean, Instructional Affairs, and other important information is provided in each course syllabus disseminated 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, Instructional Affairs.

## STANDARDS OF ACADEMIC PROGRESS

Standards of academic progress apply to all students unless **one** of the following exceptions exists:

1. 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.
2. 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 desire to remain eligible to receive Title IV financial aid.

**Standards of Progress Policy.** The following grade point average (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 grade point average is at or above the grade point average 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 grade point average is below the grade point average required for the number of credit hours attempted at the College, the student is placed on ACADEMIC PROBATION. When the cumulative grade point average of a student who is on ACADEMIC PROBATION remains below the grade point average required for the total number of credit hours attempted but the term grade point average is 2.0 or above, the student remains on ACADEMIC PROBATION. When the cumulative grade point average of a student is at or above the grade point average required for the total number of credit hours attempted, the student's status is CLEAR.

**Academic Suspension for One Term.** When the cumulative grade point average of a student who is on ACADEMIC PROBATION remains below the grade point average required for the total number of hours attempted and the term grade point average 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 on appeal) without having since achieved CLEAR academic

status and whose cumulative grade point average falls below the level required for the total number of hours attempted at the College but whose term grade point average is 2.0 or above will remain on ACADEMIC PROBATION until the student achieves the required grade point average for the total number of hours attempted. When the cumulative grade point average is at or above the grade point average 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 on appeal) without having since achieved CLEAR academic status and whose cumulative grade point average remains below the level required for the total number of hours attempted at the College and whose term grade point average 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 on 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 grade point average from the transfer institution is 2.0 or above. Grades accrued at other regionally or nationally accredited postsecondary institutions are not included in grade point average 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 grade point average 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 grade point average 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 reenroll 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 or the Student Services Office on the Sparks Campus in Eufaula. 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 academic 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 academic 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 grade point average.
2. If three or more calendar years have elapsed since the most recent term for which students desire to declare academic 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 academic bankruptcy term occurred. All course work taken, even hours completed satisfactorily during the term or terms for which academic bankruptcy is declared, is disregarded in the cumulative grade point average.

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 grade point average. The grade point average 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 grade point average. Official records at Wallace Community College will list each course in which students have enrolled. It is the student's 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 and the Student Services Office on the Sparks Campus in Eufaula.

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 or the Student Services Office on the Sparks Campus in Eufaula **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, the Student Services Office on the Sparks Campus in Eufaula, or from the College Web site at [www.wallace.edu/enrollment/records](http://www.wallace.edu/enrollment/records).

In compliance with FERPA, 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 Director of Enrollment Services/Registrar, 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 transcripts from another school. 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, and deadlines for turning in assigned projects or scheduled group projects may be negatively affected 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 can 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 classes are urged to initiate the withdrawal process. It is the student's responsibility to withdraw from individual courses or from the College; however, at mid-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 mid-term. Students in courses that meet once per week will be

reported if they have missed more than three consecutive class meetings before mid-term. These students will be removed from the courses as an unofficial withdrawal and assigned a grade of **W**. Such students may petition the faculty members for reentry into the courses and will be returned to the course rolls 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 mid-term but do not initiate the withdrawal process will also be negatively affected by their actions. These students will be considered to have unofficially withdrawn from their courses and will receive failing grades for all assignments missed. If these 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 also will 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 instructor's decision. Otherwise, the grade of **WF** is final.

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

## STUDENT IDENTITY VERIFICATION

All instructors will print out the *Student Identity Verification Rolls* for each of their classes, verify each student's identity by commonly accepted government-issued photo identification, and secure the student's signature on the roll in the instructor's presence **prior to the first quiz or exam**. Instructors will list the form of identification, whether a state Driver License (abbreviate as AL DL for Alabama Driver License or FL DA, GA DL, etc. as appropriate) or Department of Defense (DOD) Military ID. The original roll will be signed by the instructor after signatures have been secured from all students. The *Student Identity Verification Rolls* will be routed through each division director, who will verify them for accuracy and completeness and then will submit them to the Dean, Instructional Affairs. Any student who refuses to provide their verification of their identity will not be allowed to take any quiz or exam.

## 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, but no more than 64 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 grade point average in **all** courses attempted at the College. Calculation of the grade point average 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% 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 undergraduate degree programs of the College. 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 Association of Collegiate Registrars and Admissions Officers, the American Council of Education, 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 or the Student Services Office on the Sparks Campus in Eufaula.
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 reenroll. Students who change 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 instructional programs throughout this catalog.

## CERTIFICATE REQUIREMENTS

Students must meet the following criteria:

1. Satisfactorily complete an approved program of study.
2. Earn a 2.0 cumulative grade point average in **all** courses attempted at the College. Calculation of the grade point average for graduation will not include grades earned in institutional credit courses. All grades in repeated courses are averaged into the grade point average; however, a course may be counted only once for purposes of meeting graduation requirements.
3. Complete at least 25% of the program's required semester credit hours 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 certificate, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in certificate programs at the College. 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 Association of Collegiate Registrars and Admissions Officers, the American Council of Education, 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: the Admissions and Records Office on the Wallace Campus in Dothan or the Student Services Office on the Sparks Campus in Eufaula.
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 reenroll.

## HONORS AND RECOGNITIONS

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

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

*Note: Calculation of the grade point average for graduation honors is identical to the method used to calculate the grade point average 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 24 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 grade point average

*Note: Calculation of the grade point average for graduation honors for certificates is identical to the method used to calculate the grade point average 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 24 semester credit hours at the College.*

Calculation of graduation honors is based on the grade point average of the last term prior to the graduation term.

**Dean's List.** The Dean's List is compiled at the end of each term. Requirements for the Dean's List are listed below:

1. Receive a term grade point average of 3.5 or above but below a 4.0.
2. 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.** The President's List is compiled at the end of each term. Requirements for the President's List are listed below:

1. Receive a term grade point average of 4.0.
2. 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 President's Award is given to the most outstanding graduating student of the College and is awarded at the Honors Day Convocation.

**President's Award.** The President's Award is given to a 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 achievements 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 on the ACT WorkKeys<sup>®</sup> assessment process in three areas: Applied Mathematics, Locating Information, and Reading for 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-tiered 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.

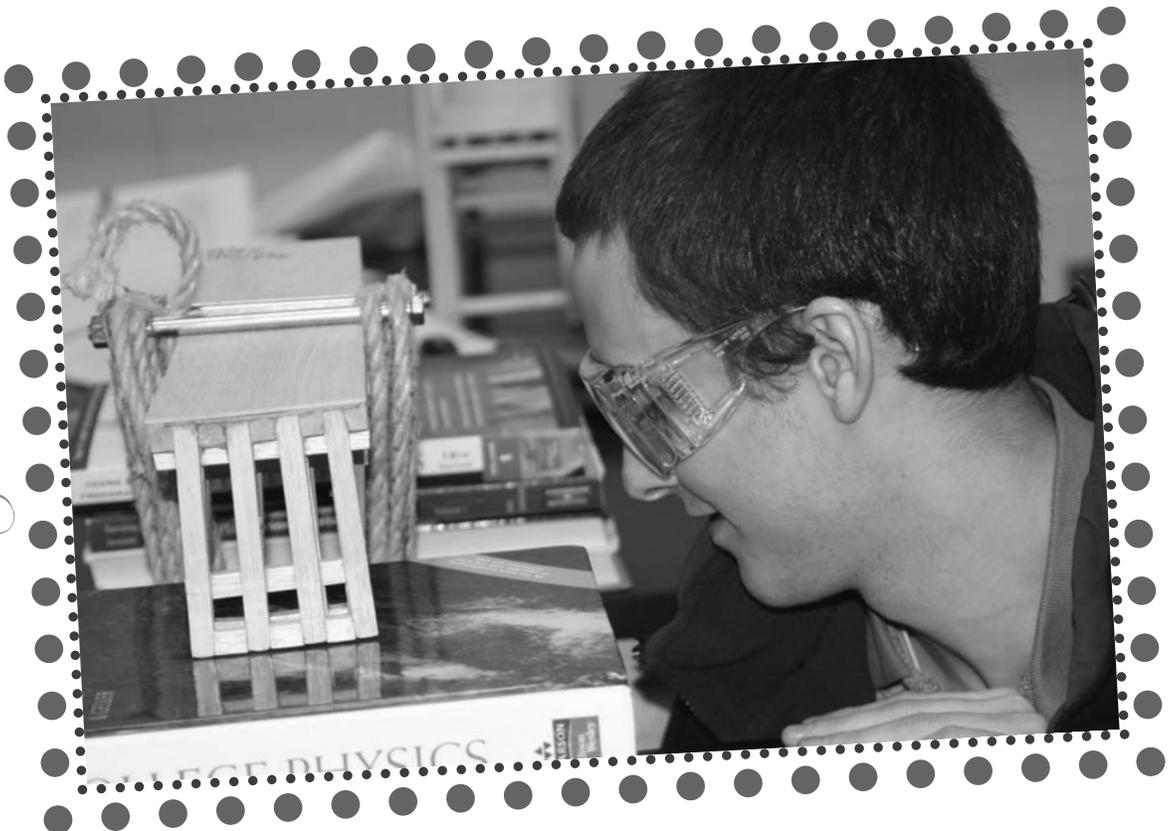
**Platinum—WorkKeys® Level 6 and Above.** Core employability skills for approximately 99% of the jobs in ACT's database.

The CRC will be awarded to students by the Alabama Office of Workforce Development when they successfully complete ORI 104—WorkKeys® Assessment and Advisement.

# Educational Options

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# 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 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. **Non-degree Academic Transfer.** Students MAY complete general education requirements and electives from departmental course offerings.
- OPTION VI. **Non-degree 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, as independent study, or as hybrid online classes. 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.

## GENERAL EDUCATION COURSES AND OUTCOMES

The faculty and staff of Wallace Community College are committed to enhancing student development through a variety of learning experiences while attending the College. This commitment includes maintaining the highest form of instruction that promotes success after graduation as students transfer to a four-year university or enter the workplace. The general education courses of the College provide the knowledge, skills, and values essential to all academic disciplines. These courses expose students to commonly recognized areas of knowledge, introduce students to diverse subject areas, and equip students with skills essential and necessary for careers and lifelong learning.

All Wallace Community College graduates will demonstrate the following competencies:

**Critical Thinking.** The ability to analyze problems by differentiating fact from opinions, using evidence from diverse sources effectively, and using sound reasoning to specify multiple solutions and their consequences.

**Effective Communication.** The ability to effectively convey thought in a clear, well-organized manner to persuade, inform, and exchange ideas in academic, work, and community settings.

**Quantitative Literacy (Reasoning) or Numeracy.** The ability to identify, analyze, and solve problems that are quantitative in nature.

**Scientific and Technological Effectiveness.** The ability to use processes, procedures, data, or evidence to solve problems and make effective decisions, using the appropriate technology effectively for informational, academic, personal, and professional needs.

**Problem-Solving and Decision-Making Based on Knowledge of the Individual and Society.** The ability to apply self-assessment, awareness, and reflection strategies to interpersonal, work, community, career, and educational pathways, respectfully engaging with other cultures in an effort to understand them.

## 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. Students are responsible for maintaining contact with their transfer institution 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 or advisor from the first meeting at orientation and begin to make the right decisions as early in their postsecondary careers as possible. Counselors and 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 and advisors can only assure acceptability of courses for degrees awarded by Wallace Community College. It is the student's responsibility to check with their transfer institution to ensure 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 program review process of the College.

## 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.

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 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.

## INSTRUCTIONAL DIVISIONS

### ACADEMIC

**English Communications.** This division offers instruction in English and reading to support the General Education curriculum for students pursuing the associate in arts, associate in science, associate in applied science, and certificate credentials. The division's instruction in composition and literature also meets the needs of students planning to transfer to four-year institutions. Additionally, the division offers instruction in developmental English and reading, college-level reading, and creative writing courses to maximize the academic and career pursuits of students.

**Fine Arts.** This division offers instruction in Art, Music, Speech, and Theater to support the General Studies curriculum for students pursuing the associate in arts, associate in science, associate in applied science, and certificate credentials and to fulfill the needs of students majoring in Art, Music, Communications, and Theater. In addition, the division is home to The Wallace Sound, the College choral ensemble, which produces two theater productions yearly and displays student and faculty art on the campus and in the community.

**Humanities, Behavioral and Social Sciences.** This division offers instruction in Anthropology, Geography, History, Philosophy, Political Science, Psychology, Religion, Sociology, and Spanish to support the General Studies curriculum for students pursuing the associate in arts, associate in science, associate in applied science, and certificate credentials. History faculty members recently created the documentary film and research report, *Our*

*Forgotten Schools: Segregated Schools in the Wiregrass of Alabama*, which was funded by a grant from the Save Our History Project, The History Channel.

**Mathematics and Computer Information Science.** This division offers instruction in Computer Information Science and Mathematics to support the General Studies curriculum for students pursuing the associate in arts, associate in science, associate in applied science, and certificate credentials. It offers instruction in developmental mathematics and supports a tutoring laboratory to assist students in building mathematical skills that are the foundation of academic and career success. It also sponsors the annual Tri-States Mathematics and Computer Science Olympiad.

**Natural Sciences.** This division offers instruction in Biology, Chemistry, Physical Science, and Physics to support the General Studies curriculum for students pursuing the associate in arts, associate in science, and associate in applied science credentials.

### CAREER AND TECHNICAL

**Business Technologies.** This division offers instruction in Business and Economics to meet the needs of students planning to transfer to four-year institutions to pursue a career in economics or either of the business disciplines. Additionally, the division offers instruction leading to the associate in applied science degrees in Accounting Technology, Business Computer Applications, Office Administration, and Supervisory Management.

**Construction and Automotive Technologies.** This division offers instruction leading to AAS degrees in Air Conditioning/Refrigeration and Automotive Technology. The division also offers instruction leading to certificates in Auto Body Repair, Cabinetmaking, and Welding. Each program offers hands-on laboratory experiences as well as theory-based instruction in the classroom.

**Correctional Facilities.** This division offers instruction to incarcerated students located at Easterling Correctional Facility and Ventress Correctional Facility that leads to certificates in Air Conditioning/Refrigeration, Cabinetmaking, Drafting and Design Technology, Electrical Technology, Masonry, Plumbing, and Small Engine Repair.

**Electronic Technologies.** This division offers instruction leading to AAS degrees in Drafting and Design Technology, Electrical Technology, Industrial Systems Technology, and Nuclear Technology. Each program offers hands-on laboratory experiences as well as theory-based instruction in the classroom. The Nuclear Technology program is designed to work with the Southern Nuclear Company and Farley Nuclear Plant in providing instruction and actual work experience in the Nuclear industry.

**Service Occupation Technologies.** This division offers instruction leading to AAS degrees in Child Development and Criminal Justice. In addition, the division offers instruction leading to certificates in Cosmetology and Nail Technology.

Each program offers hands-on laboratory experiences as well as theory-based instruction in the classroom.

### HEALTH SCIENCES

**Allied Health.** In addition to its major focus on Allied Health professions leading to immediate employment, this division offers instruction in Health and Physical Education to meet the needs of students planning to transfer to four-year institutions to pursue a major that requires health or physical education courses. Included in the allied health-related programs are Basic EMT and Paramedic concentrations in Emergency Medical Services; Medical Assisting, with concentrations in Phlebotomy and Medical Transcription; Physical Therapist Assistant; Radiologic Technology; and Respiratory Therapist. Each of these programs includes laboratory components where students receive hands-on experiences, clinical experiences in health care facilities, as well as theory-based instruction in the classroom. Graduates of allied health programs are eligible to make application to sit for applicable national registry and/or licensure exams appropriate for their field of study.

**Associate Degree Nursing.** This division prepares students for immediate employment through a nursing program leading to the associate in applied science degree. Instruction includes laboratory components where students receive hands-on experiences, clinical experiences in health care facilities, as well as theory-based instruction in the classroom. Graduates of the division are eligible to make application to a respective state board of nursing to sit for the NCLEX-RN exam to become Registered Nurses.

**Practical Nursing.** This division prepares students for immediate employment through a nursing program leading to a certificate. Instruction includes laboratory components where students receive hands-on experiences, clinical experiences in health care facilities, as well as theory-based instruction in the classroom. Graduates of the division are eligible to make application to a respective state board of nursing to sit for the NCLEX-PN exam to become Licensed Practical Nurses.

### DEGREE REQUIREMENTS

#### 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

#### Credit Hours

<b>AREA I: Written Composition</b> .....	<b>6</b>
<sup>1</sup> ENG 101-102 English Composition I-II.....	6

**AREA II: Humanities and Fine Arts.....12**

- SPH 106 Fundamentals of Oral Communication **OR**
- SPH 107 Fundamentals of Public Speaking.....3
- <sup>2,3</sup> Literature.....3
- <sup>2</sup> Fine Arts .....3
- Humanities or Fine Arts.....3

**AREA III: Natural Science, Computer Science, and Mathematics .....11**

- <sup>6</sup> MTH 110 Finite Math, or higher level course for AA degree;
- <sup>6</sup> 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**

- <sup>2,3</sup> History .....3
- <sup>4</sup> History, Social, and Behavioral Sciences .....9

**Minimum General Education Requirements .....41**

**AREA V: Pre-professional, Pre-major, and Elective Courses.....19-23**

- <sup>5</sup> CIS 146 Microcomputer Applications .....3
- <sup>7</sup> ORI 101 Orientation to College **OR**
- ORI 105 Orientation and Student Success .....1-3

**Maximum Program Semester Credit Hours..... 64**

- <sup>1</sup> Entrance is determined by ASSET<sup>®</sup>/COMPASS<sup>®</sup> placement exam score. A score of 62 or above on COMPASS<sup>®</sup> is required for entrance into ENG 101.
- <sup>2</sup> Must complete 3 semester hours in Literature, Fine Arts, and History.
- <sup>3</sup> Must complete a 6-semester-hour sequence either in Literature or in History.
- <sup>4</sup> At least 6 semester hours from Social and Behavioral Sciences.
- <sup>5</sup> Students who fail to demonstrate adequate competency in Computer Science by passing a computer competency exam must take CIS 146.
- <sup>6</sup> Entrance is determined by ACT<sup>®</sup> score or by ASSET<sup>®</sup>/COMPASS<sup>®</sup> placement exam scores in numerical skills and algebra.
- <sup>7</sup> 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% 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 business, technical, 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 Credit Hours**

**AREA I: Written and Oral Communication ..... 6**

- <sup>1</sup> ENG 101 English Composition I ..... 3
- SPH 106 Fundamentals of Oral Communication **OR**
- SPH 107 Fundamentals of Public Speaking ..... 3

**AREA II: Humanities and Fine Arts.....3**

Choose from ART, HUM, MUS, PHL, REL, THR, or English Literature courses.

**AREA III: Natural Science, Computer Science, and Mathematics.....9-11**

- <sup>2</sup> CIS course ..... 3
- <sup>3</sup> MTH course as prescribed by program ..... 3
- Additional hours may be chosen from 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 and Technical Courses and Electives ..... 37-55**

- <sup>4</sup> ORI 101 Orientation to College **OR**
- ORI 105 Orientation and Student Success ..... 1-3
- <sup>5</sup> ORI 104 WorkKeys<sup>®</sup> 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**

EDUCATIONAL  
OPTIONS

<sup>1</sup> Entrance is determined by ASSET<sup>®</sup>/COMPASS<sup>®</sup> placement exam score. A score of 62 or above on COMPASS<sup>®</sup> is required for entrance into ENG 101.

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

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

<sup>4</sup> Required for all first-time entering freshmen.

<sup>5</sup> Required for AAS degree and program completion.

Students may earn an **associate in applied science degree** in the following programs:

<b>Program</b>	<b>Page</b>
Air Conditioning/Refrigeration.....	88
Automotive Technology .....	90
Business Technologies.....	90
Accounting Technology Concentration .....	91
Business Computer Applications Concentration .....	91
Office Administration Concentration .....	91
Supervisory Management Concentration.....	91
Child Development.....	94
Administrator Concentration .....	94
Educarer Concentration .....	94
Computer Information Science .....	95
Computer Programming Concentration .....	96
Microcomputer Specialist Concentration .....	96
Criminal Justice .....	98
Forensic Investigation Concentration .....	98
Law Enforcement Concentration .....	98
Drafting and Design Technology.....	99
Emergency Medical Services.....	101
Industrial Automation Technology .....	103
Electrical Technology Concentration .....	103
Industrial Systems Concentration .....	103
Nuclear Technology Concentration.....	103
Medical Assisting .....	105
Nursing, Associate Degree.....	107
Physical Therapist Assistant .....	117
Radiologic Technology.....	120
Respiratory Therapist.....	123

## 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):

<u>Requirements</u>	<u>Credit Hours</u>
---------------------	---------------------

**AREA I: Written and Oral Communication .....3-6**

COM may be substituted only in system-wide, non-degree eligible programs. SPC may be substituted only in system-wide non-degree eligible programs.

**AREA II: Humanities and Fine Arts ..... 0**

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

Prescribed requirements are distributed in Computer Science, Mathematics, or 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, non-degree eligible programs. DPT may be substituted only in system-wide, non-degree eligible programs.

**AREA IV: History, Social, and Behavioral Sciences..... 0**

**General Education Requirements.....6-12**

- ORI 101 Orientation to College **OR**
- ORI 105 Orientation and Student Success ..... 1-3
- OR**
- ORT 100 Orientation for Career Students ..... 1
- ORI 104 WorkKeys<sup>®</sup> 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 programs offer a **certificate**:

<b>Program</b>	<b>Page</b>
Air Conditioning/Refrigeration .....	88
Auto Body Repair.....	89
Automotive Technology .....	90
Business Technologies .....	91
Accounting Technology Concentration.....	91
Business Computer Applications Concentration.....	91
Office Administration Concentration .....	91
Supervisory Management Concentration .....	91
Cabinetmaking.....	92
Child Development.....	94
Administrator Concentration.....	94
Educarer Concentration .....	94
Computer Information Science.....	95
Computer Programming Concentration.....	96
Microcomputer Specialist Concentration .....	96
Cosmetology.....	96
Drafting and Design Technology .....	99
Emergency Medical Services—Paramedic.....	102
Industrial Automation Technology.....	103
Electrical Technology Concentration .....	103
Industrial Systems Technology Concentration.....	103
Masonry.....	105
Practical Nursing .....	113
Plumbing .....	119
Welding Technology .....	126

**SHORT CERTIFICATES (Less Than or Equal to 29 Hours):**

**Requirements**

**Credit Hours**

**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**:

<b>Program</b>	<b>Page</b>
Air Conditioning/Refrigeration.....	88
Auto Body Repair.....	89
Carpentry.....	93
Child Development.....	94
Cosmetology—Nail Technology.....	96
Electrical Technology.....	104
Emergency Medical Services—Basic.....	102
Industrial Systems.....	105
Medical Transcription.....	107
Phlebotomy.....	107
Small Engine Repair.....	126
Welding Technology.....	127

*The policies and procedures in this catalog are subject to change resulting from 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

## In this section...

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AGSC stands for the Alabama Articulation and General Studies Committee. The AGSC was created in March of 1994 by the State Legislature through ACT 94-202. The AGSC was created to simplify the transfer of course credit between public institutions of higher education. To accomplish this task, the AGSC has developed and has implemented a statewide general studies and articulation program that facilitates the transferability of coursework among all Alabama public colleges and universities.

The AGSC transfer guide (*STARS Guide*) for each public transfer institution in the State of Alabama is readily available on the Web by going to [www.wallace.edu](http://www.wallace.edu) and clicking on *STARS Guide System* under the quick links or at <http://stars.troy.edu> and should be used. From *STARS*, students can print a transfer guide for their major and enter into a binding contract with the transfer institution in his or her program of study. The contract is not binding on the student but is binding on the transfer institution provided that the student does not change majors and takes the courses listed on the transfer guide.

## UNIVERSITY-PARALLEL PROGRAMS

Wallace Community College's Alabama General Studies Committee (AGSC) Approved Common Core Courses

### AREA I: WRITTEN COMMUNICATIONS (6 Credit Hours)

- ENG 101 English Composition I
- ENG 102 English Composition II

### AREA II: LITERATURE, HUMANITIES AND FINE ARTS (12 Credit Hours)

#### \*Literature (3-6 credit hours)

- ENG 251 American Literature I
- ENG 252 American Literature II **OR**
- ENG 261 English Literature I
- ENG 262 English Literature II **OR**
- ENG 271 World Literature I
- ENG 272 World Literature II

#### Fine Arts (3 credit hours)

- ART 100 Art Appreciation
- ART 203 Art History I
- ART 204 Art History II
- MUS 101 Music Appreciation

#### Speech (3 credit hours)

- SPH 106 Fundamentals of Oral Communication
- SPH 107 Fundamentals of Public Speaking

#### Additional Humanities and Fine Arts (0-3 credit hours)

- HUM 101 Introduction to Humanities I
- HUM 102 Introduction to Humanities II
- PHL 206 Ethics and Society
- REL 100 History of World Religions
- REL 151 Survey of the Old Testament
- REL 152 Survey of the New Testament
- SPA 101 Introductory Spanish I
- SPA 102 Introductory Spanish II

### AREA III: NATURAL SCIENCE AND MATHEMATICS (11 Credit Hours)

#### Mathematics (3-4 credit hours)

- MTH 110 Finite Mathematics
- MTH 112 Precalculus Algebra
- MTH 113 Precalculus Trigonometry
- MTH 115 Precalculus Algebra and Trigonometry
- MTH 120 Calculus and Its Applications
- MTH 125 Calculus I
- MTH 126 Calculus II
- MTH 227 Calculus III
- MTH 237 Linear Algebra
- MTH 238 Applied Differential Equations I

#### Natural Sciences (8 credit hours)

- BIO 103 Principles of Biology I
- BIO 104 Principles of Biology II
- CHM 111 College Chemistry I
- CHM 112 College Chemistry II
- PHS 111 Physical Science I
- PHS 112 Physical Science II
- PHY 201 General Physics I
- PHY 202 General Physics II
- PHY 205 Recitation in General Physics I (Trigonometry-Based)
- PHY 206 Recitation in General Physics II (Trigonometry-Based)
- PHY 213 General Physics w/Calculus I
- PHY 214 General Physics w/Calculus II
- PHY 216 Recitation in General Physics I (Calculus-Based)
- PHY 217 Recitation in General Physics II (Calculus-Based)

### AREA IV: HISTORY, SOCIAL AND BEHAVIORAL SCIENCE (12 Credit Hours)

#### \*History (3-6 credit hours)

- HIS 101 Western Civilization I
- HIS 102 Western Civilization II **OR**
- HIS 201 United States History I
- HIS 202 United States History II

#### \*\*Additional History, Social and Behavioral Sciences (6-9 credit hours)

- ANT 200 Introduction to Anthropology
- ECO 231 Macroeconomics
- ECO 232 Microeconomics
- GEO 100 World Regional Geography
- POL 211 American National Government
- PSY 200 General Psychology
- PSY 210 Human Growth and Development
- SOC 200 Introduction to Sociology

\*As a part of the General Studies Core Curriculum, students must complete a six-hour sequence either in Literature or in History.

\*\*No more than 6 hours of History may be taken for AREA IV.

### AREA V: MAJOR, MINOR AND ELECTIVE COURSES (19-23 Credit Hours)

Courses taken in AREA V provide the student with the knowledge and experiences in his or her chosen major or area of concentration. The course requirements listed within AREA V of each program of study should be used as a guide and may vary depending on the transfer institution. For guidance with identifying specific course requirements in the major or minor, the student should refer to the transfer institution's Area V page of the *STARS Guide*.

**GENERAL STUDIES**  
*Associate in Science Degree*

This plan of study was developed as a guideline for students who have not selected a specific area of concentration but plan to transfer to an Alabama public four-year institution and pursue a **bachelor of science degree**. Students are encouraged to select a major and identify their transfer institution early in their college experience. The program emphasizes a strong background in the arts and sciences.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Fine Arts	3
Choose one from ART 100, 203, 204; or MUS 101	
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272;	
SPH 106 or 107	3
Humanities Elective	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 112 or more advanced	4
Natural Sciences	8
Choose from BIO 103, 104; CHM 111, 112;	
PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100;	
POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
ORI 101 or 105	1-3
CIS 146	3
General Electives	15-19

\*Must complete a 6-semester-hour sequence in Literature or History.

NOTE: Once a major has been selected, students should contact Enrollment Services personnel and complete a Change in Major Form so they can be assigned a major-specific advisor who can assist them in selecting appropriate electives. They should also reference and print the appropriate *STARS Guide*.

**LIBERAL ARTS**  
*Associate in Arts Degree*

This plan of study was developed as a guideline for students who have not selected a specific area of concentration but plan to transfer to an Alabama public four-year institution and pursue a **bachelor of arts degree**. Students are encouraged to select a major and identify their transfer institution early in their college experience. The program emphasizes a strong background in the arts and sciences.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Fine Arts	3
Choose one from ART 100, 203, 204; or MUS 101	
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272;	
SPH 106 or 107	3
Humanities Elective	0-3
Choose from HUM 101, 102; PHL 206;	
REL 100, 151,152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or more advanced	4
Natural Sciences	8
Choose from BIO 103, 104; CHM 111, 112;	
PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100;	
POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
ORI 101 or 105	1-3
CIS 146	3
General Electives	15-19

\*Must complete a 6-semester-hour sequence in Literature or History.

NOTE: Once a major has been selected, students should contact Enrollment Services personnel and complete a Change in Major Form so they can be assigned a major-specific advisor who can assist them in selecting appropriate electives. They should also reference and print the appropriate *STARS Guide*.

## Aerospace Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in aerospace engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>9</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematic</b>	<b>11</b>
MTH 125	3
PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	3-6
Choose from ANT 200; GEO 100; PSY 200, 210; POL 211; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by Transfer Institution	12-16
Choose from CHM 111; CIS 251; MTH 126, 227, 237, 238;	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Agriculture (Agricultural Economics) Auburn University Only Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in agricultural economics. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Agriculture faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
Humanities or Fine Arts	3
Choose from SPA 101, 102; HUM 101, 102; *PHL 206; REL 100, 151, 152; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 120	3
BIO 103-104—Principles of Biology I-II	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
ECO 232—Principles of Macroeconomics	3
Social and Behavioral Sciences	3-6
Choose at least one from ANT 200; GEO 100; PSY 200, 210; SOC 200** Elective—POL 211	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
Program Electives	18
BUS 241, 242; CIS 146; ECO 231 (CIS 146 also meets an associate degree requirement.)	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Recommended course by Auburn University.

\*\*\*Indicated course is not included in the *STARS Articulation Guide* but is applicable toward the associate degree.

## Agriculture (Agronomy and Soils)

### Auburn University Only

#### Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Agronomy and Soils. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Agriculture faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities or Fine Arts	3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	

<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 113	3
CHM 111-112—College Chemistry I-II	8

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
ECO 232—Principles of Macroeconomics	3
Social and Behavioral Sciences	3-6
Choose at least one course from ANT 200; PSY 200, 210; SOC 200	
Remaining hours may be chosen from ECO 231 or POL 211	

<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
**Choose from BIO 103, 104; CHM 221; CIS 146; MTH 125; PHY 201	18
<i>(Selecting CIS 146 will meet associate degree requirement.)</i>	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Individual tracks require a specific course or courses in the indicated areas. Check the *STARS Guide* and Auburn University's Area V page for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated course is not included in the *STARS Articulation Guide* but is applicable toward the associate degree.

NOTE: PHY 201 is required for the Science track.

## Agriculture (Animal and Dairy Science)

### Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Animal Science. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Agriculture faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities or Fine Arts	3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107	
<i>(Selecting SPH 106 or 107 will meet associate degree requirement.)</i>	

<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 113	3
BIO 103, 104	8

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200, ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 2	

<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
**Electives as determined by Transfer Institution	15-19
Choose from CHM 111, 112; CIS 146; PHY 201	
<i>(Selecting CIS 146 will meet associate degree requirement.)</i>	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Program options and institutions may require a specific course or courses in the indicated areas. Check *STARS Guide* including the Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated course is not included in the *STARS Articulation Guide* but is applicable toward the associate degree.

**Architecture**  
**Auburn University Only**  
**Associate in Science**

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Architecture. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Architecture faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 12**  
 \*Literature 3-6  
 Choose from ENG 251, 252, 261, 262, 271, 272  
 Fine Arts 3  
 Choose from ART 100, 203, 204; or MUS 101  
 Humanities or Fine Arts 3  
 Choose from HUM 101, 102; \*\*PHL 206;  
 REL 100, 151, 152; SPA 101, 102; SPH 106 or 107  
 (Selecting SPH 106 or 107 will also meet associate degree requirement.)

**Area III: Natural Sciences and Mathematics 12**  
 MTH 125 4  
 PHY 201 4  
 Natural Science Elective 4  
 Choose from BIO 103; CHM 111; PHS 111, 112;  
 PHY 202, 213

**Area IV: History, Social and Behavioral Science 12**  
 \*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 Social and Behavioral Sciences 6-9  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 PSY 200, 210; SOC 200; or POL 211

**Area V: Pre-Professional, Major and Elective Courses 18-22**  
 \*\*\*ORI 101 or 105 1-3  
 \*\*\*CIS 146 3  
 CIS 207, 208 6  
 \*ENG or HIS to complete a sequence in both 3  
 \*\*\*Electives to complete degree requirements 5

**\*\*Strongly recommended by Auburn University. Transferring students are strongly encouraged to contact the Student Services Office in the College of Architecture, Design and Construction to clarify questions about academic requirements and policies.**

**\*\*\*Indicated courses are not included in the STARS Articulation Guide but are applicable toward the associate degree.**

**NOTE: Transferring students will not be permitted to take any Industrial Design classes until they have completed the two Design courses taught only in the summer semester. Therefore, it is strongly recommended that transferring students submit an application to transfer for a summer semester.**

**Art (Studio and Art Education)**  
**Associate in Arts or Science**

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Art or Art Education. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Art faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 12**  
 \*Literature 3-6  
 Choose from ENG 251, 252, 261, 262, 271, 272  
 Fine Arts 3  
 Choose from ART 100, 203, 204; or MUS 101  
 \*\*Humanities or Fine Arts 3  
 Choose from HUM 101, 102; PHL 206;  
 REL 100, 151, 152; SPA 101, 102; SPH 106 or 107  
 (Selecting SPH 106 or 107 will meet associate and education degree requirement.)

**Area III: Natural Sciences and Mathematics 11**  
 \*\*MTH 110 or 112 or higher based on placement or ACT scores 3  
 \*\*Natural Science 8  
 Choose from BIO 103, 104; CHM 111, 112;  
 PHS 111, 112; PHY 201, 202, 213, 214

**Area IV: History, Social and Behavioral Sciences 12**  
 \*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 \*\*Social and Behavioral Sciences 6-9  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 PSY 200, 210; SOC 200; or POL 211

**\*Area V: Pre-Professional, Major and Elective Courses 19-23**  
 \*\*\*ORI 101 or 105 1-3  
 \*\*\*CIS 146 3  
 Program Electives 15-19  
 \*\*Choose ART 113, 114, 121, 127, 203, 204

**\*Must complete a 6-semester-hour sequence in Literature or History.**

**\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the STARS Guide and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.**

**\*\*\*Indicated courses may not be included in the STARS Articulation Guide but are applicable toward the associate degree.**

## Biology and Biology Education Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Biology. It is also appropriate for those seeking a degree in secondary education with a biology concentration. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Biology faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree and education requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 112 or higher	3
BIO 103-104—General Biology I-II	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; PSY 200, 210; SOC 200; or POL 211	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
CHM 111-112—College Chemistry I-II	8
**Electives as determined by transfer institution	5-9

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Bio-Systems Engineering Auburn University Only Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Bio-Systems Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose from ENG 251-252, or 261-262, or 271-272	
*Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 125	3
CHM 111 and PHY 201	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	6
Choose from HIS 101-102, or 201-202	
ECO 232	3
Social Science	3
Choose from ANT 200; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
**SPH106 or 107	3
MTH 126, 227	6
BIO 103	4
*Additional electives to meet AS degree requirements	2

\*PHL 106 must be taken on transfer to complete Auburn University's Area II requirements.

\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Business (Accounting, Management, Marketing) Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in one of the business disciplines (Accounting, Banking and Finance, Management, Marketing). Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Business faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose from ENG 251-252, or 261-262, or 271-272	
*Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
*Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
*MTH 112 or higher (as determined by placement tests)	3
*Natural Sciences	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
ECO 231 and ECO 232	6
Choose from ANT 200; PSY 200; SOC 200	3
Choose from HIS 101, 102, 201, 202	3
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
Electives as determined by transfer institution	18-22
*BUS 241, 242, 263, 271; CIS 146 or 147; MTH 120, 125	

\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Chemical Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Chemical Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>9</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	3-6
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 125	3
PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social Science	3-6
Choose from ANT 200; GEO 100; PSY 200, 210; POL 211; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	12-16
Choose from CHM 111-112, 221-222; MTH 126, 227, 238	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Chemistry Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Chemistry. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Chemistry faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>12</b>
MTH 125	4
CHM 111-112—College Chemistry I-II	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>18–22</b>
***ORI 101 or 105	1-3
***CIS 146	3
PHY 201-202, or PHY 213-214; MTH 126	12
Electives as determined by transfer institution	2-5

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Chemistry Education Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Secondary Education—Chemistry. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Chemistry faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
SPH 106 or 107	3
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from **HIS 256; HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>12</b>
MTH 125	4
CHM 111-112—College Chemistry I-II	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>18-22</b>
***ORI 101 or 105	1-3
***CIS 146	3
PHY 201-202, or PHY 213-214; MTH 126	12
Electives as determined by transfer institution	2-6

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Some courses may be applicable to a limited number of institutions. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Civil Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Civil Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>9</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 125	3
PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social Science	3-6
Choose from ANT 200; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	12-16
Choose from CHM 111-112; CIS 251 or 231; MTH 126, 227, 238	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Computer Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Computer Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>9</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 125	3
PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social Science	3-6
Choose from ANT 200, GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	12-16
Choose from CHM 111; CIS 251; MTH 126, 227, 238	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Computer Science Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Computer Science or Computer Information Science. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Computer Science faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>			<b>6</b>
ENG 101	English Composition I		3
ENG 102	English Composition II		3

<b>Area II: Humanities and Fine Arts</b>			<b>12</b>
*Literature			3-6
	Choose from ENG 251, 252, 261, 262, 271, 272		
**Fine Arts			3
	Choose from ART 100, 203, 204; or MUS 101		
**Humanities			0-3
	Choose from HUM 101, 102, PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )		

<b>Area III: Natural Sciences and Mathematics</b>			<b>11</b>
*MTH 112 or higher as determined by placement			3
	Choose a sequence of BIO 103-104; CHM 111-112; or PHS 111-112; PHY 201-202 or **PHY 213-214		8

<b>Area IV: History, Social and Behavioral Sciences</b>			<b>12</b>
*History			3-6
	Choose from HIS 101, 102, 201, 202		
**Social and Behavioral Sciences			6-9
	Choose from ANT 200, ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200		

<b>Area V: Pre-Professional, Major and Elective Courses</b>			<b>19-23</b>
***ORI 101 or 105			1-3
***CIS 146			3
**CIS 251 or 285; MTH 113, 125, 126			14
**Other electives			1-5

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Computer Science Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Computer Science Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>			<b>6</b>
ENG 101	English Composition I		3
ENG 102	English Composition II		3

<b>Area II: Humanities and Fine Arts</b>			<b>9</b>
*Literature			3-6
	Choose from ENG 251, 252, 261, 262, 271, 272		
Fine Arts and Humanities			3
	Choose from ART 100, 203, 204; or MUS 101		
**Humanities Electives			0-3
	Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )		

<b>Area III: Natural Sciences and Mathematics</b>			<b>11</b>
MTH 125			3
PHY 213-214			8

<b>Area IV: History, Social and Behavioral Sciences</b>			<b>9</b>
*History			3-6
	Choose from HIS 101, 102, 201, or 202		
**Social Science			3-6
	Choose from ANT 200; POL 211; PSY 200, 210; SOC 200		

<b>Area V: Pre-Professional, Major and Elective Courses</b>			<b>19-23</b>
***ORI 101 or 105			1-3
***CIS 146			3
**Electives as determined by transfer institution			12-16
	Choose from CIS 251; MTH 126, 227, 237; and a lab science		

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Criminal Justice Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in criminal justice. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Criminal Justice faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 110 (AA) or MTH 112 (AS) or higher	3
Natural Sciences	8
Choose from BIO 103, 104; PHS 111, 112; CHM 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
CIS 146; CRJ 100, 150	9
**Electives as determined by transfer institution	9-13

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated course may not be included in the *STARS Articulation Guide* but is applicable toward the associate degree.

## Economics Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Economics. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Economics faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 112 or higher	3
(as determined by placement tests)	3
**Choose a sequence of BIO 103-104; or CHM 111-112; or PHS 111-112; or PHY 201-202; or PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
Social and Behavioral Sciences	6-9
ECO 231 and 232	6
Choose from ANT 200; POL 211; PSY 200; SOC 200	0-3
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**MTH 113 or higher	3-4
SPA 101, 102	6
Electives	6-9
**Choose from ANT 200; PHL 206; SOC 200; POL 211	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Elementary or Early Childhood Education Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in elementary or early childhood education. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Education faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
**Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from **HIS 256; HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 110 or higher (as determined by placement tests)	3
BIO 103	4
**Natural Science Elective	4
Choose from BIO 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200, ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
ORI 101 or 105	1-3
CIS 146	3
**Natural Science Elective	4
**Mathematics Electives	9
Choose from MTH 112, 113, 120, 125, 126, 127, 231, 232	
**Electives as determined by transfer institution	2-6

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Some courses may be applicable to a limited number of institutions. Print the *STARS Guide* and Area V page of your intended transfer institution for additional guidance because the colleges are very specific in their requirements to meet *No Child Left Behind* mandates. Transfer credits may not exceed 50% of those required for the 4-year degree.

## Electrical Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Electrical Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>9</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 125	3
PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Science	3-6
Choose from ANT 200; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	12-16
Choose from CHM 111, CIS 251; MTH 126, 227, 237, 238,	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

**English**  
**Associate in Arts or Science**

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in English. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with English faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose from ENG 251-252, or 261-262, or 271-272	
*Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
*Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112 or higher	
(as determined by placement or ACT scores)	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	3-6
Choose from HIS 101, 102, 201, 202	
*Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
*Electives as determined by transfer institution	15-19

\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

**English/Language Arts Education**  
**Associate in Arts or Science**

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Secondary Education-English. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with English faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	
ENG 261-262—English Literature I-II	6
*Fine Arts	3
**Choose from ART 100, 203, 204; MUS 101	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112 or higher	
(as determined by placement or ACT scores)	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	3-6
Choose from HIS 101, 102, 201, 202	
Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses<sup>1</sup></b>	<b>9-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
Choose from ENG 251, 252, 271, 272	9-1
Electives as determined by transfer institution	5-11

\*THR 120 or 126 must be taken on transfer to complete Area II requirements of the transfer institution.

\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Forestry Auburn University Only

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Forestry. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Forestry faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose from ENG 251- 252, or 261-262, or 271-272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
PHL 206 Ethics and Society	3
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 125 or higher	3
BIO 103-104	8
<b>Area IV: History, Social and Behavioral Sciences</b>	
ECO 232	3
History	6
Choose from HIS 101-102 or 201-202	
Social and Behavioral Sciences	3
Choose from ANT 200; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
SPH 106 or 107	3
BUS 271; or MTH 265	3
Choose from BUS 241; PHY 201, 213 or	3
CHM 111-112	8

\*Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## General Science Education Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Secondary Education-General Science. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with science faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 Fundamental of Oral Communication	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 115 (or 112-113); or MTH 125 (as determined by placement or ACT scores)	4
Natural Science	8
BIO 103, 104	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
CHM 111-112	8
Choose PHY 201 or PHY 213	4
Electives as determined by transfer institution	3-7

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Some courses may be applicable to a limited number of institutions. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Health Education Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Health Education. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Health faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
BIO 201; HED 224, 231	10
**Electives as determined by transfer institution	5-9

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## History Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in History. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with History faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
*Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
*Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112	3
*Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	6
Choose from HIS 101-102, or 201-202	
*Social and Behavioral Sciences	6
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
**CIS 146	3
2nd Sequence in History	6
*Electives as determined by transfer institution	9-13

\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

\*\*\*HIS 299—Directed Studies in History is a suggested elective that is not included in the *STARS Articulation Guide*.

## History Education Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Secondary Education-History. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with History faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
*Fine Arts and Humanities	3
Choose from ART 100, 203, 204, or MUS 101	
*Humanities Electives	0-3
Choose from HUM 101, 102, PHL 206, REL 100, 151, 152, SPA 101, 102, HIS 256	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112	3
Natural Science	8
Choose from BIO 103, BIO 104, PHS 111, PHS 112, CHM 111, CHM 112, PHY 201, PHY 202, PHY 213, PHY 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	6
Choose HIS 101-102 or 201-202	
*Social and Behavioral Sciences	6-9
Choose from ANT 200, PSY 200, PSY 210, GEO 100, SOC 200, ECO 231, ECO 232 or POL 211	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
2nd Sequence in History	6
*Electives as determined by transfer institution	9-13

\*Some 4-year institutions require a specific course or courses in the indicated areas. Some courses may be applicable to a limited number of institutions. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

\*\*\*HIS 299—Directed Studies in History is a suggested elective that is not included in the *STARS Articulation Guide*.

## Horticulture Auburn University Only Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Horticulture. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Horticulture faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*SPH 106 or 107	3
Literature	3-6
Must complete a 6-semester-hour sequence either in Literature or History	
Fine Arts	3
Choose from ART 100, 203, 204, or MUS 101	
Humanities	3
*PHL 206	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 113 or higher based on placement or ACT scores	3
BIO 103-104 Principles of Biology I-II	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	3-6
Choose from HIS 101, 102, 201, 202	
Must complete a 6-semester-hour sequence either in Literature or History	
ECO 232 Principles of Macroeconomics	3
Social and Behavioral Sciences	3-6
Choose at least one from ANT 200, PSY 200, GEO 100, PSY 210, or SOC 200	
Another may be chosen from ECO 231, POL 211	
<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
CHM 111, CIS 146	10
Fruit and Vegetable track: Select from BUS 241, BUS 242, CHM 112	
Landscape Horticulture track: SPA 101	
Nursery and Greenhouse Science track: Select from BUS 241, BUS 242, SPA 101	

\*Refer to the *STARS articulation guide* and Auburn University's Area V page for additional information.

\*\*Required for the associate degree; not specified in AU requirements.

## Industrial Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Industrial Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>9</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>12</b>
MTH 125	4
PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Science	3-6
Choose from ANT 200; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	12-16
Choose from CHM 111-112; CIS 251; MTH 126, 227, 237, 238	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide Area V* page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Interior Design Auburn University Only Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Interior Design. Students who plan to transfer to other institutions should consult that institution and plan their program of study in consultation with Interior Design faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose ENG 251-252, or 261-262, or 271-272	
ART 203 or 204	3
PHL 206	3
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 113 or higher (based on placement or ACT scores)	3
Choose CHM 111-112 or PHY 201-202	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	6
Choose HIS 101-102 or 201-202	
Social and Behavioral Sciences	3
Social and Behavioral Science Electives	3
Choose one course from ANT 200; ECO 232; GEO 100; PSY 200; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
*ORI 101 or 105	1-3
*CIS 146	3
*SPH 106 or 107	3
BUS 241	3
**Choose from ART 203, 204; BUS 242, 271, 263; ECO 231	

\*Required for the associate degree; not specified in AU requirements.

\*\*Transfer credits may not exceed 50% of those required for the 4-year degree.

**Interior Design**  
**The University of Alabama Only**  
**Associate in Science**

This plan of study was developed as a guideline for students who plan to transfer to The University of Alabama and pursue a degree in Interior Design. Students who plan to transfer to other institutions should consult that institution and plan their program of study in consultation with Interior Design faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 12**  
 \*Literature 3-6  
 Choose from ART 203 and 204;  
 ENG 251, 252, 261, 262, 271, 272 6  
 Humanities Elective 0-3  
 Choose from ART 100; HUM 101, 102;  
 MUS 101; PHL 206; REL 100, 151, 152;  
 SPA 101, 102; SPH 106 or 107  
 (Selecting SPH 106 or 107 will meet associate degree requirement.)

**Area III: Natural Sciences and Mathematics 11**  
 MTH 112 or higher 3  
 (based on placement or ACT scores)  
 Science Electives 8  
 Choose from BIO 103, 104; CHM 111, 112;  
 PHS 111, 112; PHY 201, 202, 213, 214

**Area IV: History, Social and Behavioral Sciences 12**  
 \*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 Social and Behavioral Science Electives 6-9  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 POL 211; PSY 200, 210; SOC 200

**Area V: Pre-Professional, Major and Elective Courses \*19-23**  
 \*\*ORI 101 or 105 1-3  
 \*\*CIS 146 3  
 Electives  
 ART 113 3  
 Choose one course from ART 114, 121, 127, 133,  
 134, 173, 174, 216, 217, 233, 234, 243, 244 3  
 \*\*\*SPA 101, 102; or 6 hours of approved Computer  
 Science courses

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*\*Indicated courses are not included in the STARS Articulation Guide but are applicable toward the associate degree.

\*\*\*All students completing degrees at The University of Alabama must either complete one year of the same foreign language or 6 semester hours of courses that have been approved for a computer designation. Contact their College of Human Environmental Sciences for additional information.

**Journalism/Mass Communication**  
**Associate in Arts or Science**

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Journalism. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Journalism faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 1**  
 \*Literature 3-6  
 Choose from ENG 251, 252, 261, 262, 271, 272  
 \*\*Fine Arts and Humanities 3  
 Choose from ART 100, 203, 204; or MUS 101  
 \*\*Humanities Electives 0-3  
 Choose from HUM 101, 102; PHL 206;  
 REL 100, 151, 152; SPA 101, 102; SPH 106 or 107  
 (Selecting SPH 106 or 107 will meet associate degree requirement.)

**Area III: Natural Sciences and Mathematics 11**  
 MTH 110 or 112 3  
 Natural Science 8  
 Choose from BIO 103, 104; CHM 111, 112;  
 PHS 111, 112; PHY 201, 202, 213, 214

**Area IV: History, Social and Behavioral Sciences 12**  
 \*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 \*\*Social and Behavioral Sciences 6-9  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 POL 211; PSY 200, 210; SOC 200

**\*Area V: Pre-Professional, Major and Elective Courses 19-23**  
 \*\*\*ORI 101 or 105 1-3  
 \*\*\*CIS 146 3  
 \*\*Electives as determined by transfer institution 15-18

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the STARS Guide and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the STARS Articulation Guide but are applicable toward the associate degree.

## Materials Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Materials Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>9</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>12</b>
MTH 125	4
PHY 213-214	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
*History	3-6
Choose from HIS 101, 102, 201, or 20	2
**Social and Behavioral Science	3-6
Choose from ANT 200; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19- 23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	12-16
Choose from CHM 111-112; CIS 251; MTH 126, 227, 237, 238,	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Mathematics Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Mathematics. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Mathematics faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 112 or higher	3
**Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**MTH 113, 125, 126, 227	9-18
**Elective Courses as determined by transfer institution	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: MTH courses below 125 may not count in Area V. Consult your *STARS Guide* for institution-specific information.

## Mathematics Education Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Secondary Education-Mathematics. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Mathematics faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HIS 256; HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	

<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 113	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, PHY 214	

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	

<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
MTH 125, 126, 227	9
**Electives as determined by transfer institution	6-10

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Some courses may be applicable to a limited number of institutions. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: MTH courses below 125 may not count in Area V. Consult your *STARS Guide* for institution-specific information.

## Mechanical Engineering Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Mechanical Engineering. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with engineering faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>*Area II: Humanities and Fine Arts</b>	<b>9</b>
**Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
PHL 206 Ethics and Society	3

<b>Area III: Natural Sciences and Mathematics</b>	<b>12</b>
MTH 125	4
PHY 213-214	8

<b>*Area IV: History, Social and Behavioral Sciences</b>	<b>9</b>
**History	3-6
Choose from HIS 101, 102, 201, or 202	
Social and Behavioral Sciences	3-6
Choose from ANT 200; GEO 100; POL 211; PSY 200, 210; SOC 200	

<b>**Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
***SPH 106 or SPH 107	3
*Electives as determined by transfer institution	12-16
Choose from , CHM 111-112; CIS 251; MTH 126, 227, 237, 238	

\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

NOTE: 12 semester hours in Areas II and IV are required for the associate degree.

## Music Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Music. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with music faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>			<b>6</b>
ENG 101	English Composition I		3
ENG 102	English Composition II		3

<b>Area II: Humanities and Fine Arts</b>			<b>12</b>
*Literature			3-6
Choose from ENG 251, 252, 261, 262, 271, 272			
**Fine Arts and Humanities			3
Choose from ART 100, 203, 204; or MUS 101			
**Humanities Electives			0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )			

<b>Area III: Natural Sciences and Mathematics</b>			<b>11</b>
**MTH 110 or 112			3
Natural Science			8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214			

<b>Area IV: History, Social and Behavioral Sciences</b>			<b>12</b>
*History			3-6
Choose from HIS 101, 102, 201, 202			
**Social and Behavioral Sciences			6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200			

<b>*Area V: Pre-Professional, Major and Elective Courses</b>			<b>19-23</b>
***ORI 101 or 105			1-3
***CIS 146			3
MUS 111, 112			8
MUP—(individual performance) must include a complete sequence in a single instrument			
			5
MUL—(ensemble numbered 180 or above)			
			4
Electives as determined by transfer institution			
			2-6

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Music Education Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Music Education. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with music faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>			<b>6</b>
ENG 101	English Composition I		3
ENG 102	English Composition II		3

<b>Area II: Humanities and Fine Arts</b>			<b>12</b>
*Literature			3-6
Choose from ENG 251, 252, 261, 262, 271, 272			
**Fine Arts and Humanities			3
Choose from ART 100, 203, 204; or MUS 101			
**Humanities Electives			0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )			

<b>Area III: Natural Sciences and Mathematics</b>			<b>11</b>
**MTH 110 or 112			3
Natural Science			8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214			

<b>Area IV: History, Social and Behavioral Sciences</b>			<b>12</b>
*History			3-6
Choose from HIS 101, 102, 201, 202			
**Social and Behavioral Sciences			6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200			

<b>*Area V: Pre-Professional, Major and Elective Courses</b>			<b>19-23</b>
***ORI 101 or 105			1-3
***CIS 146			3
MUS 111, 112			8
MUP – (individual performance) must include a complete sequence in a single instrument			
			5
MUL – (ensemble numbered 180 or above)			
			4
Electives as determined by transfer institution			
			2-6

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Nursing Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Nursing. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with nursing faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

**RN-to-BSN Program.** Portions of this plan are applicable for Registered Nurses (or students enrolled in the Associate Degree Nursing program) who are seeking to earn a bachelor's degree in nursing. These students may meet university-parallel requirements by following institution-specific guidance for RN-to-BSN/MSN programs. RN-to-BSN program advisors will assist students in contacting their intended transfer institutions.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 12**  
 \*\*Literature 3-6  
 Choose from ENG 251, 252, 261, 262, 271, 272  
 Fine Arts 3  
 Choose one from ART 100, 203, 204; or MUS 101  
 \*\*Humanities Elective 3-6  
 Choose from HUM 101, 102; PHL 206;  
 REL 100, 151, 152; SPA 101, 102; SPH 106 or 107  
*(Selecting SPH 106 or 107 will meet associate degree requirement.)*

**Area III: Natural Sciences and Mathematics 11**  
 \*\*MTH 112 or higher 4  
 Natural Science 8  
 CHM 111 4  
 \*\*Science Elective 4  
 Choose from BIO 103, 104; CHM 112;  
 PHY 201, 202, 213, 214

**Area IV: History, Social and Behavioral Sciences 12**  
 \*\*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 Social and Behavioral Sciences  
 PSY 200 3  
 \*\*Social and Behavioral Science Electives 3-6  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 POL 211; PSY 210; SOC 200

**\*\*Area V: Pre-Professional, Major and Elective Courses 19-23**  
 \*\*\*ORI 101 or 105 1-3  
 \*\*\*CIS 146 3  
 BIO 201, 202, 220 12  
 \*\*Electives as determined by transfer institution 3-7

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution or consult your RN to BSN advisor for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Physics Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Physics. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Physics faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 12**  
 \*Literature 3-6  
 Choose from ENG 251, 252, 261, 262, 271, 272  
 \*Fine Arts and Humanities 3  
 Choose from ART 100, 203, 204; or MUS 101  
 \*\*Humanities Electives 0-3  
 Choose from HUM 101, 102; PHL 206;  
 REL 100, 151, 152; SPA 101, 102; SPH 106 or 107  
*(Selecting SPH 106 or 107 will meet associate degree requirement.)*

**Area III: Natural Sciences and Mathematics 11**  
 MTH 125 4  
 Natural Science 8  
 PHY 213-214

**Area IV: History, Social and Behavioral Sciences 12**  
 \*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 \*\*Social and Behavioral Sciences 6-9  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 POL 211; PSY 200, 210; SOC 200

**Area V: Pre-Professional, Major and Elective Courses 19-23**  
 \*\*\*ORI 101 or 105 1-3  
 \*\*\*CIS 146 3  
 \*\*Electives as determined by transfer institution 12-17

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Physics Education Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Secondary Education-Physics. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Physics faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 112 or higher	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202; PHY 213, PHY 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
Choose from PHY 201-202, 213-214	8
**Electives as determined by transfer institution	7-11

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## PREPROFESSIONAL PROGRAMS

The programs listed below are most often graduate professional programs requiring the bachelor's degree before admission. This catalog identifies courses that are generally required for admission to the graduate professional program but are not linked to a specific major. Admission is highly competitive and acceptance may also be based on scores on specified aptitude tests in addition to academic performance in the undergraduate program. Wallace Community College students pursuing professional programs should consult a counselor to assist them in choosing an undergraduate program that will prepare them for the professional school and suit their individual academic interest.

Pre-Dentistry	Pre-Law
Pre-Medicine	Pre-Occupational Therapy
Pre-Osteopathic Medicine	Pre-Optometry
Pre-Pharmacy	Pre-Physical Therapy
Pre-Veterinary Medicine	

**Pre-Dentistry**  
**University of Alabama at Birmingham Only**  
**Associate in Science**

This plan of study was developed as a guideline for students who plan to transfer to four-year institution to complete the requirements for consideration for admission to a dental school. Students should consult both the four-year institution and the dental schools of their interest to plan their program of study in consultation with Pre-Dentistry faculty advisors and/or counselors. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>		<b>6</b>
ENG 101 English Composition I		3
ENG 102 English Composition II		3

<b>Area II: Humanities and Fine Arts</b>		<b>12</b>
*Literature		3-6
Choose from ENG 251, 252, 261, 262, 271, 272		
**Fine Arts		3
Choose one from ART 100, 203, 204; or MUS 101		
SPH 106 or 107		3
**Humanities Elective		3-6
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102		

<b>Area III: Natural Sciences and Mathematics</b>		<b>12</b>
BIO 103-04		8
MTH 125		4

<b>Area IV: History, Social and Behavioral Sciences</b>		<b>12</b>
*History		3-6
Choose from HIS 101, 102, 201, 202		
Social and Behavioral Sciences		
PSY 200		3
**Social and Behavioral Science Electives		3-6
Choose from ANT 200, ECO 231, 232; GEO 100; POL 211; PSY 210; SOC 200		

<b>Area V: Pre-Professional, Major and Elective Courses</b>		<b>18</b>
***ORI 101 or 105		1-3
***CIS 146		3
**Program-Related Electives		14
Choose from ART 233 or 244; CHM 111-112, CHM 221-222; MTH 126; PHY 213-214, to meet dentistry prerequisites		

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Check with transfer institution and the School of Dentistry to select the courses that best fit your career objective. Some 4-year institutions require a specific course or courses based on the major field of study in the indicated areas. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

**Pre-Law**  
**Associate in Arts or Science**

No single program of study prepares a student for law school. A strong general education background, emphasizing the development of critical and higher order thinking is preferred. Many students seeking entry into a Pre-Law program will select a program of study that includes courses in American History, Computer Science, Economics, English, Philosophy (especially logic), Political Science, and Statistics. One course in Accounting is recommended. Since admission to law school is highly competitive, completion of recommended programs and requirements will not necessarily insure admission.

## Pre-Medicine and Pre-Osteopathic Medicine Associate in Science

The courses listed in this plan of study are suggested for students who plan to transfer to a four-year institution to complete baccalaureate degree requirements for consideration for admission to medical school. Students preparing for a career in medicine should identify an intended transfer institution and major, plus meet with their assigned advisor to plan an individualized program of study. Some courses in this program are not available at all College locations.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 12**  
 \*Literature 3-6  
 Choose from ENG 251, 252, 261,262, 271, 272  
 \*\*Fine Arts 3  
 Choose one from ART 100, 203, 204; or MUS 101  
 SPH 106 or 107 3  
 \*\*Humanities Elective 3-6  
 Choose from HUM 101, 102; PHL 206;  
 REL 100, 151, 152; SPA 101, 102

**Area III: Natural Sciences and Mathematics 11**  
 BIO 103, 104 8  
 MTH 125 4

**Area IV: History, Social and Behavioral Sciences 12**  
 \*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 Social and Behavioral Sciences  
 PSY 200 3  
 \*\*Social and Behavioral Science Electives 3-6  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 POL 211; PSY 210; SOC 200

**\*\*Area V: Pre-Professional, Major and Elective Courses 19-23**  
 \*\*\*ORI 101 or 105 1-3  
 \*\*\*CIS 146 3  
 \*\*Program-Related Electives 15-19  
 Choose from CHM 111-112, CHM 221-222;  
 MTH 265; PHY 213-214 to meet medical school prerequisites

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Course selection is affected by academic degree objective. Check with transfer institution and the appropriate medical schools to select the courses that best fit your objective. Some 4-year institutions require a specific course or courses based on major field of study in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for information based on major. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Pre-Occupational Therapy Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to a four-year institution to complete baccalaureate degree requirements prior to applying for admission to a graduate Occupational Therapy program. Students preparing for a career in Occupational Therapy should identify an intended transfer institution and major, plus meet with their assigned advisor to plan an individualized program of study. Some courses in this program may not be available at all College locations.

**Area I: Written Composition 6**  
 ENG 101 English Composition I 3  
 ENG 102 English Composition II 3

**Area II: Humanities and Fine Arts 12**  
 \*Literature 3-6  
 Choose from ENG 251, 252, 261,262, 271, 272  
 \*\*Fine Arts 3  
 Choose one from ART 100, 203, 204; or  
 MUS 101; SPH 106 or 107 3  
 \*\*Humanities Elective 3-6  
 Choose from HUM 101, 102; PHL 206;  
 REL 100, 151, 152; SPA 101, 102

**Area III: Natural Sciences and Mathematics 11**  
 \*\*MTH 112 or higher 4  
 \*\*Natural Science 8  
 BIO 103 and Science Elective  
 Choose from BIO 104; CHM 112;  
 PHY 201, 202, 213, 214

**Area IV: History, Social and Behavioral Sciences 12**  
 \*History 3-6  
 Choose from HIS 101, 102, 201, 202  
 Social and Behavioral Sciences 6-9  
 PSY 200 3  
 \*\*Social and Behavioral Science Electives 3-6  
 Choose from ANT 200; ECO 231, 232; GEO 100;  
 POL 211; PSY 210; SOC 200

**\*\*Area V: Pre-Professional, Major and Elective Courses 19-23**  
 \*\*\*ORI 101 or 105 1-3  
 \*\*\*CIS 146 3  
 MTH 265 3  
 \*\*Electives as determined by transfer institution 12-16

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions may require a specific course or courses in the indicated areas according to the major field of study. It is strongly recommended that you refer to the *STARS Articulation Guide* for major-specific information. You should also contact the institution that offers the program to determine the courses that will satisfy their prerequisites. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

**Pre-Optometry**  
**The University of Alabama at Birmingham Only**  
**Associate in Science**

This plan of study is suggested for students who plan to transfer to a four-year institution to complete requirements for consideration for admission to the School of Optometry at The University of Alabama in Birmingham. Students should identify an intended transfer institution and meet with their assigned advisor to plan an individualized program of study. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261,262, 271, 272	
**Fine Arts	3
Choose one from ART 100, 203, 204; or MUS 101	
**SPH 106 or 107	3
**Humanities Elective	3-6
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
BIO 103, 104	8
MTH 125	4
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
Social and Behavioral Sciences	
PSY 200	3
**Social and Behavioral Science Electives	3-6
Choose from ANT 200; ECO 231, 232; GEO 100 POL 211; PSY 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
Program-Related Electives	15-19
**Choose from CHM 111-112, 221; MTH 265; PHY 213-214	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions may require a specific course or courses in the indicated areas according to the major field of study. It is strongly recommended that you refer to the *STARS Guide* and Area V page of the intended transfer school for major-specific information. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses are not included in the *STARS Articulation Guide* but are applicable toward the associate degree.

**Pre-Pharmacy**  
**Auburn and Samford Universities Only**  
**Associate in Science**

This plan of study is suggested for students who plan to transfer to a four-year institution to complete requirements for consideration for admission to the School of Pharmacy at either The University of Alabama in Birmingham or Samford University. Students preparing for a career in Pharmacy should identify an intended transfer institution and meet with their assigned advisor to plan an individualized program of study. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose ENG 251-252, or 261-262, or 271-272	
*Fine Arts	3
Choose one from ART 100, 203, 204; or MUS 101	
*Humanities	3
PHL 206 (Required by Auburn)	
SPH 107 (Required by Samford)	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 125	4
CHM 111-112	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	6
Choose HIS 101-102 or 201-202	
*Social and Behavioral Sciences	6
Choose one from ANT 200; GEO 100; PSY 200I; SOC 200	
Choose one from ECO 232 and POL 211	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
Program Prerequisites	15-19
*Choose from BIO 103 (AU), 201; CHM 221-222, 202, 220; MTH 265; PHY 201	

\*Some 4-year institutions require a specific course or courses in the indicated areas. Contact your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Pre-Physical Therapy Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to a four-year institution to complete baccalaureate degree requirements prior to applying for admission to a graduate Physical Therapy program. Students preparing for a career in Physical Therapy should identify an intended transfer institution and major, plus meet with their assigned advisor to plan an individualized program of study. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose ENG 251-252, or 261-262, or 271-272	
**Fine Arts	3
Choose one from ART 100, 203, 204; or MUS 101	
**Humanities Elective	3-6
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 113 or higher	4
BIO 103, 104	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>1</b>
History	3
Choose from HIS 101, 102, 201, 202	
Social and Behavioral Sciences	6-9
PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
*CIS 146	3
*SPH 106 or 107	3
Program prerequisites	12-16
*Choose among , CHM 111-112; MTH 265; PHY 201-202 or 213-214	

\*Some 4-year institutions may require a specific course or courses in the indicated areas according to the major field of study. It is strongly recommended that you refer to the *STARS Articulation Guide* for major-specific information and that you contact the intended professional school for the prerequisites they require. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Indicated courses are applicable toward the associate degree but may not satisfy prerequisite requirements for every Physical Therapy program in the state.

## Pre-Veterinary Medicine Auburn and Tuskegee Universities Only Associate in Science

This plan of study is suggested for students who plan to transfer to a four-year institution to complete requirements for consideration for admission to the School of Veterinary Medicine at either Auburn University or Tuskegee University. Students preparing for a career in Pharmacy should identify an intended transfer institution and meet with their assigned advisor to plan an individualized program of study. Some courses in this program are not available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261,262, 271, 272	
**Fine Arts	3
Choose one from ART 100, 203, 204; or MUS 101	
**SPH 106 or 107	3
**Humanities Elective	3-6
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 113 or higher	3
BIO 103-104	8
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200, ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19</b>
***ORI 101 or 105	1-3
***CIS 146	3
Program Prerequisites	15
Choose from CHM 111-112, 221-222; PHY 201-202 or PHY 213-214	

\*Must complete a 6-semester-hour sequence in Literature or History. (Auburn)

\*\*Check with transfer institution and the applicable veterinary medicine school to select the courses that best fit their prerequisites. A maximum of 60 semester hours from a 2-year institution will be accepted as partial fulfillment of the Pre-Veterinary program.

\*\*\*Indicated courses are applicable toward the associate degree but may not fulfill prerequisite requirements for admission to a school of veterinary medicine.

NOTE: Tuskegee requires two physical education activity courses and a college reading course from applicants who do not hold the bachelor's degree.

**Psychology**  
**Associate in Arts or Science**

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Psychology. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Psychology faculty advisors and/or counselors. This program is available on the Wallace Campus.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204, or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
**MTH 110 or 112	3
**Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232 ; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
PSY 200	3
Electives as determined by transfer institution	12-16

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

**Public Administration**  
**Auburn University Only**  
**Associate in Science**

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Public Administration. Students who plan to transfer to other institutions should consult that institution and plan their program of study in consultation with Public Administration faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
Literature	6
Choose from ENG 251-252, or 261-262, or 271-272	
*Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
*Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 112	4
Natural Science Sequence	8
Choose from BIO 103-104; CHM 111-112; PHS 111-112; PHY 201-202, or 213-214	
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
History	
Choose from HIS 101-102 or HIS 201-202	6
Social and Behavioral Sciences	6
ECO 232 and SOC 200	
<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
MTH 265, POL 211, SPA 101-102	14

\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of Auburn University for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree. Students may petition Auburn University to pre-approve courses selected under Area V that are not mentioned for this major under area V (contact liberal@mail.auburn.edu)

**Public Relations**  
**Associate in Arts or Science**

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Public Relations. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Public Relations faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	

<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112 or higher	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
ECO 232 Principles of Microeconomics	3
*History	3-6
Choose from HIS 101, 102, 201, 202 Social and Behavioral Sciences	3-6
Choose from ANT 200; ECO 231; GEO 100; POL 211; PSY 200, 210; SOC 200	

<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

**Social Studies Education**  
**Associate in Arts or Science**

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Secondary Education-Social Studies. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Social Science faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
SPH 106 or 107	3
Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
*Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
*Humanities Electives	0-3
Choose from **HIS 256; HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	

<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
HIS 101-102	6
PSY 200; GEO 100	6

<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
Choose from HIS 201-202; POL 211; SOC 200	9-12
*Electives as determined by transfer institutions	6-10

\*Some 4-year institutions require a specific course or courses in the indicated areas. Some courses may be applicable to a limited number of institutions. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Social Work Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Social Work. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Social Work faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204, or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement</i> ).	

<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112	3
BIO 103	4
Choose another from BIO 104; PHS 111, 112; CHM 111, 112; PHY 201, 202, 213, 214	

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
SOC 200	3
PSY 200	3
Social and Behavioral Sciences	0-3
Choose from ANT 200; ECO 231, 232; and POL 211	

<b>*Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
ECO 231	3
MTH 265 or PSY 260	3
**Electives as determined by transfer institution	9-13

\*Must complete a 6-semester-hour sequence in Literature or History.  
 \*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.  
 \*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Sociology Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Sociology. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Sociology faculty advisors and/or counselors. Some courses in this program may not be available at all College locations.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3

<b>Area II: Humanities and Fine Arts</b>	<b>12</b>
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204, or MUS 101	
**Humanities Electives	0-3
Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement</i> ).	

<b>Area III: Natural Sciences and Mathematics</b>	<b>11</b>
MTH 110 or 112	3
Natural Science	8
Choose from BIO 103, 104; PHS 111, 112; CHM 111, 112; PHY 201, 202, 213, 214	

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202; SOC 200	3
**Social and Behavioral Sciences	3-6
Choose from ANT 200; PSY 200; PSY 210; ECO 231, 232; and POL 211	

<b>Area V: Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
**Electives as determined by transfer institution	15-19

\*Must complete a 6-semester-hour sequence in Literature or History.  
 \*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.  
 \*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

INSTRUCTIONAL PROGRAMS

## Special Education Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Special Education. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Education faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
 <b>Area II: Humanities and Fine Arts</b>	 <b>12</b>
SPH 106 or 107	3
*Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
**Fine Arts and Humanities	3
Choose from ART 100, 203, 204; or MUS 101	
**Humanities Electives	0-3
Choose from **HIS 256; HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
 <b>Area III: Natural Sciences and Mathematics</b>	 <b>11</b>
MTH 110	3
Natural Sciences	8
Choose from BIO103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
 <b>Area IV: History, Social and Behavioral Science</b>	 <b>12</b>
*History	3-6
Choose from HIS 101, 102, 201, 202	
**Social and Behavioral Sciences	6-9
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
 <b>*Area V: Pre-Professional, Major and Elective Courses</b>	 <b>19-23</b>
***ORI 101 or 105	1-3
***CIS 146	3
Natural Science Elective	4
Mathematics Electives	9
Choose from MTH 112, 113, 120, 125, 126, 127, 231, 232	
*Electives as determined by transfer institution	2-6

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Some courses may be applicable to a limited number of institutions. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Speech Communication Studies Associate in Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Speech or Communication Studies. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Speech faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I: Written Composition</b>	<b>6</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
 <b>Area II: Humanities and Fine Arts</b>	 <b>12</b>
SPH 106 or 107	3
Literature	3-6
Choose from ENG 251, 252, 261, 262, 271, 272	
*Fine Arts	3
Choose from ART 100, 203, 204; or MUS 101	
*Humanities	0-3
Choose from HUM 101, 102; PHL 206; REL 100, REL 151, 152; SPA 101, 102	
 <b>Area III: Natural Sciences and Mathematics</b>	 <b>11</b>
MTH 112	3
Natural Science	8
Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
 <b>Area IV: History, Social and Behavioral Sciences</b>	 <b>12</b>
History	6
Choose HIS 101-102 or 201-202	
*Social and Behavioral Sciences	6
Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
 <b>Area V: Pre-Professional, Major and Elective Courses</b>	 <b>19-23</b>
**ORI 101 or 105	1-3
**CIS 146	3
SPH 106 or 107	3
*Electives as determined by transfer institution	12-16

\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Speech Pathology Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Speech Pathology. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Speech Pathology faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I:</b>	<b>Written Composition</b>	<b>6</b>
	ENG 101 English Composition I	3
	ENG 102 English Composition II	3
<b>Area II:</b>	<b>Humanities and Fine Arts</b>	<b>12</b>
	SPH 106 or 107	3
	*Literature	3-6
	Choose from ENG 251, 252, 261, 262, 271, 272	
	**Fine Arts and Humanities	3
	Choose from ART 100, 203, 204; or MUS 101	
	**Humanities Electives	0-3
	Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102	
<b>Area III:</b>	<b>Natural Sciences and Mathematics</b>	<b>11</b>
	MTH 110 or higher	4
	**Natural Science	8
	BIO 103 and a 4-hour elective from BIO 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV:</b>	<b>History, Social and Behavioral Sciences</b>	<b>12</b>
	*History	3-6
	Choose from HIS 101, 102, 201, 202	
	**Social and Behavioral Sciences	6-9
	Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; SOC 200	
<b>**Area V:</b>	<b>Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
	***ORI 101 or 105	1-3
	CIS 146; PSY 200, 210	9
	Electives as determined by transfer institution	9-13

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* and Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

## Telecommunications and Film or Broadcasting Associate in Arts or Science

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution and pursue a degree in Telecommunications. Students who plan to transfer to an out-of-state or private institution should consult that institution and plan their program of study in consultation with Telecommunications faculty advisors and/or counselors. This program is available on the Sparks and Wallace campuses.

<b>Area I:</b>	<b>Written Composition</b>	<b>6</b>
	ENG 101 English Composition I	3
	ENG 102 English Composition II	3
<b>Area II:</b>	<b>Humanities and Fine Arts</b>	<b>12</b>
	*Literature	3-6
	Choose from ENG 251, 252, 261, 262, 271, 272	
	**Fine Arts and Humanities	3
	Choose from ART 100, 203, 204; or MUS 101	
	**Humanities Electives	0-3
	Choose from HUM 101, 102; PHL 206; REL 100, 151, 152; SPA 101, 102; SPH 106 or 107 ( <i>Selecting SPH 106 or 107 will meet associate degree requirement.</i> )	
<b>Area III:</b>	<b>Natural Sciences and Mathematics</b>	<b>11</b>
	MTH 110 or higher	3
	Natural Science	8
	Choose from BIO 103, 104; CHM 111, 112; PHS 111, 112; PHY 201, 202, 213, 214	
<b>Area IV:</b>	<b>History, Social and Behavioral Sciences</b>	<b>12</b>
	*History	3-6
	Choose from HIS 101, 102, 201, 202	
	**Social and Behavioral Sciences	6-9
	Choose from ANT 200; ECO 231, 232; GEO 100; POL 211; PSY 200, 210; SOC 200	
<b>Area V:</b>	<b>Pre-Professional, Major and Elective Courses</b>	<b>19-23</b>
	***ORI 101 or 105	1-3
	***CIS 146	3
	SPH 106 or 107	3
	Electives as determined by transfer institution	12-16

\*Must complete a 6-semester-hour sequence in Literature or History.

\*\*Some 4-year institutions require a specific course or courses in the indicated areas. Check the *STARS Guide* Area V page of your intended transfer institution for additional guidance. Transfer credits may not exceed 50% of those required for the 4-year degree.

\*\*\*Indicated courses may not be included in the *STARS Articulation Guide* but are applicable toward the associate degree.

# ASSOCIATE IN APPLIED SCIENCE DEGREE AND CERTIFICATE PROGRAMS

## Associate in Applied Science Degree Applicable Electives

### Humanities and Fine Arts Electives:

ART	100	Art Appreciation
ART	113	Drawing I
ART	114	Drawing II
ART	121	Two Dimensional Composition
ART	127	Three Dimensional Composition
ART	133	Ceramics I
ART	134	Ceramics II
ART	173	Photography I
ART	174	Photography II
ART	180	Introduction to Graphic Design
ART	203	Art History I
ART	204	Art History II
ART	216	Printmaking I
ART	217	Printmaking II
ART	220	Introduction to Computer Graphics
ART	221	Computer Graphics I
ART	222	Computer Graphics II
ART	233	Painting I
ART	234	Painting II
ART	243	Sculpture I
ART	244	Sculpture II
ART	253	Graphic Design I
ART	254	Graphic Design II
ART	258	Photographic and Media Problems
ART	291	Supervised Study in Studio Art I
ART	292	Supervised Study in Studio Art II
ART	299	Art Portfolio
ENG	251	American Literature I
ENG	252	American Literature II
ENG	261	English Literature I
ENG	262	English Literature II
ENG	271	World Literature I
ENG	272	World Literature II
ENG	297	African-American Literature
ENG	298	Special Topics in Language and Literature
HUM	100	Humanities Forum
HUM	101	Introduction to Humanities
HUM	102	Introduction to Humanities II
HUM	298	Directed Studies in the Humanities
MUS	101	Music Appreciation
MUS	110	Basic Musicianship
MUS	111	Music Theory I
MUS	112	Music Theory II
PHL	206	Ethics and Society
REL	100	History of World Religions
REL	151	Survey of the Old Testament
REL	152	Survey of the New Testament

SPA	101	Introductory Spanish I
SPA	102	Introduction to Spanish II
THR	113	Theater Workshop I
THR	114	Theater Workshop II
THR	115	Theater Workshop III

### Natural Science, Mathematics, and Computer Science Electives:

BIO	103	Principles of Biology I
BIO	104	Principles of Biology II
BIO	201	Anatomy and Physiology I
BIO	202	Anatomy and Physiology II
BIO	220	General Microbiology
BIO	250	Directed Studies in Biology I
BIO	251	Directed Studies in Biology II
CHM	104	Introduction to Inorganic Chemistry
CHM	105	Introduction to Organic Chemistry
CHM	111	College Chemistry I
CHM	112	College Chemistry II
CHM	221	Organic Chemistry I
CHM	222	Organic Chemistry II
CIS	113	Spreadsheet Software Application
CIS	117	Database Management Software Applications
CIS	146	Microcomputer Applications
CIS	147	Advanced Microcomputer Applications
CIS	148	Post-Advanced Microcomputer Applications
CIS	185	Computer Ethics
CIS	196	Commercial Software Applications
CIS	203	Introduction to the Information Highway
CIS	207	Introduction to Web Development
CIS	250	E-Commerce
CIS	268	Software Support
CIS	269	Hardware Support
CIS	273	Introduction to Networking Communications
MTH	100	Intermediate College Algebra
MTH	110	Finite Mathematics
MTH	112	Precalculus Algebra
MTH	113	Precalculus Trigonometry
MTH	115	Precalculus Algebra and Trigonometry
MTH	116	Mathematical Applications
MTH	120	Calculus and Its Applications
MTH	125	Calculus I
MTH	126	Calculus II
MTH	227	Calculus III
MTH	237	Linear Algebra
MTH	238	Applied Differential Equations I
MTH	265	Elementary Statistics
PHS	111	Physical Science I
PHS	112	Physical Science II
PHY	115	Technical Physics
PHY	201	General Physics I
PHY	202	General Physics II

PHY	205	Recitation in General Physics I (Trigonometry-Based)
PHY	206	Recitation in General Physics II (Trigonometry-Based)
PHY	213	General Physics with Calculus I
PHY	214	General Physics with Calculus II
PHY	216	Recitation in General Physics I (Calculus-Based)
PHY	217	Recitation in General Physics II (Calculus-Based)

### Social and Behavioral Science Electives:

ANT	200	Introduction to Anthropology
ECO	231	Principles of Macroeconomics
ECO	232	Principles of Microeconomics
GEO	100	World Regional Geography
HIS	101	Western Civilization I
HIS	102	Western Civilization II
HIS	201	United States History I
HIS	202	United States History II
HIS	216	History of World Religions
HIS	256	African-American History
HIS	260	Alabama History
HIS	285	Southern Research
HIS	299	Directed Studies in History
POL	211	American National Government
PSY	110	Personal Development
PSY	200	General Psychology
PSY	207	Psychology of Adjustment
PSY	210	Human Growth and Development
PSY	211	Child Growth and Development
PSY	230	Abnormal Psychology
PSY	260	Statistics for the Social Sciences
SOC	200	Introduction to Sociology

### General Education Courses for Technical Certificate Programs:

COM	103	Introduction to Technical English
DPT	103	Introductory Computer Skills
MAH	101	Introductory Mathematics
SPC	103	Oral Communication Skills

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Criminal Justice.....	98
Forensic Investigation Concentration.....	98
Law Enforcement Concentration.....	98
Drafting and Design Technology.....	99
Emergency Medical Services.....	101
Industrial Automation Technology.....	103
Electrical Technology Concentration.....	103
Industrial Systems Technology Concentration.....	103
Nuclear Technology Concentration.....	103
Masonry.....	105
Medical Assisting.....	105
Medical Transcription Concentration.....	107
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Nursing, Associate Degree.....	107
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*The policies and procedures in this catalog are subject to change resulting from 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.*

**AIR CONDITIONING/REFRIGERATION  
(ACR)  
(Wallace Campus and 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/Refrigeration. Students completing all Air Conditioning courses, CIS 146, ENG 101, MTH 116, and SPH 106 or 107 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.

**DEGREE CURRICULUM**

<i>Courses</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Science, Computer Science and Mathematics</b>	<b>9</b>
CIS 146 Microcomputer Applications	3
MTH 116 Mathematical Applications	3
Science/Computer Science/Math Elective	3
<b>Area IV: History, Social, and Behavioral Sciences</b>	<b>3</b>
PSY 200 General Psychology	3
<b>Area V: Career and Technical Courses</b>	<b>47</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Courses</b>	
ACR 111 Principles of Refrigeration	3
ACR 112 HVAC/R Service Procedures	3
ACR 113 Refrigeration Piping Practices	3
ACR 119 Fundamentals of Gas 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 127 HVAC/R Electric Motors	3

ACR 132 Residential Air Conditioning	3
ACR 148 Heat Pump Systems I	3
ACR 149 Heat Pump Systems II	3
ACR 203 Commercial Refrigeration	3
ACR 205 System Sizing and Air Distribution	3
ACR 209 Commercial Air Conditioning Systems	3
ACR 210 Troubleshooting HVAC/R Systems	3
<b>Total Field of Concentration Credits</b>	<b>45</b>
<b>Total Credits for Degree</b>	<b>68</b>

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**Air Conditioning/Refrigeration  
Associate in Applied Science Degree  
Suggested Course Sequence**

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
ACR 111	ACR 119	ACR 148
ACR 112	ACR 120	ACR 149
ACR 132	ACR 205	ACR 203
CIS 146	ACR 209	ACR 210
ORI 101 or 105	ENG 101	ORI 104
	MTH 116	PSY 200
	Humanities/Fine Arts Elective	SPH 106 or 107
<b>FOURTH SEMESTER</b>		
ACR 121		
ACR 122		
ACR 123		
ACR 127		
Science/Computer/Math Elective		

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**CERTIFICATE CURRICULUM (Ventress)**

<i>Courses</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>3</b>
COM 103 Introductory Technical English	3
<b>Area III: Natural Science, Computer Science and Mathematics</b>	<b>3</b>
MAH 101 Introductory Mathematics I	3
<b>Area V: Career and Technical Courses</b>	<b>47</b>
<b>Required Field of Concentration Courses</b>	
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	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 127 HVAC/R Electric Motors	3
ACR 132 Residential Air Conditioning	3
ACR 133 Domestic Refrigeration	3
ACR 134 Ice Machines	3
ACR 147 Refrigerant Transition and Recovery Theory	3
ACR 148 Heat Pump Systems I	3
ACR 149 Heat Pump Systems II	3
ACR 209 Commercial Air Conditioning Systems	3
ACR 210 Troubleshooting HVAC/R Systems	3
<b>Total Field of Concentration Credits</b>	<b>48</b>
<b>Total Credits for Certificate</b>	<b>54</b>

**Air Conditioning/Refrigeration  
Certificate**

**Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
ACR 111	ACR 121	ACR 119
ACR 113	ACR 122	ACR 120
ACR 132	ACR 123	ACR 148
ACR 133	ACR 127	ACR 149
MAH 101	COM 103	
<b>FOURTH SEMESTER</b>		
ACR 134		
ACR 147		
ACR 209		
ACR 210		

**SHORT CERTIFICATE CURRICULUM**

<b>Courses</b>	<b>Credit Hours</b>
<b>Area V: Required Field of Concentration Courses</b>	
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 ACR courses	9
<b>Total Credits for Short Certificate</b>	<b>24</b>

**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 nonmetallic parts as well as straighten and repair frame and main body parts. Other areas covered include refinishing repaired surfaces, repair and replacement of electrical and 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.

**CERTIFICATE CURRICULUM**

<b>Courses</b>	<b>Credit Hours</b>
<b>Area I: Written and Oral Communications</b>	<b>6</b>
COM 103 Introductory Technical English II	3
SPC 103 Oral Communication Skills	3
<b>Area III: Natural Science, Computer Science and Mathematics</b>	<b>6</b>
DPT 103 Introductory Computer Skills II	3
MAH 101 Introductory Mathematics I	3
<b>Area V: Career and Technical Courses</b>	<b>50</b>
<b>Required Orientation Courses</b>	
ORI 104 WorkKeys® Assessment and Advisement	1
ORT 100 Orientation for Career Students	1
<b>Required Field of Concentration Courses</b>	
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
<b>Total Field of Concentration Credits</b>	<b>48</b>
<b>Total Credits for Certificate</b>	<b>62</b>

**SHORT CERTIFICATE CURRICULUM**

<b>Courses</b>	<b>Credit Hours</b>
<b>Area V: Field of Concentration Courses</b>	
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
<b>Total Credits for Short Certificate</b>	<b>24</b>

**Auto Body Repair  
Certificate**

**Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
ABR 111	ABR 122	ABR 156
ABR 114	ABR 123	ABR 223
ABR 157	ABR 151	ABR 224
ABR 266	ABR 265	ABR 258
MAH 101	COM 103	
SPC 103	DTP 103	

**FOURTH SEMESTER**

ABR	154
ABR	213
ABR	214
ABR	255
ORI	104
ORT	100

**Auto Body Repair  
Short Certificate  
Suggested Course Sequence**

FIRST SEMESTER	SECOND SEMESTER
ABR 111	ABR 122
ABR 114	ABR 123
ABR 154	ABR 157
ABR 156	ABR 265

**AUTOMOTIVE TECHNOLOGY (ASE)  
(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.

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, CIS 146, ENG 101, MTH 116, and SPH 106 or 107 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.

**DEGREE CURRICULUM**

Course	Credit Hours
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Science, Computer Science and Mathematics</b>	<b>9</b>
CIS 146 Microcomputer Applications	3
MTH 116 Intermediate College Algebra	3
Science/Computer Science/Math Elective	3

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
History/Social/Behavioral Sciences Elective	3

<b>Area V: Career and Technical Courses</b>	<b>48</b>
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**Required Orientation Courses**

ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1

**Required Field of Concentration Courses**

ASE 101 Fundamentals of Automotive Technology	3
ASE 112 Electrical Fundamentals	3
ASE 121 Braking Systems	3
ASE 122 Steering and Suspension	3
ASE 124 Automotive Engines	3
ASE 130 Drive Train and Axles	3
ASE 133 Motor Vehicle Air Conditioning	3
ASE 162 Electrical and Electronic Systems	3
ASE 191 Co-op	2
ASE 212 Advanced Electrical and Electronic Systems	3
ASE 224 Manual Transmission/Transaxle	3
ASE 230 Automatic Transmission/Transaxle	3
ASE 239 Engine Performance	3
ASE 244 Engine Performance and Diagnostics	3
ASE 246 Automotive Emissions	3
ASE 291 Co-op	3

<b>Total Field of Concentration Credits</b>	<b>47</b>
<b>Total Credits for Degree</b>	<b>73</b>

**Automotive Technology  
Associate in Applied Science Degree  
Suggested Course Sequence**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
ASE 101	ASE 121	ASE 124
ASE 112	ASE 122	ASE 212
ASE 130	ASE 162	ASE 224
ASE 133	ASE 239	ASE 244
ORI 101 or 105		

FOURTH SEMESTER	FIFTH SEMESTER	SIXTH SEMESTER
ASE 191	ECO 231	ASE 230
CIS 146	PHS 112	ASE 246
ENG 101	SPH 106	ASE 291
MTH 116	Humanities/Fine Arts	
ORI 104	Elective	

**BUSINESS TECHNOLOGIES  
(Wallace and Sparks Campuses)**

The Business Technologies 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, Bookkeeper, Clerk, Office Manager, Office Supervisor, Secretary, or Word Processing Specialist.

An associate in applied science degree and/or a program certificate can be earned in Business Technologies with major Concentrations in Accounting Technology, Business

Computer Applications, Office Administration, or Supervisory Management. To receive an associate in applied science degree, students must complete General Education core requirements, Business Technologies core requirements, and additional courses to satisfy the requirements in the chosen area of concentration.

Students completing the Business Technologies core requirements, all courses in a particular area of concentration, as well as CIS 146, ENG 101, MTH 116, and SPH 106 or 107 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.

### DEGREE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Science, Computer Science and Mathematics</b>	<b>9</b>
CIS 146 Microcomputer Applications	3
MTH 116 Mathematical Applications	3
Science/Computer Science/Math Elective	3
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
ECO 231 Principles of Macroeconomics <b>OR</b>	
ECO 232 Principles of Microeconomics	3
<b>Area V: Career and Technical Courses</b>	<b>50</b>
<i>Required Orientation Courses</i>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<i>Business Technologies Core Requirements</i>	
BUS 100 Introduction to Business	3
BUS 146 Personal Finance	3
BUS 215 Business Communications	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 218 Office Procedures	3
<b>Total Core Credits</b>	<b>27</b>

### ACCOUNTING TECHNOLOGY CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
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
<b>Total Core Credits</b>		<b>21</b>
<b>Total Credits for Degree</b>		<b>71</b>

### BUSINESS COMPUTER APPLICATIONS CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>	
<b>Area V: Required Field of Concentration Courses</b>		
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	
<b>Total Core Credits</b>		<b>21</b>
<b>Total Credits for Degree</b>		<b>71</b>

### OFFICE ADMINISTRATION CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>	
<b>Area V: Required Field of Concentration Courses</b>		
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	
<b>Total Core Credits</b>		<b>21</b>
<b>Total Credits for Degree</b>		<b>71</b>

### SUPERVISORY MANAGEMENT CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>	
<b>Area V: Required Field of Concentration Courses</b>		
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	
<b>Total Core Credits</b>		<b>21</b>
<b>Total Credits for Degree</b>		<b>71</b>

*Accounting Technology*  
Associate in Applied Science Degree  
Suggested Course Sequence—Year One

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
BUS 100	BUS 241	ACT 249
CIS 146*	BUS 146	BUS 242
ENG 101*	MTH 116	BUS 275
OAD 103*	OAD 125	CIS 113
ORI 101 or 105		

**Accounting Technology**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year Two**

<b>FOURTH SEMESTER</b>	<b>FIFTH SEMESTER</b>	<b>SIXTH SEMESTER</b>
ACT 246	ACC 129	BUS 263
BUS 248	BUS 215	ECO 231 or 232
SPH 106 or 107	OAD 138	ORI 104
Humanities/Fine Arts Elective	OAD 218	Science/Computer/Math Elective

**Business Computer Applications**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year One**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
BUS 100	BUS 146	ACT 246
CIS 146*	BUS 241	OAD 104
ENG 101*	BUS 275	OAD 126
OAD 103*	OAD 125	Humanities/Fine Arts Elective
ORI 101 or 105		

**Business Computer Applications**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year Two**

<b>FOURTH SEMESTER</b>	<b>FIFTH SEMESTER</b>	<b>SIXTH SEMESTER</b>
ACT 249	BUS 242	ECO 231 or 232
BUS 215	CIS 207	ORI 104
CIS 113	MTH 116	SPH 106 or 107
OAD 218	OAD 232	Science/Computer/Math Elective

**Office Administration**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year One**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
BUS 100	BUS 146	BUS 241
CIS 146*	BUS 215	OAD 104
ENG 101	BUS 275	OAD 126
OAD 103*	OAD 125	Humanities/Fine Arts Elective
ORI 101 or 105		

**Office Administration**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year Two**

<b>FOURTH SEMESTER</b>	<b>FIFTH SEMESTER</b>	<b>SIXTH SEMESTER</b>
ACT 249	CIS 117	BUS 263
CIS 113	ECO 231 or 232	SPH 106 or 107
OAD 138	MTH 116*	ORI 104
OAD 218	OAD 232	Science/Computer/Math Elective

**Supervisory Management**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year One**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
BUS 100	BUS 146	BUS 242
CIS 146*	BUS 241	BUS 275
ENG 101*	MTH 116*	CIS 113
OAD 103*	OAD 125	OAD 126
ORI 101 or 105		

**Supervisory Management**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year Two**

<b>FOURTH SEMESTER</b>	<b>FIFTH SEMESTER</b>	<b>SIXTH SEMESTER</b>
BUS 186	BUS 215	BUS 263
BUS 248	OAD 218	ECO 231 or 232
BUS 279	OAD 232	ORI 104
Humanities/Fine Arts Elective	SPH 106 or 107	Science/Computer/Math Elective

\*Remediation courses are identified after student testing.

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

The Cabinetmaking program is designed to develop skilled craftspeople. 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<sup>®</sup> 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.

**CERTIFICATE CURRICULUM**  
**(Wallace Campus)**

<b>Course</b>	<b>Credit Hours</b>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
COM 103 Introductory Technical English II	3
SPC 103 Oral Communication Skills	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>6</b>
DPT 103 Introductory Computer Skills II	3
MAH 101 Introductory Mathematics I	3
<b>Area V: Career and Technical Courses</b>	<b>47</b>
<b>Required Orientation Courses</b>	
ORI 104 WorkKeys <sup>®</sup> Assessment and Advisement	1
ORT 100 Orientation for Career Students	1
<b>Required Field of Concentration Courses</b>	
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	3
CAB 140 Wood Finishing Fundamentals	3
CAB 141 Wood Finishing	3

CAB 181	Special Topics	3
CAB 204	Cabinetmaking and Millwork	3
CAB 205	Furniture Construction	3
CAB 206	Special Projects in Furniture Construction	3
CAB 207	Special Topics in Furniture Construction	3
CAB 211	Cabinet Installation and Trim Work	3
CAB 230	Estimating Costs in Cabinetmaking	3
CAB 242	Special Finishes	3
CAB 260	Wood Turning I	3
<b>Total Field of Concentration Credits</b>		<b>48</b>
<b>Total Credits for Certificate</b>		<b>62</b>

**Cabinetmaking  
Certificate**

**Suggested Course Sequence (Wallace Campus)**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CAB 101	CAB 181	CAB 110
CAB 102	CAB 207	CAB 141
CAB 103	CAB 211	CAB 204
CAB 104	CAB 260	CAB 242
MAH 101	COM 103	SPC 103
ORI 104		
ORT 100		

**FOURTH SEMESTER**

CAB 140
CAB 205
CAB 206
CAB 230
DPT 103

**CERTIFICATE CURRICULUM  
(Easterling)**

Course	Credit Hours
<b>Area I: Written and Oral Communication</b>	<b>3</b>
COM 103 Introductory Technical English II	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>3</b>
MAH 101 Introductory Mathematics I	3
<b>Area V: Required Field of Concentration Courses</b>	
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	3
CAB 140 Wood Finishing Fundamentals	3
CAB 141 Wood Finishing	3
CAB 181 Special Topics	3
CAB 204 Cabinetmaking and Millwork	3
CAB 205 Furniture Construction	3
CAB 206 Special Projects in Furniture Construction	3
CAB 207 Special Topics in Furniture Construction	3
CAB 211 Cabinet Installation and Trim Work	3
CAB 230 Estimating Costs in Cabinetmaking	3
CAB 242 Special Finishes	3
CAB 260 Wood Turning I	3
<b>Total Field of Concentration Credits</b>	<b>48</b>
<b>Total Credits for Certificate</b>	<b>54</b>

**Cabinetmaking  
Certificate  
Suggested Course Sequence (Easterling)**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CAB 101	CAB 181	CAB 110
CAB 102	CAB 207	CAB 141
CAB 103	CAB 211	CAB 204
CAB 104	CAB 260	CAB 242
MAH 101	COM 103	

**FOURTH SEMESTER**

CAB 140
CAB 205
CAB 206
CAB 230

**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<sup>®</sup> 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.)

**CERTIFICATE CURRICULUM**

Course	Credit Hours
<b>Area V: Required Field of Concentration Courses</b>	
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	1
<b>Total Credits for Short Certificate</b>	<b>25</b>

**Carpentry  
Certificate  
Suggested Course Sequence**

FIRST SEMESTER	SECOND SEMESTER
CAR 111	CAR 121
CAR 112	CAR 131
CAR 113	CAR 132
CAR 114	CAR 133
	CAR 201

## 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 concentrations, short certificate, or a CDA Educational Requirement Certificate. The Administrator concentration includes a general background in Child Development, Business Management, and Childcare Administration skills development. The Educarer concentration focuses on developing competencies involved in the direct care of young children. Both concentrations 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 or 107 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.

***Note:** Wallace Community College has articulation agreements with The University of Alabama's College of Human Environmental Sciences and Athens State University's College of Education. Through these agreements, Wallace Community College Child Development graduates may maximize transfer of course credits and complete most of their four-year degree requirements through distance education opportunities.*

### DEGREE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>9</b>
ENG 101 English Composition I	3
ENG 102 English Composition II	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3

<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
BIO 101 Introduction to Biology <b>OR</b>	
BIO 103 Principles of Biology I	4
CIS 146 Microcomputer Applications	3
MTH 116 Mathematical Applications <b>or higher</b>	3
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>6</b>
PSY 200 General Psychology	3
Social and Behavioral Science Elective	3
<b>Area V: Career and Technical Courses</b>	<b>38</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Child Development Core Requirements</b>	
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
<b>Total Core Credits</b>	<b>27</b>

### ADMINISTRATOR CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
CHD 208 Administration of Child Development Programs	3
<i>Select two of the following:</i>	
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
<b>Total Administrator Credits</b>	<b>9</b>
<b>Total Credits for Degree</b>	<b>66</b>

### EDUCARER CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
CHD 202 Children's Creative Experiences	3
CHD 209 Infant and Toddler Education Programs <b>or</b>	
CHD 217 Math and Science for Young Children	3
CHD 220 Parenting Skills	3
<b>Total Educarer Credits</b>	<b>9</b>
<b>Total Credits for Degree</b>	<b>66</b>

**Administrator**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year One**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CHD 100	BUS 186	CHD 201
CHD 204	CHD 203	CHD 206
CIS 146	CHD 208	CHD 210
ORI 101 or 105	ENG 101	ENG 102
ORI 104	PSY 200	
SPH 106 or 107		

**Administrator**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year Two**

FIRST SEMESTER	SECOND SEMESTER
BIO 103	CHD 215
BUS 263	MTH 116
CHD 205	Social Science Elective
CHD 214	Humanities/Fine Arts Elective

**Educarer**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year One**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CHD 100	CHD 202	CHD 201
CHD 204	CHD 203	CHD 206
ORI 101 or 105	CHD 209	CHD 210
ORI 104	ENG 101	ENG 102
SPH 106 or 107	PSY 200	

**Educarer**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year Two**

FIRST SEMESTER	SECOND SEMESTER
BIO 103	CHD 215
CHD 205	MTH 116
CHD 214	Social Science Elective
CHD 220	Humanities/Fine Arts Elective

**Note:** 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 Child Development (CHD) courses.

**SHORT CERTIFICATE CURRICULUM**

Course	Credit Hours
<b>Area V: Required Field of Concentration Courses</b>	
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
	<b>Total Credits for Short Certificate</b>	<b>24</b>

**Child Development**  
**Short Certificate**  
**Suggested Course Sequence**

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CHD 100	CHD 202	CHD 201
CHD 204	CHD 203	CHD 215
CHD 214	CHD 205	

**SHORT CERTIFICATE CURRICULUM**  
**(CDA Educational Requirement Certificate)**

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.

Course	Credit Hours
<b>Area V: Required Field of Concentration Courses</b>	
CHD 100 Introduction to Early Care and Education of Children	3
CHD 204 Methods and Materials for Teaching Children	3
<b>Select one of the following:</b>	
CHD 201 Child Growth and Development Principles	3
CHD 202 Children's Creative Experiences <b>OR</b>	
CHD 209 Infant and Toddler Education Programs	3

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

Recognizing the role of the computer and individuals 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 Analysis, Operations, Programming, 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 or 107 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.

## DEGREE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>9</b>
ENG 101 English Composition I	3
ENG 102 English Composition II <b>OR</b>	
ENG 130 Technical Report Writing	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>9</b>
CIS 146 Microcomputer Applications	3
MTH 100 Intermediate College Algebra	3
Science/Computer Science/Math Elective	3
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
History/Behavioral Science/Social Science Elective	3
<b>Area V: Career and Technical Courses</b>	
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Computer Information Science Core Requirements</b>	
BUS 241 Principles of Accounting I	3
CIS 150 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
<b>Total Computer Information Systems Core Credits</b>	<b>33</b>

## COMPUTER PROGRAMMING CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
CIS 251 C++ Programming	3
CIS 285 Object-Oriented Programming	3
Computer Science Elective	3
<b>Total Computer Programming Credits</b>	<b>9</b>
<b>Total Credits for Degree</b>	<b>68</b>

## MICROCOMPUTER SPECIALIST CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
OAD 125 Word Processing	3
OAD 126 Advanced Word Processing	3
Computer Science Elective	3
<b>Total Microcomputer Specialist Credits</b>	<b>9</b>
<b>Total Credits for Degree</b>	<b>68</b>

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### *Computer Information Science Associate in Applied Science Degree Suggested Course Sequence—Year One*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
<i>CIS 146</i>	<i>CIS 113/117</i>	<i>BUS 241</i>
<i>CIS 150</i>	<i>CIS 185</i>	<i>CIS 117/113</i>
<i>ENG 101</i>	<i>CIS 273/268/269</i>	<i>CIS 212</i>
<i>MTH 100</i>	<i>ENG 101/102</i>	<i>SPH 106 or 107</i>
<i>ORI 101 or 105</i>	<i>Science/Math Elective</i>	<i>History/Social and Behavioral Sciences Elective</i>
<i>ORI 104</i>		

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### *Computer Information Science Associate in Applied Science Degree Suggested Course Sequence—Year Two*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>
<i>CIS 207</i>	<i>CIS 161/268/269</i>
<i>CIS 251 or OAD 125</i>	<i>CIS 208</i>
<i>CIS 268/269/273</i>	<i>CIS 285 or OAD 126</i>
<i>Humanities/Fine Arts Elective</i>	<i>Computer Science Elective</i>

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## COSMETOLOGY (COS) (Wallace and Sparks Campuses)

Cosmetology is the science and art of beautifying and improving the skin, nails, and hair. Wallace Community College 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 and books. 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 10<sup>th</sup> 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.

## CERTIFICATE CURRICULUM

<i>Course</i>		<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>		<b>6</b>
COM 103	Introductory Technical English II	3
SPC 103	Oral Communication Skills	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>		<b>6</b>
DPT 103	Introductory Computer Skills II	3
MAH 101	Introductory Mathematics I	3
<b>Area V: Career and Technical Courses</b>		<b>38</b>
<b>Required Orientation Courses</b>		
ORI 104	WorkKeys® Assessment and Advisement	1
ORT 100	Orientation for Career Students	1
<b>Required Field of Concentration Courses</b>		
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 119	Business of Cosmetology	3
COS 167	State Board Review	3
COS 181	Special Topics Theory	3
COS 182	Special Topics Lab	3
	<b>Total Field of Concentration Credits</b>	<b>36</b>
	<b>Total Credits for Certificate</b>	<b>50</b>

<i>Cosmetology Certificate Suggested Course Sequence (Wallace Campus)</i>		
<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
<i>COS 111</i>	<i>COS 115</i>	<i>COS 119</i>
<i>COS 112</i>	<i>COS 116</i>	<i>COS 167</i>
<i>COS 113</i>	<i>COS 117</i>	<i>COS 181</i>
<i>COS 114</i>	<i>COS 118</i>	<i>COS 182</i>
<i>COM 103</i>	<i>MAH 101</i>	
<i>DPT 103</i>	<i>ORI 104</i>	
<i>ORT 100</i>	<i>SPC 103</i>	

## *Cosmetology Certificate Suggested Course Sequence (Sparks Campus)*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
<i>COS 111</i>	<i>COS 115</i>	<i>COS 117</i>
<i>COS 112</i>	<i>COS 116</i>	<i>COS 118</i>
<i>COS 113</i>	<i>COS 119</i>	<i>COS 181</i>
<i>COS 114</i>	<i>COS 167</i>	<i>COS 182</i>
<i>MAH 101</i>	<i>COM 103</i>	
<i>ORT 100</i>	<i>DPT 103</i>	
<i>SPC 103</i>	<i>ORI 104</i>	

## **COSMETOLOGY—NAIL TECHNOLOGY (Wallace and Sparks Campuses)**

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 and books.

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 10<sup>th</sup> 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.

## SHORT CERTIFICATE CURRICULUM

<i>Course</i>		<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>		
COS 151	Nail Care	3
COS 152	Nail Care Applications	3
COS 153	Nail Art	3
COS 154	Nail Art Applications	3
COS 119	Business of Cosmetology	3
COS 167	State Board Review	3
COS 181	Special Topics Theory	3
COS 182	Special Topics Lab	3
	<b>Total Credits for Short Certificate</b>	<b>24</b>

**Cosmetology—Nail Technology  
Short Certificate  
Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>
COS 151	COS 119
COS 152	COS 167
COS 153	COS 181
COS 154	COS 182

**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.

Forensic Science and Criminalistics are emphasized, and particular emphasis is placed on laboratory practices used to develop investigative evidence, including finger print and DNA analysis. Graduates can go on to careers in such jobs as Corrections Officer, Forensic Technician, Game Warden, Police Officer, Probation Officer, or State Trooper. Some jobs require a four-year degree, but a two-year associate 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 degree, 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 this catalog.

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.

**DEGREE CURRICULUM**

**FORENSIC INVESTIGATION CONCENTRATION**

<b>Course</b>	<b>Credit Hours</b>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communications <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3

<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
CIS 146 Microcomputer Applications	3
MTH 100 College Algebra	3
PHS 112 Physical Science II	4

<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
PSY 200 General Psychology	3

<b>Area V: Career and Technical Courses</b>	<b>44</b>
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<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1

<b>Required Field of Concentration Courses</b>	
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
<b>Total Field of Concentration Credits</b>	<b>42</b>
<b>Total Credits for Degree</b>	<b>66</b>

**LAW ENFORCEMENT CONCENTRATION**

<b>Course</b>	<b>Credit Hours</b>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
CIS 146 Microcomputer Applications	3
MTH 116 Mathematical Applications	3
Natural Science with Lab	4
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
PSY 200 General Psychology	3
<b>Area V: Career and Technical Courses</b>	<b>47</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Courses</b>	
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 177	Criminal and Deviant Behavior	3
CRJ 178	Narcotics and Dangerous Drugs	3
CRJ 209	Juvenile Delinquency	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
<b>Total Field of Concentration Credits</b>		<b>45</b>
<b>Total Credits for Degree</b>		<b>69</b>

**Note:** For information regarding Police Academy Credit, refer to the *Credit for Nontraditional Learning* section in this catalog.

**Criminal Justice—Forensic Concentration**  
Associate in Applied Science Degree  
Suggested Course Sequence

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CRJ 100	CIS 146	CRJ 178
CRJ 146	CRJ 220	CRJ 236
ENG 101	CRJ 230	CRJ 237
MTH 100	CRJ 238	PSY 200
ORI 101 or 105	PHS 112	
FOURTH SEMESTER	FIFTH SEMESTER	
CRJ 140	CRJ 147	
CRJ 226	CRJ 177	
SPH 106 or 107	CRJ 227	
Humanities/Fine Arts Elective	ORI 104	
	Criminal Justice Elective	

**Criminal Justice—Law Enforcement Concentration**  
Associate in Applied Science Degree  
Suggested Course Sequence

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CRJ 100	CIS 146	CRJ 146
CRJ 116	CRJ 140	CRJ 147
ENG 101	CRJ 220	CRJ 150
MTH 116	CRJ 230	CRJ 238
ORI 101 or 105	PHS 112	PSY 200
FOURTH SEMESTER	FIFTH SEMESTER	
CRJ 177	CRJ 178	
CRJ 209	CRJ 227	
CRJ 216	CRJ 239	
Humanities/Fine Arts Elective	ORI 104	
	SPH 106 or 107	

**DRAFTING AND DESIGN TECHNOLOGY (DDT)**  
(Wallace and Sparks Campuses and 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**  
(Wallace and Sparks Campuses)

Course	Credit Hours
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
CIS 146 Microcomputer Applications	3
MTH 100 Intermediate College Algebra	3
PHS 112 Physical Science II	4
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
History/Behavioral Science/ Social Science Elective	3
<b>Area V: Career and Technical Courses</b>	<b>48</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Courses</b>	
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

INSTRUCTIONAL PROGRAMS

DDT 155	Drawing for Residential Construction	4
<b>Total Drafting and Design Concentration Credits</b>		<b>34</b>

**Select at least 12 hours from the following elective courses:**

DDT 122	Advanced Technical Drawing	3
DDT 212	Intermediate Architectural Drafting	3
DDT 216	Design of Structural Wood Members	3
DDT 222	Advanced Architectural Drafting	3
DDT 225	Structural Steel Drafting	3
DDT 231	Advanced CAD	3
DDT 235	Specialized CAD	3
DDT 236	Design Project	3
DDT 237	Current Topics in CAD	3
<b>Total Elective Credits</b>		<b>12</b>
<b>Total Credits for Degree</b>		<b>70</b>

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**Drafting and Design Technology  
Associate in Applied Science Degree  
Suggested Course Sequence**

FIRST SEMESTER		SECOND SEMESTER		THIRD SEMESTER	
CIS 146		DDT 124*		DDT 150	
DDT 104		DDT 127		DDT 155**	
DDT 111		DDT 128*		SPH 106 or 107	
DDT 117*		ENG 101		Drafting and Design Technology Elective*	
ORI 101 or 105		MTH 100			
ORI 104					

FOURTH SEMESTER		FIFTH SEMESTER	
DDT 130**		DDT 134	
DDT 139**		ENG 101	
Drafting and Design Technology Elective*		ENG 130	
Drafting and Design Technology Elective*		Drafting and Design Technology Elective*	
Drafting and Design Technology Elective*		Humanities/Fine Arts Elective History/Social and Behavioral Science Elective	

**Note:** Troy University Mechanical Engineering Students take DDT 104 for Engineering Graphics.

\*All DDT coursework except DDT 117 and DDT 216 has a prerequisite of DDT 104 and DDT 111 except DDT 127 and DDT 232, which require only DDT 104.

\*\*DDT 150 and DDT 155 are co-requisites as well as DDT 130 and DDT 139.

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**CERTIFICATE CURRICULUM  
(Wallace and Sparks Campuses)**

Course		Credit Hours
<b>Area I: Written and Oral Communication</b>		<b>6</b>
ENG 101	English Composition I	3
SPH 106	Fundamentals of Oral Communication <b>OR</b>	
SPH 107	Fundamentals of Public Speaking	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>		<b>6</b>
CIS 146	Microcomputer Applications	3
MTH 100	Intermediate College Algebra	3

**Area V: Career and Technical Courses 39**

**Required Orientation Courses**

ORI 101	Orientation to College <b>OR</b>	
ORI 105	Orientation and Student Success	1-3
ORI 104	WorkKeys® Assessment and Advisement	1

**Required Field of Concentration 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 Lab	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**

**CERTIFICATE CURRICULUM  
(Easterling)**

Course		Credit Hours
<b>Area I: Written and Oral Communication</b>		<b>3</b>
COM 103	Introductory Technical English	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>		<b>3</b>
MAH 101	Introductory Mathematics I	3

**Area V: Career and Technical Courses**

**Required Orientation Courses**

ORI 101	Orientation to College <b>OR</b>	
ORI 105	Orientation and Student Success	1-3
ORI 104	WorkKeys® Assessment and Advisement	1

**Required Field of Concentration Courses**

DDT 104	Basic Computer-Aided Drafting	3
DDT 111	Fundamentals of Drafting and Design Technology	3
DDT 117	Manufacturing Process	3
DDT 122	Advanced Technical Drawing	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 131	Machine Drafting Basics	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

DDT 236	Design Project	3
DDT 237	Current Topics in CAD	3
<b>Total Drafting and Design Technology Credits</b>		<b>46</b>
<b>Total Credits for Program Certificate</b>		<b>52</b>

**Drafting and Design Technology  
Certificate  
Suggested Course Sequence**

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
DDT 104	COM 103	DDT 150
DDT 111	DDT 124*	DDT 155**
DDT 117*	DDT 127	Drafting and Design Technology Elective*
	DDT 128*	
	MAH 101	

<i>FOURTH SEMESTER</i>	<i>FIFTH SEMESTER</i>
DDT 130**	DDT 134
DDT 139**	Drafting and Design Technology Elective*
Drafting and Design Technology Elective*	
Drafting and Design Technology Elective*	

*\*All DDT coursework except DDT 117 and DDT 216 has a prerequisite of DDT 104 and DDT 111 except DDT 127 and DDT 232, which require only DDT 104.*

*\*\*DDT 150 and DDT 155 are co-requisites as well as DDT 130 and DDT 139.*

## 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. Admission requirements below were in effect at the time this document was published and may or may not be current. 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. Paramedic students must possess a valid Alabama EMT-Basic license prior to entering clinical courses. 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 attire, confidentiality, 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 EMS Paramedic concentration.

### GRADING SCALE

EMP/EMS courses will be evaluated using the following grading scale:

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

### PROGRESSION

EMT-Basic and Paramedic students must achieve a grade of C or better in all EMP/EMS courses and a cumulative 2.0 grade point average at Wallace Community College to receive a certificate or associate in applied science degree. To be admitted into the EMT-Paramedic phase of training, each student must have successfully completed a Basic EMT program and be eligible to sit for the National Registry for Basic EMT. Prior to entering the second semester of Paramedic, students must possess a valid Alabama EMT-Basic license. Students are strongly encouraged to have completed BIO 103, ENG 101, and MTH 116 (or higher) prior to enrolling in the Paramedic concentration.

### 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, EMS Division policies for the latest term of admission. Students who are removed from the program because of violations of course policy will be reviewed by the EMS Advisory Board for consideration of readmission. Readmission is not guaranteed. Readmission will be denied for any of the following circumstances:

1. Refusal by clinical agencies to accept the student for clinical experiences.
2. Violation of confidentiality policies.

## LICENSURE

Preparation for two licensure levels in EMT is provided at the College: 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, field of concentration courses, and CIS 146, ENG 101, MTH 116 or higher, and SPH 106 or 107 will earn a program certificate.

## DEGREE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
BIO 103 Principles of Biology	4
CIS 146 Microcomputer Applications	3
MTH 116 Mathematical Applications	3
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
History/Social/Behavioral Sciences Elective	3
<b>Area V: Career and Technical Courses</b>	<b>46</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Courses</b>	
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
<b>Total Paramedic Credits</b>	<b>44</b>
<b>Total Credits for Degree</b>	<b>68</b>

## SHORT CERTIFICATE CURRICULUM EMT-BASIC

<b>Area V:</b>	<b>Required Field of Concentration Courses</b>	
EMS 116	EMS Basic Theory and Lab	9
EMS 117	EMS Basic Clinical Competencies	1
	<b>Total Credits for Short Certificate</b>	<b>10</b>

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*Emergency Medical Services  
Associate in Applied Science Degree  
Suggested Course Sequence—Year One*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
<i>BIO 103</i>	<i>EMP 189</i>	<i>EMP 194</i>
<i>CIS 146</i>	<i>EMP 191</i>	<i>EMP 196</i>
<i>ENG 101</i>	<i>EMP 193</i>	<i>EMP 197</i>
<i>MTH 116 or higher</i>	<i>ORI 104</i>	<i>EMP 199</i>
<i>ORI 101 or 105*</i>	<i>History/Social and Behavioral Science Elective</i>	<i>SPH 106 or 107</i>
<i>Humanities/Fine Arts Elective</i>		

*Emergency Medical Services  
Associate in Applied Science Degree  
Suggested Course Sequence—Year Two*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>
<i>EMP 198</i>	<i>EMP 192</i>
<i>EMP 201</i>	<i>EMP 205</i>
<i>EMP 202</i>	<i>EMP 206</i>
<i>EMP 203</i>	<i>EMP 207</i>

*EMT-Paramedic  
Certificate  
Suggested Course Sequence—Year One*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
<i>CIS 146</i>	<i>EMP 194</i>	<i>EMP 198</i>
<i>EMP 189</i>	<i>EMP 196</i>	<i>EMP 201</i>
<i>EMP 191</i>	<i>EMP 197</i>	<i>EMP 202</i>
<i>EMP 193</i>	<i>EMP 199</i>	<i>EMP 203</i>
<i>MTH 116 or higher</i>	<i>ENG 101</i>	<i>SPH 106 or 107</i>
<i>ORI 101 or 105*</i>	<i>ORI 104</i>	

*EMT-Paramedic  
Certificate  
Suggested Course Sequence—Year Two*

<i>FIRST SEMESTER</i>
<i>EMP 192</i>
<i>EMP 205</i>
<i>EMP 206</i>
<i>EMP 207</i>

*EMT-Basic  
Short Certificate  
Suggested Course Sequence*

<i>FIRST SEMESTER</i>
<i>EMS 116</i>
<i>EMS 117</i>

*\*If applicable, ORI 101 or 105 is required for all first-time college students.*

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## INDUSTRIAL AUTOMATION TECHNOLOGY

### (Wallace and Sparks Campuses—All Options, Easterling Correctional Facility—Electrical Technology Certificate Only)

The Industrial Automation Technology curriculum provides instruction and skills development in the rapidly growing, related fields of Electricity, Electronics, Industrial Systems Technology, and Nuclear Technology. The curriculum 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, fluid power, and nuclear technologies. Students will be exposed to a common core of courses and will then choose an area of specialization in Electrical Technology, Industrial Systems Technology, or Nuclear Technology. Successful completion of the program prepares the student for entry-level employment in a variety of industrial-related fields.

#### DEGREE CURRICULUM

(Wallace and Sparks Campuses)

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
CIS 146 Microcomputer Applications	3
MTH 100 Intermediate College Algebra	3
PHS 112 Physical Science II (Not for Nuclear Technology)	4
CHM 104 Introduction to Inorganic Chemistry (Nuclear Technology Only)	4
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
PSY 200 Psychology	3
<b>Area V: Career and Technical Courses</b>	
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Core Technical Course Requirements</b>	
ELT 108 DC Fundamentals <b>OR</b>	
INT 101 DC Fundamentals	3
ELT 109 AC Fundamentals <b>OR</b>	
INT 103 AC Fundamentals	3
ELT 221 Electronics for Electricians	3
ELT 231 Introduction to Programmable Logic Controls <b>OR</b>	
INT 184 Intro to Programmable Logic Controls (PLC)	3
ELT 209 Motor Controls I <b>OR</b>	
INT 113 Industrial Motor Controls I	3
ELT 212 Motor Controls II <b>OR</b>	

INT 213 Industrial Motor Controls II	3
<b>Total Core Technical Credits</b>	<b>20</b>

#### ELECTRICAL TECHNOLOGY CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
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/Industrial Wiring I	3
ELT 132 Commercial/Industrial Wiring II	3
ELT 224 Security and Alarm Systems	3
ELT 225 Smart House Wiring	3
ELT 243 Electrical Cost Estimating	3
<b>Total Option Credits</b>	<b>27</b>
<b>Total Credits for Degree</b>	<b>69</b>

#### INDUSTRIAL SYSTEMS TECHNOLOGY CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
INT 100 Mathematics for Industrial Technicians	3
INT 117 Principles of Industrial Mechanics	3
INT 134 Principles of Industrial Maintenance Welding and Cutting Techniques	3
INT 139 Introduction to Robot Programming	3
INT 105 Introduction to Process Technology	3
INT 208 Advanced Process Simulation	3
INT 284 Advanced Principles of Programmable Controllers	3
INT 288 Applied Principles of Programmable Controllers	3
INT 118 Fundamentals of Industrial Hydraulics and Pneumatics	3
<b>Total Option Credits</b>	<b>27</b>
<b>Total Credits for Degree</b>	<b>69</b>

#### NUCLEAR TECHNOLOGY CONCENTRATION

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
INT 105 Introduction to Process Technology	3
INT 117 Principles of Industrial Mechanics	3
INT 118 Fundamentals of Industrial Hydraulics and Pneumatics	3
INT 295 Nuclear Cooperative Education ( <b>Optional</b> )	2
INT 296 Nuclear Cooperative Education ( <b>Optional</b> )	2
MTH 103 Introduction to Technical Mathematics	3
PHY 115 Technical Physics	4
NUC 118 Radiation Protection and Detection	3
NUC 119 Reactor Plant Protection and Safety Design	3
NUC 120 Nuclear Plant Systems I	3
NUC 121 Nuclear Plant Systems II	3
<b>Total Option Credits</b>	<b>28</b>
<b>Total Credits for Degree</b>	<b>70-74</b>

**Electrical Technology**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
CIS 146	ELT 109	ELT 115
ELT 108	ELT 114	ELT 117
ELT 110	ELT 243	ELT 118
ENG 101	MTH 100	ELT 209
ORI 101 or 105*	Humanities/Fine Arts Elective	INT 184
<b>FOURTH SEMESTER</b>		
ELT 132	ELT 221	
ELT 212	ELT 224	
ELT 225	ORI 104	
PHS 112	SPH 106 or 107	
PSY 200		

**Industrial Systems Technology**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
CIS 146	INT 101	ELT 209
INT 100	INT 117	INT 103
INT 134	SPH 106 or 107	INT 118
ENG 101	PSY 200	INT 184
ORI 101 or 105*	Humanities/Fine Arts Elective	
<b>FOURTH SEMESTER</b>		
ELT 212	ELT 221	
INT 105	INT 139	
INT 284	INT 208	
MTH 100	INT 288	
PHS 112	ORI 104	

**Nuclear Technology**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
CIS 146	INT 101	ELT 209
ENG 101	INT 117	INT 103
MTH 100	MTH 103	INT 118
ORI 101 or 105*	SPH 106 or 107	INT 184
Humanities/Fine Arts Elective		
<b>FOURTH SEMESTER</b>		
ELT 212	CHM 104	INT 295
INT 105	ELT 221	INT 296
NUC 118	NUC 119	NUC 120
PHY 115	PSY 200	NUC 121
		ORI 104

\*If applicable, ORI 101 or 105 is required for all first-time college students.

**CERTIFICATE CURRICULUM**  
**ELECTRICAL TECHNOLOGY (Easterling Only)**

<b>Course</b>	<b>Credit Hours</b>
<b>Area I: Written and Oral Communication</b>	<b>3</b>
COM 103 Introductory Technical English II	3

<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>3</b>
MAH 101 Introductory Mathematics I	3

**Area V: Career and Technical Courses**

**Core Electrical Technology Course Requirements**

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 117 AC/DC Machines	3
ELT 118 Commercial/Industrial Wiring I	3
ELT 182 Special Topics in Electrical Technology	3
ELT 209 Motor Controls I	3
ELT 212 Motor Controls II	3
ELT 231 Intro to Programmable Logic Controls	3
ELT 245 Electrical Grounding Systems	3
<b>Total Core Technical Credits</b>	<b>42</b>

**SHORT CERTIFICATE CURRICULUM**

**ELECTRICAL TECHNOLOGY**

(Easterling and Wallace and Sparks Campuses)

<b>Course</b>	<b>Credit Hours</b>
<b>Area V: Career and Technical Courses</b>	
<b>Core Electrical Technology Course Requirements</b>	
ELT 108 DC Fundamentals <b>OR</b>	
INT 101 DC Fundamentals	3
ELT 109 AC Fundamentals <b>OR</b>	
INT 103 AC Fundamentals	3
ELT 110 Wiring Methods	3
ELT 182 Special Topics in Electrical Technology	3
<b>Total Core Technical Credits</b>	<b>12</b>

After completing the Core Technical Course Requirements, students may choose from the following concentrations:

**Industrial Electricity Concentration**

ELT 209 Motor Controls I <b>OR</b>	
INT 113 Industrial Motor Controls I	3
ELT 117 AC/DC Machines	3
ELT 212 Motor Controls II <b>OR</b>	
INT 213 Industrial Motor Controls II	3
ELT 231 Introduction to Programmable Logic Controls <b>OR</b>	
INT 184 Introduction to Programmable Logic Controls	3
<b>Total Concentration Credits</b>	<b>12</b>
<b>Total Credits for Short Certificate</b>	<b>24</b>

**Residential and Commercial Electricity Concentration**

ELT 114 Residential Wiring Methods I	3
ELT 115 Residential Wiring Methods II	3
ELT 118 Commercial/Industrial Wiring Method I	3
ELT 245 Electrical Grounding Systems	3
<b>Total Concentration Credits</b>	<b>12</b>
<b>Total Credits for Short Certificate</b>	<b>24</b>

**SHORT CERTIFICATE CURRICULUM  
INDUSTRIAL SYSTEMS TECHNOLOGY  
(Wallace and Sparks Campuses)**

<i>Course</i>	<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>	
INT 118 Fundamentals of Industrial Hydraulics and Pneumatics	3
INT 113 Industrial Motor Controls I <b>OR</b>	
ELT 209 Motor Controls I	3
INT 213 Industrial Motor Controls II <b>OR</b>	
ELT 212 Motor Controls II	3
INT 101 DC Fundamentals <b>OR</b>	
ELT 108 DC Fundamentals	3
INT 103 AC Fundamentals <b>OR</b>	
ELT 109 AC Fundamentals	3
INT 134 Principles of Industrial Maintenance Welding and Cutting Techniques	3
INT 184 Introduction to Programmable Logic Controls	3
INT 284 Advanced Principles of Programmable Controllers	3
INT 288 Applied Principles of Programmable Controllers	3
<b>Total Credits for Short Certificate</b>	<b>27</b>

**MASONRY (MAS)  
(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.

**CERTIFICATE CURRICULUM**

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>3</b>
COM 103 Introductory Technical English II	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>3</b>
MAH 101 Introductory Mathematics I	3
<b>Area V: Career and Technical Courses Required Field of Concentration Courses</b>	
MAS 111 Masonry Fundamentals	3
MAS 121 Brick/Block Masonry Fundamentals	3

MAS 131	Brick/Block Masonry Fundamentals II	3
MAS 151	Brick/Block Masonry Fundamentals III	3
MAS 161	Block Masonry Lab	3
MAS 162	Brick Masonry Lab	3
MAS 171	Residential/Commercial Masonry	3
MAS 181	Special Topics in Masonry	3
MAS 182	Special Topics in Masonry	3
MAS 183	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	3
MAS 271	Basic Cement Masonry Lab	3
<b>Total Field of Concentration Credits</b>		<b>45</b>
<b>Total Credits for Certificate</b>		<b>51</b>

**Masonry  
Certificate  
Suggested Course Sequence**

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
MAS 111	MAS 161	MAH 101
MAS 121	MAS 162	MAS 182
MAS 131	MAS 171	MAS 183
MAS 151	MAS 181	MAS 211
		MAS 252

**FOURTH SEMESTER**

COM 103
MAS 231
MAS 251
MAS 271

**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. Admission requirements below were in effect at the time this document was published and may or may not be current. 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; and 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 attire, confidentiality, 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 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 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.

## DEGREE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
BIO 103 Principles of Biology I	4
CIS 146 Microcomputer Applications	3
MTH 116 Mathematical Applications	3
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
PSY 200 General Psychology	3

**Area V: Career and Technical Courses 54**

**Required Orientation Courses**

ORI 101	Orientation to College	<b>OR</b>	
ORI 105	Orientation and Student Success		1-3
ORI 104	WorkKeys® Assessment and Advisement		1

**Required Field of Concentration Courses**

MAT 101	Medical Terminology		3
MAT 102	Medical Assisting Theory I		3
MAT 103	Medical Assisting Theory I		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	<b>OR</b>	
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
<b>Total Field of Concentration Credits</b>			<b>52</b>
<b>Total Credits for Degree</b>			<b>76</b>

**SHORT CERTIFICATE CURRICULUM  
MEDICAL TRANSCRIPTION**

<i>Course</i>		<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>		
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	<b>OR</b>
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
<b>Total Credits for Short Certificate 23</b>		

**SHORT CERTIFICATE CURRICULUM  
PHLEBOTOMY**

<i>Course</i>		<i>Credit Hours</i>
<b>Area V: Required Field of Concentration Courses</b>		
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
<b>Total Credits for Short Certificate</b>		<b>24</b>

**Medical Assisting  
Associate in Applied Science Degree  
Suggested Course Sequence—Year One**

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
CIS 146	MAT 103	MAT 121
ENG 101	MAT 120	MAT 128
MAT 101	MAT 122	MAT 211
MAT 102	MAT 125	MTH 116
MAT 111	MAT 130	Humanities/Fine Arts Elective
ORI 101 or 105*	ORI 104	

**Medical Assisting  
Associate in Applied Science Degree  
Suggested Course Sequence—Year Two**

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>
MAT 200	BIO 103
MAT 215	MAT 228
MAT 216	MAT 229
MAT 220	PSY 200
MAT 222 or 223	SPH 106 or 107
MAT 227	

\*If applicable, ORI 101 or 105 is required for all first-time college students.

**Medical Transcription  
Short Certificate  
Suggested Course Sequence**

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
MAT 101	MAT 103	MAT 223
MAT 102	MAT 122 or MAT 128	MAT 242
MAT 130	MAT 222	
	MAT 227	

**Phlebotomy  
Short Certificate  
Suggested Course Sequence**

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
MAT 101	CIS 146	MAT 239
MAT 102	MAT 128	
MAT 122	MAT 215	
MAT 125		

**NURSING**

**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 Registered Nurse examination (NCLEX-RN).

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 3343 Peachtree Road Northeast, Suite 500, Atlanta, Georgia 30326, 1-404-975-5000.

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 because of 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:

1. Have you ever been arrested for, been charged with, been convicted of, entered a plea of guilty to, entered a plea of *nolo contendere* or no contest for, received deferred prosecution or adjudication for, had judgment withheld for, received pretrial diversion for, or pleaded not guilty by reason of insanity or mental defect to any crime other than a minor traffic violation in any state, territory, or country? A crime related to driving while impaired or while under the influence of any substance is not a *minor traffic violation*.
2. In the past five years, have you abused alcohol, drugs (whether legal or illegal, prescribed or unauthorized), and/or other chemical substances or received treatment or been recommended for treatment for dependency to alcohol, drugs (whether legal or illegal, prescribed or unauthorized), and/or other chemical substances?

3. Have you ever been arrested or convicted for driving under the influence of drugs or alcohol?
4. In the past five years, have you had, or do you now have, a physical or mental health problem that may impair your ability to provide safe nursing care?
5. Has the licensing authority of any state, territory, or country denied, revoked, suspended, reprimanded, fined, accepted your surrender of, restricted, limited, placed on probation, or in any other way disciplined your nursing and/or any other occupational license, registration, certification, or approval?
6. Is the Board of Nursing or other licensing authority of any state, territory, or country, including but not limited to, the Alabama Board of Nursing, currently investigating you?
7. Is disciplinary action pending against you with the Board of Nursing or other licensing authority of any state, territory, or country, including but not limited, to the Alabama Board of Nursing?
8. Have you ever been placed on a state and/or federal abuse registry?
9. Has any branch of the armed services ever administratively discharged you with any characterization of service besides *Honorable* and/or court-martialed you?

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 Nursing program requires completion of all curriculum components, including comprehensive assessment testing during each term of enrollment in NUR-prefix courses.

## 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. Admission requirements below were in effect at the time this document was published and may or may not be current. Prospective students should contact the program office to obtain requirement updates.**

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

1. Unconditional admission to the College.

2. Receipt of completed application for the ADN program by deadline.
3. A 2.5 cumulative grade point average.
  - a. Students who have undergraduate-level credit hours will have a grade point average based on the most recent 4 hours of undergraduate credit hours.
  - b. Students who have 24 or more credit hours at the graduate level will have a grade point average based on the most recent 24 hours of graduate-level credit—undergraduate-level credit hours will be ignored.
  - c. Students who have less than 24 hours at the graduate level will have a grade point average computed on the most recent 24 hours of undergraduate credit hours—graduate credit hours will be ignored.
  - d. High school credits will not be used in calculating the grade point average, except as required in the Early Admission for Accelerated High School Students program.
4. Eligibility for the following courses:
  - a. ENG 101 and MTH 100 or higher level math 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 System Biology Placement Exam).
5. A status of *good standing* with the College, as defined by the College catalog.
6. An ability to meet the essential functions or technical standards required for nursing.
7. 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 members 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 attire, confidentiality, criminal background check, liability insurance, and substance abuse screening.

## PROGRESSION

To progress in the nursing program, the student must meet the following requirements:

1. Achieve a grade of **C** or better in all required general education and nursing courses.
2. Be accepted by clinical agencies for clinical experiences.
3. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
4. Maintain current CPR certification at the health care provider level.

## NON-PROGRESSION

Nursing non-progression is defined as failure of one or more courses in a semester **OR** withdrawal (for any reason) from one or more courses in two separate semesters. Students withdrawing from one or more courses in the same semester are not considered under this definition to have experienced a nursing non-progression and should return to repeat the required courses at the first course offering. Students returning to repeat a course because of withdrawal will be allowed to register for said course(s) on a space-available basis.

## REINSTATEMENT

Students who experience non-progression in the nursing program and who desire reinstatement to the program must apply for reinstatement. A student must request reinstatement within one year from the term of non-progression to be eligible for reinstatement. Students dismissed from the program for disciplinary reasons and/or unsafe client care in the clinical area will not be allowed reinstatement to the nursing program. Reinstatement to the program will be allowed one time only.

Reinstatement to the nursing program is based on space availability and is not guaranteed. Selection for reinstatement is based on grade point average in nursing program required courses. Students must adhere to nursing curriculum and program policies and procedures in effect at the time of reinstatement. Reinstatement can be denied because of, but not limited to, any of the following circumstances:

1. Space unavailability.
2. Refusal by clinical agencies to accept the student for clinical experiences.
3. Twelve months have elapsed since the student enrollment in a nursing course.

### **Criteria for Reinstatement**

1. Demonstrate a 2.0 grade point average in nursing program required courses.
2. Have had no more than one non-progression since program admission.
3. Demonstrate acceptable skills proficiency.
4. Meet acceptability criteria for placement at clinical agencies for clinical experiences.
5. Demonstrate ability to meet essential functions for nursing, with or without reasonable accommodations.
6. Maintain current CPR certification at the health care provider level.

### **Process for Reinstatement**

1. Schedule an appointment with a nursing faculty member or advisor to discuss eligibility for reinstatement.
2. Apply for reinstatement to the nursing program and submit the application by published deadlines.
3. Apply for readmission to the College if not currently enrolled. College readmission must be accomplished by published deadlines.
4. Update all drug testing and background screening according to program policy.

### **READMISSION**

Students not eligible for program reinstatement may apply for program admission as a new student. If accepted, all nursing program courses (NUR-prefix) will have to be taken.

### **TRANSFER POLICY**

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

### **Criteria for Transfer**

1. Meet minimum admission standards for the nursing program.
2. Possess a grade of *C* or better in all nursing program required courses taken at another institution and possess a minimum of a 2.0 cumulative grade point average at time of transfer.
3. Provide a letter of eligibility for progression from the dean or director of the previous nursing program for progression in previous nursing program.

4. Comply with all program policy requirements at the accepting institution.
5. Complete at least 25% of the nursing program required courses for degree or certificate at the accepting institution.
6. Meet acceptability criteria for placement at clinical agencies for clinical experience.

Acceptance of transfer students into nursing programs is limited by the number of faculty members and clinical facilities available. **Meeting minimal standards does not guarantee acceptance.**

Student selection for transfer is based on grade point average in nursing program required courses.

In addition to the criteria 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 documents above 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 Associate Degree Nursing 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 make the following determinations:

1. Meeting of academic prerequisite course requirements for the semester to which the student requests admission.
2. 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.)
3. 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**

**members and clinical facilities available. Meeting minimal standards does not guarantee acceptance.**

## TRANSIENT STUDENT POLICY

The transient policy applies only to students desiring to transfer among Alabama Community College System institutions. It does not apply to students who want to transfer from other institutions.

### Criteria for Transient Status

1. Meet minimum admission standards for the nursing program.
2. Possess a grade of *C* or better in all nursing program required courses taken at another institution and possess a minimum of a 2.0 cumulative grade point average.
3. Provide a letter of eligibility for progression from the dean or director of the previous nursing program for progression in previous nursing program.
4. Secure permission, if enrolled at another institution, from that institution by submitting an *Application for Admission* to the College and a *Transient Student Form* completed by an official (nursing program dean or director) of the primary institution.
5. Complete a *Transcript Request Form* at the end of the term before a transcript will be issued to the primary institution.
6. Comply with all program policy requirements at accepting institution.
7. Meet acceptability criteria for placement at clinical agencies for clinical experience.

Acceptance of transient student into a nursing program is limited by the number of faculty and clinical facilities available. **Meeting minimal standards does not guarantee acceptance.**

Student selection for transient status is based on the grade point average in nursing program required courses.

## OPTIONS FOR LICENSED PRACTICAL NURSES

### THE LPN-TO-RN MOBILITY PROGRAM

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

LPNs who have graduated more than two years prior to admission to the LPN-to-RN Mobility program 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 NUR 200—Nursing Career Mobility Assessment, for validation of theory and skills. On successful completion of NUR 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 Program:

1. Unconditional admission to the College.
2. Receipt of a completed nursing application by date set by ADN Program Office.
3. A 2.5 cumulative grade point average.
  - a. Students who have undergraduate-level credit hours will have a grade point average based on the most recent 24 hours of undergraduate credit hours.
  - b. Students who have 24 or more credit hours at the graduate level will have a grade point average based on the most recent 24 hours of graduate-level credit—undergraduate-level credit hours will be ignored.
  - c. Students who have less than 24 hours at the graduate level will have a grade point average computed on the most recent 24 hours of undergraduate credit hours—graduate credit hours will be ignored.
  - d. High school credits will not be used in calculating the grade point average, except as required in the Early Admission for Accelerated High School Students program.
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 Option:
  - a. BIO 201—Anatomy and Physiology I
  - b. BIO 202—Anatomy and Physiology II
  - c. ENG 101—English Composition I

- d. MTH 100—Intermediate College Algebra (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 members and clinical facilities available. **Meeting minimum requirements does not guarantee acceptance.**

### GRADING SCALE

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

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

### DEGREE CURRICULUM

The two-year Associate Degree Nursing 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 and 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 BIO 201, ENG 101, and MTH 100 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.**

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Science, Computer Science and Mathematics</b>	<b>15</b>
BIO 201* Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
BIO 220 General Microbiology	4
MTH 100 Intermediate College Algebra or higher	3
<b>Area IV: History, Social, and Behavioral Sciences</b>	<b>6</b>
PSY 200 General Psychology	3
PSY 210 Human Growth and Development	3

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

<b>Area V: Career and Technical Courses</b>	<b>44</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Courses (Generic)*</b>	
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
<b>Total Field of Concentration Credits</b>	<b>42</b>
<b>Total Credits for Degree</b>	<b>74</b>

**Note:** Before completing the Associate Degree Nursing (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.

**Note:** 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.

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#### Associate Degree Nursing Associate in Applied Science Degree Suggested Course Sequence—Year One

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
BIO 201*	BIO 202	BIO 220
EMS 100***	ENG 101	CIS 146****
MTH 100 or higher	NUR 105	NUR 201
NUR 102	NUR 106	PSY 200
NUR 103		
NUR 104		
ORI 101 or 105**		
ORI 104		

#### Associate Degree Nursing Associate in Applied Science Degree Suggested Course Sequence—Year Two

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>
NUR 202	NUR 203
PSY 210	NUR 204
SPH 106 or 107	Humanities/Fine Arts Elective

**\*BIO 103 or a satisfactory score on the ACCS Biology Placement Exam is a prerequisite.**

**\*\*If applicable, ORI 101 or 105 is required for all first-time college students.**

**\*\*\*Or current certification in cardiopulmonary resuscitation at the health care provider level.**

**\*\*\*\*Or competency in Computer Science by passing a computer competency exam.**

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## LPN-TO-RN MOBILITY CONCENTRATION\*

Course	Credit Hours
<b>Area V: Required Field of Concentration Courses</b>	
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
<b>Total Field of Concentration Credits</b>	<b>27</b>
<b>Total Mobility Credits</b>	<b>15</b>
<b>Total Credits for Degree</b>	<b>72</b>

\*Comprehensive Assessment (CA) testing through the use of standardized and validated assessment tools will be incorporated into each field of concentration course. This assessment may or may not comprise a portion of grade calculation and is intended to aid in advisement, counseling, and/or remediation of students. Costs associated with CA are the responsibility of the individual students.

\*\*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 program.

### LPN-to-RN Mobility Program Suggested Course Sequence

FIRST SEMESTER	SECOND SEMESTER	THIRD SEMESTER
CIS 146***	BIO 220	NUR 202
NUR 200**	NUR 201	PSY 210
ORI 104	PSY 200	SPH 106 or 107

#### FOURTH SEMESTER

NUR 203  
NUR 204

Humanities/Fine Arts Elective

Prerequisite courses prior to admission: BIO 201\*, BIO 202, ENG 101, MTH 100 or higher level.

\*BIO 103 or satisfactory performance on the ACCS approved Biology Placement Exam is a Wallace Community College prerequisite.

\*\*NUR200 is required for all LPN-to-RN Mobility students who have not completed the Alabama Community College System's Standardized Practical Nursing Curriculum within two years of admission.

\*\*\*Or competency in Computer Science by passing a computer competency exam.

## PRACTICAL NURSING (PN) (Wallace and Sparks Campuses)

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 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 3343 Peachtree Road Northeast, Suite 500, Atlanta, Georgia 30326, 1-404-975-5000.

The Alabama Community College System 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 the 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 comprehensive assessment testing during each term of enrollment in NUR-prefix courses. 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 because of 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:

1. Have you ever been arrested for, been charged with, been convicted of, entered a plea of guilty to, entered a plea of *nolo contendere* or no contest for, received deferred prosecution or adjudication for, had judgment withheld for, received pretrial diversion for, or pleaded not guilty by reason of insanity or mental defect to any crime other than a minor traffic violation in any state, territory, or country? A crime related to driving while impaired or

while under the influence of any substance is not a *minor traffic violation*.

2. In the past five years, have you abused alcohol, drugs (whether legal or illegal, prescribed or unauthorized), and/or other chemical substances or received treatment or been recommended for treatment for dependency to alcohol, drugs (whether legal or illegal, prescribed or unauthorized), and/or other chemical substances?
3. Have you ever been arrested or convicted for driving under the influence of drugs or alcohol?
4. In the past five years, have you had, or do you now have, a physical or mental health problem that may impair your ability to provide safe nursing care?
5. Has the licensing authority of any state, territory, or country denied, revoked, suspended, reprimanded, fined, accepted your surrender of, restricted, limited, placed on probation, or in any other way disciplined your nursing and/or any other occupational license, registration, certification, or approval?
6. Is the Board of Nursing or other licensing authority of any state, territory, or country, including but not limited to, the Alabama Board of Nursing, currently investigating you?
7. Is disciplinary action pending against you with the Board of Nursing or other licensing authority of any state, territory, or country, including but not limited, to the Alabama Board of Nursing?
8. Have you ever been placed on a state and/or federal abuse registry?
9. Has any branch of the armed services ever administratively discharged you with any characterization of service besides *Honorable* and/or court-martialed you?

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. Admission requirements below were in effect at the time this document was published and may or may not be current. Prospective students should contact the program office to obtain requirement updates.**

Minimum admission standards include the following:

1. Unconditional admission to Wallace Community College.

2. Receipt of completed application for the Practical Nursing program.
3. A 2.5 cumulative grade point average.
  - a. Students who have undergraduate-level credit hours will have a grade point average based on the most recent 24 hours of undergraduate credit hours.
  - b. Students who have 24 or more credit hours at the graduate level will have a grade point average based on the most recent 24 hours of graduate level credit—undergraduate-level credit hours will be ignored.
  - c. Students who have less than 24 hours at the graduate level will have a grade point average computed on the most recent 24 hours of undergraduate credit hours—graduate credit hours will be ignored.
  - d. High school credits will not be used in calculating grade point average, except as required in the Early Admission for Accelerated High School Students program.
4. Eligibility for ENG 101 and MTH 116 as determined by College policy.
5. A status of *good standing* with Wallace Community College.
6. Ability to meet the essential functions or technical standards required for nursing.
7. 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 attire, confidentiality, criminal background check, liability insurance, and substance abuse screening.

**Admission to the Practical Nursing program is competitive. The number of students accepted may be limited by the number of available faculty and clinical facilities.**

## GRADING SCALE

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

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

## GRADUATE OPTIONS

Licensed Practical Nurses, after successfully passing the National Council Licensure Examination for Practical Nurses, may apply for advanced placement in the Wallace Community College Associate Degree Nursing (ADN) program. Contact the ADN Program Office for details of the LPN-to-RN Mobility program.

## PROGRESSION

To progress in the nursing program, the student must meet the following requirements:

1. Achieve a grade of **C** or better in all required general education and nursing courses.
2. Be accepted by clinical agencies for clinical experiences.
3. Maintain ability to meet essential functions for nursing with or without reasonable accommodations. Maintain current CPR license at the health care provider level.
4. Maintain current CPR license at the health care provider level.

## NON-PROGRESSION

*Nursing non-progression* is defined as failure of one or more courses in a semester **OR** withdrawal (for any reason) from one or more courses in two separate semesters. Students withdrawing from one or more courses in the same semester are not considered under this definition to have experienced a nursing non-progression and should return to repeat the required courses at the first course offering. Students returning to repeat a course because of withdrawal will be allowed to register for said course(s) on a space-available basis.

## REINSTATEMENT

Students who experience non-progression in the nursing program and who desire reinstatement to the program must apply for reinstatement. A student must request reinstatement within one year from the term of non-progression to be eligible for reinstatement. Students dismissed from the program for disciplinary reasons and/or unsafe client care in the clinical area will not be allowed reinstatement to the nursing program. Reinstatement to the program will be allowed one time only.

Reinstatement to the nursing program is based on space availability and is not guaranteed. Selection for reinstatement is based on grade point average in nursing program required courses. Students must adhere to nursing curriculum and program policies and procedures in effect at the time of reinstatement. Reinstatement can be denied because of, but not limited to, any of the following circumstances:

1. Space unavailability.

2. Refusal by clinical agencies to accept the student for clinical experiences.
3. Twelve months have elapsed since the student enrollment in a nursing course.

### Criteria for Reinstatement

1. Demonstrate a 2.0 grade point average in nursing program required courses.
2. Have had no more than one non-progression since program admission.
3. Demonstrate acceptable skills proficiency.
4. Meet acceptability criteria for placement at clinical agencies for clinical experiences.
5. Demonstrate ability to meet essential functions for nursing, with or without reasonable accommodations.
6. Maintain current license at the health care provider level.

### Process for Reinstatement

1. Schedule an appointment with a nursing faculty member or advisor to discuss eligibility for reinstatement.
2. Apply for reinstatement to the nursing program and submit the application by published deadlines.
3. Apply for readmission to the College if not currently enrolled. College readmission must be accomplished by published deadlines.
4. Update all drug testing and background screening according to program policy.

## READMISSION

Students not eligible for program reinstatement may apply for program admission as a new student. If accepted, all nursing program courses (NUR-prefix) will have to be taken.

## TRANSFER POLICY

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

### Criteria for Transfer

1. Meet minimum admission standards for the nursing program.
2. Possess a grade of **C** or better in all nursing program required courses taken at another institution and possess a minimum of a 2.0 cumulative grade point average at time of transfer.

3. Provide a letter of eligibility for progression from the dean or director of the previous nursing program for progression in previous nursing program.
4. Comply with all program policy requirements at the accepting institution.
5. Complete at least 25% of the nursing program required courses for degree or certificate at the accepting institution.
6. Meet acceptability criteria for placement at clinical agencies for clinical experience.

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.**

Student selection for transfer is based on grade point average in nursing program required courses.

### TRANSIENT STUDENT POLICY

The transient policy applies only to students desiring to transfer among Alabama Community College System institutions. It does not apply to students who want to transfer from other institutions.

#### Criteria for Transient Status

1. Meet minimum admission standards for the nursing program.
2. Possess a grade of *C* or better in all nursing program required courses taken at another institution and possess a minimum of a 2.0 cumulative grade point average.
3. Provide a letter of eligibility for progression from the dean or director of the previous nursing program for progression in previous nursing program.
4. Secure permission, if enrolled at another institution, from that institution by submitting an *Application for Admission* to Wallace Community College and a *Transient Student Form* completed by an official (nursing program dean or director) of the primary institution.
5. Complete a *Transcript Request Form* at the end of the term before a transcript will be issued to the primary institution.
6. Comply with all program policy requirements at accepting institution.
7. Meet acceptability criteria for placement at clinical agencies for clinical experience.

Acceptance of transient student into a nursing program is limited by the number of faculty and clinical facilities

available. **Meeting minimal standards does not guarantee acceptance.**

Student selection for transient status is based on the grade point average in nursing program required courses.

### ADN TRANSFER TO LPN PROGRAM

Associate Degree Nursing program students may apply for admission to the third semester of the Practical Nursing program after they have completed the first two semesters of coursework—BIO 201, BIO 202, ENG 101, MTH 100, and NUR 102, 103, 104, 105, and 106—with a grade of *C* or better. Students who elect to transfer to the last semester in the Practical Nursing program will be required to meet the current program admission and/or readmission requirements. Students will be admitted on a space-available basis to the Practical Nursing program.

To be eligible for this option the student must meet the following criteria:

1. Complete a transfer/readmission form.
2. Have a minimum of a 2.0 cumulative grade point average at current institution.
3. Meet clinical and health record requirements.
4. Have no more than 12 months elapse in from the last clinical nursing course, in which the student was successful.

Students will be ranked on cumulative grade point average for the purposes of transfer/readmission to the PN program. Students who have two attempts in the Associate Degree Nursing program are only allowed one attempt in the Practical Nursing program. Students who are successful may apply for the LPN-to-RN Mobility program as outlined in this catalog. If unsuccessful in the Practical Nursing transfer option, the student must meet current admission and progression requirements.

### GRADUATE OPTIONS

Licensed Practical Nurses, after successfully passing the National Council Licensure Examination for Practical Nurses (NCLEX-PN), may apply for advanced placement in the Wallace Community College Associate Degree Nursing (ADN) program. Contact the ADN Program Office for details regarding the LPN-to-RN Mobility program.

### CERTIFICATE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>3</b>
ENG 101 English Composition I	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>3</b>
MTH 116 Mathematical Applications or higher	3

<b>Area V: Career and Technical Courses</b>	<b>41</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College	<b>OR</b>
ORI 105 Orientation and Student Success	1-3
<b>OR</b>	
ORT 100 Orientation for Career Students	1
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Courses*</b>	
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
<b>Total Field of Concentration Credits</b>	<b>39</b>
<b>Total Credits</b>	<b>47</b>

\*Comprehensive Assessment (CA) testing through the use of standardized and validated assessment tools will be incorporated into each field of concentration course. This assessment may or may not comprise a portion of grade calculation and is intended to aid in advisement, counseling, and/or remediation of students. Costs associated with CA are the responsibility of the individual student.

\*\*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.

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**Practical Nursing  
Certificate  
Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
BIO 201* (or NUR 101)	BIO 202*** ENG 101	NUR 107
EMS 100**	NUR 105	NUR 108
MTH 116 or higher	NUR 106	NUR 109
NUR 102		
NUR 103		
NUR 104		
ORI 101 or 105 or ORT 100		
ORI 104		

\*NUR 101 will satisfy curriculum requirements for Practical Nursing. Students choosing to substitute BIO 201 and BIO 202 for NUR 101 should note that BIO 103 or satisfactory performance on the ACCS approved Biology Placement Exam is a prerequisite to BIO 201.

\*\*Or current certification in cardiopulmonary resuscitation at the health care provider level.

\*\*\*Students completing the BIO 201 and 202 option in lieu of NUR 101 must complete both Biology courses.

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**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 education 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 grade point average 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, long-term care facilities, private offices, rehabilitation agencies, and schools. 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) guilty 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 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. Admission requirements below were in effect at the time this document was published and may or may not be current. 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 grade point average, academic courses completed, and performance on the Health Occupations Basic Entrance Test (HOBET). Ranking weight applied to academic performance (grade point average, completed courses) will be 66%, with the remaining 34% applied to scores received on the HOBET. The applicant will incur the cost of the HOBET. Wallace Community College complies with the Americans with Disabilities Act, 1990. Students who have a disability and require 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.

To be unconditionally accepted in the PTA program, applicants must be eligible for enrollment in or have already completed BIO 201, ENG 101, and MTH 100 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 attire, confidentiality, 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 grade point average 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.

## DEGREE 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.

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>10</b>
BIO 201* Human Anatomy and Physiology	4
BIO 202 Human Anatomy and Physiology II	4
MTH 100 Intermediate College Algebra	3
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>6</b>
PSY 200 General Psychology	3
PSY 210 Human Growth and Development	3
<b>Total General Education Credits**</b>	<b>26</b>

\*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.

<b>Area V: Career and Technical Courses</b>	<b>50</b>
<i>Required Orientation Course</i>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<i>Required Field of Concentration Courses</i>	
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
<b>Total Field of Concentration Credits</b>		<b>48</b>
<b>Total Credits for Degree</b>		<b>76</b>

\*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.

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### *Physical Therapist Assistant Associate in Applied Science Degree Suggested Course Sequence—Year One*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
BIO 201*	BIO 202	CIS 146****
ENG 101	EMS 100***	PSY 210
MTH 100 or higher	PSY 200	PTA 210
ORI 101 or 105**	PTA 202	PTA 232
ORI 104	PTA 222	PTA 240
PTA 100	PTA 250	PTA 251
PTA 180	SPH 106 or 107	PTA 290
PTA 220		Humanities/Fine Arts Elective

### *Physical Therapist Assistant Associate in Applied Science Degree Suggested Course Sequence—Year Two*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>
PTA 204	PTA 200
PTA 230	PTA 201
PTA 241	PTA 231
PTA 253	PTA 268
PTA 263	PTA 293

\*BIO 103 or a satisfactory score on the Alabama Community College System Biology Placement Exam is a prerequisite.

\*\*If applicable, ORI 101 or 105 is required for all first-time college students.

\*\*\*Or current certification in cardiopulmonary resuscitation at the health care provider level.

\*\*\*\*Or competency in Computer Science by passing a computer competency exam.

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## PLUMBING (Easterling Correctional Facility)

Plumbing and pipe fitting involves much more than installing pipes or solving plumbing problems. The Plumbing program encompasses such areas as blueprint reading, fixture design, and appliance and 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 solar systems, swimming pools, and water heaters.

Students who complete the following requirements earn a program certificate in Plumbing. Admission 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.

## CERTIFICATE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>3</b>
COM 103 Introductory Technical English II	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>3</b>
MAH 101 Technical Mathematics I	3
<b>Area V: Required Field of Concentration Courses</b>	
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 Nonpressure Systems	3
PLB 116 Pressure and Nonpressure 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
<b>Total Field of Concentration Credits</b>	<b>47</b>
<b>Total Credits for Certificate</b>	<b>53</b>

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**Plumbing  
Certificate**  
*Suggested Course Sequence—Year One*

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>	<i>THIRD SEMESTER</i>
MAH 101	PLB 115	COM 103
PLB 111	PLB 116	PLB 120
PLB 112	PLB 117	PLB 121
PLB 113	PLB 118	PLB 122
PLB 114		PLB 217
		PLB 218
<b><i>FOURTH SEMESTER</i></b>		
PLB 211		
PLB 212		
PLB 213		
PLB 241		

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## 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 on 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.

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 consult the Radiologic Technology Program Director 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. Admission requirements below were in effect at the time this document was published and may or may not be current. 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. On admission to the program, all students must complete a health form, including immunization records.

### Minimum Admission Requirements

1. Unconditional admission to the College.
2. Submission of a complete application packet for admission to the Radiologic Technology program by required deadline. The packet should include the following documents:
  - a. Program application
  - b. *Essential Functions* form
  - c. All transcripts (unofficial high school and college) or unofficial GED® scores
  - d. Official COMPASS® test scores for English, math, and reading (required regardless of ACT® scores)
3. 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.*)
4. A 2.50 cumulative grade point average for students with previous college work.
5. A 2.50 high school grade point average for students without prior college work (GED® acceptable in lieu of high school transcript).
6. Eligibility for placement into BIO 201, ENG 101, and MTH 100.
7. COMPASS® reading score of 76 or above.
8. Status of *good standing* with the College.
9. Ability to meet the essential functions required for the Radiologic Technology program.

Admission to the Radiologic Technology program is competitive, and the number of students is limited by the number of faculty members 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 attire, confidentiality, 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 meet the following criteria:

1. Progress through the required Radiologic Technology curriculum in the prescribed sequence.
2. 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 grade point average).
3. Maintain ability to meet the Essential Functions for a Radiologic Technology program with or without reasonable accommodations.
4. Successfully complete the program within 33 months from the initial semester of RAD courses.
5. Maintain current CPR license at the health care provider level as outlined by the program.
6. Maintain current professional liability insurance as outlined by the College.
7. 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.
8. 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.
9. Follow established guidelines required by the College for maintaining accidental and health insurance.
10. Maintain a personal radiation monitoring device and radiographic identification markers as outlined by the program.
11. Read and sign the *Student Clinical Rotation Contract* as outlined by the College.

### READMISSION

Students who interrupt 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 with a plan for readmission based on clinical availability. The student may be considered for readmission only once.

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

Readmission requires the following:

1. A 2.5 cumulative grade point average in all course work.
2. That no more than 33 months elapse from initial admission term to date of graduation.
3. 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.
4. Ability to meet and comply with standards and policies in the current *College Catalog and Student Handbook*.
5. Students who have been dismissed from two clinical facilities are ineligible for readmission.
6. 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 the following criteria:

1. Unconditional admission to the College with *clear* academic status.
2. Ability to meet and comply with standards and policies in the current *College Catalog and Student Handbook*.
3. Minimum cumulative grade point average of 2.5.
4. No more than 33 months elapse from the initial admission term to date of graduation.
5. Official transcripts verifying a minimum grade of *C* earned in courses that 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.
6. Eligibility to return to previous Radiologic Technology program in good standing.

7. No more than one semester in which a grade of *D* or *F* has been earned in a RAD course.
8. Completion of 25% of total required hours for the associate in applied science degree in Radiologic Technology at institution conferring degree.

### DEGREE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication</b>	<b>6</b>
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts</b>	<b>3</b>
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics</b>	<b>11</b>
BIO 201* Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
MTH 100 Intermediate College Algebra or higher	3
<b>Area IV: History, Social and Behavioral Sciences</b>	<b>3</b>
PSY 200 General Psychology	3
<b>*Prerequisite: BIO 103 or satisfactory placement on The Alabama Community College System Biology Placement Exam.</b>	
<b>Area V: Career and Technical Courses</b>	<b>54</b>
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Credits</b>	
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
<b>Total Field of Concentration Credits</b>	<b>52</b>
<b>Total Credits for Degree</b>	<b>77</b>

**Note:** 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.

**Radiologic Technology**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year One**

FIRST SEMESTER		SECOND SEMESTER		THIRD SEMESTER	
BIO	201*	BIO	202	ENG	101
MTH	100 or higher	CIS	146***	RAD	134
ORI	101 or 105**	RAD	122	RAD	135
ORI	104	RAD	124	RAD	136
RAD	111	RAD	125		
RAD	112				
RAD	113				
RAD	114				

**Radiologic Technology**  
**Associate in Applied Science Degree**  
**Suggested Course Sequence—Year Two**

FIRST SEMESTER		SECOND SEMESTER	
PSY	200	RAD	224
RAD	212	RAD	227
RAD	214	Humanities/Fine	
SPH	106 or 107	Arts Elective	

\*BIO 103 or a satisfactory score on the ACCS Biology Placement Exam is a prerequisite.

\*\*If applicable, ORI 101 or 105 is required for all first-time college students.

\*\*\*Or competency in Computer Science by passing a computer competency exam.

**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 Commission 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?
3. Are you or have you ever been addicted to alcohol or drugs?
4. Have you ever been treated for alcohol and/or substance abuse in a treatment center, hospital, or outpatient setting? If yes, give name of institution, date, and length of treatment.
5. Has any state licensing board refused, revoked, or suspended a certificate and/or license?
6. Have you voluntarily or otherwise surrendered your health care or respiratory license or certification/registry in any jurisdiction, state, or territory?
7. Are you currently under investigation by any health care licensing board or agency?
8. 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. Admission requirements below were in effect at the time this document was published and may or may**

**not be current. 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 College 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 the 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 accommodation in taking the HOBET examination should contact Disability Support Services on the Wallace Campus in Dothan. 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 the 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 attire, confidentiality, 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 attendance, behavior, dress, personal appearance, and speech. Written policies are provided to each student on entrance into the program, and penalties for noncompliance 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 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.
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 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. 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.

### DEGREE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area I: Written and Oral Communication 6</b>	
ENG 101 English Composition I	3
SPH 106 Fundamentals of Oral Communication <b>OR</b>	
SPH 107 Fundamentals of Public Speaking	3
<b>Area II: Humanities and Fine Arts 3</b>	
Humanities/Fine Arts Elective	3
<b>Area III: Natural Sciences, Computer Science and Mathematics 11</b>	
BIO 201* Human Anatomy and Physiology I	4
BIO 202 Human Anatomy and Physiology II	4
MTH 116 Mathematical Applications or higher	3
<b>Area IV: History, Social and Behavioral Sciences 3</b>	
PSY 200 General Psychology	3
*Prerequisite: BIO 103 or placement in BIO 201 on The Alabama Community College System Biology Exam.	
<b>Area V: Career and Technical Concentration 53</b>	
<b>Required Orientation Courses</b>	
ORI 101 Orientation to College <b>OR</b>	
ORI 105 Orientation and Student Success	1-3
ORI 104 WorkKeys® Assessment and Advisement	1
<b>Required Field of Concentration Courses</b>	
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	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
<b>Total Field of Concentration Credits</b>		<b>51</b>
<b>Total Credits for Degree</b>		<b>76</b>

**Note:** 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 Two-Year Option Pre-Professional Phase Suggested Course Sequence

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>
BIO 201*	BIO 202
ENG 101	CIS 146***
MTH 116 or higher	PSY 200
ORI 101 or 105**	SPH 106 or 107
Humanities/Fine Arts Elective	

\*BIO 103 or a satisfactory score on the ACCS Biology Placement Exam is a prerequisite.

\*\*If applicable, ORI 101 or 105 is required for all first-time college students.

\*\*\*Or competency in Computer Science by passing a computer competency exam.

### Respiratory Therapist Two-Year Option Professional Phase\*\*\*\* (following program acceptance) Suggested Course Sequence

<i>THIRD SEMESTER</i>	<i>FOURTH SEMESTER</i>	<i>FIFTH SEMESTER</i>
EMS 100	RPT 220	RPT 230
ORI 104	RPT 221	RPT 231
RPT 210	RPT 222	RPT 232
RPT 211	RPT 223	RPT 233
RPT 212	RPT 266	RPT 234
RPT 213		
RPT 214		

**SIXTH SEMESTER**

EMS	266
RPT	240
RPT	241
RPT	242
RPT	243
RPT	276

\*\*\*Students are strongly encouraged to complete all academic courses prior to beginning professional phase coursework. If conditionally admitted to the program with courses lacking, it will be the student's responsibility to schedule these academic classes in a manner that will not conflict with RPT courses. Biology courses should be completed as early as possible when taken in conjunction with the professional phase.

## SMALL ENGINE REPAIR (SER) (Ventress Correctional Facility)

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; and exhaust, lubrication, and cooling systems.

After completing this program, students will be able to diagnose small engine problems and make repairs to chain saws, lawnmowers, 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. A high school diploma or GED<sup>®</sup> 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.

**SHORT CERTIFICATE CURRICULUM**

<i>Course</i>	<i>Credit Hours</i>
<b>Area V:</b>	<b>Required Field of Concentration Courses</b>
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
	<b>Total Credits for Short Certificate 26</b>

## Small Engine Repair Short Certificate Suggested Course Sequence

<i>FIRST SEMESTER</i>	<i>SECOND SEMESTER</i>
SER 111	SER 121
SER 112	SER 124
SER 113	SER 132
SER 122	SER 142
SER 123	

## WELDING TECHNOLOGY (WDT) (Wallace and Sparks Campuses)

The purpose of this program is to prepare students for employment in the Welding industry as plate and/or pipe welders. Certification is encouraged and performed in accordance with American Welding Society, ASME Section IX, 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<sup>®</sup> is not required; however, students are required to have specifically documented ability to benefit. (See page 21, *Ability-to-Benefit Students*.) Reasonable accommodations are considered.

**CERTIFICATE CURRICULUM**

<i>Course</i>	<i>Credit Hours</i>
<b>Area I:</b>	<b>Written and Oral Communication 6</b>
COM 103	Introductory/Technical English II 3
SPC 103	Oral Communication Skills 3
<b>Area III:</b>	<b>Natural Sciences, Computer Science and Mathematics 6</b>
DPT 103	Introductory/Computer Skills II 3
MAH 101	Vocational/Technical Mathematics I 3
<b>Area V:</b>	<b>Career and Technical Courses 50</b>
<b>Required Orientation Courses</b>	
ORI 104	WorkKeys <sup>®</sup> Assessment and Advisement 1
ORT 100	Orientation for Career Students 1
<b>Required Field of Concentration Courses</b>	
WDT 108	SMAW Fillet/OFC 3
WDT 109	SMAW Fillet/PAC/CAC 3
WDT 110	Industrial Blueprint Reading 3
WDT 115	GTAW Carbon Pipe 3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding 3
WDT 120	SMAW Groove 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	3
WDT	228	Gas Tungsten Arc Welding	3
WDT	257	SMAW Carbon Pipe Lab	3
WDT	268	Gas Tungsten Arc Lab	3
		<b>Total Field of Concentration Credits</b>	<b>48</b>
		<b>Total Credits for Certificate</b>	<b>62</b>

## SHORT CERTIFICATE CURRICULUM

<i>Course</i>	<i>Credit Hours</i>
<b>Area V:</b>	
<b>Required Orientation Courses</b>	
ORI 104	WorkKeys Assessment and Advisement 1
<b>Required Field of Concentration Courses</b>	
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
	<b>Total Credits for Short Certificate 16</b>

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**Welding Technology  
Certificate  
Suggested Course Sequence**

<b>FIRST SEMESTER</b>	<b>SECOND SEMESTER</b>	<b>THIRD SEMESTER</b>
MAH 101	COM 103	DPT 103
ORI 104	WDT 119	WDT 110
ORT 100	WDT 120	WDT 155
WDT 108	WDT 124	WDT 228
WDT 109	WDT 125	WDT 268
WDT 122		
WDT 123		
<b>FOURTH SEMESTER</b>		
SPC 103		
WDT 115		
WDT 156		
WDT 217		
WDT 257		

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*The policies and procedures in this catalog are subject to change resulting from 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

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## COURSE DESCRIPTIONS

Accounting.....	ACC
Accounting—Career and Technical.....	ACT
Air Conditioning/Refrigeration.....	ACR
Anthropology.....	ANT
Art.....	ART
Auto Body Repair.....	ABR
Automotive Technology.....	ASE
Biology.....	BIO
Business.....	BUS
Cabinetmaking.....	CAB
Carpentry.....	CAR
Child Development.....	CHD
Chemistry.....	CHM
Computer Information Science.....	CIS
Cosmetology.....	COS
Criminal Justice.....	CRJ
Drafting and Design Technology.....	DDT
Economics.....	ECO
Electrical Technology.....	ELT
Emergency Medical Services—Paramedic.....	EMP
Emergency Medical Services.....	EMS
English.....	ENG
English, Introductory—Technical.....	COM
Geography.....	GEO
Health.....	HED
History.....	HIS
Humanities.....	HUM
Industrial Systems Technology.....	INT
Masonry.....	MAS
Mathematics.....	MTH
Mathematics—Vocational and Technical.....	MAH
Medical Assisting.....	MAT
Music, Ensembles.....	MUE
Music, Performance.....	MUP
Music.....	MUS
Nuclear Technology.....	NUC
Nursing, Associate Degree and Practical.....	NUR
Office Administration.....	OAD
Orientation.....	ORI
Orientation—Technical.....	ORT
Philosophy.....	PHL
Physical Education.....	PED
Physical Science.....	PHS
Physical Therapist Assistant.....	PTA
Physics.....	PHY
Plumbing.....	PLB
Political Science.....	POL
Psychology.....	PSY
Radiologic Technology.....	RAD
Reading.....	RDG
Religion.....	REL
Respiratory Therapist.....	RPT
Small Engine Repair.....	SER
Sociology.....	SOC
Spanish.....	SPA
Speech.....	SPC, SPH
Theater.....	THR
Welding Technology.....	WDT
Workplace Skills.....	WOK

*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 AND 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.

#### 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 of 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. On completion, students should be able to 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. This is a **CORE** course.

#### ACR 112. HVAC/R SERVICE PROCEDURES (1-4-3)

This course covers system performance checks and refrigerant cycle diagnosis. Use of refrigerant recovery/recycle units, industry codes, refrigerant coils, and correct methods of and recovering refrigerants are emphasized. On completion, students should be able to properly recover/recycle

refrigerants and demonstrate safe, correct service procedures that comply with the no-venting laws.

**ACR 113. REFRIGERATION PIPING PRACTICES (1-4-3)**

This 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. On completion, students should be able to comprehend related terminology and to fabricate pipe, tubing, and pipe fittings. This is a **CORE** course.

**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. On completion, students should 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. Components, general service procedures, and basic installation are emphasized. On 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. Safety, definitions, symbols, laws, circuits, and electrical test instruments are emphasized. On completion, students should be able to understand and apply basic principles of HVAC/R circuits and circuit components. This is a **CORE** course.

**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. On completion, student should be able to understand standard wiring diagrams and symbols and construct various types of electrical circuits. This is a **CORE** course.

**ACR 123. HVAC/R ELECTRICAL COMPONENTS (1-4-3)**

This course introduces students to electrical components and controls. Operations of motors, relays, contractors, starters, and other HVAC electrical components are emphasized. On completion, students should be able to install electrical components and determine their proper operation. This is a **CORE** course.

**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. On completion, students 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. The operation, service, and repair of residential air conditioning systems are emphasized. On completion, students should be able to service and repair residential air conditioning systems.

**ACR 133. DOMESTIC REFRIGERATION (1-4-3)**

This course covers domestic refrigerators and freezers. Installation, removal, and maintenance of components are emphasized. On 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. Components, electrical and mechanical operation sequences, control adjustment procedures, preventive maintenance, repairs, and installation procedures are emphasized. On completion, students 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. On 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. On completion, students should 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. On completion, students should be able to install and service heat pumps.

**ACR 203. COMMERCIAL REFRIGERATION (1-4-3)**

This course focuses on commercial refrigeration systems. Evaporators, condensers, compressors, expansion devices, special refrigeration components, and application of refrigeration systems are emphasized. On completion, students should be able to service and repair commercial refrigeration systems.

**ACR 205. SYSTEM SIZING AND AIR DISTRIBUTION (1-4-3)**

This course provides instruction in the load calculation of a structure as well as system sizing. Topics of instruction include heat loss, heat gain, equipment and air distribution sizing, and factors making acceptable indoor air quality. On 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 as well as removal and service techniques. On 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. General service procedures, system diagnosis, and corrective measure; methods of leak detection; and system evacuation, charging, and performance checks are emphasized. On 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 (0-6-3)**

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 (0-6-3)**

**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 (0-6-3)**

This course introduces the basic concepts of two-dimensional design. Topics include elements and principles of design, emphasizing 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 (0-6-3)**

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 are 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 (0-6-3)**

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 (0-6-3)**

**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 (0-6-3)**

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 (0-6-3)**

**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 (0-6-3)**

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 (0-6-3)**

**PREREQUISITE: ART 113, 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 (0-6-3)**

**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 (0-6-3)**

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 (0-6-3)**

**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 (0-6-3)**

**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 (0-6-3)**

**PREREQUISITE: ART 113, 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 (0-6-3)**

**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 the application of painting fundamentals and the creative process to the communication of ideas.

**ART 243. SCULPTURE I (0-6-3)**

**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, emphasizing 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 (0-6-3)**

**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 (0-6-3)**

**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 understand the relationship between materials, tools, and visual communication.

**ART 254. GRAPHIC DESIGN II (0-6-3)**

**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 (0-6-3)**

**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 (0-6-3)**

**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 greater expertise in a particular area of art.

**ART 292. SUPERVISED STUDY IN STUDIO ART II (0-6-3)**

**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 (0-6-3)**

**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.

**AUTO BODY REPAIR (ABR)**

**ABR 111. NON-STRUCTURAL REPAIR (1-4-3)**

Students are introduced to basic principles of non-structural panel repairs. Topics include shop safety, identification and use of hand/power tools, panel preparation, sheetmetal repairs, and materials. This is a **CORE** course.

**ABR 114. NON-STRUCTURAL PANEL REPLACEMENT (1-4-3)**

Students are introduced to principles of non-structural panel replacement. Topics include replacement and alignment of bolt-on panels, full and partial panel replacement procedures, and attachment methods. This is a **CORE** course.

**ABR 122. SURFACE PREPARATION (1-4-3)**

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. This is a **CORE** course.

**ABR 123. PAINT APPLICATION AND EQUIPMENT (1-4-3)**

This course introduces students to methods of paint application and equipment used for vehicular refinishing.

Topics include spray gun and related equipment, paint mixing and matching, and applying the final topcoat. This is a **CORE** course.

**ABR 151. SAFETY AND ENVIRONMENTAL PRACTICES (1-4-3)**

This course is designed to instruct the student in safe work practices. Topics include OSHA requirements, the right-to-know laws, EPA regulations, and state and local laws. This is a **CORE** course.

**ABR 154. AUTOMOTIVE GLASS AND TRIM (1-4-3)**

This course is a study of automotive glass and trim. Removal and replacement of structural and nonstructural glass and automotive trim are emphasized. On completion, students should be able to remove and replace automotive trim and glass. This is a **CORE** course.

**ABR 156. AUTOMOTIVE CUTTING AND WELDING (1-4-3)**

Students are introduced to various automotive cutting and welding processes. Safety, plasma arc, oxy-acetylene cutting, resistance-type spot welding, and Metal Inert Gas (MIG) welding are emphasized. On completion, students should be able to safely perform automotive cutting and welding procedures. This is a **CORE** course.

**ABR 157. AUTOMOTIVE PLASTIC REPAIR (1-4-3)**

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. On completion, students should be able to correctly identify and repair the different types of automotive plastics.

**ABR 213. AUTOMOTIVE STRUCTURAL ANALYSIS (1-4-3)**

Students learn methods of determining structural misalignment. Topics include methods of inspection, types of measuring equipment, data sheets, and identifying types of structural damage. This is a **CORE** course.

**ABR 214. AUTOMOTIVE STRUCTURAL REPAIR (1-4-3)**

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. This is a **CORE** course.

**ABR 223. AUTOMOTIVE MECHANICAL COMPONENTS (1-4-3)**

This course provides instruction in collision-related mechanical repairs. Diagnosis and repairs to drive train, steering and suspension components, and various other mechanical repairs are emphasized. This is a **CORE** course.

**ABR 224. AUTOMOTIVE ELECTRICAL COMPONENTS (1-4-3)**

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. This is a **CORE** course.

**ABR 255. STEERING AND SUSPENSION (1-4-3)**

This course introduces students to the various types of suspension and steering systems used in the automotive industry. System components, suspension angles, and the effect of body and frame alignment on these components and angles are emphasized. This is a **CORE** course.

**ABR 258. HEATING AND AC IN COLLISION REPAIR (1-4-3)**

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. This is a **CORE** course.

**ABR 265. PAINT DEFECTS AND FINAL REPAIR (1-4-3)**

This course introduces students to methods of identifying paint defects and their causes, cures, and final detailing. Students learn to troubleshoot and correct paint imperfections. This is a **CORE** course.

**ABR 266. ALUMINUM WELDING IN COLLISION REPAIR (1-4-3)**

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 (1-4-3)**

This course provides basic instruction in Fundamentals of Automotive Technology. This is a **CORE** course.

**ASE 112. ELECTRICAL FUNDAMENTALS (1-4-3)**

This course introduces the principles and laws of electricity. Wiring diagrams, test equipment, and identifying series, parallel, and series-parallel circuits are emphasized. On completion, students should be able to calculate, build, and measure circuits. This is a **CORE** course.

**ASE 121. BRAKING SYSTEMS (1-4-3)**

**PREREQUISITE: ASE 130 or instructor approval.**

This course provides instruction in automotive technology or auto mechanics. The practical application of brakes is emphasized. This is a **CORE** course.

**ASE 122. STEERING AND SUSPENSION (1-4-3)**

This course provides instruction in automotive technology or auto mechanics. The practical application of steering and suspension is emphasized. This is a **CORE** course.

**ASE 124. AUTOMOTIVE ENGINES (1-4-3)**

This course provides instruction on the operation, design, and superficial repair of automotive engines. Understanding the four-stroke cycle, intake and exhaust manifolds and related parts, engine mechanical timing components, engine cooling and lubrication system principles and repairs, and basic fuel and ignition operation are emphasized. This is a **CORE** course.

**ASE 130. DRIVE TRAIN AND AXLES (1-4-3)**

This course provides basic instruction in automotive drive trains and axles. The understanding and application of basic internal and external operation relating to proper operation and driveability are emphasized. This is a **CORE** course.

**ASE 133. MOTOR VEHICLE AIR CONDITIONING (1-4-3)**

This course provides basic instruction in theory, operation, and repair of automotive heating and air conditioning systems. Understanding and repairing vehicle air conditioning and heating systems, including but not limited to air management, electrical and vacuum controls, refrigerant recovery, and component replacement, are emphasized.

**ASE 162. ELECTRICAL AND ELECTRONIC SYSTEMS (1-4-3)**

This is an intermediate course in automotive electrical and electronic systems. Troubleshooting and repairing battery, starting, charging, and lighting systems, subsystems, and components are emphasized. This is a **CORE** course.

**ASE 191. CO-OP (0-10-2)**

This course is part of a series wherein the student works part time in a job directly related to automotive mechanics. In this course, the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. On completion, the student should demonstrate skills learned in an employment setting.

**ASE 212. ADVANCED ELECTRICAL AND ELECTRONIC SYSTEMS (1-4-3)**

This course provides instruction in advanced automotive electrical and electronic systems. Troubleshooting and repair of advanced electrical and electronic systems, subsystems, and components are emphasized.

**ASE 224. MANUAL TRANSMISSION/TRANSAXLE (1-4-3)**

**PREREQUISITE: ASE 130 or instructor approval.**

This course covers basic instruction in manual transmissions and transaxles. The understanding and application of basic internal and external operations relating to proper operation and driveability are emphasized.

**ASE 230. AUTOMATIC TRANSMISSION/TRANSAXLE (1-4-3)**

**PREREQUISITE: ASE 130 or instructor approval.**

This course provides basic instruction in automatic transmissions and transaxles. Comprehension of principles and powerflow of automatic transmissions and repairing or

replacing internal and external components are emphasized. This is a **CORE** course.

**ASE 239. ENGINE PERFORMANCE (1-4-3)**

**PREREQUISITE: ASE 110 or instructor approval.**

This course provides basic instruction in engine performance, emphasizing fuel and ignition systems relating to engine operation. This is a **CORE** course.

**ASE 244. ENGINE PERFORMANCE AND DIAGNOSTICS (1-4-3)**

**PREREQUISITE: ASE 239 or instructor approval.**

This course provides advanced instruction in engine performance. Engine management and computer controls of ignition, fuel, and emissions systems relating to engine performance and driveability are emphasized. This is a **CORE** course.

**ASE 246. AUTOMOTIVE EMISSIONS (1-4-3)**

**PREREQUISITE: ASE 239 or instructor approval.**

This is an introductory course in automotive emission systems, emphasizing troubleshooting and repairing systems, subsystems, and components.

**ASE 291. CO-OP (0-15-3)**

This course is part of a series wherein the student works part time in a job directly related to automotive mechanics. In this course, the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. On completion, the student should demonstrate skills learned in an employment setting.

## **BIOLOGY (BIO)**

**BIO 101. INTRODUCTION TO BIOLOGY I (3-2-4)**

This course is the first of a two-course sequence designed for nonscience 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: BIO 101.**

This course is the second of a two-course sequence designed for nonscience 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)**

This is an introductory course for science and nonscience 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.**

**BIO 104. PRINCIPLES OF BIOLOGY II (3-3-4)**

**PREREQUISITE: A grade of C or better in BIO 103.**

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.** This is a **CORE** course.

**BIO 201. HUMAN ANATOMY PHYSIOLOGY I (3-2-4)**

**PREREQUISITE: A grade of C or better in BIO 103 or successful placement on The Alabama Community College System Biology Placement Exam.**

This course emphasizes the 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 PHYSIOLOGY II (3-2-4)**

**PREREQUISITES: A grade of C or better in BIO 103 or successful placement on The Alabama Community College System Biology Placement Exam and a grade of C or better in BIO 201.**

This course emphasizes the 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: A grade of C or better in BIO 103 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 allows independent study under the direction of an instructor. Topics to be included in the course material will be approved by the instructor prior to or at the beginning of the class. On completion students should be able to demonstrate knowledge of the topics as specified by the instructor.

**BIO 251. DIRECTED STUDIES IN BIOLOGY II (0-8-4)**

**PREREQUISITE: BIO 250.**

This course allows independent study under the direction of an instructor. Topics to be included in the course material will be

approved by the instructor prior to or at the beginning of the class. On completion students should be able to demonstrate knowledge of the topics as specified by the instructor.

## **BUSINESS (BUS)**

### **BUS 100. INTRODUCTION TO BUSINESS (3-0-3)**

This is a survey course designed to acquaint the student with American business as a dynamic process in a global setting. Topics include the private enterprise system, forms of business ownership, marketing, and factors of production, personnel, labor, finance, and taxation.

### **BUS 146. PERSONAL FINANCE (3-0-3)**

This course is a survey 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 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 215. BUSINESS COMMUNICATIONS (3-0-3)**

This course covers written, oral, and nonverbal communications. The application of communication principles to the production of clear, correct, and logically organized faxes, e-mail, memos, letters, résumés, reports, and other business communications is emphasized.

### **BUS 241. PRINCIPLES OF ACCOUNTING I (3-0-3)**

**PREREQUISITE: Appropriate placement scores.**

This course is designed to provide 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, the contribution approach to decision-making, budgeting, overhead analysis, cost-volume-profit analysis, and cost accounting systems are emphasized.

### **BUS 263. THE LEGAL AND ENVIRONMENT OF BUSINESS (3-0-3)**

**PREREQUISITE: Appropriate placement scores.**

This course provides an overview of the legal and social environment for business operations, emphasizing 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; the statistical description and analysis of data; measures of central tendency and dispersion; elementary probability; sampling; estimation; and an 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 basic safety procedures while in the cabinet shop and introduction to the safe use of tools and equipment, basic measurement principles, wood products, cutting, and fastening. On course completion, students should be able to safely inspect and use shop equipment; measure, mark, and perform various types of cuts; and assemble a specified project. **Non-degree creditable.** This is a **CORE** course.

### **CAB 102. INTRODUCTION TO LUMBER AND WOOD PRODUCTS (2-2-3)**

This is an introductory course in grades, sizes, characteristics, and uses of lumber. Topics include the natural properties of trees, identification of various types of wood, the milling process, and various defects found in wood and how it is manufactured. On completion, students should be knowledgeable in the use of wood and wood products for the

production of cabinets and fine furniture. **Non-degree creditable.** This is a **CORE** course.

**CAB 103. SIZE, DIMENSIONS, 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. **Non-degree creditable.** This is a **CORE** course.

**CAB 104. CABINET SHOP OPERATIONS (3-0-3)**

This course covers startup and general operation of a cabinet shop. Topics include shop organization, fire safety, and tool acquisition. On completion, students should have basic knowledge of starting a custom cabinet shop. **Non-degree creditable.**

**CAB 110. EQUIPMENT MAINTENANCE (1-4-3)**

This is an introductory course in maintaining woodworking tools and equipment. Equipment inspection; cleaning and lubrication; and removing and replacing saw blades, jointer, shaper, and planer knives are emphasized. On course completion, students should be proficient in maintaining basic woodworking equipment. **Non-degree creditable.** This is a **CORE** course.

**CAB 140. WOOD FINISHING FUNDAMENTALS (1-4-3)**

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. **Non-degree creditable.** This is a **CORE** course.

**CAB 141. WOOD FINISHING (0-6-3)**

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 wood finishing procedures. **Non-degree creditable.**

**CAB 181. SPECIAL TOPICS (0-6-3)**

This course is designed to allow the student to specialize in a particular area of study, with minimum instruction in cabinetmaking application and with evaluation at the instructor's discretion. An advanced topic that may include any woodworking project related to cabinetmaking is emphasized. On completion, the student should be able to work with minimum instruction and execute the necessary techniques to finish a live work project.

**CAB 182. SPECIAL TOPICS (0-6-3)**

This course is designed to allow the student to specialize in a particular area of study with minimum instruction in cabinetmaking application and with evaluation at the instructor's discretion. An advanced topic that may include any woodworking project related to cabinetmaking is emphasized. On completion, the student should be able to work with minimum instruction and execute the necessary techniques to finish a live work project.

**CAB 204. CABINETMAKING AND MILLWORK (1-4-3)**

This course focuses on all aspects of cabinet millwork and construction. Topics include casework, frame and panel components, cabinet supports, doors, drawers, and cabinet and tabletops. On completion, students should be able to perform all functions necessary to construct basic cabinets. **Non-degree creditable.** This is a **CORE** course.

**CAB 205. FURNITURE CONSTRUCTION (1-4-3)**

This course covers design and construction of fine furniture. Development of basic furniture construction skills, such as milling, joining, building jigs and templates, is emphasized. On completion, students should be able to perform basic skills necessary to construct fine furniture. **Non-degree creditable.**

**CAB 206. SPECIAL PROJECTS IN FURNITURE CONSTRUCTION (0-6-3)**

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. **Non-degree creditable.**

**CAB 207. SPECIAL PROJECTS IN FURNITURE CONSTRUCTION (0-6-3)**

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 course completion, students should be able to perform advanced skills necessary to construct fine furniture.

**CAB 208. SPECIAL PROJECTS IN FURNITURE CONSTRUCTION (0-6-3)**

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 course completion, students should be able to perform advanced skills necessary to construct fine furniture.

**CAB 211. CABINET INSTALLATION AND TRIM WORK (1-4-3)**

This course introduces students to cabinet installation and trim work. Cabinet shipping and handling, cabinet and countertop installation, and trim work are emphasized. On completion students should be able to explain proper cabinet handling procedures, the appropriate sequence and methods of installing kitchen and bathroom cabinets, and installation of all appropriate trim work for the job. **Non-degree creditable.**

**CAB 230. ESTIMATING COSTS IN CABINETMAKING (3-0-3)**

The focus of this course is on estimating costs necessary to complete cabinetmaking and furniture projects. Preparing a comprehensive list of materials and calculating the amount and costs of materials and the necessary labor to complete the project, using appropriate formulas are emphasized. On course completion, students should be able to estimate materials, costs, and time to complete a cabinetmaking or furniture project. **Non-degree creditable.**

**CAB 242. SPECIAL FINISHES (1-4-3)**

This course is a continuation of CAB 141. Spraying and hand rubbing with lubricants are emphasized. On course completion, students should be able to apply special finishes to wooden surfaces.

**CAB 260. WOOD TURNING I (1-4-3)**

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. **Non-degree creditable.**

**CARPENTRY (CAR)****CAR 111. CONSTRUCTION BASICS (3-0-3)****COREQUISITE: CAR 114.**

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 completion, students should be able to identify the job market, types of training, knowledge of apprenticeship opportunities, construction tools, materials, equipment, and safety procedures. **Non-degree creditable.** This is a **CORE** course.

**CAR 112. FLOORS, WALLS, SITE PREP (3-0-3)****COREQUISITE: 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 completion, students should 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 and set backs, and demonstrate a working knowledge of terrain and batter boards. **Non-degree creditable.** This is a **CORE** course.

**CAR 113. FLOORS, WALLS, SITE PREP LAB (0-6-3)****COREQUISITES: CAR 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 completion, students should be able to lay out and construct a floor, including the sill; install joist bridging and openings and sub-flooring; and layout property stakes of site plans. **Non-degree creditable.** This is a **CORE** course.

**CAR 114. CONSTRUCTION BASICS LAB (0-6-3)**

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. Safe use of hand, power, and pneumatic tools; proper selection of lumber, plywood, byproducts, nails, bolts, screws,

adhesives, fasteners, construction materials; and job safety are emphasized. On 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. **Non-degree creditable.** This is a **CORE** course.

**CAR 121. INTRODUCTION TO BLUEPRINT****READING (3-0-3)**

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. On completion, the student should be able to identify drawings; scale various drawings; identify different types of lines, symbols, and notations; use plot plans; describe easements; understand building code concepts; locate utilities; and explain various aspects of all types of plans and drawings. **Non-degree creditable.** This is a **CORE** course.

**CAR 131. ROOF AND CEILING SYSTEMS (3-0-3)****COREQUISITE: CAR 133.**

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. **Non-degree creditable.** This is a **CORE** course.

**CAR 132. INTERIOR AND EXTERIOR FINISHING****(1-4-3)**

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. **Non-degree creditable.** This is a **CORE** course.

**CAR 133. ROOF AND CEILING SYSTEMS LAB****(0-6-3)****COREQUISITE: CAR 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. **Non-degree creditable.** This is a **CORE** course.

**CAR 201. SPECIAL PROJECTS IN CARPENTRY****(0-2-1)**

This course allows the student to plan, execute, and present results of individual carpentry projects. Enhancing skill attainment in the Carpentry field is emphasized. This culminating course allows students to independently apply

safety skills attained in previous courses. **Non-degree creditable.**

**CAR 202. SPECIAL PROJECTS IN CARPENTRY (0-4-2)**

This course allows the student to plan, execute, and present results of individual carpentry projects. Enhancing skill attainment in the Carpentry field is emphasized. This culminating course allows students to independently apply skills attained in previous courses.

**CAR 224. FLOOR, WALL, AND CEILING SPECIALTIES (1-4-3)**

This course focuses on advanced interior applications for floors, walls, and ceilings. Topics may include paneling, hard wood floors, drop ceilings, acoustical ceilings, tray ceilings, and box ceilings. On completion the students should have a working knowledge of the specialties covered. This is an advanced course.

## 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 emphasizes 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 111.**

This is a survey course of organic chemistry and biochemistry for students who do not intend to major in science or engineering. Topics include basic nomenclature, classification of organic compounds, typical organic reactions, reactions involved in life processes, function of biomolecules, and 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.

**CHD 201. CHILD GROWTH AND DEVELOPMENT PRINCIPLES (3-0-3)**

**PREREQUISITE: PSY 200 or instructor permission.**

This course is a systematic study of child growth and development from conception through early childhood. Principles underlying physical, mental, emotional, and social development; and methods of child study and practical implications are emphasized. On completion, students should

be able to use knowledge of how young children differ in development and approaches to learning to provide opportunities that supports physical, social, emotional, language, cognitive, and aesthetic development. This is a **CORE** course. *PSY 210 or PSY 211 may be used as a substitute for this course.*

**CHD 202. CHILDREN'S CREATIVE EXPERIENCES (3-0-3)**

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 should be able to select and implement creative and age-appropriate experiences for young children.

**CHD 203. CHILDREN'S LITERATURE AND LANGUAGE DEVELOPMENT (3-0-3)**

**PREREQUISITE: Appropriate placement scores.**

This course surveys appropriate literature and language arts activities designed to enhance young children's speaking, listening, pre-reading, and writing skills. Developmental appropriateness as it relates to language is emphasized. On completion, students should be able to create, evaluate, and demonstrate activities that support a language-rich environment for young children. This is a **CORE** course.

**CHD 204. METHODS AND MATERIALS FOR TEACHING YOUNG CHILDREN (3-0-3)**

This course introduces basic methods and materials used in teaching young children. Students' compiling a professional resource file of activities used for teaching math, language arts, science, and social studies concepts is emphasized. On completion, students should 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.

**CHD 205. PROGRAM PLANNING FOR EDUCATING YOUNG CHILDREN (3-0-3)**

**PREREQUISITE: CHD 204 or instructor permission.**

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. On completion, students should be able to develop and evaluate effective programs for the education of young children.

**CHD 206. CHILDREN'S HEALTH AND SAFETY (3-0-3)**

This course introduces basic health, nutrition, and safety management practices for young children. 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 are emphasized. This is a **CORE** course.

**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. On completion, students 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 35 five months of age, emphasizing planning programs using developmentally appropriate materials. Positive ways to support an infant's or toddler's social, emotional, physical, and intellectual development are emphasized. On completion, the students should be able to plan an infant-toddler program and environment that is appropriate and supportive of families and 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; and emotional, behavioral, and neurological handicaps. On completion, students should be able to identify appropriate strategies for working with exceptional children. This is a **CORE** course.

**CHD 214. FAMILIES AND COMMUNITIES IN EARLY CARE AND EDUCATION PROGRAMS (3-0-3)**

**PREREQUISITE: CHD 201 or instructor permission.**

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.

**CHD 215. SUPERVISED PRACTICAL EXPERIENCE IN CHILD DEVELOPMENT (0-6-3)**

**PREREQUISITE: Permission of division 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.

**CHD 217. MATH AND SCIENCE FOR YOUNG CHILDREN (3-0-3)**

**PREREQUISITE: CHD 204 or instructor permission.**

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. Using effective parenting and childrearing practices, including appropriate guidance methods, is emphasized. Students learn to apply parenting skills for diverse families. On completion, students will be more effective in working with families and young children.

## COMPUTER INFORMATION SCIENCE (CIS, 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. Students 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 113. SPREADSHEET SOFTWARE APPLICATION (3-0-3)**

**PREREQUISITE:** CIS 146.

This course provides students with hands-on experience using spreadsheet software. Students will develop skills common to most spreadsheet software by developing a wide variety of spreadsheets. Planning, developing, and editing functions associated with spreadsheets are emphasized.

**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. Planning, developing, and editing functions associated with database management are emphasized.

**CIS 146. MICROCOMPUTER APPLICATIONS (3-0-3)**

**PREREQUISITE:** CIS 096 or appropriate placement score.

This course is an introduction to the most common microcomputer software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database management, and presentation software. On completion, students should be able to use selected features of these packages. This course will help prepare students for the MOS and IC<sup>3</sup> certification. This course, or an equivalent, is a **CORE** course for the associate in applied technology and associate in applied science CIS programs.

**CIS 147. ADVANCED MICROCOMPUTER APPLICATIONS (3-0-3)**

**PREREQUISITE:** CIS 146.

This course is a continuation of CIS 146 in which students use 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. On 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, emphasizing 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. On 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 150. INTRODUCTION TO COMPUTER LOGIC AND PROGRAMMING**

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 flowcharts, structure charts, and pseudocode will be covered, and students will be expected to apply the techniques to designated situations and problems. This is a **CORE** course.

**CIS 161. INTRODUCTION TO NETWORKING COMMUNICATIONS**

This course is designed to introduce students to basic concepts of computer networks. The terminology and technology involved in implementing selected networked systems are emphasized. 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. *Note: This course is a suitable substitute for CIS 199. Additionally, CISCO I may be used as a suitable substitute for this course; however, CIS 161 will not substitute for CISCO I.*

**CIS 185. COMPUTER ETHICS (3-0-3)**

**COREQUISITE:** CIS 146.

This course surveys 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, with the course being able to repeat for credit for each different topic being covered. The purpose capabilities and use of each package, language, or program are emphasized. On completion, students should be able to use the features selected for the application covered.

**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, browsers, commercial information services, and the use of appropriate editors or software to introduce construction of Web environments.

**CIS 207. INTRODUCTION TO WEB DEVELOPMENT (3-0-3)**

**PREREQUISITE: CIS 146.**

At the conclusion of this course, students should 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. On completion, students should be able to use these tools to enhance Web sites.

**CIS 212. VISUAL BASIC PROGRAMMING (3-0-3)**

**PREREQUISITE: CIS 150 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 completion, the student should 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 150.**

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 should be able to demonstrate knowledge of the topics through 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 should 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 into e-commerce. Topics include marketing, building an e-commerce store, security, and electronic payment systems. On completion students should be able to build an e-commerce presence.

**CIS 251. C++ PROGRAMMING LANGUAGE (3-0-3)**

**PREREQUISITE: CIS 150.**

This course is an introduction to the C++ programming language, including object-oriented programming. Topics include problem solving and 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 trouble-shooting. The class will help to prepare participants for the A+ Certification sponsored by CompTIA. This course is a suitable substitute for CIS 239—Networking Software. If used, this is a **CORE** course for the AAT and AAS CIS programs.

**CIS 269. HARDWARE SUPPORT (3-0-3)**

**PREREQUISITE: CIS 146.**

This course provides students with hands-on practical experience in installing and troubleshooting computer hardware. The class will help to prepare participants for the A+ Certification sponsored by CompTIA. This is a suitable substitute for CIS 240—Networking Hardware. If used, this is a **CORE** course for the AAT and AAS CIS programs.

**CIS 273. INTRODUCTION TO NETWORKING COMMUNICATIONS (3-0-3)**

**PREREQUISITE: CIS 146.**

This course is the fourth part of a four-part curriculum leading to CISCO Certified Network Associate (CCNA) certification. The content of this course is based on current requirements from the CISCO Networking Academy certification standards.

**CIS 285. OBJECT-ORIENTED PROGRAMMING (3-0-3)**

**PREREQUISITE: CIS 150.**

This course is an advanced object-oriented programming course and covers advanced program development techniques and concepts in the context of an object-oriented language. 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 non-degree occupational programs. Generally, the course will use software packages appropriate to occupational programs and may include topics in word processing, database, basic graphics, spreadsheets, or other features typically needed in the field. On completion, the student should be able to demonstrate proficiency by completing appropriate assignments and occupation-specific applications. **Non-degree creditable.**

**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. Also, 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. On completion, students should be able to apply safety rules and regulations and write procedures for skills identified in this course. **Non-degree creditable.** This is a **CORE** course.

**COS 112. INTRODUCTION TO COSMETOLOGY  
LAB (0-9-3)**

**COREQUISITE: COS 111.**

In this course, students are provided practical experience for sanitation, shampooing, hair shaping, and hairstyling. Sterilization, shampooing, hair shaping, and hairstyling for various types of hair for men and women are emphasized. This course offers opportunities for students to put into practice concepts learned in the theory component from COS 111. **Non-degree creditable.** This is a **CORE** course.

**COS 113. THEORY OF CHEMICAL SERVICES  
(3-0-3)**

**COREQUISITE: COS 114.**

During this course students learn concepts of the theory of chemical services related to 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. This course is foundational for other courses providing more detailed instruction on these topics. **Non-degree creditable.** This is a **CORE** course.

**COS 114. CHEMICAL SERVICES LAB (0-9-3)  
COREQUISITE: COS 113.**

During this course students perform various chemical texturing activities. Cosmetologist and client safety, chemical use and handling, hair and scalp analysis, and client consulting are emphasized. **Non-degree creditable.** This is a **CORE** course.

**COS 115. HAIR COLOR THEORY (3-0-3)  
COREQUISITE: COS 116.**

In this course, students learn the techniques of hair coloring and hair lightening. Color application; laws, levels, and classifications of color; and problem solving are emphasized. On completion, the student should be able to identify all classifications of hair coloring and their effects on the hair. **Non-degree creditable.** This is a **CORE** course.

**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 testing, and procedures and applications of all classifications of hair coloring and lightening. On completion, students should be able to perform procedures for hair coloring and hair lightening. **Non-degree creditable.** This is a **CORE** course.

**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 anatomy, diseases and disorders, facial cosmetics, facials, hair removal, light therapy, massage, nail care, skin analysis, and skin structure. On completion, the student should be able to state the procedures for analysis, anatomy, facial cosmetics, facials, hair removal, light therapy, and nail care; and identify the structures, functions, and disorders of the skin. **Non-degree creditable.** This is a **CORE** course.

**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 structures. Facial treatments, product application, skin analysis, massage techniques, facial make-up, hair removal, and nail care are emphasized. On completion, the student should be able to prepare clients; assemble sanitized materials; follow procedures for product application; recognize skin disorders; and demonstrate facial massage movements, cosmetics application, hair removal, and nail care using safety and sanitary precautions. **Non-degree creditable.** This is a **CORE** course.

**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. On completion, the student should be able to list job-seeking and management skills and technology that is available for use in the salon. **Non-degree creditable.**

**COS 151. NAIL CARE (3-0-3)  
COREQUISITE: COS 152.**

This course focuses on 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 performing pedicures. 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, and fiberglass nails, as well as 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, and fiberglass nails, as well as nail art. On completion, students should be able to perform procedures for nail sculpturing and nail art. **Non-degree creditable.**

**COS 167. STATE BOARD REVIEW (1-6-3)**

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 gain entry-level employment. **Non-degree creditable.**

**COS 181. SPECIAL TOPICS THEORY (3-0-3)**

This course is designed to explore issues relevant to the profession of Cosmetology. On completion, students should have developed new skills in areas of specialization for the Cosmetology profession.

**COS 182. SPECIAL TOPICS LAB (0-9-3)**

**PREREQUISITE: Instructor approval.**

This course is designed to allow students to explore issues relevant to the profession of Cosmetology. On completion, students should have developed new skills in areas of specialization for the Cosmetology profession. **Non-degree creditable.**

**CRIMINAL JUSTICE (CRJ)**

**CRJ 100. INTRODUCTION TO CRIMINAL JUSTICE (3-0-3)**

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)**

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)**

This course examines both substantive and procedural law. The legal elements of various crimes are discussed, emphasizing the contents of the *Alabama Code*. Areas of criminal procedure essential to the Criminal Justice profession are also covered.

**CRJ 146. CRIMINAL EVIDENCE (3-0-3)**

This course considers the origins of the law of evidence and current rules of evidence. Types of evidence and their definitions and uses are covered as well as the functions of the court regarding evidence.

**CRJ 147. CONSTITUTIONAL LAW (3-0-3)**

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)**

This course provides an introduction to the philosophical and historical foundations of corrections in America. Incarceration and some of its alternatives are considered.

**CRJ 177. CRIMINAL AND DEVIANT BEHAVIOR (3-0-3)**

This course analyzes criminal and deviant behavior systems, emphasizing sociological and psychological theories of crime causation.

**CRJ 178. NARCOTICS AND DANGEROUS DRUGS (3-0-3)**

This course surveys the history and development of drug abuse in society. Theories of drug abuse and identification and classification of drugs are covered. Strategies for combating the drug problem are discussed.

**CRJ 209. JUVENILE DELIQUENCY**

This course examines the cause of delinquency and reviews programs of prevention and control of juvenile delinquency and the role of the courts.

**CRJ 216. POLICE ADMINISTRATION (3-0-3)**

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)**

This course explores the theory and scope of criminal investigation. Duties and responsibilities of the investigator are included, and the techniques and strategies used in investigation are emphasized.

**CRJ 226. FINGERPRINT SCIENCE (3-0-3)**

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)**

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)**

This course surveys the different techniques of scientific investigation. Ballistics, photography, fingerprints, DNA, trace evidence, body fluids, casts, and the like are emphasized.

**CRJ 236. ADVANCED CRIMINALISTICS (3-0-3)**

This course covers 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 used.

**CRJ 237. FORENSIC PHOTOGRAPHY (3-0-3)**

This course analyzes the principles, techniques, and uses of forensic photography in criminal investigation. Basic camera operation and mechanics, crime scene photography, and rules of photographic evidence are emphasized.

**CRJ 238. CRIME SCENE INVESTIGATION (3-0-3)**

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)**

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. INTRO TO COMPUTER-AIDED DRAFTING AND DESIGN (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. This is a **CORE** course.

**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 and drawing. This is a **CORE** course.

**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, including 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. The theory and the mechanics of applying sections, basic dimensioning, auxiliary views, and basic space geometry are emphasized. This is a **CORE** course.

**DDT 127. INTERMEDIATE COMPUTER-AIDED DRAFTING AND DESIGN (1-4-3)****PREREQUISITES: DDT 104, 111, 124, or instructor approval.**

This course covers intermediate-level concepts and applications of CADD. Intermediate-level features, commands, and applications of CADD software are emphasized. This is a **CORE** course.

**DDT 128. INTERMEDIATE TECHNICAL DRAWING (1-4-3)****PREREQUISITES: DDT 111 and 124 or instructor approval.**

This course is designed to develop a strong foundation in common drafting and design practices and procedures. Topics include dimensioning concepts and pictorial drawings. This is a **CORE** course.

**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 require 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. Applications of multi-view drawings, including drawing organization and content, title blocks and parts lists, assembly drawings, detail drawings, and dimensioning; and application of engineering controls in producing industrial-type working drawings are emphasized. On completion, students should be able to organize, lay out, and produce industrial-type working drawings, including 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 emphasizing 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 within DDT 130. Drawing accuracy, using each of the fields listed with 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 the various issues 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, emphasizing residential and

some light commercial applications. On 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 they relate 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 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 231. ADVANCED CAD (2-2-3)**

This course covers the advanced applications of CAD software to engineering projects in various applications, including architectural, civil, mechanical, and environmental engineering, with consideration for advanced physical and psychological principles of CAD. These principles will be applied toward CAD customization and programming principles, for the expressed purpose of increasing productivity and improving the performance of the CAD operator; thereby, making CAD much more productive in an engineering environment. Using intelligent CAD techniques to increase the quality of output is emphasized; and, 3D modeling and rendering will be introduced. On completion, students should be able to apply advanced CAD techniques in solving complex problems related to all engineering applications.

**DDT 235. SPECIALIZED CAD (1-4-3)**

This course allows the student to plan, execute, and present results of individual projects in Specialized CAD topics.

Enhancing skill attainment in Specialized CAD skill sets is emphasized. On completion, students should be able to demonstrate and apply competencies identified by the instructor.

#### **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 particular drafting area. The student's ability to apply the principles learned in previous drafting classes in one special area as approved by the instructor is emphasized. The required project and how the work is to be accomplished must be agreed on by the instructor and the student. On completion, students should 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 use new products. Topics include current trends in how industries use CAD applications, new developments, improvements and progressions within specific CAD applications, and necessary hardware. On 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.

### **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; and direct current characteristics of series, parallel, and series-parallel circuits. Students are prepared to analyze complex DC circuits, solve for unknown circuits variables with the use of Ohm's Law, 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. This is a **CORE** course.

#### **ELT 109. AC FUNDAMENTALS (1-4-3)**

**PREREQUISITE/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 design AC circuits and explain the function of alternating circuits such as RLC, impedance, phase relationships, and power factor. This is a **CORE** course.

#### **ELT 110. WIRING METHODS (1-4-3)**

This course is a study of various tasks, wiring methods, materials, and associated *National Electric Code* (NEC) requirements that students will be required to work with in residential and commercial wiring courses. This is a **CORE** course.

#### **ELT 114. RESIDENTIAL WIRING METHODS I (2-2-3)**

**PREREQUISITE: ELT 109.**

This course is a study of residential wiring practices and methods, *National Electrical Code* (NEC) requirements, and residential blueprint interpretations. This is a **CORE** course.

#### **ELT 115. RESIDENTIAL WIRING METHODS II (2-2-3)**

**PREREQUISITES: ELT 109 and 114.**

This course is a study of residential wiring practices and methods, *National Electric Code* (NEC) requirements, and residential blueprint interpretations. This is a **CORE** course.

#### **ELT 117. AC/DC MACHINES (1-4-3)**

This course covers the theory and operation of DC motors 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. This is a **CORE** course.

#### **ELT 118. COMMERCIAL/INDUSTRIAL WIRING I (1-4-3)**

**PREREQUISITE: ELT 109.**

This course focuses on the principles and applications of commercial and industrial wiring. Topics include, electrical safety practices, an overview of *National Electrical Code* (NEC) requirements as applied to commercial and industrial wiring, conduit bending, circuit design, pulling cables, transformers, switch gear, and generation principles. This is a **CORE** course.

#### **ELT 132. COMMERCIAL/INDUSTRIAL WIRING II (2-3-3)**

**PREREQUISITE: ELT 118.**

This course is a continuation of ELT 118 and includes the study of branch circuits, installation requirements for services, and feeders and special equipment considerations, including *National Electric Code* (NEC) 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 know how to size complete electrical commercial and industrial systems and know the NEC requirements for each system.

**ELT 182. SPECIAL TOPICS IN ELECTRICAL TECHNOLOGY (0-0-3)**

**PREREQUISITE: Instructor approval.**

This course provides specialized instruction in various areas related to electrical technology. Meeting students' needs is emphasized.

**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, 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 and overload protection, interpret ladder diagrams by using push-button stations, and understand complex motor control diagrams. This is a **CORE** course.

**ELT 212. MOTOR CONTROLS II (2-2-3)**

**PREREQUISITES: ELT 106, 107, 209, and MTH 092.**

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 the different starting techniques of electrical motors.

**ELT 217. TRANSFORMERS (2-2-3)**

This course is designed to train the student in the theory of operation, various connections, troubleshooting, and repair of single- and three-phase transformers. KVA load calculations and applications will also be covered in the class. On completion, the student should be able to perform calculations relating to transformers, make proper delta and wye connections, and understand the basic polarity and voltage test for each application.

**ELT 221. ELECTRONICS FOR ELECTRICIANS (2-2-3)**

**PREREQUISITE: ELT 109 or INT 103**

This course introduces the basic principles of solid state electronic equipment as found in many electrical and motor control circuits. The fundamental concepts of diodes, transistors, FETs and MOSFETs as they are used in electrical control circuits are emphasized. On completion, students should be able to explain the basic operation of these solid state components and be able to perform basic troubleshooting tasks.

**ELT 224. SECURITY AND ALARM SYSTEMS (2-2-3)**

This course introduces the basic operation and installation of home and business security and fire alarm systems as well as low-voltage (under 30v) systems such as lighting, door chimes, and intercom systems. Installation of home and business security and fire alarm systems is emphasized. On completion, students should be able to install residential and commercial security systems in accordance with code and directives.

**ELT 225. SMART HOUSE WIRING (2-2-3)**

This course introduces the newest technology available for Smart House wiring equipment and wiring methods, including control of whole-house electrical equipment and home entertainment products. Specialized skills and tools required for wiring Smart Houses are emphasized. On completion, students should be able to install special devices and automated equipment in a high-technology Smart House.

**ELT 231. INTRODUCTION TO PROGRAMMABLE LOGIC CONTROLLERS (2-3-3)**

**PREREQUISITE: ELT 109. COREQUISITE: ELT 232.**

This course provides an introduction to programmable logic controllers. PLC hardware and software, numbering systems, installation, and programming are emphasized. On completion, students must demonstrate the ability to develop, load, debug, and optimize PLC programs.

**ELT 232. ADVANCED PROGRAMMABLE CONTROLLERS (2-3-3)**

**PREREQUISITE/COREQUISITE: ELT 231.**

This course includes the advanced principles of PLCs, including hardware, programming, and troubleshooting. Developing advanced working programs and troubleshooting hardware and software communication problems are emphasized. On completion, students should be able to demonstrate the ability to develop programs and troubleshoot the system.

**ELT 233. APPLIED PROGRAMMABLE CONTROLS (2-2-3)**

**PREREQUISITE: ELT 232.**

This state-of-the-art course covers the more advanced topics of PLCs. High-speed devices, analog programming, designing complete working systems, startup and troubleshooting techniques, and special projects are emphasized. On completion, students must demonstrate the ability to develop programs, load programs into PLCs, and troubleshoot the system if necessary.

**ELT 241. NATIONAL ELECTRIC CODE (3-0-3)**

This course introduces students to the *National Electric Code* (NEC) and text and teaches the student how to find needed information within this manual. Locating and interpreting needed information within the *NEC Code Manual* are emphasized. On completion, students should be able to locate, with the NEC requirements, a specific electrical installation.

**ELT 243. ELECTRICAL COST ESTIMATING  
(3-0-3)**

This course provides an in-depth study of calculating wiring materials required and labor needed by man hours to complete a job. How to document scope of work required, use various take-off sheets, and correct means by which to arrive at total job costs are emphasized. On completion, student should be able to perform actual calculations of sample jobs, including overhead and operating costs.

**ELT 245. ELECTRICAL GROUNDING SYSTEMS  
(3-0-3)**

This course provides the knowledge to understand how to properly ground an electrical system. Residential and commercial installations and the function of independent grounding elements are emphasized. On completion, students should be able to explain and design a simple grounding system.

**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. Applying content to signs, symptoms, and treatments; and situations commonly seen by paramedics are emphasized. 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 pre-hospital advanced life support as a career, focusing 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, and ethical issues; therapeutic communications; and medical terminology. On course completion, students should 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. This is a **CORE** course.

**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 completion,

students should 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. This is a **CORE** course.

**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 completion, students should 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. This is a **CORE** course.

**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, emphasizing 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 completion, students should 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. This is a **CORE** course.

**EMP 196. ADVANCED TRAUMA MANAGEMENT B  
(2-2-3)**

**PREREQUISITE:** Admission to EMT-Paramedic program. **COREQUISITES:** EMP 189 and EMP 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 completion, students should 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. This is a **CORE** course.

**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 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, focusing on patient assessment, trauma management, advanced airway management, IV/IO initiation and medication administration. On completion, students should 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. This is a **CORE** course.

**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 completion, students should 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. This is a **CORE** course.

**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 pre-hospital 12-lead electrocardiogram monitoring and interpretation. On completion, students should 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. This is a **CORE** course.

**EMP 201. MEDICAL PATIENT MANAGEMENT II B  
(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 completion, students should 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. This is a **CORE** course.

**EMP 202. PARAMEDIC CLINICAL  
COMPETENCIES II (0-9-3)**

**PREREQUISITES:** 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, focusing 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 completion, students should 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. This is a **CORE** course.

**EMP 203. CARDIOVASCULAR PATIENT  
MANAGEMENT (2-2-3)**

**PREREQUISITES:** Admission to EMT-Paramedic program and EMP 194 and 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 completion, students should 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. This is a **CORE** course.

**EMP 205. PARAMEDIC TERMINAL  
COMPETENCIES (1-2-2)**

**PREREQUISITES:** Admission to EMT-Paramedic program and EMP 191, 192, and 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. Validation of knowledge and skills through didactic review, skills lab performance, computer simulation, and practice testing are emphasized. On completion, students should be sufficiently prepared to sit for the paramedic licensure examination. This is a **CORE** course.

**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 pre-hospital 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 setting to provide safe and effective patient care in the pre-hospital environment. On 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. This is a **CORE** course.

**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 pre-hospital setting. On 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. This is a **CORE** course.

**EMERGENCY MEDICAL SERVICES (EMS)**

**EMS 100. CARDIOPULMONARY  
RESUSCITATION I (1-0-1)**

This course provides concepts related to areas of basic life support, including 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 cardiopulmonary resuscitation (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 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 and special considerations in safety; and the run. Completion of specific student competencies, using NSTC guidelines are 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 116. EMS BASIC THEORY AND LAB (6-6-0-9)  
CO-REQUISITE: EMS 117.**

This course is required to apply for certification as an EMT-Basic. This course provides students with insights into the theory and application of concepts related to the profession of Emergency Medical Services. Specific topics include EMS preparatory, airway maintenance, patient assessment, treating trauma patients, various medical procedures, treating infants and children, and various EMS operations. This course is based on the Emergency Medical Technician-Basic National Standard Curriculum.

**EMS 117. EMS BASIC CLINICAL COMPETENCIES  
(0-0-3-1)**

**COREQUISITE:** EMS 116.

This course is required to apply for certification as an EMT-basic. It provides students with clinical education experiences to enhance knowledge and skills learned in EMS 116—EMS Basic Theory and Lab. This course helps students prepare for the National Registry Exam.

**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)**

**PREREQUISITES:** LPN, ADN, 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)**

**PREREQUISITES: LPN, ADN, 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 they relate 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 and 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)**

**PREREQUISITES: 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. One-on-one guidance to supplement instruction in English courses is emphasized. A student's success in this course is measured by success in other English courses in which the student is enrolled. **Non-degree creditable.**

**ENG 092 BASIC ENGLISH I (3-0-3)**

**PREREQUISITE: A score of 0-57 on the writing section on the COMPASS®.**

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. **Non-degree creditable.**

**ENG 093 BASIC ENGLISH II (3-0-3)**

**PREREQUISITE: A grade of S (Satisfactory) in ENG 092 or a score of 58-61 on the writing section of the COMPASS®.**

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. **Non-degree 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)****PREREQUISITES: ENG 246 and/or as required by program.**

A continuation of ENG 246, 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 248. CREATIVE WRITING III (3-0-3)****PREREQUISITES: ENG 247 and/or as required by program.**

A continuation of ENG 247, 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 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 should 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 should 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 should 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 should 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 should 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 should 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. **Non-degree 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 their 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 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 and 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 and 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 Buddhism, Christianity, Hinduism, Islam, Judaism, 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.**

This course provides 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 individually. Internships with historical and preservation organizations, thesis development, and 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 that are relevant 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 that offers the student an introduction to the humanities, using selections from art, history, literature, music, 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, history, literature, music, 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. Specific topics will be determined by the interests of the students and faculty. This course may be repeated for credit.

**INDUSTRIAL SYSTEMS  
TECHNOLOGY (INT)**

**INT 100. MATHEMATICS FOR INDUSTRIAL  
TECHNICIANS (3-0-3)**

This course is designed to provide an understanding of basic mathematical concepts used in an industrial setting. Topics include the arithmetic of whole numbers, fractions, and decimals; basic ration, proportion, and percentage; application problems in industrial maintenance.

**INT 101. DC FUNDAMENTALS (2-2-3)**

**COREQUISITE: ELT 109, ILT 161, or INT 103.**

This course provides a study of atomic theory; direct current (DC); properties of conductors and insulators; and 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 use basic electronic test equipment. This is a **CORE** course.

**INT 103. AC FUNDAMENTALS (2-2-3)**

**COREQUISITE: ELT 108, ILT 160, or INT 101.**

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 design AC circuits and explain the function of alternating circuits such as RLC, impedance, phase relationships, and power factor. This is a **CORE** course.

**INT 105. INTRODUCTION TO PROCESS  
TECHNOLOGY (2-2-3)**

**PREREQUISITE: INT 101.**

This course is designed to provide students with an introduction to process control technology and various instruments used to control processes. On completion, students should be able to comprehend principles of process control technology and the application of various instruments to control processes in an industrial setting.

**INT 113. INDUSTRIAL MOTOR CONTROL I  
(1-4-3)**

This course focuses on information regarding industrial motor controls and basic information regarding process logic controllers. On completion, students should be able to remove, replace, and wire different types of control devices for operating industrial motors.

**INT 117. PRINCIPLES OF INDUSTRIAL  
MECHANICS (2-2-3)**

This course provides instruction in basic physics concepts applicable to the mechanics of industrial production equipment. Topics include the basic application of mechanical principles, emphasizing power transmission; specific mechanical components; alignment; and tension. On completion, students should be able to perform basic troubleshooting, repair, and maintenance functions on industrial production equipment. This is a **CORE** course.

**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 application of these concepts to perform preventive maintenance functions on hydraulic and pneumatic systems. This is a **CORE** course.

**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. On completion, students should demonstrate the ability to apply proper preventive maintenance concepts.

**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. On completion, students should be able to install, maintain, and troubleshoot industrial pumps and piping systems.

**INT 134. PRINCIPLES OF INDUSTRIAL  
MAINTENANCE WELDING AND  
CUTTING TECHNIQUES (2-2-3)**

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. On completion, students should demonstrate the ability to perform metal welding and cutting techniques necessary for repairing and maintaining industrial equipment. This is a **CORE** course.

**INT 139 INTRODUCTION TO ROBOT  
PROGRAMMING (1-4-3)**

This course provides an introduction to robotic programming. Safety, motion programming, creating and editing programs, I/O instructions, macros, and program and file storage are emphasized. On completion, the student should be able to

safely perform basic functions in the work cell as well as program a robot to perform simple functions.

**INT 184. INTRODUCTION TO PROGRAMMABLE LOGIC CONTROLLERS (2-2-3)**

This course emphasizes PLC programming, connections, installations, and startup procedures. Topics include introductory programming; PLC functions and terminology; processor unit and power supply; introductory numbering systems; relay and programming logic; and field wiring, installation, and startup. On completion, students should be able to identify inputs and outputs, list capabilities of the system, monitor system operation, recognize RAM and ROM functions, and recognize binary and digital number systems.

**INT 213. INDUSTRIAL MOTOR CONTROL II (1-4-3)**

**PREREQUISITE: INT 113.**

This course is a continuation of INT 113, focusing on additional theory and practice regarding industrial motor control schematics and wiring. Included are multispeed and soft-start 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. On completion, students should be able to remove, replace, and wire different types of resistors, reactors, and transformers similar to those used in the control of industrial poly-phase motors and large DC motors.

**INT 284. ADVANCED PRINCIPLES OF PROGRAMMABLE CONTROLLERS (2-2-3)**

**PREREQUISITE: INT 184.**

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. APPLIED PRINCIPLES OF PROGRAMMABLE CONTROLLERS (2-2-3)**

**PREREQUISITE: INT 184.**

This course provides instruction in the advanced theory, application, and programming techniques of a specific programmable logic controller, including the hardware and 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.

**INT 295. COOPERATIVE EDUCATION (0-4-2)**

**PREREQUISITE: Instructor permission.**

This course provides students work experience with a College-approved employer in an area directly related to the student's program of study. Integrating classroom experience with work experience is emphasized. On completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**INT 296. COOPERATIVE EDUCATION (0-4-2)**

**PREREQUISITE: Instructor permission.**

This course provides students work experience with a College-approved employer in an area directly related to the student's program of study. Integrating classroom experience with work experience is emphasized. On completion, students should be able to evaluate career selection, demonstrate employability skills, and satisfactorily perform work-related competencies.

**MASONRY (MAS)**

**MAS 111. MASONRY FUNDAMENTALS (2-2-3)**

**PREREQUISITE: Program admission.**

**COREQUISITES: MAS 121 and 151.**

This course is designed as an introduction and orientation to masonry construction, specifically to brick and block. Topics include identification and safe use of tools, equipment, and masonry materials. On completion, students should have a general knowledge of masonry. **Non-degree creditable.** This is a **CORE** course.

**MAS 121. BRICK/BLOCK MASONRY FUNDAMENTALS (1-4-3)**

**PREREQUISITE/COREQUISITE: MAS 111.**

This course is designed to provide the student with basic fundamental skills for working with brick and block. The importance of proper work site setup, dry bonding, head and bed joints, leveling, plumbing, and straight edging are emphasized. On completion, students should have requisite skills meeting entry-level standards. **Non-degree creditable.** This is a **CORE** course.

**MAS 131. BRICK/BLOCK MASONRY FUNDAMENTALS II (1-4-3)**

This course is designed to provide the student with a working knowledge of laying bricks and blocks. Setup, layout, building corners, and laying to the line are emphasized. On completion, students should have entry-level skills in brick and block masonry. **Non-degree creditable.** This is a **CORE** course.

**MAS 151. BRICK/BLOCK MASONRY FUNDAMENTALS III (1-4-3)**

**PREREQUISITE/COREQUISITE: MAS 111.**

This course is designed to provide the student with a working knowledge of the various methods of laying bricks and blocks. Hanging a speed pole, layout, building corners, and laying to a line are emphasized. On completion, students should have entry-level skills in basic bonds, tooling and finishing joints, toothing corners, and cutting masonry units. **Non-degree creditable.** This is a **CORE** course.

**MAS 161. BLOCK MASONRY LAB (0-6-3)**

**PREREQUISITES/COREQUISITES: MAS 111, 121, 151, and 162.**

This course provides practical application of block laying techniques. Developing skill in laying block and constructing and reinforcing walls, joints, and sample panels are emphasized. On completion, students should be able to construct block walls to entry-level standards. **Non-degree creditable.** This is a **CORE** course.

**MAS 162. BRICK MASONRY LAB (0-6-3)****PREREQUISITES: MAS 111 and 121.**

This course provides practical application of advanced brick laying techniques. Developing skill in laying brick and constructing and reinforcing walls, joints, and sample panels are emphasized. On completion, students should be able to construct brick walls to entry-level standards. **Non-degree creditable.**

**MAS 171. RESIDENTIAL/COMMERCIAL MASONRY (1-4-3)**

This course provides application of residential and commercial techniques for reading plans, estimating costs, and constructing composite walls. Estimating material and labor cost based on specifications contained in working drawings or blueprints and on bonding composite walls is emphasized. On completion, students should be able to demonstrate entry-level skills in print reading and cost estimation as well as composite wall construction and bonding. **Non-degree creditable.** This is a **CORE** course.

**MAS 181. SPECIAL TOPICS IN MASONRY (1-4-3)**

This course provides specialized instruction in various areas related to the industry. Meeting students' needs is emphasized.

**MAS 182. SPECIAL TOPICS IN MASONRY (2-2-3)**

This course provides specialized instruction in various areas related to the industry. Meeting students' needs is emphasized.

**MAS 183. SPECIAL TOPICS IN MASONRY (0-6-3)**

This course provides specialized instruction in various areas related to the industry. Meeting students' needs is emphasized.

**MAS 211. STONE MASONRY (1-4-3)**

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. **Non-degree creditable.**

**MAS 231. BASIC CEMENT MASONRY (1-4-3)**

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-size projects, flat work, form work, footings, and the correct tools and methods of finishing and placing are emphasized.

**MAS 251. STONE MASONRY LAB (0-6-3)**

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. **Non-degree creditable.**

**MAS 252. FIREPLACE CONSTRUCTION (0-6-3)**

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. **Non-degree creditable.**

**MAS 271. BASIC CEMENT MASONRY LAB (0-6-3)**

This course introduces the student to basic concrete masonry, including use of various tools, estimating, and placing concrete. Correct methods used in placing concrete, finishing concrete, placing forms, and proper care of concrete tools is emphasized. On completion, students should demonstrate entry-level skills for placing, finishing, estimating, and curing concrete. **Non-degree creditable.**

**MATHEMATICS (MTH)****MTH 080. MATHEMATICS LABORATORY (0-1-1)**

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. Arithmetic and algebra, as determined by the individual needs of the student, are emphasized. **Non-degree creditable.**

**MTH 090. BASIC MATHEMATICS (3-0-3)**

This developmental course reviews arithmetical principles and computations and is designed to increase the student's mathematical proficiency for selected curriculum entrance. **Non-degree creditable.**

**MTH 091/092. DEVELOPMENTAL ALGEBRA I-II (4-0-4)**

**PREREQUISITE: MTH 090 or appropriate mathematics placement score.**

This sequence of developmental courses provides a review of arithmetic and algebraic skills designed to provide sufficient mathematical proficiency necessary for entry into MTH 100—Intermediate College Algebra. **Non-degree creditable.**

**MTH 098. ELEMENTARY ALGEBRA (3-0-3)**

**PREREQUISITE: MTH 090 or appropriate mathematics placement score. COREQUISITE: MTH 080.**

This course is a review of the fundamentals of algebra. Topics include the real number system, linear equations and inequalities, graphing linear equations in two variables, laws of exponents, polynomial operations, and factoring polynomials. This course is designed to provide sufficient mathematical proficiency necessary for entry into MTH 100—Intermediate College Algebra. *Note: Successful completion of MTH 098 serves as a suitable substitute for MTH 091 and MTH 092.*

**MTH 100. INTERMEDIATE COLLEGE ALGEBRA (3-0-3)**

**PREREQUISITE: MTH 092, 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)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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 division 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 associate in applied science degree and does not meet the general core requirement for mathematics.**

#### **MTH 120. CALCULUS AND ITS APPLICATIONS (3-0-3)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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 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)**

**PREREQUISITES:** 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 103. INTRODUCTION TO TECHNICAL MATHEMATICS**

**PREREQUISITE:** MTH 092, 098, or appropriate mathematics placement score.

This course is designed for the student in technology needing simple arithmetic and algebraic and right triangle trigonometric skills.

**MTH 110. FINITE MATHEMATICS (3-0-3)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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 division 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 associate in applied science degree and does not meet the general core requirement for mathematics.**

**MTH 120. CALCULUS AND ITS APPLICATIONS (3-0-3)**

**PREREQUISITES:** 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)**

**PREREQUISITES:** 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 grade of 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)**

**PREREQUISITES:** 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 grade of 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; and use of manipulatives by teachers to demonstrate abstract concepts and by students while learning these abstract concepts as emphasized in the class. On 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. On 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), emphasizing 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.

## MATHEMATICS—VOCATIONAL AND TECHNICAL (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 percentage, linear equations, formulas, and statistics. On completion, students should be able to solve practical problems in their specific occupational areas of study. **Non-degree 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. This is a **CORE** course.

### 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. This is a **CORE** course.

### 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 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. This is a **CORE** course.

### 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 should be able to demonstrate competence in exam room procedures. This is a **CORE** course.

### 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. This is a **CORE** course.

### MAT 121. MEDICAL ADMINISTRATIVE PROCEDURES II (2-3-3)

This course is a continuation of MAT 120. 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. This is a **CORE** course.

### 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 and skills based on course topics. This is a **CORE** course.

### 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. This is a **CORE** course.

### 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 within the medical setting. Verbal, nonverbal, written communication skills, and medical document formatting are emphasized. 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)**

**PREREQUISITES: MAT 101, 102, and 103 or instructor permission.**

This course is designed to instruct students in handling emergencies in the medical office. Emergencies presented will include cardiovascular events, diabetes, seizures, syncope, hyperthermia and hypothermia, shock, musculoskeletal problems, and poisoning. On completion, students should be able to recognize emergency situations and take appropriate actions. This is a **CORE** course.

**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. This is a **CORE** course.

**MAT 215. LABORATORY PROCEDURES II FOR THE MEDICAL ASSISTANT (2-3-3)**

**PREREQUISITE: Instructor permission.**

This course instructs students in the fundamental theory and lab application for the medical office. Microbiology, urinalysis, serology, blood chemistry, venipuncture theory, and venipuncture collection procedures are discussed and performed. On completion, students should be able to perform basic lab tests and skills on course topics. This is a **CORE** course.

**MAT 216. MEDICAL PHARMACOLOGY FOR THE MEDICAL OFFICE (3-3-4)**

**PREREQUISITES: MAT 101, 102, 103, and 116 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. This is a **CORE** course.

**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. This is a **CORE** course.

**MAT 222. MEDICAL TRANSCRIPTION I (1-3-2)**

**PREREQUISITES: MAT 101, 130, and 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. This is a **CORE** course.

**MAT 223. MEDICAL TRANSCRIPTION II (1-3-2)**

**PREREQUISITE: 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. This is a **CORE** course.

**MAT 239. PHLEBOTOMY PRECEPTORSHIP (0-15-3)**

**PREREQUISITES: MAT 101, 102, 125, 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: MAT 222 or 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 the transcription classroom to medical office dictation. On completion, students should be able to demonstrate entry-level transcription skills.

**MUSIC (MUL, MUP, MUS)**

**MUSIC ENSEMBLES (0-4-2) OR (0-2-1)**

**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 is emphasized. On completion, students should be able to effectively participate in performances presented by the ensemble. All ensembles may be repeated for credit.

**MUL 180-81; 280-81—CHORUS I, II, III, IV**

**MUL 182-183; 282-283—VOCAL ENSEMBLE I, II, III, IV**

**MUL 184-185; 284-285—JAZZ/SHOW CHOIR I, II, III, IV**

**MUL 192-93; 292-93—INSTRUMENTAL ENSEMBLE I, II, III, IV**

**CLASS PERFORMANCE INSTRUCTION (0-2-1)**

Group instruction is available in piano and voice 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 is required as a co-requisite.

**MUL 101-02; 201-02—CLASS PIANO I, II, III, IV**

**MUL 111-12; 211-12—CLASS VOICE I, II, III, IV**

**MUSIC PERFORMANCE (0-4-2)**

**PREREQUISITE: Instructor Permission**

Individual performance instruction is available in piano and voice. Developing technique, repertoire, and performance skills commensurate with the student's educational 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.

**MUP 101-02; 201-02—PIANO I, II, III, IV**

**MUP 111-12; 211-12—VOICE I, II, III, IV**

**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 will cover a minimum of three stylistic periods to provide a multi-cultural perspective, and includes both vocal

and instrumental genres. On completion, students should be able to demonstrate a knowledge of music fundamentals, aesthetic and 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, suitable placement score, or permission of the instructor.**

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, chords, and basic sight singing and ear training skills. On 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 (3-2-4)**

**PREREQUISITE: MUS 110, appropriate placement score, or instructor permission.**

This course introduces diatonic harmonic practices in the Common Practice Period. Topics include fundamental musical materials (rhythm, pitch, scales, intervals, and 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. **Lab included.**

**MUS 112. MUSIC THEORY II (3-2-4)**

**PREREQUISITE: MUS 111.**

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. **Lab included.**

**NUCLEAR TECHNOLOGY (NUC)**

**NUC 118. RADIATION PROTECTION AND DETECTION (3-0-3)**

**PREREQUISITE: Instructor approval.**

This course presents the theory of various types of radiation, including application detection and shielding. It also covers detection devices, such as typical survey meters, core power detectors, and personnel monitoring devices. The course will also discuss how radiation exposure can be minimized and the biological impact of radiation.

**NUC 119. REACTOR PLANT CONSTRUCTION AND GENERAL DESIGN CRITERIA (3-0-3)**

**PREREQUISITE: NUC 118.**

This course provides students with an understanding of the various materials used in the operation of a nuclear power plant. Students will discuss functions and construction of fission product barriers, including practical application of the

concepts of defense in depth and redundancy and the roles of the various employees in reactor safety. It also covers basic information about major industry operating experience, including Three Mile Island and the Chernobyl Nuclear Power Plant accident.

#### **NUC 120. NUCLEAR PLANT SYSTEMS I (3-0-3)**

**PREREQUISITES:** NUC 118 and 119.

This course covers basic aspects of the design, layout, and function of all major systems associated with nuclear power plant designs typically used for U.S. power production. This includes components such as pumps, valves, heat exchangers, motors, and generators essential to the safe operation of Pressurized Water Reactors (PWR) and Boiler Water Reactors (BWR).

#### **NUC 121. NUCLEAR PLANT SYSTEMS II (3-0-3)**

**PREREQUISITES:** NUC 118, 119, and 120.

This course is a continuation of NUC 120, covering basic aspects of the design, layout, and function of all major systems associated with nuclear power plant designs typically used for U.S. power production. This includes components such as pumps, valves, heat exchangers, motors, and generators essential to the safe operation of Pressurized Water Reactors (PWR) and Boiler Water Reactors (BWR).

## **NURSING**

### **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 and learning, critical thinking, ethics-law, cultural diversity, nursing history, and the program's philosophy of nursing. Also, 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 course conclusion, students demonstrate competency in performing basic nursing skills for individuals with common health alterations. This is a **CORE** course.

#### **NUR 103. HEALTH ASSESSMENT (0-3-0-1)**

**PREREQUISITE:** Nursing program admission.

This course is designed to provide students with the opportunity to learn and practice history-taking and physical examination skills with individuals of all ages, emphasizing the adult. The focus is on symptom analysis along with physical, psychosocial, and growth and development assessments. Students will be able to use critical thinking skills in identifying health alterations, formulating nursing diagnoses, and documenting findings appropriate to nursing. This is a **CORE** course.

#### **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. On completion, students should be able to calculate and administer medications. This is a **CORE** course.

#### **NUR 105. ADULT NURSING (5-3-6-8)**

**PREREQUISITES:** NUR 102, 103, 104, MTH 100 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. Providing care to individuals undergoing surgery; fluid and electrolyte imbalance; and common alterations in respiratory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, and integumentary systems are emphasized. Nutrition, pharmacology, communication, and cultural and community concepts are integrated. This is a **CORE** course.

#### **NUR 106. MATERNAL AND CHILD NURSING (4-0-3-5)**

**PREREQUISITES:** NUR 102, 103, 104, MTH 100 or higher, 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. On completion, students will be able to provide and manage care for maternal and pediatric clients in a variety of settings. This is a **CORE** course.

#### **NUR 200. NURSING CAREER MOBILITY ASSESSMENT (3-9-0-6)**

**PREREQUISITES:** ADN program admission, MTH 100 or higher, BIO 201 and 202, and ENG 101.

This course is designed to provide LPN mobility students with self-directed opportunities to prepare for placement into the third semester of the ADN program. Assessment and validation of selected theory, process, and skills covered in NUR 102, 103, 104, 105, and 106 are emphasized. On successful completion of assessments, students are eligible for entry into NUR 201. Students who successfully complete this course are awarded 15 nontraditional hours at the completion of the LPN-to-RN Mobility curriculum.

**NUR 201. NURSING THROUGH THE LIFESPAN I  
(3-0-6-5)**

**PREREQUISITES:** NUR 105 and 106, ENG 101, and 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 and 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 on 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 and 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)**

**PREREQUISITES:** NUR 202, SPH 106 or 107, and PSY 210.

This course builds on 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 and emergencies, multiple organ dysfunction syndrome, and related disorders. Teaching and learning concepts, advanced dosage calculations, nutrition, pharmacology, communications, and cultural and community concepts are integrated.

**NUR 204. ROLE TRANSITION FOR THE  
REGISTERED NURSE (2-0-6-4)**

**PREREQUISITES:** NUR 202, SPH 106 or 107, 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 in preparation for the NCELX-RN.

**PRACTICAL NURSING (NUR)**

**NUR 101. BODY STRUCTURE AND FUNCTION  
(3-3-0-4)**

**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. On completion, students should be able to demonstrate basic knowledge of body systems, their interrelationships, and associated medical terminology. This is a **CORE** course.

**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 and learning, critical thinking, ethics-law, cultural diversity, nursing history, and the program's philosophy of nursing. Also, 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. This is a **CORE** course.

**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, emphasizing the adult. The focus is on symptom analysis along with physical, psychosocial, and growth and development assessments. Students will be able to use critical thinking skills in identifying health alterations, formulating nursing diagnoses, and documenting findings appropriate to nursing. This is a **CORE** course.

**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. On completion, students should be able to calculate and administer medications. This is a **CORE** course.

**NUR 105. ADULT NURSING (5-3-6-8)****PREREQUISITES:** NUR 102, 103, and 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. Providing care to individuals undergoing surgery; fluid and electrolyte imbalance; and common alterations in respiratory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, and integumentary systems are emphasized. Nutrition, pharmacology, communication, and cultural and community concepts are integrated. This is a **CORE** course.

**NUR 106. MATERNAL AND CHILD NURSING (4-0-3-5)****PREREQUISITES:** NUR 102, 103, and 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. On completion, students should be able to provide and manage care for maternal and pediatric clients in a variety of settings. This is a **CORE** course.

**NUR 107. ADULT/CHILD NURSING I (5-0-9-8)****PREREQUISITES:** NUR 105 and 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. Providing care to individuals experiencing complex alterations in: sensory and perceptual, reproductive, endocrine, genitourinary, neurological, immune, cardiovascular, and lower gastrointestinal systems. Additional instruction is provided for care of 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. This is a **CORE** course.

**NUR 108. PSYCHOSOCIAL NURSING (2-0-3-3)****PREREQUISITES:** NUR 105 and 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. On completion, students will demonstrate the ability to assist clients in maintaining psychosocial integrity through the use of the nursing process. This is a **CORE** course.

**NUR 109. ROLE TRANSITION FOR THE PRACTICAL NURSE (2-3-0-3)****PREREQUISITES:** NUR 105 and 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. 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 are emphasized.

**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. Speed and accuracy in keying alphabetic, symbol, and numeric information using a keyboard are emphasized. On completion, students 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 or instructor permission.

This course is designed to assist the student with increasing speed and accuracy using the touch method of keyboarding through classroom instruction and lab exercises. Production of business documents, such as memoranda, letters, reports, tables, and outlines from unarranged rough draft to acceptable format is emphasized. On completion, students 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. This is a **CORE** course.

**OAD 104. ADVANCED KEYBOARDING (3-0-3)****PREREQUISITE:** OAD 103.

This course is designed to assist the student with continuing to develop speed and accuracy using the touch method of keyboarding through classroom instruction and lab exercises. Production of business documents using decision-making skills is emphasized. On completion, students 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 or instructor permission.

This course is designed to provide the student with basic word processing skills through classroom instruction and lab exercises. Use of software features to create, edit, and print common office documents is emphasized. On completion, students 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 (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. Use of industry-standard software to maximize productivity is emphasized. On completion, students should be able to demonstrate the ability to generate advanced business documents.

**OAD 138. RECORDS/INFORMATION MANAGEMENT (3-0-3)**

This course is designed to provide knowledge about managing office records and information. Basic filing procedures, methods, systems, supplies, and equipment; and modern technology used in creation, protection, and disposition of records stored in a variety of forms are emphasized. On completion, students 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. Current operating functions, practices and procedures, work habits, attitudes, oral and written communications, and professionalism are emphasized. On completion, students 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. Use of computerized equipment, software, and communications technology is emphasized. On completion, students should be able to satisfactorily perform a variety of office tasks using current technology.

**ORIENTATION (ORI)****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 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.

**ORI 105. ORIENTATION AND STUDENT SUCCESS (3-0-3)**

This course is designed to orient students to the college experience by providing them with tools needed for academic and personal success. Topics include developing an internal focus of control, time management and organization skills, critical and creative thinking strategies, personal and professional maturity, and effective study skills for college and beyond.

**ORIENTATION—TECHNICAL (ORT)****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, résumé preparation, job application procedures, and employment interviewing techniques. **Non-degree 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 completion, students 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 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, emphasizing the physiological, sociological, and psychological values of physical education. **This course is required of all physical education majors.**

*The following varsity sports may be repeated for credit up to a maximum of 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 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 the fundamental skills and rules of softball. Proper techniques and strategies for playing softball are emphasized. On 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 116.**  
This course provides the nontechnical 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 completion, students 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, emphasizing 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 completion, students 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 completion, students should be able to discuss trends and issues relevant to physical therapy. This is a **CORE** course.

**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 completion, students should have acquired the necessary skills for transition from student to practitioner. This is a **CORE** course.

**PTA 202. PTA COMMUNICATION SKILLS (2-0-2)**

**PREREQUISITE: Program admission.**  
This course is the study of verbal and nonverbal communication and documentation in health care. Terminology, format, computer use, reimbursement, interpersonal communication, and legal issues are emphasized. On 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 completion, students should have broad exposure to activities in which physically challenged individuals participate and to 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. 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 is emphasized. On completion, students should be able to demonstrate practical application of basic Physical Therapist Assistant skills.

**PTA 220. FUNCTIONAL ANATOMY AND KINESIOLOGY (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 completion, students should be able to identify specific anatomical structures and analyze human movements. This is a **CORE** course.

**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. Muscle and joint function, testing, applications, and therapeutic exercise may be emphasized. On completion, students 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. Structure and function of the nervous system, neurophysiological concepts, human growth and development, and neurological dysfunctions may be emphasized. On completion, students should be able to identify and discuss specific anatomical structures, function of the nervous system, and basic concepts of human growth and development as well as identify neurological pathologies. This is a **CORE** course.

**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 completion, students should be able to demonstrate an understanding of advanced rehabilitation techniques appropriate to orthopedic and neurological dysfunctions. This is a **CORE** course.

**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 (PT). The study of orthopedic conditions and appropriate physical therapy intervention and a review of related anatomical structures are emphasized. On completion, students 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 and symptoms, and treatment of conditions seen in Physical Therapy. Conditions most commonly treated

in physical therapy may be emphasized. On completion, students should be able to discuss basic pathological processes, treatment options, and prognoses of conditions studied. This is a **CORE** course.

**PTA 241. PHYSICAL DISABILITIES II (2-0-2)**

**PREREQUISITE: PTA 240.**

This course continues a body-systems study of common physical therapy pathologies. Various neurological pathologies with additional focus on needs of special populations may be emphasized. On completion, students should be able to discuss physical therapy intervention appropriate to a variety of diagnoses. This is a **CORE** course.

**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 completion, students should be able to demonstrate safe and effective delivery of those procedures with an in-depth understanding of the rationale for each treatment. This is a **CORE** course.

**PTA 251. THERAPEUTIC PROCEDURES II (2-6-4)**

**PREREQUISITE: PTA 250.**

This laboratory course is a continued study of principles and procedures of therapeutic physical therapy intervention. Advanced physical therapy interventions and procedures and their rationale are emphasized. On completion, students should be able to demonstrate safe and effective delivery with in-depth understanding. This is a **CORE** course.

**PTA 253. THERAPEUTIC PROCEDURES III (2-6-4)**

**PREREQUISITES: PTA 250 and PTA 251.**

This laboratory course is a continued study of the principles and procedures of therapeutic physical therapy 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, students 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 completion, students should be able to demonstrate entry-level competency in the skills necessary for

functioning as a Physical Therapist Assistant. This is a **CORE** course.

**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 completion, students 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 115. TECHNICAL PHYSICS (3-2-4)**

**PREREQUISITE: MTH 100.**

Technical physics is an algebra-based physics course designed to use modular concepts to include: motion, forces, torque, work energy, heat wave and sound, and electricity. Results of physics education research and physics applications in the workplace are used to improve the student's understanding of physics in technical areas. On completion, students should be able to define motion and describe specific module concepts, use microcomputers to generate motion diagrams, understand the nature of contact forces and distinguish passive forces, work cooperatively to set up laboratory exercises, and demonstrate applications of module-specific concepts.

**PHY 201. GENERAL PHYSICS I—  
TRIGONOMETRY- BASED (3-2-4)**

**PREREQUISITE: MTH 113 or equivalent.**

**COREQUISITE: PHY 205.**

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.**

**COREQUISITE: PHY 206.**

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.**

**COREQUISITE: PHY216.**

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.**

**COREQUISITE: PHY 217.**

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 (1-4-3)**

**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, students 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. **Non-degree creditable.** This is a **CORE** course.

**PLB 112. PLUMBING APPLICATIONS (0-6-3)**

**COREQUISITE: PLB 111.**

In this course, students perform various basic plumbing and pipefitting tasks. Safety and regulatory compliance is emphasized throughout this course. On completion, students should be able to develop basic plumbing drawings and schematics, use hand and power tools, measure fittings, and join pipe with oxy-fuel equipment.

**PLB 113. PIPES AND FITTINGS (1-4-3)**

**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, students should be able to identify pipe and fittings, identify tools, properly care for tools, and identify various types of pipe securing devices. **Non-degree creditable.** This is a **CORE** course.

**PLB 114. JOINING PIPES AND FITTINGS (0-6-3)**

**COREQUISITE: PLB 113.**

This course covers proper methods of identifying and joining all types of pipes and fittings, hanging and securing pipe, and using materials and tools. Plumbing materials, tools, suppliers, equipment, and methods are emphasized. On completion, students should be able to join various pipe and fittings. **Non-degree creditable.** This is a **CORE** course.

**PLB 115. PRESSURE AND NONPRESSURE SYSTEMS (1-4-3)**

**COREQUISITE: PLB 116.**

This course covers pressure and non-pressure systems, including piping for potable water, drainage, waste, vent, gas, air, and water. Topics include types of plumbing systems and system design and size. On completion, students should be able to rough-in basic plumbing systems for pressure and non-pressure pipe systems. This is a **CORE** course.

**PLB 116. PRESSURE AND NONPRESSURE SYSTEMS APPLICATIONS (0-6-3)**

**COREQUISITE: PLB 115.**

Students perform various basic pressure and non-pressure pipe systems tasks. Safety and regulatory compliance is emphasized throughout this course. On completion, students should be able to rough-in basic plumbing systems for pressure and non-pressure pipe systems.

**PLB 117. PLUMBING CODES (1-4-3)**

**COREQUISITE: PLB 118.**

This course includes reading and interpreting international codes, local codes, and general regulations. Basic principles, definitions, materials, facility requirements, and technical review are emphasized. On completion, students should be able to read and interpret applicable codes. This is a **CORE** course.

**PLB 118. CODE APPLICATIONS (0-6-3)**

**COREQUISITE: PLB 117.**

This course is an application of PLB 117. Fixture unit value, sizing systems, minimum plumbing requirements, and construction of pressure and non-pressure systems according to code are emphasized. On completion, students should be able to calculate and construct pressure and non-pressure systems.

**PLB 120. SPECIAL PROJECT: PLUMBING CODE I (0-2-1)**

This course is an application and interpretation of the *Southern Standard Code* (SBCCI), local codes, and general regulations for plumbing. Application of basic principles, definitions, materials, facility requirements, and technical review are emphasized. On completion, students should be able to demonstrate the ability to correctly apply state and local plumbing codes. **Non-degree creditable.**

**PLB 121. SPECIAL PROJECT: PLUMBING CODE II (0-2-1)**

This course is a continuation of PLB 120. Application of fixture unit values, sizing systems, and minimum plumbing requirements is emphasized. On completion, students should be able to calculate and construct pressure and non-pressure systems in accordance with state and local plumbing codes.

**PLB 122. SPECIAL PROJECT: GAS FITTING CODE (0-6-3)**

This course covers local and state codes governing the design and installation of natural piping and appliances that use natural gas. Residential and commercial gas piping installation, appliance installation, and venting are

emphasized. On completion, students should be able to demonstrate ability to interpret and apply the various codes governing design and installation of gas piping and appliances.

**PLB 211. PLUMBING REPAIR AND INSTALLATION (3-0-3)**

**COREQUISITE: 212.**

This course enables students to read and follow schematics, diagrams, and rough-in sheets to install or repair plumbing fixtures, troubleshoot, and make repairs. Topics include installing, troubleshooting, repairing, removing, and replacing plumbing fixtures. On completion, students should be able to make plumbing repairs and install plumbing fixtures. **Non-degree creditable.**

**PLB 212. PLUMBING REPAIR AND INSTALLATION LAB (0-6-3)**

**COREQUISITE: PLB 211.**

This course is an application of PLB 211. Topics include repairing and installing plumbing fixtures and choosing appropriate fixtures for the job. On completion, students should be able to install new fixtures and remove, repair, and replace existing plumbing fixtures.

**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, students should be able to identify and understand the technique of process piping installation, layout, and design. **Non-degree creditable.**

**PLB 214. PROCESS PIPING APPLICATIONS (0-6-3)**

**COREQUISITE: PLB 213.**

This course is an application of PLB 213, including installation of process piping. On completion, students should be able to install process piping.

**PLB 217. PUMPS AND COMPRESSORS (3-0-3)**

**COREQUISITE: PLB 218.**

This course introduces students to pump and compressor equipment used in plumbing systems. Using mechanical means to move fluid through piping systems is emphasized. On completion, students should have the skills needed to select and install pumps and compressors.

**PLB 218. PUMP AND COMPRESSOR APPLICATIONS (0-6-3)**

**COREQUISITE: PLB 217.**

This course covers pumps and compressors in plumbing applications. Selection, installation, maintenance, and repair of pumps and compressors are emphasized. On completion, students should be able to troubleshoot, remove, repair, maintain, and install pumps and compressors. **Non-degree 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.

## 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, emphasizing 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 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. Principles underlying physical, mental, emotional, and social development; methods of child study; and practical implications are emphasized.

### **PSY 230. ABNORMAL PSYCHOLOGY (3-0-3)**

**PREREQUISITE:** PSY 200.

This course is a survey of abnormal behavior and its social and biological origins. 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)**

**PREREQUISITE:** 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. On completion, students should demonstrate foundational knowledge of radiologic science.

### **RAD 112. RADIOGRAPHY PROCEDURES (3-3-0-4)**

**PREREQUISITE:** 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. On completion, students should 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)**

**PREREQUISITE:** 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. On completion, students should demonstrate and/or 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. Clinical orientation, equipment, procedures, and departmental policies are emphasized. On completion, students should demonstrate practical applications of specific radiographic procedures identified in RAD 112.

**RAD 122. RADIOGRAPHIC PROCEDURES II (3-3-0-4)**

**PREREQUISITES: MTH 100; BIO 201; and RAD 111, 112, 113, 114.**

This course provides the student with instruction in anatomy and positioning of the spine and cranium, body systems, and special procedures. Theory and laboratory exercises will cover radiographic positions and procedures with applicable contrast media administration. On completion, students should demonstrate knowledge of anatomy and positioning skills and oral communication and critical thinking in both didactic and laboratory settings.

**RAD 124. CLINICAL EDUCATION II (0-0-15-5)**

**PREREQUISITES: MTH 100; BIO 201; and RAD 111, 112, 113, 114.**

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. On completion, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

**RAD 125. IMAGING EQUIPMENT (3-0-0-3)**

**PREREQUISITES: MTH 100; BIO 201; and RAD 111, 112, 113, 114.**

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. On completion, students should be able to identify imaging equipment and provide a basic explanation of the principles associated with image production.

**RAD 134. CLINICAL EDUCATION III (0-0-15-5)**

**PREREQUISITES: BIO 202 and RAD 122, 124, 125.**

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. On completion, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

**RAD 135. EXPOSURE PRINCIPLES (2-3-0-3)**

**PREREQUISITES: BIO 202 and RAD 122, 124, 125.**

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: BIO 202 and RAD 122, 124, 125.**

This course provides the student with the 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. On completion, students should demonstrate knowledge of radiation protection practices and the fundamentals of radiation biology.

**RAD 212. IMAGE EVALUATION AND PATHOLOGY (1-3-0-2)**

**PREREQUISITES: ENG 101 and RAD 134, 135, 136.**

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, emphasizing a body-system approach to pathology. On completion, students will identify radiographic manifestations of disease and the disease process. Students will evaluate images in the classroom, laboratory, and clinical settings.

**RAD 214. CLINICAL EDUCATION IV (0-0-24-8)**

**PREREQUISITES: ENG 101 and RAD 134, 135.**

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. On completion, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

**RAD 224. CLINICAL EDUCATION V (0-0-24-8)**

**PREREQUISITES: PSY 200, SPH 106 or 107, and RAD 212, 214.**

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. On completion, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

**RAD 227. REVIEW SEMINAR (2-0-0-2)**

**PREREQUISITES: PSY 200; SPH 106 or 107; and RAD 212, 214.**

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. On completion,

students should 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. One-on-one guidance to supplement instruction in reading courses is emphasized. A student's success in this course is measured by success in other reading courses in which the student is enrolled.

### **RDG 083. DEVELOPMENTAL READING (3-0-3)**

**PREREQUISITE: A score of 0-44 on the COMPASS® test.** This course is designed to assist students whose placement test scores indicate serious difficulty with decoding skills, comprehension, vocabulary, and study skills. **Non-degree creditable.**

### **RDG 084. DEVELOPMENTAL READING II (3-0-3)**

**PREREQUISITE: Successful completion of RDG 083 or a COMPASS® score of 45-69 on the reading section.**

This course is designed to assist students whose placement test scores indicate serious difficulty with decoding skills, comprehension, vocabulary, and study skills.

### **RDG 114. CRITICAL READING FOR COLLEGE (3-0-3)**

**PREREQUISITE: College test score placement above 70 on the reading section of the COMPASS® or instructor permission.**

This course is designed to enhance critical reading skills. Topics include vocabulary enrichment, reading flexibility, meta-cognitive strategies, and advanced comprehension skills, including analysis and evaluation. On 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, including Africa, the Orient, and the Western world. On completion, students 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, emphasizing the historical context and contemporary theological and cultural significance of the Old Testament. On completion, students 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, emphasizing historical and geographical settings. On completion, students 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 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. This is a **CORE** course.

### **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 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 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. This is a **CORE** course.

### **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. This is a **CORE** course.

**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 completion, students should be able to demonstrate adequate knowledge of structure, function, and physiology of the cardiopulmonary and renal systems. This is a **CORE** course.

**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 completion, students should be able to complete a dosage calculation test with 90% proficiency and demonstrate an adequate understanding of the clinical pharmacology of respiratory care drugs and general principles of pharmacology. This is a **CORE** course.

**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 provides 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 completion, students should be able to demonstrate appropriate psychomotor skills and cognitive abilities necessary to successfully function as primary care giver for routine respiratory care procedures. This is a **CORE** course.

**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 completion, students 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. This is a **CORE** course.

**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 completion, students should be able to demonstrate cognitive abilities and psychomotor skills required to perform procedures presented. This is a **CORE** course.

**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 completion, students should be able to demonstrate an understanding of fundamental concepts of acid/base balance and regulation of homeostasis by the respiratory and renal systems. This is a **CORE** course.

**RPT 230. CLINICAL PRACTICE III (0-10-2)**

**PREREQUISITES:** Admission to professional phase of program and instructor permission.

This course, the 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 completion, students should be able to demonstrate the psychomotor skills and cognitive abilities necessary to function safely and effectively in the role of primary care giver. This is a **CORE** course.

**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 etiology, diagnosis, prognosis, and treatment rationale for each medical problem presented are emphasized. On completion, students should be able to demonstrate the cognitive abilities necessary to integrate clinical and laboratory data obtained from various sources in support of diagnosis and treatment of specific disease entities presented. This is a **CORE** course.

**RPT 232. DIAGNOSTIC PROCEDURES FOR THE RCP (2-0-2)**

**PREREQUISITES:** Admission to professional phase of program and instructor permission.

This is 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 and perfusion studies are emphasized. On completion, students should be able to demonstrate psychomotor and cognitive abilities necessary to perform routine diagnostic procedures. This is a **CORE** course.

**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 respiratory care practitioner while functioning in an assistive role to the physician. Phlebotomy, bronchoscopy, hemodynamic assessment, and advanced cardiopulmonary monitoring techniques are emphasized. On completion, students should be able to demonstrate the cognitive and psychomotor abilities necessary to perform assistive functions during various procedures presented. This is a **CORE** course.

**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, including 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 completion, students should be able to demonstrate the cognitive and psychomotor skills required to effectively institute and maintain various methods of mechanical ventilation. This is a **CORE** course.

**RPT 240. CLINICAL PRACTICE IV (0-20-4)**

**PREREQUISITES:** Admission to professional phase of program and instructor permission.

This course, the 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 completion, students should be able to demonstrate the cognitive and psychomotor skills required to function in the role of advanced respiratory care practitioner. This is a **CORE** course.

**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 the respiratory care practitioner within the home care medical community and modification of techniques and procedures necessary for effective home care are emphasized. On completion, students 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. This is a **CORE** course.

**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 completion, students should be able to demonstrate the cognitive and psychomotor skills required for safe and effective delivery of respiratory care to the neonatal and pediatric patient. This is a **CORE** course.

**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 and 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 completion, students should be able to demonstrate computer literacy and satisfactory performance on nationally standardized comprehensive self-assessment examinations.

**RPT 266. SEMINAR IN RESPIRATORY MEDICINE I (1-0-1)**

**PREREQUISITES:** 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 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.

## SMALL ENGINE REPAIR (SER)

### SER 111. FUNDAMENTALS OF SMALL ENGINE REPAIR (1-5-3)

This course introduces students to the theory and operating principles of internal combustion engines. Basic engine systems, special tools and testing equipment, and 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, know shop safety rules, and list engine components and explain their function. **Non-degree creditable.** This is a **CORE** course.

### SER 112. FOUR-STROKE CYCLE ENGINE (3-0-3)

This course covers the service and repair of the four-stroke cycle engine. Function and operating principles of fuel systems, ignition starters, and exhaust and lubrication systems are emphasized. On completion, students should understand service and repair procedures for all related engine systems. **Non-degree creditable.** This is a **CORE** course.

### SER 113. FOUR-STROKE CYCLE ENGINE LAB (0-9-3)

This course provides students with hands-on experience in engine repair. The cylinder block and all internal components; fuel, ignition, cooling, and exhaust systems; and lubrication are emphasized. On completion, students should be able to apply small engine service and repair procedures. **Non-degree creditable.** This is a **CORE** course.

### SER 121. TWO-STROKE CYCLE ENGINE (1-6-3)

This course covers the service and repair of the two-stroke cycle engine. Engine construction, induction and exhaust systems, and carburetion are emphasized. On completion, students should be able to repair and maintain two-stroke engines. **Non-degree creditable.** This is a **CORE** course.

### SER 122. ENGINE RECONDITIONING (2-0-2)

This course provides the student with the knowledge and techniques involved in reconditioning small gasoline engines. Valve service, cylinder reboring, 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. **Non-degree creditable.** This is a **CORE** course.

### 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 are emphasized. On completion, students should be able to resize cylinder bores, perform valve service, replace pistons and rings, time camshafts, and set and adjust all components to specifications. **Non-degree creditable.** This is a **CORE** course.

### 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 students' mechanical and diagnostic skills is emphasized. On completion, students should be able to diagnose and repair various lawn, garden, and industrial equipment. **Non-degree 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. **Non-degree creditable.** This is a **CORE** course.

### SER 142. CHAINSAWS AND STRING TRIMMERS (1-6-3)

This course is designed to instruct students in diagnosing and repairing problems unique to chain saws and string trimmers. Fuel, lubrication, and drive systems; clutches; right angle drives; and cutting chains are emphasized. On completion, students should be able to service and repair chainsaws and string trimmers. **Non-degree creditable.**

## SOCIOLOGY (SOC)

### SOC 200. INTRODUCTION TO SOCIOLOGY (3-0-3)

**PREREQUISITE: Appropriate placement scores.**

This course is an introduction to vocabulary, concepts, and the 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, 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, using basic dynamics of group

discussion, conflict resolution, and positive communication patterns in the business setting. On 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. **Non-degree creditable, Nontransferable.**

**SPH 106. FUNDAMENTALS OF ORAL COMMUNICATION (3-0-3)**

This course is performance-based and includes the 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)**

This course explores the principles of audience and environment analysis as well as planning, rehearsing, and presenting formal speeches to specific audiences. Historical foundations, communication theories, and student performances are emphasized.

**THEATER (THR)**

**THR 113. Theater Workshop I (2-0-2)**

This is the first in a six-course sequence that provides practical experience in the 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 115. Theater Workshop III (2-0-2)**  
**PREREQUISITE: THR 114.**

This course is a continuation of THR 114.

**THR 213. Theater Workshop IV (2-0-2)**  
**PREREQUISITE: THR 115.**

This course is a continuation of THR 113, 114, and 115.

**THR 214. Theater Workshop V (2-0-2)**  
**PREREQUISITE: THR 213.**

This course is a continuation of THR 113, 114, 115, and 213,

**THR 215. Theater Workshop VI (2-0-2)**  
**PREREQUISITE: THR 214.**

This course is a continuation of THR 113, 114, 115, and 214.

**WELDING TECHNOLOGY (WDT)**

**WDT 108. SMAW FILLET/OFC (2-3-3)**

This course provides the student with instruction on safety practices and terminology in the shielded metal arc welding (SMAW) process. Safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW process are emphasized. 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. This is a **CORE** course.

**WDT 109. SMAW FILLET/PAC/CAC (2-3-3)**

This course provides the student with instruction on safety practices and terminology in the shielded metal arc welding (SMAW) process. Safety, welding terminology, equipment identification, setup and operation, and related information in the SMAW process are emphasized. This course also covers the rules of basic safety and identification of shop equipment and provides students with the skills and knowledge necessary for safe operation of carbon arc cutting and plasma arc cutting. This is a **CORE** course.

**WDT 110. INDUSTRIAL BLUEPRINT READING (3-0-3)**

This course provides students with the understanding and fundamentals of industrial blueprint reading. Reading and interpreting lines, views, dimensions, welding joint configurations, and welding symbols are emphasized. On completion, students should be able to read and interpret welding symbols and blueprints as they apply to welding and fabrication. This is a **CORE** course.

**WDT 115. GTAW CARBON PIPE (1-6-3)**

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. Pipe positions, filler metal selection, purging gasses, proper joint geometry, joint preparation, and fit-up to the applicable code are emphasized. On 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 (2-3-3)**

This course introduces the student to the gas metal and flux cored arc welding process. Safe operating practices, handling and storage of compressed gasses, process principles, component identification, various welding techniques, and base and filler metal identification are emphasized. This is a **CORE** course.

**WDT 120. SHIELDED METAL ARC WELDING GROOVE (2-3-3)**

This course provides the student with instruction on joint design, joint preparation, and fit-up of groove welds in accordance with applicable welding codes. Safe operation, joint design, joint preparation, and fit-up are emphasized. On 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. This is a **CORE** course.

**WDT 122. SMAW FILLET/OFC LAB (0-9-3)**

This course is designed to introduce the student to the proper setup and operation of the shielded metal arc welding (SMAW) equipment. Striking and controlling the arc and proper fit-up of fillet joints are emphasized. This course is also designed to instruct students in the safe operation of oxy-

fuel cutting. On 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 setup and operation of the shielded metal arc welding (SMAW) equipment. Striking and controlling the arc and proper fit-up of fillet joints are emphasized. This course is also designed to instruct students in the safe operation of plasma arc and carbon arc cutting equipment. On 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 welds (GMAW) and flux cored arc welds (FCAW). Topics included are safety, equipment setup, 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 are emphasized. On completion, students should be able to perform acceptable GMAW and FCAW welds in various positions applicable to 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 plates with various size F-3 and F-4 group electrodes in all positions. Welding groove joints using various F-3 and F-4 group electrodes in all positions is emphasized. On completion, students 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 (GTAW) techniques in various pipe weld positions. On completion, students should be able to perform GTAW on carbon steel pipe with the prescribed filler metals in various positions in accordance with 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 (GTAW) techniques in various pipe weld position. On completion, students should be able to perform GTAW on stainless steel pipe with the prescribed filler metals in various positions in accordance with applicable code.

**WDT 217. SMAW CARBON PIPE (1-6-3)**

This course introduces the student to the practices and procedures of welding carbon steel pipe, using the shielded metal arc weld (SMAW) process. Pipe positions, electrode selection, joint geometry, joint preparation, and fit-up are emphasized. On 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 (2-3-3)**

This course provides students with the knowledge needed to perform gas tungsten arc welding (GTAW) using ferrous and/or nonferrous metals according to applicable welding codes. Topics include safe operating practices; equipment identification and setup; and correct selection of tungsten type, polarity, shielding gas, and filler metals. On completion, students 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 GTAW 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 (SMAW) techniques in various pipe welding positions. On completion, students should be able to perform SMAW on carbon steel pipe with the prescribed electrodes in various positions in accordance with applicable codes.

**WDT 268. GAS TUNGSTEN ARC LAB (0-9-3)**

This course provides student with the skills needed to perform gas tungsten arc welds (GTAW), using ferrous and/or nonferrous metals, according to applicable welding codes. Topics include safe operating practices; equipment identification and setup; correct selection of tungsten type, polarity, shielding gas, and filler metals. On completion, students 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 GTAW process according to applicable welding codes.

**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. On completion, students should have knowledge and skills relevant to work ethic, communication, résumé writing, job interviewing, dress and appearance, behavior, problem-solving, decision-making, and project management.

# College Personnel

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## 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

<b>President</b>	<b>Governor Bob Riley</b> State Capitol, Room N-104 600 Dexter Avenue Montgomery, AL 36130
<b>First District (Vice President)</b>	<b>Mr. Randy McKinney</b> Post Office Box 2999 Gulf Shores, AL 36547
<b>Second District</b>	<b>Mrs. Betty Peters</b> 3507 Huntington Place Dothan, AL 36303
<b>Third District</b>	<b>Mrs. Stephanie W. Bell</b> 3218 Lancaster Lane Montgomery, AL 36106
<b>Fourth District (Vice President Emerita)</b>	<b>Dr. Ethel H. Hall</b> 7125 Westmoreland Drive Fairfield, AL 35064
<b>Fifth District</b>	<b>Mrs. Ella B. Bell</b> 2634 Airwood Drive Montgomery, AL 36108
<b>Sixth District</b>	<b>Mr. David F. Byers, Jr.</b> 2 Metroplex Drive, Suite 111 Birmingham, AL 35209
<b>Seventh District</b>	<b>Mr. Gary Warren</b> Post Office Box 704 Haleyville, AL 35565
<b>Eighth District (President Pro Tempore)</b>	<b>Dr. Mary Jane Caylor</b> Post Office Box 18903 Huntsville, AL 35804

### THE 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, Legal and Human Resources—BA, MS, Troy State University; PhD, The University of Alabama

**BABB, G. MICHAEL**, Dean, Instructional Affairs—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

**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

### THE FACULTY

Adkison, Steven, English—BA, The University of Alabama; MA, Portland State University

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; MSN, South University

Armstrong, Brittney, 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

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

Blackwell, Richard, Air Conditioning/Refrigeration—BAS, Troy State University

Bledsoe, Farron, Drafting and Design Technology—Diploma, Opelika State Technical College; AAS, Jefferson State Junior College; BS, The University of Alabama

Bradley, Janet, Biology—AA, Wallace Community College; BS, MS, Troy State University Dothan

Brooks, Tracy, Business and Office Information Processing—BS, MBA, Troy State University; EdD, Auburn University

Brown, Debbie, Associate Degree Nursing—BSN, MSN, Troy State University

Brown, Drucilla, English—AB, MA, The University of Alabama

Brown, Larry, Plumbing—BA, Southeastern Bible College

Bryant, Sandra, Practical Nursing—BSN, Troy State University; MSN, University of South Alabama

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 Montgomery; MS, Troy State University Dothan

Cooper, Jeffrey, Air Conditioning and Refrigeration—AAS, Wallace Community College

Cruz-Wells, David, Computer Information Science—AS, Wallace Community College; BS, Troy State University Dothan; MS, American Intercontinental University

Dagostin, Jean, Counselor/Testing Coordinator—BS, MS, Troy State University

Daniels, Rayanne, Associate Degree Nursing Clinical Associate—BSN, 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, Hope, English—BA, Birmingham-Southern College; MA, The University of Alabama at Birmingham; PhD, Auburn University

DuBose, Wendy, Associate Degree Nursing Clinical Associate—AAS, Wallace Community College; BSN, Auburn University Montgomery

Duprey, Melissa, Associate Degree Nursing—ASN, Manatee Community College; BSN, University of South Florida; MSN, University of South Alabama

Elliott, Robyn, Cosmetology—BS, Troy University

Ellis, Rip, Fine Arts—BFA, MFA, The University of Alabama

Estes, Tara, Division Director, English Communications—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, The University of Alabama at Birmingham

Godwin, Jennifer, Associate Degree Nursing Clinical Associate—AAS, Wallace Community College; BSN, Auburn University Montgomery

Granberry, Savannah, Speech—AA, Chipola College; BS, MS, Florida State University

Graves, Jean, Associate Degree Nursing—BSN, Texas Women's University; MSN, University of Delaware

Gregg, Tammie, Speech—BA, Auburn University Montgomery; MA, The University of Alabama

Griffin, Leslie, Cabinetmaking/Carpentry

Grimsley, Greg, Radiologic Technology—AAS, Enterprise State Junior College; BS, The 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 Resources 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, The University of Alabama at Birmingham; MSN, Troy State University

Hughes, Lori, Associate Degree Nursing—AAS, Wallace Community College; BSN, University of South Alabama; MSN, South University

Hunter, Rosemary, Division Director, Fine Arts—BM, MM, Florida State University

Hutto, Don, Division Director, Correctional Facilities—BAS, MEd, Troy State University Dothan

Jernigan, Michael, Drafting and Design Technology—BARCH, BS, Auburn University; MBA, Troy State University

Joiner, Chris, Emergency Medical Services—AAS, Wallace Community College; BS, Athens State University; MS, PhD, Capella University

Kamleh, Naser, Accounting—BS, MBA, Troy State University Dothan; Certified Public Accountant

Kelley, Anthony, Division Director, Electronic Technologies—AAS, Community College of the Air Force

Kelley, Janice, Practical Nursing—BSN, MSN, Troy State University

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

Lane, Shatangi, Speech—AA, Jefferson State Community College; BA, MA, The University of Alabama

Lee, Dewey, Jr., Welding Technology—BS, Troy State University

Lee, Donna, Associate Degree Nursing—BSN, Auburn University; MSN, South University

LeFan, Gary, Mathematics—BS, University of North Alabama; MS, Auburn University

Logan, Lori, Division Director, Service Occupation 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, Psychology—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, University of Florida; 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

Meadows, Kevin, Mathematics—BS, Troy State University; MS, Auburn University

Mims, Paula, Business and Office Information Processing—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

Moore, Linda, Respiratory Therapist—AAS, Wallace Community College; BS, University of Saint Francis

Nicke, Effie, Biology—AA, Community College of Philadelphia; BS, Loyola University; MS, Tulane University

Odom, Drayton, Program Director, Respiratory Therapist—AAS, California College of Health Sciences

Odom, Greg, Automotive Technology—AAS, Wallace Community College

Owen, Jason, Criminal Justice—BS, Northern Michigan University; MS, Troy State University

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

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

Price, Tim, Small Engine Repair—Diploma, Sparks State Technical College

Radney, Monica, Associate Degree Nursing—AAS, Wallace Community College; BSN, Auburn University Montgomery; MSN, University of South Alabama

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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

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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

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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

Thomas, Eddie, Cabinetmaking/Carpentry

Thomas, James, English—BA, The University of Alabama; MFA, University of Notre Dame

Thomas, Shannon, Coordinator, Academic Programs—BA, Hampton Institute; MS, University of Tennessee

Tolar, Ronald, Fine Arts—BM, MM, Florida State University

Tolar, Todd, Biology—BS, MEd, Troy State University Dothan

Trawick, Melissa, Associate Degree Nursing Clinical Associate—BSN, Troy State University

Turner, Shannon, Physical Therapist Assistant—AAS, Wallace Community College

Vann, Michael, Electrical Technology—AAS, Wallace Community College; BAS, Troy State University

Wallace, Brandi, English—BA, University of Memphis; MA, The University of Alabama

Ward, Regina, Associate Degree Nursing Clinical Associate—AS, Enterprise State Junior College; BSN, Troy State University

Waters, John, Division Director, Construction and Automotive Technologies—AAS, Wallace Community College; BS, Troy State University

Wells, Heather, Physical Therapist Assistant—BA, Huntingdon College; DPT, Alabama State University

Whitfield, Cristi, Mathematics—BS, Auburn University; MS, Troy State University

Whitlow, Joy, Associate Degree Nursing—BSN, Birmingham Southern College; MSN, DSN, The University of Alabama at Birmingham

Williams, Garner, Electrical Technology—AAT, Sparks State Technical College

Williford, Patricia, Associate Degree Nursing Clinical Associate—Diploma, Sylacauga School of Nursing; BSN, MSN, Jacksonville State University

Woodham, Rebecca, History—BA, Troy State University; MA, Auburn University

York, Kimberly, Associate Degree Nursing—BSN, San Diego State University; MSN, The University of Alabama; EdD, Walden University

York, Linda, Division Director, Humanities, Behavioral and Social Sciences—BS, MA, PhD, Auburn University

## THE 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 Institutional Effectiveness—BA, Southeastern College of the Assemblies of God; MBA, Troy State University Dothan; CNE, Novell

Boutwell, Ashli, Director of Institutional Advancement—BS, MS, Troy State University; PhD, Auburn University

Breedlove, Debi, Outreach Coordinator—AS, Enterprise State Junior College; BA, Auburn University

Buchanan, Sally, Director of Public Relations and Marketing—BSEd, Columbus College; MS, Troy University

Bynum, Earl, Coordinator, Student Services—AAS, Community College of the Air Force; AS, Wallace Community College; BS, MS, Troy State University Dothan

Craig, Laricia, Retention Lab Coordinator—AA, AS, Enterprise State Junior College; BS, Troy State University Dothan

Cureton, Kevin, Computer Lab Network Administrator—BS, Troy State University

Davis, Kathleen, Recruiter—BS, Hawaii Pacific University; MA, Jones International 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

Jones, Brittany, Counselor, Upward Bound—BA, Wesleyan College; MS, Troy University

McCullough, Debbie, Director of Quality Enhancement—BS, Troy State University Dothan

Pearce, Lee, GED Career Advisor—AA, Wallace Community College; BS, MS, Troy University Dothan

Perry, Erma, Director of Financial Aid—AA, Alexander City State Junior College; BS, Auburn University Montgomery

Ricks, Terri, Coordinator of Instructional Services, Student Support Services—BA, Tuskegee University; MS, Troy University

Roberts, Betty, Director of Human Resources—BS, MS, Troy State University Dothan

Roberts, William, Systems/Network Administrator—AAT, Wallace Community College; BS, Troy University

Sasser, Mackey, Athletic Coach/Grounds Worker

Saulsbury, Keith, Director of Enrollment Services/Registrar—BS, MS, Troy State University

Sizemore, Tom, Director of Maintenance—BS, The Missouri University of Science and Technology; Certified Plant Engineer

Spry, Ryan, Student Life Coordinator—BS, MPA, Troy University

Taylor, Warner, Web/Media Specialist—BS, Auburn University

Vincent, Vincent, Coordinator for Noncredit Training—BS, Auburn University Montgomery; MS, Troy University

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, Student Success Coordinator—BS, The University of Alabama at Birmingham; MS, Troy State University

## THE SUPPORT STAFF

Alley, Paula, Purchasing Accounting Manager

Arrington, James, Campus Police Officer

Ashmore, Amy, Secretary to the Dean, Business Affairs—AAS, Wallace Community College

Austin, Wanda, Administrative Assistant to the Director of Accounting and Finance—AS, Wallace Community College

Baker, Peggy, Administrative Assistant—AA, Palm Beach Community College

Barefield, Karen, Site Coordinator, Adult Education—BS, Troy State University

Barker, Dawn, Custodian I (Sparks Campus)

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

Brannon, Angila—Public Relations and Marketing Clerk

Brehm, Jeannine, Receivables Accounting Manager—AA, Wallace Community College; BS, Troy State University

Brown, Seth, Campus Police Officer—Certificate, Southwest Alabama Police Academy; BS Troy University

Bryan, Brent, Media Assistant-Technician—AAS, Wallace Community College

Byrd, Holly, Administrative Assistant to the Dean, Instructional Affairs

Chandler, Kecia, Secretary to the Executive Assistant to the President and Dean, Legal and Human Resources—AAS, Enterprise State Junior College

Clenney, Karen, Faculty Support Technician—BA, Judson College; MS, Troy University

Cole, Melissa, Secretary, Workforce Development—AA, Enterprise State Junior College; BS, Troy State University

Crews, Regina, Secretary, Adult Education—Certificate, Phoenix Adult Ed Systems

Davis, Wanda, Clerk, Data Entry  
Dobbs, Lisa, Career Lab Coordinator  
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 I (Sparks Campus)  
Guilford, Michael, Custodian II (Sparks Campus)  
Gunn, Hope, Administrative Assistant to the Dean, Student Development and Wallace Campus—BA, 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)  
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  
Huynh, Diana, Bookstore Manager (Sparks Campus)  
Johnson, Carolyn, Library Assistant (Wallace Campus)—AAS, Wallace Community College  
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Jouvenas, Anthony, Financial Aid Assistant—AAS, Wallace Community College; BS, Troy State University; MBA, Troy University  
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Lunsford, John Foy, Transportation Supervisor  
Lunsford, John Timothy, Maintenance Worker (Sparks Campus)  
Lynn, Angela, Admissions/Records Assistant (Wallace Campus)—AAS, Wallace Community College  
Mallory, Pam, Administrative Assistant to the President  
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 (Wallace Campus)—AAS, Wallace Community College  
Meis, Laci, Secretary, Legal and Human Resources Division—AA, Wallace Community College; BS, Troy University  
Miller, Ronald, Maintenance Worker II  
Monday, Suzanne, Assistant Director of Financial Aid—AA, Wallace Community College; BS, Troy State University  
Morris, Ellen, Bookstore Clerk  
Morris, Mary Pearl, Secretary, Upward Bound—AAS, Wallace Community College  
Pearce, Anna, Human Resources Coordinator—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  
Sanders, Marlana, Admission/Records Assistant (Wallace Campus)—AAS, AS, 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 II  
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  
Thomas, Bertha, Custodian  
Thompson, Elizabeth, Accounting/Scholarship Manager—BS, Troy State University  
Trawick, Cheryl, Secretary to the Director of Institutional Effectiveness  
Trull, Jason, Information Technology (IT) Technician—AS, Herzing College  
Walker, Bruce, Maintenance Worker I—Certificate, AAS, Wallace Community College  
Walker, Cynthia, Secretary/Receptionist (Sparks Campus)—AAS, Abraham Baldwin Agricultural College  
Walker, Dianne, Secretary, Student Support Services—Diploma, Sparks State Technical College  
Watkins, Lori, Bookstore Manager—BS, Troy State University Dothan  
Weems, Linda, Information Technology (IT) Technician—AAS, Wallace Community College  
Welch, Greg, Mechanical/Electrical Systems Operator/Repairer—AAS, Wallace Community College  
Weston, Wendy, Admissions/Records Assistant (Sparks Campus)—BS, Troy State University  
Wilson, Karen, Financial Aid Assistant—AAS, Wallace Community College  
Wilson, Sue, Clerk  
Wright, Mary Alice, Custodian II (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

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# 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, services for special student populations, student activities, student financial services, and testing services.

## STUDENT RIGHTS AND RESPONSIBILITIES

Wallace Community College 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 College and 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 or she meets the required academic and behavioral standards.

Each individual student is guaranteed the privilege of exercising his or 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 on 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 will be neither arbitrary nor capricious.
- Students and prospective students have the right to review certain relevant information concerning College graduation and completion rates and any instances of campus criminal activity.

Within the limits of its facilities on all campuses and sites, Wallace Community College will be open to all persons without regard to sex, race, creed, religion, age, marital status, disability, or national origin. It is the responsibility of the College to publish its educational objectives and to make available the criteria it will use in evaluating student success in all programs. It is the responsibility of the student to acquaint him- or herself with these objectives and criteria as published and set forth by the College. 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 *Student Code of Conduct* of Wallace Community College 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 events 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.

**Student-Developed Intellectual Property.** Wallace Community College will maintain ownership rights to student-developed intellectual property when the student's work is part of a larger work for which Wallace Community College owns all or part of the intellectual property rights **unless one of the following conditions is met** prior to the student's beginning the work:

1. The student obtains a signed agreement between the student and the Wallace Community College Dean, Instructional Affairs, which provides that the student has exclusive or shared rights to the student-developed work, **OR**
2. The student obtains written notice from the Dean, Instructional Affairs stating that the student owns the larger work and that the student will own any intellectual property rights in the work.

**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 Art Club, Association of Student Practical Nursing, Collegiate Bible Study, Criminal Justice

Club, Diplomats, National Technical Honor Society, Phi Theta Kappa, Sigma Kappa Delta, Society of Physics Students, Society of Medical Assistants, Student Government Association, Student Physical Therapist Assistant Association, Wallace Association of Nursing Students, The Wallace Sound, and Wallace Theater. Student organizations on the Sparks Campus include the Association of Student Practical Nursing, Criminal Justice Club, Diplomats, National Technical Honor Society, Phi Theta Kappa, Student Government Association, and the Vocational Industrial Clubs of America.

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 Wallace Community College, 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 enrolling 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. The hearing shall be conducted by the Judiciary Committee.**

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. An example of plagiarism includes, but is not limited to, a student's submitting, under his or 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 or 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 Bookstores. 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 or 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.
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, materials, space, facilities, or services.
11. *Hazing* is 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 the 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 or 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 and/or 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 Wallace Community College 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 information technology resources, which include, but are not limited to, equipment, software, networks, data, and telephones.

This policy applies to all users of College information technology resources, including the faculty and 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 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 College 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 e-mail;
- 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 guidelines above 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

**Disciplinary Action by Faculty Members.** With regard to a matter of academic dishonesty in taking a college course, the respective faculty members of the College are authorized to administer certain appropriate disciplinary action. If a given faculty member has substantive evidence of a student's having committed, attempted to commit, or solicited an act of cheating, plagiarism, or any other form of academic dishonesty, the faculty member shall have the authority to (1) impose a grade of *F* for the respective assignment or test; (2) impose an *F* for the respective course; (3) require that an assignment be redone or a test be retaken; or (4) impose other similar sanctions designed to preserve academic integrity. The faculty member shall not have the right to suspend or expel a student. That authority is reserved for the Dean, Student Affairs and Sparks Campus and the College Judiciary Committee. If the faculty member believes that the improper conduct should be subject to greater punishment, or additional punishment, then the case should be referred to the Dean, Student Affairs and Sparks Campus for disciplinary review. In any situation where a student is alleged to have committed academic dishonesty of any nature, the faculty member making the allegation shall within 3 working days after the alleged wrongful act or the faculty member's first knowledge of the act, give the student written notice of the allegation and give the student the opportunity to respond to each allegation made. The student shall have a maximum of 3 working days to respond to any allegation made. No disciplinary grade imposed by a faculty member shall be considered final unless and until the student has been given written notice of the alleged wrongdoing and the opportunity to respond. It is not necessary that the student give a response for a grade to be finalized, only that the student has been given an opportunity to respond and that the instructor give due consideration to any response that is made. Each instructor shall keep a confidential file of any and all written allegations of academic dishonesty and all actions taken with regard to such allegations. Any student against whom a sanction is imposed by a faculty member as a result of an allegation of academic dishonesty shall have the right to appeal the sanction to the Dean, Student Affairs and Sparks Campus. The appeal must be filed with the Dean within 5 working days after the student is first made aware of the date that the decision has been made to impose a sanction and must include: (1) a copy of the faculty member's written allegations of academic dishonesty; (2) a statement of the sanction imposed; (3) the dates on which the student received the written allegation and on which the student responded to the allegation; (4) the nature of the student's response to the faculty member concerning the allegation; and (5) the rationale for the appeal of the sanction. The student shall have the option of admitting to the Dean, Student Affairs and Sparks Campus the act of academic

dishonesty and proposing an alternative sanction or denying that academic dishonesty has been committed.

The Dean, Student Affairs and Sparks Campus shall, within 15 working days after receipt of the appeal, issue a report by which the Dean will (1) affirm the sanction; (2) overrule the sanction; or (3) modify the sanction. The Dean shall not overrule or modify any sanction imposed by a faculty member except where a compelling and substantial academic or legal reason exists for doing so.

If the Dean, Student Affairs and Sparks Campus determines that the student or organization is not guilty, the student or group will be cleared of all charges. If the student or organization is found guilty, the Dean, Student Affairs and Sparks Campus will delineate appropriate sanctions on a Wallace Community College *Sanction Agreement*. 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 Judiciary Committee. Appeal requests must be made in writing within 5 working days to the Dean, Student Affairs and Sparks Campus. Students who desire to request that academic integrity issues be heard by the Judiciary Committee must follow steps 7-11 of the next section (*Disciplinary Procedures by Staff and Judiciary Committee*).

Any student or organization 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 and Sparks Campus will be final.

### Disciplinary Procedures by the Staff and Judiciary Committee

1. The following individuals are designated to handle disciplinary complaints at various College locations:

**Wallace Campus**—Director of Enrollment Services/  
Registrar

**Sparks Campus**—Coordinator, Student Services

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 10 working days from receipt of the written complaint. After the investigation, the student or organization will be offered an opportunity to admit to the charge, accept sanctions, and waive the right to a further hearing. If the student or organization denies the charge and in the designated College official's opinion, after a review of the complaint and information obtained in the investigation, enough probable cause exists to reasonably believe that the student or organization in question did commit the offense, the designated College official will discuss the complaint and evidence with the student or organization. The designated College official will offer the student or organization 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. On 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 and Sparks Campus.

Any student or organization that 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 written appeal, the student or organization will be directed to the Dean, Student Affairs and Sparks Campus, who will hear the appeal and determine, based on evidence and testimony(ies), if the student or organization is guilty as determined by the designated College official and will determine appropriate sanctions. If the Dean, Student Affairs and Sparks Campus determines that the student or organization is not guilty, the student or group will be cleared of all charges. If the student or organization is found guilty, the Dean, Student Affairs and Sparks Campus will delineate appropriate sanctions on a Wallace Community College *Sanction Agreement*. This process will be completed within 10 days. On 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 Judiciary Committee.

Any student or organization that 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 and Sparks Campus will be final.

7. In the event that the student or organization requests a hearing before the Judiciary Committee or is brought before the Committee as a result of an interim suspension, the student or organization 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 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 and Sparks Campus, or with 72 hours interim suspension.

9. A student or organization that is scheduled for 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 is 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 and Sparks Campus, where upon a new date shall be set by the Dean 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 or staff 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 or her designee with other qualified faculty or staff 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 guilty 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 student(s) or organization.

11. The chairperson assumes the following duties:
  - a. Arranges for appropriate times and places for committee meetings and hearings.
  - b. Informs, 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 supplies them with a statement of the charge.
  - c. Informs appropriate individuals that a hearing is pending.
  - d. Arranges for the hearing to be electronically recorded.
  - e. Conducts the hearing.
  - f. Maintains committee records and all documents that will be presented to the Dean, Student Affairs and Sparks Campus after conclusion of the meeting.
  - g. Informs, in writing, appropriate individuals of the decisions of the committee, to include findings and, if appropriate, sanctions.
  - h. Arranges 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 organization admits guilt, the committee will go directly into closed session to deliberate sanctions.

The plaintiff or his or her representative 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 or organization 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 organization 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 organization deemed to be in violation of the *Code of Student Conduct* is subject to imposition of one or more of the following sanctions:

1. **Reprimand**—A written notice that continuation or repetition of improper conduct may be cause for further disciplinary action.
2. **Restitution**—Compensation for damages to property limited to the actual cost of repair or replacement.
3. **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.
4. **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 and Sparks Campus; or the complaint officer, in some circumstances, may specify a period of time before the student may apply for readmission or re-enroll in a class or classes. To qualify for readmission, the student must receive approval from the Dean, Instructional Affairs 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).
5. **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 2 years. To qualify for readmission after suspension, a student must receive approval of the Dean, Instructional Affairs and meet all reasonable requirements and academic standards for readmission. Students will not be eligible for any refund from the College.
6. **Expulsion**—An indefinite termination of student status from the College for a period of not less than 2 years. To qualify for readmission after expulsion, a student must receive approval of the Dean, Instructional Affairs 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 to President or Designee.** The determination and sanction imposed by the Judiciary Committee are subject to review on appeal by the President of the College or his or 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 5 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 or 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 working 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, Instructional Affairs. The Dean will have 5 instructional days to review the case and attempt to find an equitable solution. 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 and Sparks Campus 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 Sparks Campus 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 a grade based on 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 Division Director and, if necessary, the appropriate dean so that a continuing administrative effort may be made to ameliorate problems. Such grievances should be addressed through the *General Complaint/Grievance Process* in this handbook. 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.** 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 a permanent file in the Office of the Dean, Student Affairs and Sparks Campus; 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. A simple majority of members present may rule on any request or issue before the committee.

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.

**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 will then decide, on the basis of written statements and discussions presented by the complainant and respondent, and review of evidence, whether or not sufficient grounds exist 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 no sufficient grounds exist to hear a case and subsequently 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 and procedural statements are contained in this *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 Officer.

### **COMPLIANCE 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 that 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 listed below.

**Other Civil Rights/Title IX Compliance Officer:**  
Jackie Screws, Sparks Campus 334-687-5288

**Sexual Harassment Compliance Officers:**  
Wallace Campus, Shannon Thomas 334-556-2269  
Sparks Campus, Jackie Screws 334-687-5288

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

**504 Compliance Officer:**  
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 Compliance Officers:**

Wallace Campus, Mark Shope 334-556-2295  
Sparks Campus, Earl Bynum 334-687-3543, Ext. 4270

**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 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 sexual harassment exists is a matter that 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 that 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. The kinds of conduct that may constitute sexual harassment include, but are not limited to, the following examples:

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.
5. Unwelcome and inappropriate touching, patting, 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 the following situations: (1) an instructor and a student in that instructor's class and (2) an instructor or staff member and a student who are participating in an extracurricular activity requiring the student to report to the instructor or 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 position above 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 register 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 appropriate Dean, Student Affairs and Sparks Campus or Dean, Student Development and Wallace Campus. 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 compliance officer. If the complaint is about the designated College sexual harassment compliance 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 Procedures

The following grievance procedures are in place at Wallace Community College to provide recourse for students who believe that their civil rights have been violated and who have not been able to resolve the situation at the complaint level.

The steps below shall be followed:

1. The original and two copies of Grievance Form A must be filed with the complainant's dean or division director 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 division director will immediately notify the President and the Title IX Compliance Officer of receipt of *Grievance Form A*. The dean or division director 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 Compliance Officer and the President. The complainant's copy must be mailed to his or her home address by certified mail, return receipt requested.
3. The complainant must, within 15 calendar days following receipt of the dean or division director's report, file with the President and Title IX Compliance Officer written notice of acceptance or appeal of the report. If a notice of appeal is filed, appeal *Grievance Form B* must be used. Complainant must state clearly and specifically on *Grievance Form B* the objections to the findings and/or decision of the dean or division director. Copies of *Grievance Form B* must be provided to the Title IX Compliance Officer and the President. If the complainant fails to file notice of appeal by 5:00 p.m. on the 15th calendar day following receipt of the dean or division director'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 division director, and make a written report of findings to the complainant. *Grievance Form B* must be used for the report. Copies of *Grievance Form B* must be provided to the Title IX Compliance Officer and the Chancellor. Complainant's copy must be mailed to his or 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 Compliance Officer a written notice of acceptance or appeal of the report. If notice of appeal is filed, appeal *Grievance Form C* must be used. Complainant must state clearly and specifically on *Grievance Form C* objections to the findings and/or decisions of the President. Copies of *Grievance Form C* must be provided to Title IX Compliance Officer 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 complainant's allegations and report of the President, hold a formal hearing, and make written report of findings to complainant. *Grievance Form C* must be used for the report. Copies of *Grievance Form C* must be provided to Title IX Compliance Officer. Complainant's copy must be mailed to his or 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

## GENERAL COMPLAINT/ GRIEVANCE PROCEDURES

**Procedures outlined in this section do not apply to the following areas: Academic Grievances, Sexual Harassment, Civil Rights, Americans with Disabilities Act, Title IX, Motor Vehicle Violations, Educational Records, and Financial Aid. Complaints and/or grievances regarding these issues have been addressed in other sections of the *Catalog and Student Handbook*.**

Wallace Community College promotes the open exchange of ideas among all members of the College community, including students, faculty and staff members, and administrators; however, the College recognizes that, at times, people may have differences that they are unable or unwilling to resolve without intervention. The procedures described below shall be available to any Wallace Community College student who feels that he or she has **not** been treated fairly or that College policies have been applied to them inappropriately. The steps outlined are designed as means of resolving complaints at the lowest level possible or in accessing subsequent steps in the grievance procedure.

### Complaints or Grievances Relating to the Instructional Division

1. The student discusses his or her concern directly with the **faculty member or college official** involved. The complaint may be made in person or by written contact no later than 10 instructional days following the incident. The appropriate faculty member or college official will have 5 instructional days to attempt to informally reach an agreeable solution.
2. If an agreeable solution is not reached within 5 instructional days as noted above, the student will have 3 instructional days to appeal the issue and report it in writing to the appropriate **division director**. The division director will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.
3. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in **step 2**, the student will have 3 instructional days to appeal the issue and report it in writing to the appropriate **instructional coordinator**. The instructional coordinator will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.
4. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in **step 3**, the student will have 3 instructional days to report the issue to the **Dean, Instructional Affairs**. The Dean, Instructional Affairs will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.
5. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in

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 chairperson of the committee. The report shall contain at least the following items:

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 or grievance, or to serve as a witness or panel member in the investigation of a complaint or grievance.

**Filing a False Report.** It is a violation of the faculty and staff and student conduct policies to file a false report.

**Contact Persons and Compliance Officers.** Students are strongly encouraged to contact the Dean, Student Affairs and Sparks Campus 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 and Sparks Campus will direct students to the appropriate contact person.

**step 4**, the student will have 3 instructional days to report the issue to the **President or the President's designee**. The President or President's designee will have 10 instructional days from receipt of the appeal to appoint a fact-finding committee to investigate the issue and attempt to reach an agreeable solution. **The decision reached at this level in the process is final.**

### **Complaints or Grievances Relating to Other College Divisions**

1. The student discusses his or her concern directly with the **college official** involved. The complaint may be made in person or by written contact no later than 10 instructional days following the incident. The college official will have 5 instructional days to attempt to informally reach an agreeable solution.
2. If an agreeable solution is not reached within 5 instructional days as noted above, the student will have 3 instructional days to appeal the issue and report it, in writing to the appropriate **immediate supervisor**. The immediate supervisor will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.
3. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in **step 2**, the student will have 3 instructional days to appeal and report the issue in writing to the **division dean**. The division dean will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.
4. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in **step 3**, the student will have 3 instructional days to appeal the issue and report it in writing to the **President or the President's designee**. The President or President's designee will have 10 instructional days from receipt of the appeal to appoint a fact-finding committee to investigate the issue and attempt to reach an agreeable solution. **The decision reached at this level in the process is final.**

**Any student who is uncertain of which college official to report a complaint under this section should seek guidance from the Dean, Student Affairs and Sparks Campus.**

## **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 Director of Enrollment Services/Registrar. Educational records are defined by the Family Educational Rights and Privacy Act of 1974 (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. Six exceptions to this definition of educational records are 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 that 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, up 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 Director of Enrollment Services/Registrar 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 and Sparks Campus 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 and Sparks Campus.

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 Sparks Campus; and the Director of Enrollment Services/Registrar.
  - 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 Director of Enrollment Services/Registrar 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. These forms are available from the Admissions and Records Office on the Wallace Campus in Dothan and the Student Affairs Office on the Sparks Campus in Eufaula. **THIS FORM MUST BE RESUBMITTED ANNUALLY.**

FERPA established rules stating that some personnel and agencies may have access to students' educational records without their written consent. 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 job 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 Director of Enrollment Services/Registrar 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 specific 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 on 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 re-disclosed, 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 disseminating the *Annual Notification Statement* in a student e-mail. New students will receive information concerning their rights under the Act through distribution of the New Student Orientation Handbook during the pre-orientation process.

**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 nondisclosure 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 or executrix of the deceased student's estate.

## STUDENT RECORDS REPOSITORY

RECORDS	LOCATIONS	CUSTODIANS
Admission	Admissions and Records Office, Grimsley Hall, Wallace Campus in Dothan	Director of Enrollment Services/Registrar
Admission (current term for Sparks Campus applicants)	Student Affairs Office, Administration Building, Sparks Campus in Eufaula	Director of Enrollment Services/Registrar
Cumulative Admission (students currently enrolled at the Sparks Campus)	Student Affairs Office, Administration Building, Sparks Campus in Eufaula	Director of Enrollment Services/Registrar
Cumulative Academic (current and former students)	Admissions and Records Office, Grimsley Hall, Wallace Campus in Dothan	Director of Enrollment Services/Registrar
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, Field House, Wallace Campus in Dothan	Athletic Director
Disciplinary	Office of the Dean, Student Affairs and Sparks Campus, 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 Division 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, EMS Building, Wallace Campus in Dothan	PTA Program Director
Admission—Practical Nursing (PN), Dothan, Eufaula	PN Program Office, Rane Hall, Wallace Campus in Dothan	PN Division 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

## **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 in Grimsley Hall on the Wallace Campus and the Student Affairs Office on the Sparks Campus.

### **PUBLIC NOTICE POLICY**

Each year, institutions of higher learning are required to provide specific information concerning campus crimes, athletic disclosure, and other data. The following e-mail addresses are available for consumers desiring to obtain detailed information about campus crime data and athletic disclosure information.

#### **Campus Crime Data:**

[www.opec.edu/security/](http://www.opec.edu/security/)

#### **Athletic Disclosure Information:**

[www.opec.edu/athletics/](http://www.opec.edu/athletics/)

Hard copies of this information are available from the Dean, Student Development and Wallace Campus and the Dean, Student Affairs and Sparks Campus.

## **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 Compliance Officer 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. 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 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 seen easily. 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. 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**

### **Types of Violations**

- Backed into space
- Disobeying officer's signal
- Disregarding a stop sign
- Driving a motorcycle with no helmet
- Driving the wrong way on a one-way street
- Driving without a license
- Failing to give or using improper signal
- Failing to yield
- Improper backing
- Improper display of decal
- Improper or insufficient muffler
- Improper or no lights
- Improper passing

- Improper turning
- No decal
- Other parking violations
- Parking in disabled parking area
- Parking in no parking area
- Parking in reserved area
- Parking outside marked line
- Passenger riding outside vehicle
- Reckless driving
- Speeding
- Using improper or no tag
- Violating license restriction

Fines may be paid at the Business Office in Grimsley Hall during normal business hours. Failure to pay fines will result in increased fines, holds on student registration and graduation, and possible towing of the vehicle at the 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.

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## NOTES

## NOTES

## NOTES



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