2023-24
Official College Catalog & Student Handbook

Wallace Community College

catalog.wallace.edu

Wallace Community College Quick Reference Directory

www.wallace.edu

Wallace Campus
1141 Wallace Drive
Dothan, Alabama 36303-0943
Phone: 334-983-3521
Fax: 334-983-6066

Sparks Campus
Post Office Drawer 580
Eufaula, Alabama 36072-0580
3235 South Eufaula Avenue
Eufaula, Alabama 36027
Phone: 334-687-3543
Fax: 334-687-0255

Wallace Campus

(Area Code 334)

Admissions and Records: 556-2468
Bookstore: 556-2240
Business Office: 556-2206
Campus Police/Security: 556-2251, 2506
Career Development Center: 556-2208
Career and Technical Programs: 556-2544
Counseling Services: 556-2281, 2294
Disability Support Services: 556-2587
Dual Enrollment: 556-2423
Emergencies: 983-3521
Financial Aid/Veterans Affairs: 556-2476
Instructional Affairs: 556-2254
Learning Resources Center: 556-2217
Mathematics Lab: 556-2348
Security: 798-1381
Student Government Association: 556-2477
Student Life: 556-2477
Student Support Services: 556-2368
Switchboard: 983-3521
Testing (ACCUPLACER®, CLEP®, Biology, etc.): 556-2296
Title IX Coordinator: 556-2485
Title IX Deputy Coordinator: 556-2414
Wallace Online (Blackboard): 556-2464

Sparks Campus

(Area Code 334)

Admissions and Records: 687-3543, Ext. 4257
Bookstore: 687-3543, Ext. 4243
Business Office: 687-3543, Ext. 4243
Campus Dean/Student Success: 556-2266
Career and Job Assistance: 687-3543, Ext. 4270
Career and Technical Programs: 556-2544
Counseling Services: 687-3543, Ext. 4270
Disability Support Services: 687-3543, Ext. 4270
Dual Enrollment: 556-2423
Financial Aid/Veterans Affairs: 687-3543, Ext. 4226
Learning Resources Center: 687-3543, Ext. 4248
Security: 798-1228
Student Support Services: 687-3543, Ext. 4271
Switchboard: 983-3521
Talent Search: 687-3543, Ext. 4226
Testing (ACCUPLACER®, CLEP®, Biology, etc.): 687-3543, Ext. 4249
Title IX Coordinator: 556-2485
Title IX Deputy Coordinator: 556-2414
Upward Bound: 687-3543, Ext. 4255
Wallace Online (Blackboard): 556-2464

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

STATEMENT OF MISSION

George C. Wallace Community College – Dothan, a comprehensive community college, inspires and facilitates learning to prepare its constituents for current and emerging opportunities and to promote economic and social development.

EQUAL OPPORTUNITY STATEMENT

WCC affords equal opportunity to all employees and applicants for admission or employment regardless of race, color, gender, religion, national origin, age or disability. WCC will make reasonable accommodations for persons with disabilities

A Message from the President

Dr. Linda C. Young, President

Education at Wallace Community College is education for success!

Wallace has served the communities of Southeast Alabama since 1949, and we are proud of our commitment to excellence. We welcome you to explore this Wallace Community College 2023-24 College Catalog and Student Handbook to help you prepare for your future. Wallace offers a variety of programs and services with convenient locations at the Wallace Campus in Dothan and the Sparks Campus in Eufaula.

Here are a few reasons why Wallace Community College may be the right choice for you:

Low Tuition, Convenient Classes: You can take advantage of our low tuition, financial aid opportunities, and scholarships. Wallace Community College offers tuition transfer programs where students can save thousands of dollars by attending Wallace for the first two years of college and then transferring to a four-year university. Our location is local, and our education is excellent!

Academic Programs and Excellent Instruction: Wallace Community College is proud of the excellent faculty and staff whose primary mission is the education of our students. Faculty members, many of whom are Wallace graduates, enjoy teaching and encourage their students to succeed. Wallace has received numerous national honors for excellence including the American Association of Community Colleges Award of Excellence for Student Success.

Math Technology: The Sparks and Wallace Campuses each have mathematics labs powered by an interactive software system that increases student skills and knowledge in mathematics. We are here to help you succeed!

The Writing Center: The Writing Centers on the Sparks and Wallace Campuses employ an "all students, all writing" policy, which means that students from all programs are welcome to visit and work on any project. For more information, go to www.wallace.edu/thewritingcenter.

Career Technical and Health Science Programs: Wallace boasts a team of top-notch instructors and facilities to prepare students for employment in challenging careers. Programs include Air Conditioning Refrigeration, Automotive Technology, Cosmetology, Electrical Technology, Emergency Medical Technician, Engineering Graphics – the list is extensive. These programs employ the latest state-of-the-art equipment and simulators to create well-trained graduates who are ready to enter the workforce. Our renowned allied health and nursing programs offer students "hands-on" instruction in one of the best simulation labs in the state. Wallace's Heersink Family Health Science Building is home to all **eight** health science programs, creating a synergy similar to working in a health setting.

Student Activities: There is a place for you at Wallace! Activities and clubs are available whether your interest is in scholastics, entertainment, athletics, or program-specific. You are invited to join a service organization, entertain in student performances, develop leadership skills, network with other students or mentors in your chosen field, or play on an athletic team.

Workforce Development and Adult Education: In today's economy, it is increasingly important to have up-to-date skills to increase job marketability. Whether you want to change careers, update career skills, learn English as a second language, or need to pursue a GED, Wallace's Workforce Development and Adult Education teams are here to help. There is no place better than a community college to develop and educate a strong workforce.

So, why choose Wallace Community College? A college education is more than textbooks, studying, and classes. This is a time for becoming aware of your potential in life and your influence on others. It is also about learning the importance of community. Wallace is a Community College, with strong ties to the area through education and workforce development. We hope that you will make the decision to attend Wallace, and someday join the list of alumni who are making a difference in the world.

Dr. Linda C. Young
President, Wallace Community College

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2023-2024 Calendar

Fall Semester 2023

April 25 – August 22	Fall Registration Online
August 9	Tuition Payment Deadline, Full Term/1st Mini-Term, 4:00 pm
August 14 – 16	Instructor In-Service
August 17 – 18	Regular Registration
August 21	Classes Begin for Full-Term and First Mini-Term
August 21 – 22	Late Registration, Drop/Add Full-Term and First Mini-Term
August 21	Tuition Payment Deadline, Full Term/1st Mini-Term, 6:00 pm
September 4	Labor Day (College Closed)
September 5 – 8, 12	Late Start Term Registration
September 11	Late Start Term Begins Late Start Drop/Add Tuition Payment Late Start Term, 4:00 pm
October 9 – 13	Registration for Second Mini-Term
October 13	Final Exams, 1st Mini-Term
October 16	2nd Mini-Term Begins 2nd Mini-Term Drop/Add
October 16	Tuition Deadline, 2nd Mini-Term, 4:00 pm
November 10	Veterans Day (College Closed)
November 20 – 22	Instructor In-Service (College Open)
November 23 – 24	Thanksgiving Holiday (College Closed)
December 11 – 15	Final Exam Dates for Full-Term, Late Start, 2nd Mini-Term
December 15	End of Term
December 18 – 19	Instructor In-Service (No Classes)
December 20– 21	Faculty Holiday (College Open)
December 22– January 1	Holidays (College Closed)

Spring Semester 2024

January 2 – 3	Instructor In-Service (No Classes)
January 4– 5	Regular Registration
January 8	Classes Begin for Full-Term and First Mini-Term
January 9	Late Registration, Drop/Add Full-Term and First Mini-Term
January 15	Dr. Martin Luther King, Jr. Day (College Closed)
January 22 – 26	Registration for Late Start Term
January 29	Classes begin for Late Start Term
January 29	Drop/Add for Late Start Term
March 1	Final Exam for First Mini-Term
February 26 – March 1	Registration for 2nd Mini-Term
March 4	Classes Begin for 2nd Mini-Term
March 4	Drop/Add for 2nd Mini-Term
March 25– 29	Spring Break (No Classes)
April 26 – May 2	Final Exam Dates for Traditional, Late-Start, and 2nd Mini-Term
May 2	End of Term
May 3, 6 – 9	Instructor In-Service (No Classes)
May 8	Wallace Campus Graduation
May 9	Sparks Campus Graduation
May 10, 13– 14	Faculty Holiday (College Open)

Summer Semester 2024

May 15	Instructor In-Service (College Open)
May 16– 17	Registration
May 20	Classes Begin for Full-Term and 1st Mini-Term
May 21	Drop/Add for Full-Term and 1st Mini-Term
May 27	Memorial Day (College Closed)
May 28 – May 31	Registration for Late Start Term
June 3	Classes Begin for Late Start Term
June 3	Drop/Add for Late Start Term
June 19	Juneteenth (College Closed)
June 25	Final Exam for 1st Mini-Term
June 18 – 25	Registration for 2nd Mini-Term
June 26	Classes Begin for 2nd Mini-Term
June 26	Drop/Add for 2nd Mini-Term
July 4	Independence Day (College Closed)
July 26 – July 31	Final Exams for Full-Term, Late Start, and 2nd Mini-Term
July 31	End of Term
August 1	Instructor In-Service (College Open)

Fall Semester 2023

August 2, 5 – 9 Faculty Holiday (College Open)

Accreditations

Primary Accreditor

George C. Wallace Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the Associate degree. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of George C. Wallace Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

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 and Practical Nursing** programs are accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road Northeast, Suite 1400, Atlanta, Georgia 30326 (404-975-5000), www.acenursing.org.

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

The **Electrical Technology** program is accredited by the National Center For Construction Education and Research (NCCER), 13614 Progress Boulevard, Alachua, Florida 32615, (386-518-6500), www.nccer.org.

The **Medical Assisting** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, www.caahep.org), 9355-113th Street, North, 7709 Seminole, Florida 33775 (727-210-2350), on the recommendation of the Medical Assisting Education Review Board (MAERB), 2020 N. California Avenue #213, Suite 7, Chicago, Illinois 60647.

The **Paramedic** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, www.caahep.org), 9355-113th Street, North, 7709 Seminole, Florida 33775 (727-210-2350), on recommendation of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP), 8301 Lakeview Parkway, Suite 111-312, Rowlett, Texas 75088 (214-703-8445).

The **Physical Therapist Assistant** program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, Virginia 22305, (800-999-2782), accreditation@apta.org, www.capteonline.org.

The **Radiologic Technology** program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 North Wacker Drive, Suite 2850, Chicago, Illinois 60606-3182 (312-704-5300), www.jrcert.org.

The **Respiratory Therapist** program is accredited by the Commission on Accreditation for Respiratory Care (CoARC, www.coarc.com), 264 Precision Boulevard, Telford, Tennessee 37690 (817-283-2835).

The **Surgical Technology** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, www.caahep.org), 9355-113th Street, North, 7709 Seminole, Florida 33775 (727-210-2350), on the recommendation of the ARC/STSA Review Board, 19751 East Mainstreet, Suite 339 Parker, Colorado 80138, (303) 694-9262.

The **Welding Technology** program Sparks and Wallace campus sites have been designated by the American Welding Society (AWS) as Accredited Testing Facilities, 8669 NW 36th Street #130, Miami, Florida 33166, (305-443-9353).

Changes in Programs and Catalogs

The information contained in this publication conforms with policies and procedures of the Alabama Community College System Board of Trustees 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 without notice to individual students, including, but not limited to, academic requirements for graduation. Every effort is made to

keep students advised of any such changes. It is very important that students keep themselves apprised of current graduation requirements for their particular degree programs. 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 Non-Discrimination

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, sex, 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*, as amended; S*ection 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 that is illegal under *Title VII of the Civil Rights Act of 1964*, as amended for employees and under *Title IX of the Education Amendments of 1972*, as amended, for students. Each campus of Wallace Community College has trained Compliance Coordinators.

Other Civil Rights and Title IX Compliance Coordinators
Employee's Contact:
Keyashia Sheppard, Wallace Campus - (334) 556-2557
Email: ksheppard@wallace.edu

Student's Contact:
Shaletha Barnes-Blackmon, Wallace Campus - (334) 556-2511
Email: sblackmon@wallace.edu

Office of Civil Rights for Alabama:
Office of Civil Rights, Atlanta Office
U.S. Department of Education
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
Phone: (404) 974-9406
Email: OCR.Atlanta@ed.gov

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

Section 504 Compliance Coordinator:
Ryan Spry, Director of Student and Campus Services - (334) 556-2587
Email: rspry@wallace.edu

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 Coordinator on the appropriate campus or site.

Americans with Disabilities Act Compliance Coordinators:
Terri Ricks, Sparks Campus - (334) 619-1507; Email: tricks@wallace.edu
Ryan Spry, Wallace Campus - (334) 556-2587; Email: rspry@wallace.edu

Family Educational Rights and Privacy Act

Under the *Federal Family Educational Rights and Privacy Act* (FERPA), 20 USC 1232g, Wallace Community College may disclose specific 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 consent to protect the health or safety of the student or other individuals. At such times, records and information may be released to appropriate parties such as law enforcement officials, public health officials, parents of an eligible student, and trained medical personnel.

Statements of Mission, Role and Scope, Values, and Vision

Statement of Mission

George C. Wallace Community College – Dothan, a comprehensive community college, inspires and facilitates learning to prepare its constituents for current and emerging opportunities and to promote economic and social development.

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. The Student Success and Completion Agenda
2. The Workforce Development Agenda
3. The Infrastructure Agenda
4. Financial Resources

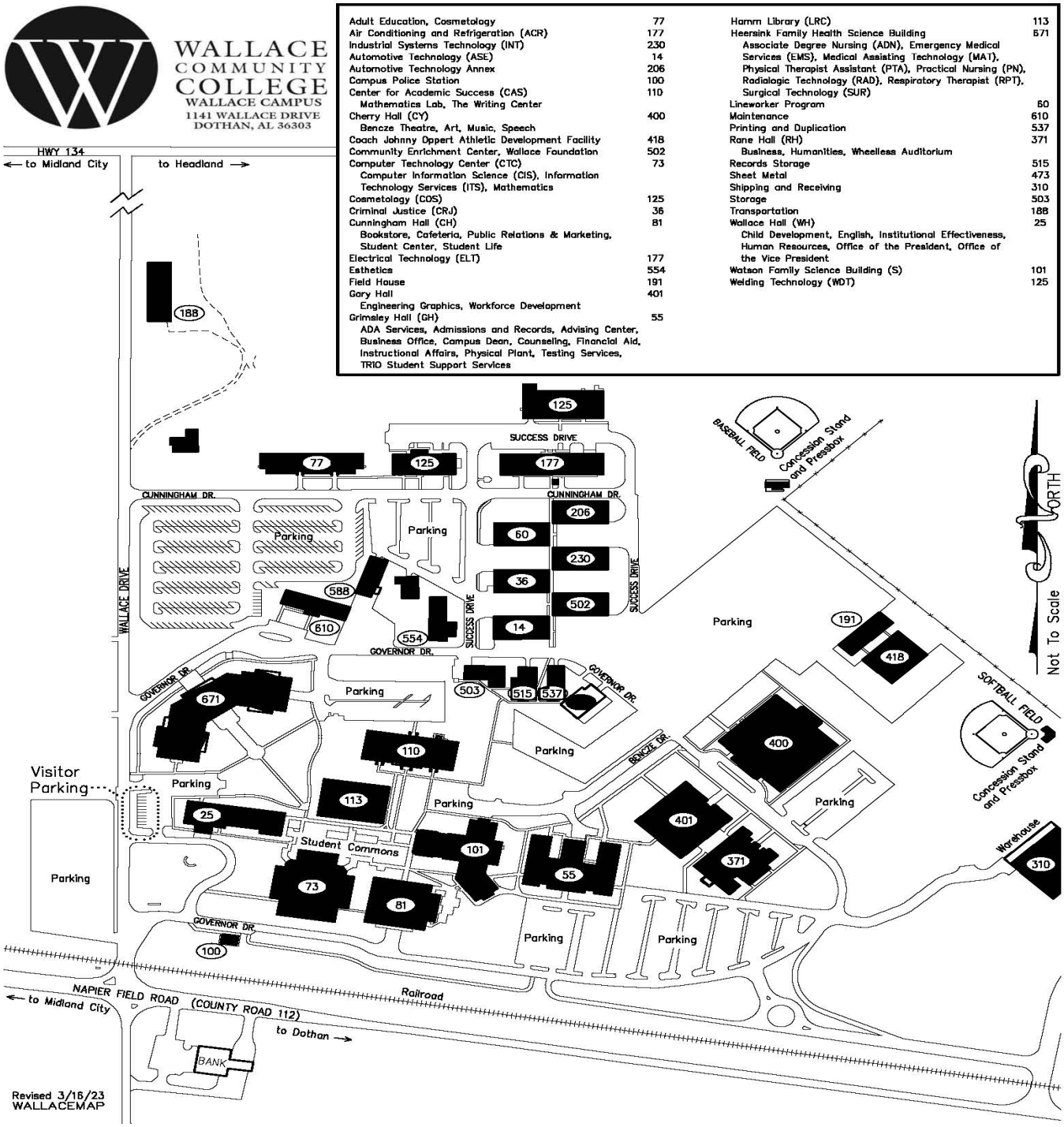
History of the College

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 and 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, 2012, and 2022.

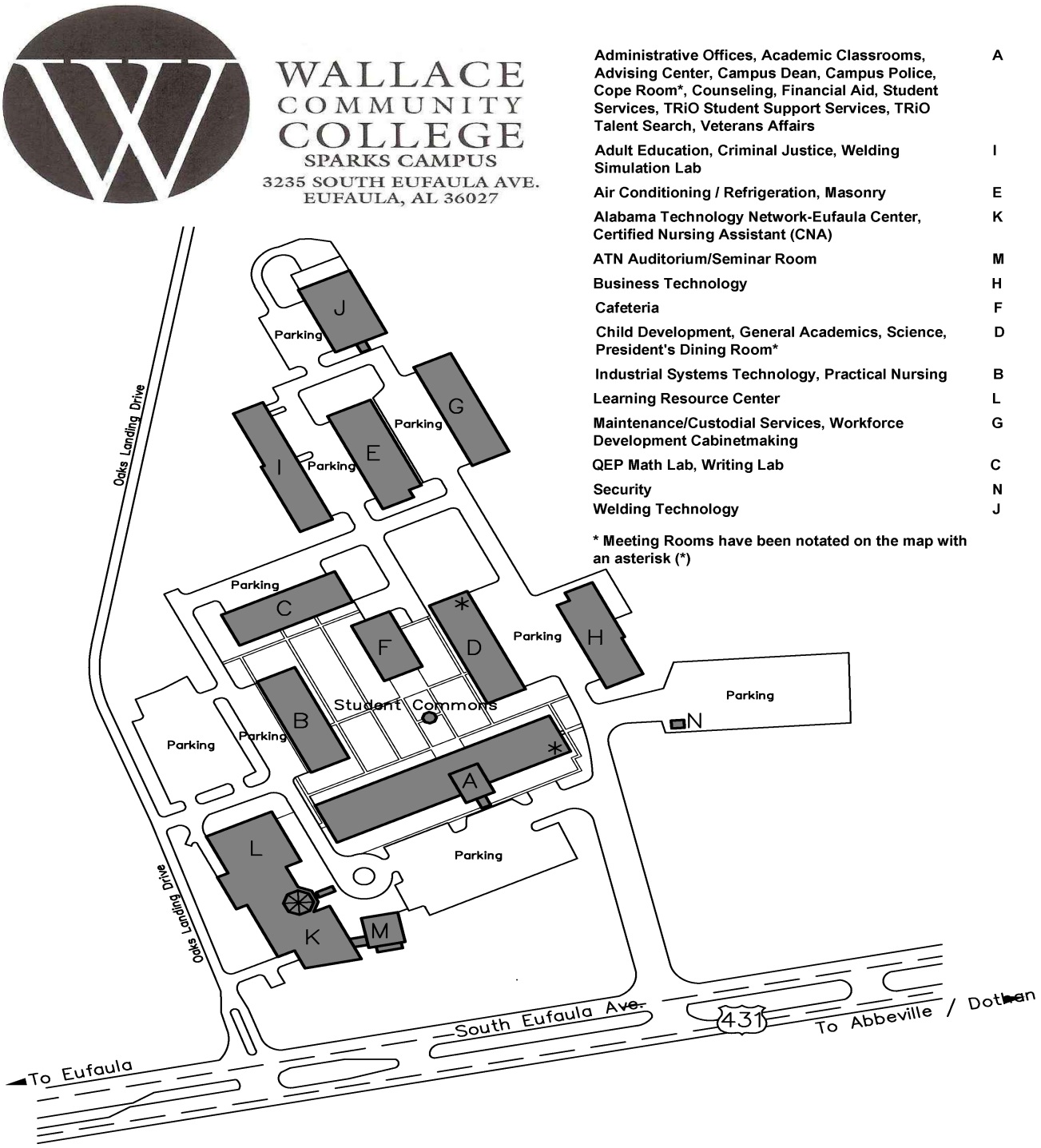
The 1997 merger between Wallace Community College and Alabama Aviation and Technical College in Ozark and Mobile was followed in 1999 by the merger of Wallace Community College and Sparks State Technical College in Eufaula. In 2003, the Aviation Campus in Ozark and Aviation Center in Mobile merged with a local junior college to enable it to become a community college. Wallace Community College now includes the Wallace Campus in Dothan and the Sparks Campus in Eufaula.

Campus Maps

Wallace Campus Map



Sparks Campus Map



Administrative Offices, Academic Classrooms, Advising Center, Campus Dean, Campus Police, Cope Room*, Counseling, Financial Aid, Student Services, TRiO Student Support Services, TRiO Talent Search, Veterans Affairs	A
Adult Education, Criminal Justice, Welding Simulation Lab	I
Air Conditioning / Refrigeration, Masonry	E
Alabama Technology Network-Eufaula Center, Certified Nursing Assistant (CNA)	K
ATN Auditorium/Seminar Room	M
Business Technology	H
Cafeteria	F
Child Development, General Academics, Science, President's Dining Room*	D
Industrial Systems Technology, Practical Nursing	B
Learning Resource Center	L
Maintenance/Custodial Services, Workforce Development Cabinetmaking	G
QEP Math Lab, Writing Lab	C
Security	N
Welding Technology	J

* Meeting Rooms have been notated on the map with an asterisk (*)

5/26/22

Student Affairs

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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, advising, 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.

Career Development Center/Career Lab

Located on the Wallace Campus in Dothan, the Career Development Center/Career Lab is dedicated to assisting students who are undecided about their career plans. The Career Resources Coordinator is available, and the career planning process is open to all students and members of the community. Students at the Sparks Campus in Eufaula are encouraged to use career resources located in the Learning Resources Centers 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 advisors to assist students in planning and selecting appropriate educational goals. Academic and career advising services are available to help students make the best possible adjustments to college life.

Disability Support Services

It is the policy of Wallace Community College to provide reasonable accommodations for environmental and program accessibility for individuals with a diagnosed 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 and accommodations provide students with disabilities complete access to all academic, health sciences, technical, and College programs.

Students are responsible for reporting their requested needs to the campus Disability Support Services Compliance Officer and providing proper documentation of their disabilities at least six weeks before a term 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 Director, Student and Campus Services on the Wallace Campus by telephone at 334-556-2587; by fax at 334-556-2575; or in writing to Disability Support Services Compliance Officer, Wallace Community College, 1141 Wallace Drive, Dothan, Alabama 36303. Information on disability support services for the Sparks Campus may be obtained from the Coordinator, Student Services at 334-687-3543, Ext. 4270.

Complaints regarding accessibility on the Wallace Campus should be reported to the Director, Student and Campus Services at 334-556-2587, and on the Sparks Campus should be reported to the Coordinator, Student Services at 334- 687-3543, ext. 4270.

Students desiring to file a complaint regarding potential discrimination of their rights under ADA or the action(s) of any compliance officer may follow the complaint procedures outlined within the “ADA, Other Civil Rights, and Title IX Complaint and Grievance Policies and Procedures” section of the *College Catalog and Student Handbook*.

General Testing

The testing program, which includes Ability to Benefit, ACCUPLACER® inventory, Biology Placement Exam, CIS Challenge Exam, CLEP® (College Level Examination Program), A-2 Test, and Test of Essential Academic Skills (TEAS), is designed to meet the needs of students with varied educational backgrounds and goals.

- For more information on ACCUPLACER®, see the Placement Inventory section of the College Catalog.
- The Biology Placement Exam is for students interested in exempting 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.
- The A-2 Test is given as part of the requirements for entry into the Radiologic Technology program.

- The Test of Essential Academic Skills (TEAS) is given as part of the requirements for entry into the Associate Degree Nursing, Practical Nursing, Respiratory Therapist, Physical Therapist Assistant, and Surgical Technology programs. The TEAS measures basic essential skills in the academic content areas of English and language, mathematics, reading, and science.
- To meet College and Career Readiness requirements, Ability-to-Benefit is given to students without a high school diploma or GED® who want to enroll in the following programs: Cosmetology, Esthetics Technology (must have completed the 10th grade to take State Board Exam), Masonry, and Welding Technology.
- The CIS 146 Challenge Exam is offered to students who are pursuing degrees in Allied Health that require "documented computer competency." Those areas are: Associate Degree Nursing, Emergency Medical Services, Physical Therapist Assistant, Radiologic Technology, Respiratory Therapist, and Surgical Technology. The CIS 146 Challenge Exam is also available for a student pursuing an Associate in Science or Associate in Arts degree. Program degrees that require CIS 146 are not eligible and students are **required** to take the CIS 146 Microcomputer Applications course.

Job Listings

Full and part-time job offerings are updated regularly and posted on the College website. Click here to access.

Students interested in employment must initially submit a resume with the Career Development Center/Career Lab and check periodically for available employment. To remain on active file, students must update their resumes at the beginning of each term. For more information, please visit Career Services by clicking here.

Wallace Community College is an equal opportunity employment, affirmative action employer.

Placement Inventory

Wallace Community College may require a comprehensive inventory of students upon admission and prior to enrollment in associate degree or certificate programs.

For specific information on the placement inventory, call 334-556-2296 or go to https://www.wallace.edu/testing-assessments/accuplacer-inventory/

Student Orientation, Advising and Registration (SOAR)

Student Orientation, Advising and Registration (SOAR) is designed to acquaint students with College facilities, services, and rules and regulations. Participation in SOAR is highly encouraged for all first-time students. Group sessions are scheduled by Enrollment Services on the Wallace Campus in Dothan and Student Services on the Sparks Campus in Eufaula prior to the beginning of each term, with students having the option to choose which session to attend.

For more details, please visit http://www.wallace.edu/soar

Student Activities

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

American Chemical Society Student Chapter (W)—The American Chemical Society Student Chapter is an organization composed of Chemistry students. The purpose of this club is to educate students and the community about the importance of chemistry and the role of the American Chemical Society.

Art Club (W)—An organization designed to expose students to art and foster 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 Nurses (S) (W)—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.

Bass Fishing Club (S) (W)—To present the sport of bass fishing in a positive manner, to provide opportunities for students to engage in a bass fishing club, to provide an opportunity for participating in competitive bass fishing at a collegiate level, and to promote bass fishing and cooperation with other organizations on campus.

Black Student Union (S) (W) - To establish and innovate relationship opportunities and experiences for minority students. We serve our members by providing community service opportunities, mentoring relationships, and outlets for expression and discussion.

Diamond Dolls (W)—This club promotes school spirit among the student body by supporting WCC's athletic programs.

Criminal Justice Club (S) (W) - To coordinate activities which will establish constructive relationships between CRJ students and members of the surrounding communities located in Alabama.

Emergency Medical Services Student Faculty Association (W)—Increase awareness of EMS and promote interaction with civic responsibility.

Hermanos y Hermanas Unidos (W) - To establish and innovate relationship opportunities and experiences for minority students. We serve our members by providing community service opportunities, mentoring relationships, and outlets for expression and discussion.

Lambda Beta Society (W) - To promote the achievement of high scholarly standards within the programs and chapters through the encouragement of membership and graduation with honors.

Leadership Development Program (S) (W)—The Leadership Development program promotes development of students' personal philosophies of leadership by: participation in service- learning opportunities; serving as official host/hostesses of the College; being mentored by a Wallace faculty or staff member; completing a for-credit leadership course; and attendance at a statewide student leadership institute.

Phi Theta Kappa (S) (W)—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 coursework) toward an associate in arts, 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 students who scored 25+ on the ACT® exam may enter into the organization immediately as provisional members.

WCC Philosophical Society (W)—An organization designed to encourage the discussion of philosophical ideas.

Respiratory Therapy Student Association (W)—This organization strives to increase the community of the Respiratory Therapy profession and to promote wellness.

Rotaract (W)—An organization designed to promote community service among civic-minded students.

Sigma Kappa Delta 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.

SkillsUSA (S) (W)—SkillsUSA is a partnership of students, teachers, and industry representatives working together to ensure America has a skilled workforce.

Society of Physics Students (W)—The purpose of this organization is the advancement and diffusion of knowledge of physics, the encouragement of interest in physics throughout the academic and local communities, and the introduction of students to the professional community.

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

Student Government Association (S) (W)—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 the Office of Student Life.

Student Physical Therapist Assistant Association (W)—The Student Physical Therapist 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, is open to all students who have successfully auditioned. Its purpose is to provide an opportunity for advanced vocal training through study and performance of more demanding choral literature.

Wallace 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 performs a variety of theatrical performances for members of the College and community.

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.

Student Support Services

Student Support Services (SSS) is available on the Wallace and Sparks Campuses to eligible students free of charge to students who desire academic tutoring and other support services. SSS provides services in two different phases to ensure participants progress toward their academic goals - First-Year College Experience and Sophomore Challenge phases. The TRiO SSS staff takes a holistic approach in serving while ensuring that participants engage in a multifaceted experience to bridge the gap from high school to community college to four-year college or university. Such services will consist of the following activities:

First-Year College Experience

- **Academic Preparation**—intensive brush-up before placement test to minimize excessive developmental courses
- **Learning Communities**
- **Success Seminars**—design to improve studying techniques
- **Early Alert**—allow SSS Staff to intervene when necessary
- **Academic Advising**—planned sessions

Sophomore Challenge

- **Academic Preparation**
- **Supplemental Instruction**
- **Early Registration**
- **Intrusive Advising**
- **Relevant Experiences**—provide experience outside the classroom
- **College Tours**
- **Transitional Sessions** with emphasis on soft skills
- **Experiential Learning**—provide internships, etc.

For additional information, contact the Student Support Services staff at either campus.

Talent Search

The Talent Search program, available on the Sparks Campus, identifies and assists middle and high school students as well as eligible adults from disadvantaged backgrounds who have the potential to succeed in higher education. The program publicizes the availability of financial aid and assists participants with college applications. Talent Search participants are encouraged to complete high school and enroll in and graduate from a postsecondary school of their choice. For additional information, contact the Talent Search staff on the Sparks Campus.

Upward Bound

The Upward Bound program is available on the Sparks Campus and provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and aims to ultimately result in participants graduating from institutions of postsecondary education. Upward Bound serves high school students from families in which neither parent holds a bachelor's degree and/or from students from low-income families.

For more information about these programs, please contact the Upward Bound staff on the Sparks campus.

General Information

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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 also 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.

Bookstores

The College has partnered with Barnes & Noble to offer high-quality Bookstore solutions to its students. The full-service Bookstore is located in Cunningham Hall on the Dothan Campus. On the Sparks Campus, after completing their orders through the Barnes & Noble website (http://bookstore.wallace.edu), students may pick up their course materials and/or school supplies from the Business Office in the Administration Building.

NORMAL BUSINESS HOURS

Sparks Campus Business Office

- *Monday-Thursday:* 7:30 a.m. - 4:30 p.m.
- *Friday:* 7:30 a.m. - 2:00 p.m.
- *Saturday-Sunday:* Closed

Dothan Campus Bookstore:

- *Monday-Thursday:* 8:00 a.m. - 5:00 p.m.
- *Friday:* 8:00 a.m. - noon
- *Saturday-Sunday:* Closed

SPECIAL HOURS

The Bookstores will extend regular hours during the beginning of the semester as needed. Special hours will be sent to student email accounts. Bookstore hours are subject to change without notice. Hours may vary when classes are not in session.

For more information on methods of payment, refund policies, and online ordering/shipping features, please view the Barnes & Noble Bookstore website at http://bookstore.wallace.edu.

College Police

The mission of Wallace Community College's College Police Department is to provide a safe environment for all students, faculty and staff members, and visitors by detecting and deterring crime, alleviating the fear of crime on campus, securing and protecting College property, and providing a variety of proactive programs and information on crime prevention and safety. The mission is accomplished through officer visibility on campus, training for employees, and a commitment to professional and courteous service. The College Police Department is responsible for providing direct and general security services to the campus population. These services include, but are not limited to, protecting life and property; maintaining a safe environment for students, the faculty and staff, and visitors; reducing opportunities for the commission of crime; responding to emergencies; and identifying offenders and criminal activity. In addition, the College Police Department has primary responsibility for providing continuous patrol coverage and traffic operations on College property.

No amount of police, lighting, or electronic security measures can ensure your safety. The ultimate responsibility for your safety rests with you. Use common sense and precautions for your safety on and off campus. Report incidents and cooperate with investigators when an issue of safety is involved. This will increase campus safety and your experience as a member of the Wallace Community College community.

ALERT SYSTEM

Wallace Alert is a free notification system available to faculty and staff members and students. This system provides text and voice notifications of emergency issues at Wallace Community College (tornado, etc.). For specific information concerning the Wallace Alert System, Campus Security & Crime Report, Campus Safety Tips, and other campus security and security issues, go to the Wallace Web site at https://www.wallace.edu/campus-life-resources/campus-safety/.

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 or call (334) 983-3521 on the Wallace Campus or (334) 687-3543 on the Sparks Campus from a personal phone. 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 will be instructed as to further procedures. 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 regular campus hours are responsible for providing emergency procedures and information to participants.

Foundations

Two non-profit corporations, operating independently of Wallace Community College, are vehicles for friend-raising and fundraising. 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, Bullock and Henry Counties. Both Foundations are providing support to the College and exploring ways to better meet the needs of Wallace Community College students. To learn additional information about the Foundations or to make a gift to the Foundations' scholarship program, visit give.wallace.edu or contact the Foundations' office at wallacefoundation@wallace.edu.

Health Services

Wallace Community College does not provide a formal health services program; 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 the College's new student orientation program (SOAR). The Advising Centers on both campuses 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 coursework, community and corporate education, and lifelong learning. LRC System services are provided at both locations and online through the College Web site. Online library resources and services are made available both on campus and remotely.

Access to the LRC's online resources is available through its web pages, located on the College's Web site. In addition to the online public access catalog (OPAC), links to essential online library and information resources are available on the LRC's web page. In addition to bound print collections located in the LRCs, basic reference sources, periodical subscriptions, various media and electronic online databases are also provided. The LRC System participates in interlibrary loan services and cooperative services with libraries throughout the College service area.

WCCD Student Identification is required to check out materials from the LRCs. Alabama Virtual Library accounts provide home access to state-owned research and information databases which are available to students, instructor, 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, printers, photocopier, and scanners.

Lost and Found

Inquiries pertaining to lost and found items should be made at the Switchboard Desk in the Campus Police Station on the Wallace (Dothan) Campus or the Administration Building, Bookstore on the Sparks Campus.

Parking Regulations

All motor vehicles used by students, instructors, and staff members must display current parking decals, which are 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, electronic, and social media. For more information about public relations and marketing at the College, call 334-556-2387 or email pr@wallace.edu.

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.

Tobacco-Free Policy

Wallace Community College is committed to providing a safe and healthy environment for its employees, students, and visitors. The College recognizes the right of persons to make their own decisions about their personal use of tobacco products away from the College. However, in light of findings of the U.S. Surgeon General that exposure to secondhand tobacco smoke and use of tobacco products are significant health hazards, it is the intent of the College to establish a tobacco-free environment on its campuses and in its vehicles. Consequently, the use, distribution, or sale of tobacco products, including the carrying of any lighted smoking instrument, in College buildings or in or upon other College premises or inside College-owned, rented, or leased vehicles, is prohibited. Wallace Community College employees, students, and visitors are not permitted to use tobacco products inside their private vehicles while on College property. For the purposes of this policy, a *tobacco product* is defined as all tobacco-derived or containing products, including and not limited to, cigarettes (e.g., clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, hookah smoked products, pipes and oral tobacco (e.g., spit and spitless, smokeless, chew, snuff) and nasal tobacco. It also includes any product intended to mimic tobacco products, contain tobacco flavoring or deliver nicotine, to include water vapor emitting products.

All College employees, students, visitors, and contractors are required to comply with this policy, which shall remain in force at all times. Any College employee or student found to be in violation of the tobacco-free policy will be subject to a monetary fine. Tickets will be issued by College Police officers for violations of the College tobacco-free policy. Monetary fines will be imposed as listed below, depending on whether the offender is an employee or student.

Any visitor or contractor found to be violating the policy shall be asked to discontinue the disallowed activity, and any failure by a visitor or contractor to discontinue the disallowed activity after being requested to do so shall result in the visitor or contractor being escorted off the College premises by the College Police.

STUDENT FINES

Any Wallace student found to have violated this policy shall be subject to the following fines:

- 1st student ticket - Warning
- 2nd student ticket - $25.00 fine

All fines must be paid within 7 days of ticketing. Fines that are not paid within the 7 days shall automatically double in amount. A student who has a pending fine or fines may not register for classes nor have transcripts released until all fines are paid in full. Any student desiring to appeal a fine arising from the finding of a tobacco-free violation under this policy may do so with the appropriate Campus Dean.

EMPLOYEE FINES

Any Wallace employee found to have violated this policy shall be subject to the following fines:

- First employee ticket – Warning
- Second employee ticket – $25.00 fine

All fines must be paid within 7 days of ticketing. Fines that are not paid within the 7 days shall automatically double in amount. Any employee desiring to appeal a fine arising from the finding of a tobacco-free violation under this policy may do so with the appropriate Campus Dean.

With the exception of advertising in a newspaper, magazine, or similar publication that is not produced by Wallace Community College, no tobacco-related advertising or sponsorship shall be permitted on the College's campuses or at College-sponsored events. No tobacco-related advertising or sponsorship shall appear in any publications produced by the College or by any club or association authorized by Wallace Community College. For the purposes of this policy, the term *tobacco-related* applies to the use of a tobacco brand or corporate name, trademark, logo, symbol or motto, selling message, recognizable pattern of colors or any other indicia of product identification identical to, similar to, or identifiable with, those used for any brand of tobacco products or company that manufactures tobacco products.

Video Surveillance Policy

To promote the safety of faculty and staff members, students, and visitors as well as the security of College facilities, Wallace Community College conducts video surveillance of its premises, excluding private areas of restrooms, showers, and dressing rooms. Video cameras have been positioned in appropriate places within and around most buildings for legitimate safety purposes. Legitimate safety purposes include, but are not limited to, the following:

- Protection of individuals, property, and buildings
- Confirmation of fire, burglar, and other alarms
- Patrol of public areas
- Investigation of criminal activity

Any information obtained from video monitoring will be used exclusively for safety, security, and investigative purposes. When appropriate and in the investigation of a crime or attempt to identify a person involved in criminal activity, the information gleaned from the video cameras may be turned over to the appropriate law enforcement agency for additional investigative purposes. The decision to send material or images to law enforcement will be made by the Dean, Business Affairs, who serves as the College safety officer, and only when appropriate or to aid in solving a crime on a campus or if assistance is needed in identifying a suspect involved in criminal activity.

Visitor Policy

Wallace Community College welcomes visitors at any of its campuses or sites. Visitors should report to the administrative offices in Grimsley Hall at the Wallace Campus or the Administrative Building on the Sparks Campus rather than proceeding to instructional areas. Visitors are expected to abide by College regulations. CHILDREN MUST BE UNDER THE SUPERVISION OF THEIR PARENTS AT ALL TIMES WHILE ON CAMPUS AND ARE NOT ALLOWED IN INSTRUCTIONAL AREAS (CLASSROOMS AND ANY COMPUTER LABS ON CAMPUS).

Restroom Policy

Restrooms are designated separately for men, women or gender neutral (designed for use by any gender). All individuals are required to utilize the gender-specific or gender-neutral restrooms as appropriate. Gender-neutral restrooms must be locked upon entry. Any individual utilizing the opposite gender's restroom will be subject to disciplinary action. Gender-neutral restrooms are located as follows:

Sparks Campus:

- Administrative Building, Administrative Hallway (Staff use only)
- Building B
- Building C
- Building D
- Building E
- Building G
- Building H
- Building I

Wallace Campus:

- Wallace Hall
- CTC
- Watson Family Science Building, Second Floor
- Cosmetology
- Rane Hall
- Gary Hall
- Esthetics Technology Building
- Adult Education (Staff use Only)

Adult Education & Workforce Education

The Adult Education Department is dedicated to serving the community and preparing adults for a better future. Instruction is free to students, and a variety of options are 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 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. These classes provide multi-level instruction in listening, speaking, reading, and writing and grammar.

GED Exam. The GED® computer-based exam is administered to residents of the surrounding communities and/or prospective students who do not have a high school diploma or its equivalent.

The GED® exam consists of the following four sections: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. The cost of the exam is $120 for the complete battery or $30 per content area. Each content area can be taken individually or as selected by the examinee. Examinees must register and pay online by going to www.GED.com or call 1-877-EXAM-GED (392-6433). Credit and debit cards are acceptable forms of payment. For additional information, call 334- 556-2373 for Dothan Campus and 334-684-3543, Ext. 4210 for Sparks Campus.

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, Headland, and Louisville. For more information about these programs, call 334-556-2373 (Dothan area), or 334-619-3000 (Eufaula area).

Workforce Development

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. Continuing education and customized training for business and industry are also available. Please go to www.wallace.edu/wfd for more information.

Wallace Community College Workforce Development Division is pleased to offer the following courses:

Certified Nursing Assistant. This 25-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. For more information or to register, call 334-556-2202 (Dothan) or 334-556-2373 (Bullock County). *Class must have a minimum of seven students to begin*. **Some clinical facilities we partner with may require proof of COVID vaccination. WIOA approved.

Dental Assistant. This 20-week program prepares students for entry-level positions within dental offices. Students will learn dental anatomy, 4-handed dental assisting techniques, dental laboratory and x-ray skills, charting skills, safety procedures, and general office protocols. The first 18 weeks of the program consist of classroom and lab time while the final 2 weeks of the program are spent in clinical externship at a local dental office. A minimum of six students is required. Prerequisites include an application package which includes an ACT® WorkKeys test along with a Hepatitis B titer. All prospective students who complete an application package will submit to an interview process to gain acceptance into the program. Call 334-556-2414 for more information. WIOA approved.

Eye Care Assistant. This 14-week program prepares you to be an important member of the eye-care team and supply vital information to the treating physician. A high school diploma or equivalent and interview process is required to enter this program. Call 334-556-2414 for more information or to register. *Class must have a minimum of seven students to begin*. WIOA approved.

Pre-Apprentice Electrical Lineworker. This 7-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 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 334-556-2202 for more information or to register. Class must have a minimum of eight students to begin. WIOA approved.

Professional Medical Coding. This 20-week course, prepared by the American Academy of Professional Coders , is a definitive college-level program of study aimed at providing the most up-to-date information relating to CPT, HCPCS, and ICD-10-CM procedural and diagnostic coding. Call 334-556-2414 for more information or to register. *Class must have a minimum of ten students to begin*. WIOA approved.

Basic Maintenance Technician. The 12-week Basic Maintenance Technician program prepares students for entry level employment in various capacities in a manufacturing environment. Students will gain hands-on experience with multimeters, slide calipers, micrometers, motor controls, mechanical drives and pumps. The program includes a wide variety of training that will enable graduates to repair, troubleshoot, install, dismantle, adjust or maintain industrial production and processing machinery. Call 334-556-2219 for more information or to register. *A minimum of six students is required*.

Industrial Welding. The 12-week Industrial Welding program prepares students for employment in the Welding industry as structural welders in a production environment. Students will gain hands on experience with Oxy-fuel cutting (OFC) Plasma Arc Cutting (PAC), Carbon Arc Cutting (CAC) Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW) as well as an overview of blueprint reading, basic mathematics and measurements. The program includes a wide variety of welding experiences for structural and production welding. Students can exit the program after 12 weeks with a certificate in welding and an AWS welding certification. In addition, the Wallace Campus has been designated by the American Welding Society as an Accredited Testing Facilities. Call 334-556-2202 for more information or to register. *A minimum of six students is required*. WIOA approved.

Basic Mig Welding. The Basic Mig Welding program prepares students for employment in the welding industry as structural welders in a production environment. Students will gain hands-on experience with Oxy-fuel cutting, Plasma Arc Cutting, Gas Metal Arc Welding, Flux Cored Arc Welding as well as an overview of blueprint reading, basic mathematics and measurements. The program includes a wide variety of welding experiences for structural and production welding. Students can exit the program with a certificate in welding and an AWS welding certification. In addition, the Wallace Campus has been designated by the American Welding Society as an Accredited Testing Facility. Call 334-556-2219 for more information or to register. *A minimum of six students is required*.

Certified Medication Assistant. This 6-week program provides classroom instruction and hands-on skills training to prepare students to take the Medication Assistant Certification Exam. Certified Medication Assistants are trained individuals who specialize in administering medication to people who need assistance receiving medications, such as the elderly, disabled, or those in treatment facilities. A MAC is typically a Certified Nursing Assistant (CNA) who works in a long-term care, mental health facility or hospital under the direction of a licensed nurse. Before enrolling in this training, you should research the company for whom you want to work to see if it requires the MAC to be a CNA. A high school diploma or equivalent is required to enter this program. Call 334-556-2373 for more information or to register. *A minimum of six students is required*. **Some clinical facilities we partner with may require proof of vaccination.

Continuing and Community Education

The Continuing Education Department offers courses for community enrichment, health care professionals, non-credit short courses for the general public, and customized certification training for business and industry. For more information call 334-556-2219 or 1-800-543-2426, Ext. 2219.

WorkKeys® Services

As a Career Solutions Provider, Wallace Community College is pleased to offer WorkKeys job profiling, assessment, and training through its Workforce Development office. 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.

ORI 104—WorkKeys® Assessment and Advisement helps students develop better workplace skills by measuring skills that have been proven critical to job success, such as applied technology, graphic literacy, math, observation, and reading comprehension. 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.

State Authorization Regarding Distance Education

In accordance with the U.S. Department of Education's regulation (34 C.F.R. §600.9) regarding legal authorization to provide postsecondary education through distance or correspondence education in a state in which a college is not physically located or in which it is otherwise subject to state jurisdiction as determined by the state, Wallace Community College is authorized to provide distance education to residents residing outside of the state of Alabama through participation National Council for State Authorization Reciprocity Agreements (NC-SARA).

Students seeking to enroll in the Wallace Community College distance education program residing outside the state of Alabama, but within the United States, District of Columbia, and U.S. Territories (excluding international locations), should check the College's state authorization status by visiting the College Web site at http://wallace.edu/about/consumer-information/. Interested parties may also contact the Distance Education Department by email at dl@wallace.edu or by phone at (334) 556-6905 regarding enrollment in distance education courses.

Students wishing to file a complaint regarding the distance education program at Wallace Community College may refer to the following link on the College Web site for the appropriate state complaint processes, http://wallace.edu/about/consumer-information/.

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 the following types of students: first-time college, non-graduate/non-GED, transfer, transient, those seeking readmission, audit, accelerated high school (early admission), dual enrollment/dual credit, and international. The Admissions and Records Office is the department responsible for administering all admissions policies and procedures for general admission to the College.

Admission Requirements

For the protection of the public and to assist in maintaining state and local security, persons who are not citizens of the United States may not be admitted to any Alabama Community College System institution for the purpose of enrolling in flight training, or in any segment or portion of a flight training program, until appropriate certification and approval have been received from the Office of the Attorney General of the United States, pursuant to Section 113 of the Aviation Transportation and Security Act, regulations of the Immigration and Naturalization Service, and all other applicable directives.

Unconditional Admission — First-Time College Students

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 College a completed *Application for Admission* and **at least one** of the following documents:

1. An official high school transcript showing graduation.
2. An official *GED® Certificate* issued by the appropriate state education agency.

Conditional Admission — First-Time College Students

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 be put on hold pending receipt of admissions records. The hold is removed 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.**

Non-Graduate/Non-GED

In keeping with the mission of the Alabama Community College System, applicants with less than a high school diploma or GED® may be admitted to courses not creditable toward an associate degree, programs comprised exclusively of courses not creditable toward an associate degree or career pathways programs as defined under the Workforce Innovation and Opportunity Act (WIOA) and by the federal Pell Grant Ability-to-Benefit criteria, provided they meet the following criteria:

1. Be at least 17 years of age; Written consent from the appropriate secondary administrator is required if the student is under age 17 **AND**
2. Have not been enrolled in secondary education for at least one calendar year; **AND**
3. Demonstrate college and career readiness (appropriate scores on the ACCUPLACER® Inventory); **AND**
4. Must provide, if attended, official high school and college transcripts.

Educational programs composed exclusively of courses not creditable toward an associate degree and are available to the general public include Cosmetology, Esthetics Technology, Masonry and Welding Technology. Non-graduate/non-GED students may be eligible for federal Title IV aid. Students who are applying for veterans benefits are required to provide transcripts from all colleges attended including a military transcript.

Unconditional Admission — Transfer Students

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 associate or baccalaureate degree are required to furnish only the transcript from the institution granting the associate or baccalaureate degree. Students who are applying for veterans benefits are required to provide transcripts from all colleges attended including a military transcript.

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

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 be put on hold pending receipt of admissions records. The hold 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

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

Courses completed 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 GPA is 2.0 or above at the time of admission. If students have a cumulative grade point average of 2.0 or above, the **D** grade is accepted the same as for *native students*.

During the semesters associated with COVID-19, the College will continue to honor and evaluate transfer grades of pass/fail (or satisfactory/unsatisfactory) grades. The pass/fail grades will be reviewed but will not be calculated into the applicants cumulative GPA, which we consider in the application review process. Transfer credit will be awarded for a "pass" final grade. No transfer credit will be awarded for a "fail" final grade. A course-by-course evaluation for each applicant will be conducted for all courses to determine transfer ability and if credit will be awarded at WCC for each transferable course as an elective or direct equivalency. Each program of study determines how these credits are awarded to a student's degree plan if they enroll.

Transfer students who desire to have coursework 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).

Unconditional Admission — Transient Students

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, and/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 three or more terms of non-attendance 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 non-credit 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 Accelerated High School Students and the Statement of Eligibility 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). High School students must take the ACCUPLACER® Inventory and place in eligible courses.
4. High school transcript.

Students may enroll in academic, career and technical, or health courses in accordance with guidelines of the Alabama Community College System.

Exceptions may be granted by the Chancellor of the Alabama Community College System for students documented as *gifted and talented* according to standards included in the *Alabama Administrative Code § 290-8-9.12*. Exceptions apply only to requirements 1 and 3 above.

This policy is applicable to students who are not attending public school, but who are enrolled in private school or church school pursuant to § 16-28-1 of the *Code of Alabama*, or who are receiving instruction from a private tutor pursuant to § 16-28-5 of the *Code of Alabama*.

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 online through myWCC that official transcripts be sent 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 a signed Dual Enrollment agreement with Wallace Community College to participate in this program, and if they meet the following criteria:

1. Complete a Dual Enrollment Application online and a Statement of Eligibility for Dual Enrollment/Dual Credit High School Students.
2. The Statement of Eligibility for Dual Enrollment/Dual Credit form must be signed by the student's high school counselor, the student, and the parent/legal guardian. The Statement of Eligibility must denote the class(es) that are approved by the high school for the dual enrollment student.
3. A high school transcript is required to verify the student's eligibility for the Dual Enrollment program. The required cumulative grade point average is a 2.5 on a 4.0 scale (unweighted).
4. Be a rising 10th, 11th, or 12th grader or have an exception granted by the Chancellor on recommendation of the high school principal and superintendent of education in accordance with Alabama Administrative Code 290-8-9.12 regarding gifted and talented students.
5. Take a state approved placement test unless students meet placement minimums with ACT scores for math and English courses.
6. Meet the admissions criteria of Wallace Community College.
7. Students who meet the criteria for initial admission for a Dual Enrollment for Dual Credit program will maintain continuous eligibility so long as they earn a grade of C or better in all attempted college courses. Students who fail to meet this minimum grade requirement or who withdraw from a course will be suspended from the program for a minimum of one term. The one-term suspension may not be served during the summer. The student may not re-enroll until the suspension has been served. For re-entry, the student must reapply to the program and must meet the minimum grade point average requirement.

Students may enroll in academic transfer, career-technical or health education courses in accordance with guidelines of the Alabama Community College System.

Dual Enrollment credit is transcripted conditionally until the student completes high school graduation requirements. Students must submit an official high school transcript upon graduation to finalize the awarding of college credit for dual enrollment courses.

Corporate And Continuing Education Students

For admission to Corporate and Continuing Education courses, students should refer to *General Information* section of the catalog.

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. Unless a student meets one of the exemptions listed below, all first-time students are assessed in the areas of English and mathematics through administration of the ACCUPLACER® Inventory 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 ACCUPLACER® Inventory. Students will be given a different version of the tests. Students must pay $10 per subject to retest ACCUPLACER® Inventory. 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 five-year period from the date of the original retest assessment. After five years, scores become invalid and students must retest. No fee is charged 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 510 or above on the new SAT® mathematics and writing, or score 18 or above on the ACT® mathematics and English and enroll within five 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 student who is enrolling for personal enrichment purposes only.

- Be enrolled in a particular short certificate program having no English, mathematics, or reading requirements.
- Have completed required developmental coursework 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 ACCUPLACER®) within the last five 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 of the discipline areas of English and mathematics, and will receive specialized advising focused on their unique academic needs.

In-State Residency

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

International Students

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

1. A visa acceptable to the United States.
2. A current photo (passport-size, preferred)
3. A certified original evaluated and translated copy of the high school and/or college transcript if graduated outside of the United States (translations must be completed by an organization affiliated with The National Association of Credential Evaluation Services; see www.naces.org for information). Transfers must also provide: copy of visa, copy of current I-20, and official transcripts from all U.S. institutions.
4. A minimum score of 500 on the Test of English as a Foreign Language (TOEFL) paper-based exam, a 2A on the Step EIKEN Test in Practical English Proficiency, or 61 on the Internet-based test, or a minimum score ranging form 5.5 on the IELTS (International English Language Testing System) as determined by the college). Minimal TOEFL scores may be waived for students from the following countries: Anguilla, Antigua and Barbuda, Australia (Australian English), the Bahamas, Barbados, Belize (Belizean Kriol), Bermuda, the British Indian Ocean Territory, the British Virgin Islands, Canada (Canadian English), the Cayman Islands, Dominica, the Falkland Islands, Gibraltar, Grenada, Guam, Guernsey (Channel Island English), Guyana, Ireland (Hiberno-English), Isle of Man (Manx English), Jamaica (Jamaican English), Jersey, Montserrat, Nauru, New Zealand (New Zealand English), Nigeria, Pitcairn Islands, St. Helena, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Singapore, South Georgia and the South Sandwich Islands, Tanzania, Trinidad and Tobago, the Turks and Caicos Islands, The Gambia, the United Kingdom, the U.S. Virgin Islands, and the United States.
5. A signed, notarized statement verifying adequate financial support.
6. Documentation demonstrating adequate accident, health and life insurance, including an evacuation repatriation benefit, which must be maintained during all periods of enrollment.
7. A current and valid passport or other official documentation to verify lawful presence.
8. A medical health history with proof of vaccinations.
9. Payment of I-901 Student and Exchange Visitor Information System (SEVIS) Fee.

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.

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, and Title IV Grants, 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	Special Building Fee	ACCS Enhancement Fee	Total In-State Tuition	Total Out-of-State Tuition
1	$127	$254	$9	$9	$1	$8	$10	$164	$291
2	254	508	18	18	2	16	20	328	582
3	381	762	27	27	3	24	30	492	873
4	508	1,016	36	36	4	32	40	656	1,164
5	635	1,270	45	45	5	40	50	820	1,455
6	762	1,524	54	54	6	48	60	984	1,746
7	889	1,778	63	63	7	56	70	1,148	2,037
8	1,016	2,032	72	72	8	64	80	1,312	2,328
9	1,143	2,286	81	81	9	72	90	1,476	2,619
10	1,270	2,540	90	90	10	80	100	1,640	2,910
11	1,397	2,794	99	99	11	88	110	1,804	3,201
12	1,524	3,048	108	108	12	96	120	1,968	3,492
13	1,651	3,302	117	117	13	104	130	2,132	3,783
14	1,778	3,556	126	126	14	112	140	2,296	4,074
15	1,905	3,810	135	135	15	120	150	2,460	4,365
16	2,032	4,064	144	144	16	128	160	2,624	4,656
17	2,159	4,318	153	153	17	136	170	2,788	4,947
18	2,286	4,572	162	162	18	144	180	2,952	5,238
19	2,413	4,826	171	171	19	152	190	3,116	5,529
Total credit hours exceeding 19 must be approved by the Dean, Instructional Affairs.									
20	2,540	5,080	180	180	20	160	200	3,280	5,820
21	2,667	5,334	189	189	21	168	210	3,444	6,111
22	2,794	5,588	198	198	22	176	220	3,608	6,402
23	2,921	5,842	207	207	23	184	230	3,772	6,693
24	3,048	6,096	216	216	24	192	240	3,936	6,984

IN-STATE TUITION

In-state tuition is $127 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 $127 per credit hour. Regular fees apply to online courses. Out-of-state rates apply to internet classes.

ESTIMATED COST OF ATTENDANCE

For more information: Estimated Cost of Attendance

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.

The following individuals shall be charged a rate of tuition not to exceed the in-state rate for tuition and fees purposes:

- A veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill ®
- A veteran or dependant using the Post-9/11 GI Bill ® benefits (38 U.S.C. § 3319)
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Alabama while attending a school located in Alabama (regardless of his/her formal State of residence).
- Chapter 31 Vocational Rehabilitation
- Chapter 35 Survivors' and Dependents' Educational Assistance (DEA) program - beginning 8/1/2022.
- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679 as amended.

Other qualifying categories may be determined by the Admissions and Records Office.

Fees

ACCS Enhancement Fee—A fee of $10 per credit hour per term is required by the Alabama Community College System to cover certain program and facility costs.

Bond Surety Fee—A fee of $1 per credit hour per term is charged to reduce the cost of bond financing for the Alabama Community College System.

Cap and Gown—Students who participate in the graduation ceremony must order a cap and gown. This fee is subject to change. This fee is nonrefundable.

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. This fee is non-refundable.

International Student Insurance—International students must purchase health and life insurance each term. Students must show proof of insurance to the College.

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 non-payment of tuition and fees. A returned check may be subject to collection through the Worthless Check Unit of the District Attorney's Office.

Special Building—A fee of $8 per credit hour per term is charged to help defray the cost of financing new construction.

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 AND CAREER-TECHNICAL PROGRAMS

Associate Degree Nursing Comprehensive Assessment— Students enrolled in the Associate Degree Nursing program are charged a fee of $605 each term of program enrollment to cover term-by-term and final comprehensive assessments.

Background Screening—Students enrolling in College health programs and specific career-technical programs are required to have comprehensive background checks through an approved vendor upon initial application approval and upon readmission following a break in

enrollment. Initial background screens are $45 for health programs and $35 for career-technical programs. Updates for all programs are $15 for each occurrence. Payment of the initial assessment and any update is made directly to the vendor, along with a $7 processing fee. This screening is a required component of clinical agreements with health care facilities and industry partners in career-technical training.

Emergency Medical Services Platinum Planner, PHTLS, and Comprehensive Assessment—Students enrolled in the Emergency Medical Services-Advanced EMT and/or Paramedic options pay $33, $60, or $90, respectively, directly to an approved vendor to establish an online student account for field data tracking and required clinical assignment reporting. Paramedic students are also charged $15 for the National Association of Emergency Medical Technicians (NAEMT) Prehospital Trauma Life Support (PHTLS) testing. Students in all program options, EMT, AEMT, and Paramedic, will incur one-time costs of $52, $70, and $99, respectively, and $37, $28, and $41, respectively, for comprehensive testing through Platinum Education and Limmer Creative.

Medical Assisting/Phlebotomy Comprehensive Assessments—Students enrolled in the Medical Assisting or Phlebotomy programs will incur fees associated with National Healthcare Association (NHA)assessments and respective credentialing exams (CCMA, CPT). Registration in MAT101, 102, 111, 120, 122, 125, and 228/239 will be associated with charges of $75, $75, $120, $90, $80, $90, and $243/$208, respectively.

Practical Nursing Comprehensive Assessment Testing— Students enrolled in the Practical Nursing program are charged a fee of $658 each term of program enrollment to cover term-by-term and final comprehensive assessments.

Physical Therapist Assistant Comprehensive Assessment— Students enrolled in the Physical Therapist Assistant program are charged fees of $60 to cover the Scorebuilders Online Advantage assessment in fourth semester of the program and $80 for the FSBPT PEAT exams in the final (fifth) semester.

Respiratory Therapist Comprehensive Assessment—Students enrolled in the Respiratory Therapist program are charged annual fees of $125 to cover the cost of the LindseyJones comprehensive NBRC Exam on-line practice and a one-time fee of $170 to cover the costs of the NBRC Therapist Multiple-Choice and the Clinical Simulation comprehensive in-program assessment tools.

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.

Surgical Technology Comprehensive Assessment—Students enrolled in the Surgical Technologist program are charged fees of $76 in third semester to cover the cost associated with BoardVitals™ and $334 in the fifth semester to cover costs of the NBSTSA CST practice examination and the Gold Student Exam Bundle Package.

Tuition Refunds — Withdrawal Procedures

To be entitled to a refund of tuition and fees, students on both the Wallace and Sparks Campuses must officially withdraw by initiating the online withdrawal form. Students can access the online withdrawal form HERE.

Tuition Refunds — Complete Withdrawal

Students who 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:

Complete withdrawal	Refund
During first week	70%
During second week	45%
During third week	20%
After end of third week	None

Refund check(s) are made payable to the student and either deposited into the student's bank account of record or mailed to the student's home address as recorded in the registration file. 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. Financial Aid students are subject to the *Return of Unearned Aid, Responsibility of the Student* policy.

Tuition Refunds — 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 334-556-2468, and Sparks Campus students should contact the Student Affairs Office at 334- 687-3543, Ext. 4270, prior to the fifth day of a term.

Active Duty Military Withdrawal

Refund for Alabama National Guard and Reservists Call to Active Duty: Students who are active members of the Alabama National Guard or reservists or who are active duty military who are called to active duty in the time of national crisis may receive a full tuition refund at the time of withdrawal. If a National Guard student is receiving Title IV funding, a recalculation must be performed as required by Federal Title IV regulations, which could result in less than a 100% refund.

Ineligibility for Refund

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

Title IV Refunds — General

In accordance with Federal regulations, those students who receive a disbursement of Title IV funds, Pell Grant, Iraq and Afghanistan Service Grant, and/or Supplemental Educational Opportunity Grant (FSEOG) and officially withdraw or cease attendance prior to the 60% point in the payment period, Wallace Community College will determine whether the student must repay a portion of the net disbursement. Federal Work-Study is excluded from the calculation. This process is called a Return of Title IV Calculation. Wallace Community College is not an attendance taking institution.

Title IV funds must be disbursed within 14 days of the aid's being posted on the student's financial account; however, aid is earned as the student attends throughout the semester.

If the student does not complete 60% of the semester, Wallace Community College is required to perform a calculation to determine if funds must be returned to the Department of Education. This date of withdrawal is determined in two different ways for official and unofficial withdrawals.

Official Withdrawal: The official withdrawal date is determined by the date the student started the withdrawal process.

Unofficial Withdrawal: The unofficial withdrawal date is determined by the date the instructors report as the last documented academic-related activity when a grade of "F" is posted at the end of the semester or payment period. The return of funds calculation shall be based on the midpoint of the term for students who unofficially withdraw and cease attending before completing 60% of the term, or the last date of an academically related activity in which the student participated.

The percentage formula is as follows: the total number of calendar days completed in the payment period divided by the total number of calendar days in the payment period equals the percentage of Title IV funds earned. Scheduled break days of 5 or more are excluded from the calculation. Funds shall be returned in the following order:

1. Federal Pell Grants
2. Iraq and Afghanistan Service Grants
3. FSEOG

Any remaining credit, (post-withdrawal disbursements), shall be posted to the student's account within 45 days of the date it was determined that the student withdrew. If there is a remaining credit after all expenses are paid, the balance shall be refunded to the student within 14 days.

Calculations and returns must be made 45 days from the date of determination for official withdrawals and 30 days from the end of the semester (or payment period) for unofficial withdrawals.

The student may be required to return or repay the remaining unearned Title IV funds to the Department of Education. Wallace Community College will notify the student in writing of the amount they owe, the procedure for repayment, and the consequences of non-payment within 30 days.

Any student who does not return or repay unearned Title IV funds as required by law will be reported to the Department of Education and will not be eligible to receive Title IV funds at Wallace Community College or any other college participating in the Title IV Program until the overpayment is paid in full.

Wallace Community College requires the student to repay any funds that the school was required to return to the Department of Ed as a result of the student's failure to complete 60% of the term. The Wallace Community College Business Office will notify the student of the amount due to the school, why the amount is owed, and give the student a date for the amount to be repaid. The student's account will be placed on hold and the student will not be able to register or receive an official transcript until the said amount is paid in full.

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 United States Department of Education, the College Refund Policy does not apply to students who receive Title IV assistance. If a student receives a Pell and/or SEOG grant, regardless of who actually paid the tuition and fees, the return or refund created by the withdrawal according to provisions will be made to the Pell and/or SEOG grant programs subject to the maximum amount of the award for the payment period. Therefore, no sponsoring agency that pays tuition and fees (for a student who receives Pell and/or SEOG grants) will receive a refund if the student withdraws from the College until all monies due the Pell and/or SEOG grant 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 United States 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 the payment module and has received Pell and/or SEOG grant 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 is responsible for repaying funds to the College**.

Pell Withdrawals and Mini Terms

(34 CFR 668.22(a))

For a student in a standard or nonstandard-term program, excluding a subscription-based program, the student is considered withdrawn if the student ceases attendance and is not scheduled to begin another course within a payment period or period of enrollment for more than 45 calendar days after the end of the module the student ceased attending. An exception may be available if the student is on an approved leave of absence. Students who plan to attend a future course past the 45-day timeline must provide written confirmation to the Financial Aid Department, even if the student is registered for the subsequent course.

Without confirmation of future attendance, a school must assume a student who has ceased attendance is a withdrawal, and it will begin the Return of Title IV Funds process.

Other Refunds: Books and Supplies

Textbooks

- A full refund will be given in your original form of payment if textbooks are returned during the first week of classes with original receipt.
- With proof of a schedule change and original receipt, a full refund will be given in your original form of payment first 30 days of classes
- No refunds on unwrapped loose-leaf books or shrink-wrapped titles which do not have the wrapping intact.
- No refunds on Digital Content once accessed.
- Textbooks must be in original condition.
- No refunds or exchanges without original receipt.

General Reading Books, NOOK® Devices, Software, Audio, Video & Small Electronics

- A full refund will be given in your original form of payment if merchandise is returned within 14 days of purchase with original receipt in original packaging.
- Opened software, audio books, DVDs, CDs, music, and small electronics may not be returned. They can be exchanged for the same item if defective.
- Merchandise must be in original condition.
- No refunds or exchanges without original receipt.

All other merchandise

- A full refund will be given in your original form of payment with original receipt.
- Without a receipt, a store credit will be issued at the current selling price.
- Cash back on merchandise credits or gift cards will not exceed $1.
- No refunds on gift cards, prepaid cards, phone cards, newspapers, or magazines.
- Merchandise must be in original condition.

Bookstore management reserves the right to make decisions regarding the condition of the merchandise.

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® 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)**—Students are encouraged to use this online method for completing the application process by visiting the following site, www.studentaid.gov.
    b. **Download the PDF version of the FAFSA at** www.studentaid.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. **FAFSA (paper)**—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 financial aid. The FAFSA should be completed each year as soon after October 1 as possible. Wallace Community College strongly recommends all students, parents, and spouses, if applicable, upload the income tax information to their FAFSA using the IRS Data Retrieval Tool.
4. Complete verification documents if selected. Students who are selected are notified of the documentation requirements by the college.

Eligibility

To receive Title IV student financial assistance, a student must meet **all** of 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 or a GED®. * Students who do not meet this requirement may be able to receive aid by participating in an eligible Career Pathway Program.
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 United States citizen or eligible non-citizen.

Verification of Eligibility

Federal regulations require that certain information on selected applications be verified. Students whose applications are selected by the United States 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 transcripts, and any other documentation as requested by the Office of Financial Aid. Students cannot be certified as eligible for financial aid until the verification process has been completed.

Course Load Requirements

To receive the amount of Pell Grant as indicated in the student OneACCA (MyWCC) student portal, students must enroll for a full-time course load, which is a minimum of 12 semester credit hours (12 Title IV semester hours for students in applicable certificate programs) each term. Pell Grant awards for students who enroll for fewer than 12 semester credit/Title IV hours will be adjusted according to the student's registration status. Students enrolling in 9-11 semester credit/Title IV hours are considered three-quarter time, 6-8 semester credit/Title IV hours are half time, and 1-5 semester credit/Title IV hours are less than half time. If a student received a full-time disbursement in both the fall and spring terms, federal guidelines require the student to be at least a half-time student in the summer term to receive access to year-round PELL. Courses must be required for a student's current program of study. Repeat and remedial coursework Federal Student Aid rules apply.

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 Title IV Refunds section in this catalog.)
2. Students are not eligible for financial aid for classes they never attend.
3. Students who are withdrawn by the College for disciplinary reasons, non-payment of charges, or other similar reasons are subject to the 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 (34 CFR 668.61), any financial aid overpayment made to a student must be repaid to the College to be refunded to the Title IV program from which the overpayment occurred.

Financial Aid Satisfactory Academic Progress Policy

Financial Aid Satisfactory Academic Progress Policy

Federal regulations require that all students receiving federal financial aid (Federal Pell Grant, Federal Work-Study, Federal Supplemental Educational Opportunity Grant, or Alabama Student Assistance Programs) must make satisfactory academic progress toward completion of a degree or certificate. Academic progress must be monitored for all terms of enrollment, whether or not financial aid was received. A student's academic progress will be evaluated at the end of each semester. Notices will be sent to students via email if they are placed on Financial Aid Warning or Financial Aid Suspension.

According to 34 CFR 668-16(e), there are two major components of satisfactory academic progress: the qualitative component (cumulative in-program GPA) and quantitative component (timeframe of completion).

Qualitative Requirement (GPA): Financial Aid recipients must maintain the following grade point averages (GPA) according to the number of hours attempted. This includes all hours attempted at WCC, whether or not financial aid was received or courses were successfully completed. Also, grades for developmental courses, incompletes, and periods where academic bankruptcy was applied shall be factored into the GPA calculation. Grades of "W" shall not be calculated into the GPA. Repeated Courses: The first repeat shall not be factored into the GPA calculation; however, all additional attempts shall be factored into the GPA calculation. GPA is only calculated using coursework taken at WCC.

GPA requirements for long-term certificate and degree-seeking students

- If the student has attempted 0-21 hours, the student must maintain a 1.5 GPA.
- If the student has attempted 22-32 hours, the student must maintain a 1.75 GPA
- If the student has attempted 33 or more hours, the student must maintain a 2.0 GPA. GPA requirements for short-term certificate (24-29 credit hours) students
- If the student has attempted 0-12 hours, the student must maintain a 1.5 GPA.
- If the student has attempted 13 or more hours, the student must maintain a 2.0 GPA.

Quantitative – Pace of Progression Requirement (PACE): All credit hours attempted by the student will be calculated in the completion rate which includes the following: Transfer courses accepted by the institution, developmental coursework, incompletes, periods where academic bankruptcy was applied, and forgiven courses.

Completion rate (attempted class hours) required by long-term certificate and degree-seeking students

- If the student has attempted 0-21 hours, the student must maintain a 58% completion rate.
- If the student has attempted 22-32 hours, the student must maintain a 62% completion rate.
- If the student has attempted 33 or more hours, the student must maintain a 67% completion rate.

Completion rate (attempted class hours) required short-term certificate (24-29 credit hours) students

- If the student has attempted 0-12… hours the student must maintain a 58% completion rate.
- If the student has attempted 13 or more… hours the student must maintain a 67% completion rate.

Quantitative – Maximum Time-Frame (MAX): The maximum timeframe for the completion of an undergraduate degree program is defined as no more than 150 percent of the normal timeframe required to complete the degree program. Example: For degree programs that require 64 credit hours to graduate, the maximum timeframe is 96 attempted credit hours. Please review the appropriate College Catalog for the normal length of time as each program varies.

Developmental Courses – A federal financial aid recipient may not receive aid for more than 30 semester hours of developmental course work.

Repeat Courses – A student, who has subsequently passed a course with a grade of A, B, C, or D, shall be allowed to receive financial aid to repeat that course one time. If a student repeats a course which he or she has successfully completed, the student will only receive credit for one class toward the total number of hours completed and such a repeat will affect the completion rate. Failing grades, withdrawals, incompletes and/or repeated classes may result in suspension of financial aid because these classes are considered as attempted hours not successfully completed (these hours are included in the maximum timeframe calculation).

Financial Aid Warning – Academic progress will be reviewed at the end of each semester. If the student is not making academic progress, the student will be notified that he/she is placed on Financial Aid warning and is in jeopardy of losing financial aid eligibility. If a student fails to meet the Qualitative Standard – Grade Point Average (GPA) and/or the Quantitative Standard – Pace of Progression (Pace) for Satisfactory Academic Progress the student will be placed on a one- semester warning (WARN).

Financial Aid Suspension – Academic progress will be reviewed at the end of each semester. If the student has been placed on financial aid warning, and is not making academic progress for a second semester, the student will be placed on Financial Aid Suspension. The student will be placed on Failing SAP Status (FAIL) when the Qualitative Requirement - Grade Point

Average (GPA) and/or the Quantitative Requirement - Completion Rate (PACE) have not been met. There is no warning semester for Maximum Timeframe (MAX).

If a student is academically suspended and readmitted on an admissions appeal, this does not automatically qualify a student for reinstatement of financial aid. Financial Aid will be reinstated when the student attends college at his/her own expense and meets the minimum standards of satisfactory academic progress or if the Financial Aid Appeal Committee reinstates eligibility.

Change in Program - A change of program of study is allowed. However, all credit hours attempted by the student in the previous programs and transfer credits will be included, and a student may only receive aid up to 150% of the normal time frame of the new program of study. If the student has reached max timeframe for the current program of study, the student may file an appeal for additional hours due to mitigating circumstances. See the appeals process below.

Lifetime Maximum - Students may receive Pell Grant for up to 6 full years, 12 full semesters for a total of 600% Lifetime Eligibility Used, as determined by the Department of Education. Once a student has received a Pell Grant for a lifetime maximum of 600%, the student will no longer be eligible for additional Pell Grants.

Appeals Process – If a student wishes to request consideration for re-instatement of federal financial aid due to mitigating circumstances, the student must complete a Financial Aid Appeal Form and provide appropriate documentation. A written explanation regarding the mitigating and/or extenuating circumstances, plan for improvement, and supporting documentation must be included with the Financial Aid Appeal Form. The Appeal form and supporting documentation must be submitted to the Financial Aid Office no later than 10 days before the first day of class. The student will be notified by email of the decision by the Financial Aid Department. The decision of the Financial Aid Appeal Committee/Director is final and is determined on a case-by-case basis. Students re-instated on Financial Aid PROBATION or PLAN will be required to follow all requirements (Successfully earn 75% of credits attempted with a cumulative term GPA of 2.0). Failure to meet these guidelines will result in suspension and loss of aid. Students are limited to one appeal per academic year.

Administrative Review - The college reserves the right to conduct an Administrative Review on a case-by-case basis when a student fails to meet the requirements of PROBATION or PLAN if there was a significant one-time unanticipated life-changing event while on Probation causing the student to withdraw from classes during a probationary semester. Request for an Administrative Review should be sent to the Financial Aid Office.

Student 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.

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 Pell Grant

Federal Pell Grants provide a foundation of financial aid to which one can add other federal and non-federal sources of aid. 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. 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 and attendance for scheduled courses is verified. The U.S. Department of Education recently established new regulations which reduce the duration of the student's lifetime eligibility to receive Pell Grant from 18 full-time semesters (or its equivalent) to 12 full-time semesters (or its equivalent). This provision applies to all Federal Pell Grant eligible students effective 2012-2013.

PELL eligible students authorize PELL to prevent purge for non-payment before a term begins; however, this is an estimate of their award. The final award is contingent on attendance in scheduled course(s). Failure to attend a course(s) will result in the actual PELL award being reduced from the PELL estimate.

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 and who are in clock-credit conversion programs. Students should complete the *Free Application for Federal Student Aid* (FAFSA) to apply for a FSEOG Grant. Students are encouraged to contact the Financial Aid Department if they have questions regarding these funds. Students who totally withdraw are not eligible for the award.

Federal Work-Study (FWS)

Students 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. During term breaks, a student can work in excess of 19 hours. A student's unmet need determines eligibility to work. 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

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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

This nationally renowned program was created by Act 633 and approved October 1947 by the Alabama Legislature. It is administered by the Alabama Department of Veterans Affairs and is governed by the Code of Alabama 1975, Section 31-6-1. The veteran must meet the qualifications listed below to establish eligibility of his/her dependents. A dependent is defined as a child, stepchild, spouse or the un-remarried widow (er) of the veteran.

Military Service: The veteran must have honorably served at least 90 days of continuous active federal military service or been honorably discharged by reason of service-connected disability after serving less than 90 days of continuous active federal military service.

Disability Requirements: Beginning July 31, 2017 veterans must be rated 40% or more due to service-connected disabilities or have held the qualifying rating at the time of death, be a former prisoner of war (POW), declared missing in action (MIA), died as the result of a service-connected disability rating or died while on active military service in the line of duty.

*Veterans with a disability rating of 20-30% may qualify if the effective date of their disability rating is on or before July 31, 2017. This provision will expire on July 31, 2023. *Veterans whose disability rating is less than 20% prior to May 23, 2017 but who had a claim for compensation pending prior to that date which resulted in a final award by the United States Department of Veterans Affairs of at least 20% may be eligible if the dependent applies for benefits within six months of that final adjudication.

Veteran Residency Requirements: (Veterans must qualify under at least one of the following two requirements).

1. Permanent civilian resident for at least one year immediately prior to initial entry into federal active military service or any subsequent entry into federal active military service where a 12 month break in service occurred **AND one of the following**:

* Current resident for at least two years immediately prior to the date of this application or date of veteran's death; or

* Current resident who was discharged within the last 12 months; or

* Filed a resident Alabama income tax return for the past 10 consecutive years.

2. Bona fide permanent resident for at least five years immediately prior to the date of this application or the date of the veteran's death. Applies to 100% permanent and total ratings only.

Student Requirements: As of July 31, 2017, Students applying for benefits for the first time must meet all of the following:

* Must be a current resident of the state of Alabama at the time of application; and

* Must complete a Free Application for Federal Student Aid (FAFSA) for each year that they are covered under the Alabama G.I. Dependent Scholarship Program; and

* Must comply with Standards of Satisfactory Academic Progress (SAP) as defined by their education institution; and

* Must complete a Family Educational Rights and Privacy Act (FERPA) release form for each educational institution that they attend to authorize the release of personally identifiable information required to determine continued eligibility and as required for necessary reporting.

Student Entitlement: Children and stepchildren of qualified veterans may receive five standard academic years (10 semesters) at any Alabama State-supported institution of higher learning or a prescribed course of study at any state–supported technical college to be used for undergraduate courses of study at the in-state tuition rate.

Spouses or un-remarried widow (er)s of a veteran rated as 100% permanently and totally disabled may also received five standard academic years (10 semesters) at any Alabama State-supported institution of higher learning or a prescribed course of study at any state–supported technical college to be used for undergraduate courses of study at the in-state tuition rate.

Spouses or un-remarried widow(er)s of a veteran rated 40-90% disabled are entitled to three standard academic years (6 semesters) at any Alabama State-supported institution of higher learning or a prescribed course of study at any state–supported technical college to be used for undergraduate courses of study at the in-state tuition rate.

Beginning with applications received at the Alabama Department Headquarters office with a postmark dated on or after July 31, 2017, tuition will be limited to the Department of Defense Tuition Assistance Cap (currently $250 per semester hour) and required textbooks and applicable fees will be limited to a combined $1,000 total per student for each semester. Schools may waive any overages of these charges at their discretion. All scholarships and grants must be applied to education expenses first (unless otherwise proscribed by state law) and the Alabama G.I. Dependent Scholarship Program will be applied for any applicable remaining charges pursuant to current state law.

Please note: Students who made application prior to Fall 2009 received a lower amount of awarded semesters and students who made application prior to Fall 2014 were not required to utilize benefits for undergraduate courses of study.

Age Deadline: The child or stepchild must initiate training under our program prior to his/her 26th birthday. In certain situations, a child or stepchild may be eligible for our program up to the age of 30. If the applicant is a stepchild, the veteran and the stepchild's parent must be legally married prior to the child's 19th birthday.

Application Assistance: The Alabama Department of Veterans Affairs maintains offices throughout the state which can furnish information and assist you in filing your application. To find your nearest Veterans Service Office, visit the Veterans Service Office Locator Page for contact options.

Forever GI Bill® -- Harry W. Colmery Veterans Educational Assistance Act

The President signed into law the *Harry W. Colmery Veterans Educational Assistance Act* also known as the "Forever GI Bill ®," which has brought significant changes to Veterans education benefits. The law is named after the American Legion national commander who wrote the original GI Bill ® language in 1944, and will allow more Veterans to use the GI Bill ® and more time to use it. Some of the changes will go into effect immediately, most will not. The majority of the changes enhance or expand education benefits for Veterans, Servicemembers, Families and Survivors. **See our simple breakdowns to a portion of the provisions**.

Some new provisions include:

Refer to VA's website at www.benefits.va.gov/gibill for more detailed information.

- The 15-year time limitation to use Post-9/11 GI Bill ® benefits is eliminated for Veterans who left active duty on or after January 1, 2013, children who became eligible for the Fry Scholarship on or after January 1, 2013, and all Fry scholarship eligible spouses.
- We are now authorized to restore benefits and provide relief to Veterans affected by school closures or disapprovals. Learn more and apply here.
- Reservists who had eligibility under the Reserve Educational Assistance Program (REAP) and lost it due to the program sunset provision will have that service credited toward the Post-9/11 GI Bill ® program. We are in the process of identifying the approximately 2,800 Reservists affected by this and will send them letters with instructions.
- Certain work-study is permanently authorized; previously it had to be re-approved by Congress every few years.
- Anyone eligible for GI Bill ® can use their benefits at an accredited independent study program at an area career and technical school, or a postsecondary vocational school providing postsecondary level education. There is no action for you to take here, as these programs will go through the normal course of approval by the appropriate State Approving Agency. Any new programs will be added to our GI Bill ® Comparison Tool.
- The VetSuccess on Campus program will be available to students across the country
- VA will help Veterans to more clearly identify schools that offer them priority enrollment

For detailed eligibility and application information, visit the Veterans Affairs Web site at www.benefits.va.gov/gibill, or call toll free at 1-888-442-4551 (1-888-GIBILL1).

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 a result of a service-connected disability arising out of active service in the Armed Forces.
2. Veterans who died from any cause while such serviceconnected 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.
5. A Servicemember who is hospitalized or receiving outpatient treatment for a service connected permanent and total disability and is likely to be discharged for that disability.

Eligible dependents under this program must provide the following items:

- Completed VA Form 22-5490, *Application for Survivors' and Dependents' Educational Assistance*. Applicants may also apply on VA's Web site at www.benefits.va.gov/gibill. For transfer students, a completed *Request for Change of Program or Place of Training* (Form 22-5495). If application or transfer is submitted online, proof of application must be presented to the Wallace Community College VA Office.
- Official grade transcripts from any colleges previously attended (submitted to the Admissions and Records Office).
- Recipients may receive up to 45 months of education benefits, if they began using the program before August 1, 2018. If they began your program on August 1, 2018 or after, they have 36 months to use their benefits.

It is strongly suggested that Chapter 35 dependents begin their application process at their local Veterans Affairs Office.

Refer to VA's website at www.benefits.va.gov/gibill for more detailed information.

Montgomery GI Bill®—Active Duty Educational Assistance Program (Chapter 30)

Eligible Servicemembers may receive up to 36 months of education benefits. The monthly benefit paid is based on the type of training, length of service, category, any college fund eligibility, and if they contributed to the $600 buy-up program.

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* Form 22- 1990), available on VA's Web site at www.benefits.va.gov/gibill. For transfer students, a completed *Request for Change of Place of Training* (Form 22-1995). Applicants may also apply on VA's Web site at www.benefits.va.gov/gibill. If application or transfer is submitted online, proof of application must be presented to the Wallace Community College VA Office.
- Official grade transcripts from any colleges previously attended (submitted to the Admissions and Records Office)
- Certain Chapter 30 Veterans and their dependents are eligible for tuition at the in-state rate, regardless of their state of residence. Refer to the tuition and fee section of this catalog for qualifying information.

Benefits are generally payable for 10 years following release from honorable active service.

Active duty or servicepersons complete VA Form 22-1990 only.

Refer to VA's website at www.benefits.va.gov/gibill for more detailed information.

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 the 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* Form 22- 1990), available on VA's Web site at www.benefits.va.gov/gibill. For transfer students, a completed *Request for Change of Place of Training* (Form 22-1995), available on VA's Web site at www.benefits.va.gov/gibill. If application or transfer is submitted online, proof of application must be presented to the Wallace Community College VA Office.
- Official grade transcripts from any colleges previously attended (submitted to the Admissions and Records Office).

Refer to VA's website at www.benefits.va.gov/gibill for more detailed information.

Alabama National Guard Educational Assistance Program (ANGEAP) – BASED ON 2018/2019 REQUIREMENTS

The Alabama National Guard Educational Assistance Program is a state student assistance program established by the Legislature of the State of Alabama and is designed to provide financial assistance to Alabama National Guard members who are residents of the State of Alabama and are enrolled in degree programs at accredited post-secondary institutions of higher learning located within the State of Alabama.

To be eligible for an Alabama National Guard Educational Assistance Program award the student must:

1. Be at least 17 years of age; and
2. Be an Alabama resident; and
3. Be an active member in good standing with the Alabama National Guard; and
4. Be a member of a federally recognized unit of the Alabama National Guard; and
5. Have completed basic training
6. Be enrolled in a certificate or degree program at an accredited college, university, community college, or technical college within the State of Alabama; and
7. Maintain a cumulative 2.00 GPA Undergraduate; 3.00 GPA Graduate at end of each semester; and
8. Must have the Free Application for Federal Student Aid (FAFSA) on file.

To complete the application, visit the Wallace Community College VA Office .

The completed application must be submitted to the Wallace Community College VA Office for further processing.

The application form and processing are subject to update each academic year. Contact the Wallace Community College VA Office for current details.

Vocational Rehabilitation (Chapter 31)

Vocational rehabilitation is intended to help the service-disabled veteran become independent in daily living and, to the extent possible, 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.

Refer to VA's website at www.benefits.va.gov/gibill for more detailed information.

The Post-9/11 GI Bill ® (Chapter 33)

The Post-9/11 GI Bill ® is an 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 to the Wallace Community College VA Office:

- *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).
- Certain Chapter 33 Veterans and their dependents are eligible for tuition at the in-state rate, regardless of their state of residence. Refer to the tuition and fee section of this catalog for qualifying information.
- Completed Application for Educational Benefits Form 22-1990), available on VA's Web site at www.benefits.va.gov. For transfer students, a completed Request for Change of Place of Training (Form 22-1995), available on VA's Web site at www.benefits.va.gov/gibill.

Refer to VA's website at www.benefits.va.gov/gibill for more detailed information.

Marine Gunnery Sergeant John David Fry Scholarship

The Marine Gunnery Sergeant John David Fry Scholarship (Fry Scholarship) provides Post-9/11 GI Bill benefits to the children and surviving spouses of Servicemembers who died in the line of duty while on active duty after September 10, 2001. Eligible beneficiaries attending school may receive up to 36 months of benefits at the 100% level. Find out more information on payment rates.

Eligibility

Children and surviving spouses of an active duty member of the Armed Forces who died in the line of duty on or after September 11, 2001 are eligible for this benefit.

Children

Children are eligible as of their 18th birthday (unless they have already graduated high school). A child may be married or over 23 and still be eligible. If they became eligible before January 1, 2013 their eligibility ends on their 33rd birthday. The age limitation is removed if the child became eligible on or after January 1, 2013.

Spouses

Lose eligibility to this benefit upon remarriage. If they became eligible before January 1, 2013 they are limited to 15 years to use the benefit. The time limitation is removed if the spouse became eligible on or after January 1, 2013.

Fry and DEA Eligibility

If you are eligible for both Fry Scholarship and DEA (Dependents Educational Assistance), you will be required to make an irrevocable election between the two programs when you apply. Dependents are not eligible to receive both DEA and the Fry Scholarship based on the same event (like a Servicemember dying in the line of duty) unless he or she is a child whose parent died prior to August 1, 2011. A child of a parent who died prior to August 1, 2011 may still be eligible for both benefits but he/she may only use one program at a time and combined benefits are capped at a total of 81 months of full-time training. In this situation the two benefit programs cannot be used concurrently.

Other Factors to Consider

Surviving spouses are eligible to receive Dependency Indemnity Compensation (DIC) while using the Fry Scholarship. Children, over the age of 18, in receipt of DIC will relinquish DIC payments upon the start of using VA education benefits such as the Fry Scholarship.

Refer to VA's website at www.benefits.va.gov/gibill for more detailed information.

Tuition Assistance (TA)

Tuition Assistance Overview/Eligibility

The Tuition Assistance (TA) program provides financial assistance for voluntary off-duty education programs in support of a Soldier's professional and personal self-development goals. TA is available for courses that are offered in the classroom or by distance learning and is part of an approved academic degree or certificate program. The courses must be offered by schools that are registered in *ArmyIgnitED*, are accredited by accrediting agencies that are recognized by the U.S. Department of Education and are signatories to the current Department of Defense Memorandum of Understanding (DOD MOU).

For academic programs, Associate's, Bachelor's, or Master's degree, TA may not be used for a lower or lateral degree program from the one the Soldier currently possesses. In addition to degree programs, TA is available to Soldiers to complete a high school diploma and to complete certificate programs. TA is not authorized for programs of study beyond a master's degree.

All eligible Soldiers will request TA through *ArmyIgnitED*.

By law, officers who use TA incurs a service obligation. Active Duty officers incur an Active Duty Service Obligation (ADSO) of two years, and Reserve Component officers incur a Reserve Duty Service Obligation (RDSO) of four years. The ADSO/RDSO is calculated from the date of completion of the last course for which TA was used.

Non-Army Service members must obtain TA through their branch of Service. This policy has been mutually agreed upon by all Services.

Further details on the provisions of TA are found in AR 621-5 and policy documents signed by the Director, Army Continuing Education System.

Tuition Assistance Rates/Fees

The Department of Defense (DoD) has directed a uniform per semester hour cap of $250 for tuition assistance (TA) and an annual ceiling of $4,500. The Services are authorized to establish Service specific eligibility criteria to manage TA funds. The Army will pay 100 percent of tuition costs up to the DoD semester hour cap of $250 per semester hour cap for up to 16 semester hours of TA funded courses per fiscal year. School fee charges of any type are no longer eligible for funding with TA.

Current Army policy limits TA to 130 semester hours of undergraduate credit or baccalaureate degree, whichever comes first and 39 semester hours of graduate credit or master's degree whichever comes first. The 39 semester hour limit applies to all credits taken after completion of a baccalaureate degree.

New Students Create ArmyIgnitED Account

All TA for Active Duty, USAR, and ARNG Soldiers must be requested through ArmyIgnitED.com.

Tuition Assistance Procedures

Soldiers' TA enrollment requests must be submitted and approved through www.ArmyIgnitED.com prior to the course start date; any enrollments requested on or after the class start date will be approved as Soldier funded.

TA is requested on a course-by-course basis, and each course must be part of an approved degree program.

ArmyIgnitED will notify the Soldier, whether the TA is approved or not. If the TA request is not approved, ArmyIgnitED will advise the Soldier of the reason and next steps.

All drops/withdrawals must take place through ArmyIgnitED. Soldiers who do not successfully complete a class will be required to repay the TA. Soldiers who are unable to successfully complete a class due to military reasons must request a Withdrawal for Military Reasons through ArmyIgnitED and complete all required steps to ensure that they will not be charged.

If the Soldier wishes to take a class with a school that does not participate in the electronic ArmyIgnitED class schedule, a TA Request Authorization form must be completed in ArmyIgnitED. The TA Request Authorization will be routed to an Army Education Counselor to be reviewed and approved. Soldiers should allow extra time for this. If the TA Request Authorization is approved, the Soldier will be notified by email. Soldiers must print the approved TA Request Authorization form in ArmyIgnitED, provide it to the school and enroll directly with the school.

Soldiers must acknowledge and electronically sign the TA Statement of Understanding (TA SOU) each quarter they wish to use TA.

Contact the Wallace College Registrar's office once TA approval has been issued each semester.

My Career Advancement Account Scholarship (MYCAA)

The My Career Advancement Account Scholarship is a workforce development program that provides up to $4,000 of tuition assistance to eligible military spouses. The scholarship assists military spouses in pursuing licenses, certificates, certifications or associate degrees necessary to gain employment in high-demand, high-growth portable career fields and occupations. Spouses may use their My Career Advancement Account Scholarship funds at any academic institution approved for participation in the scholarship. The My Career Advancement Account Scholarship provides a maximum tuition benefit of $4,000 with an annual fiscal year cap of $2,000 to assist eligible military spouses who need professional credentials to meet their portable career goals. Annual cap waivers are available for licensure and certificate programs if there is an upfront tuition cost that exceeds $2,000 (up to the maximum education benefit of $4,000).

Spouses of service members on active duty in pay grades E-1 to E-5, W-1 to W-2 and O-1 to O-2 who have successfully completed high school and have the ability to request tuition assistance while their military sponsor is on Title 10 military orders are eligible. Spouses married to members of the National Guard and reserves in these same pay grades are eligible.

Those who are not eligible include the following:

- Spouses who are married but legally separated (or under court order or statute of any state or U.S. territory) from a member of the armed forces on Title 10 orders
- Spouses whose National Guard or reserve military sponsor is in a warning orders or alert, post-deployment, demobilization or transition status
- Spouses married to a member of the Coast Guard

The My Career Advancement Account Scholarship pays tuition costs for education and training courses and examinations leading to an associate degree (excluding associate degrees in general studies, liberal arts and interdisciplinary studies that do not have a concentration). The scholarship also covers the costs for obtaining a license, certificate or certification at an accredited college, university or technical school in the United States or approved testing organization that expands employment or portable career opportunities for military spouses.

The My Career Advancement Account Scholarship will NOT pay for the following:

- Tuition for courses and examinations not included in the spouse's Education and Training Plan and courses already started or completed by the spouse
- Reimbursements of any kind
- Books, supplies, equipment, uniforms, computers and electronic devices of any kind
- Student activities, events and entertainment
- Prepayment or deposits for future courses, unless costs are part of a block of study

- School or college level entrance examinations, comprehensive exams and related preparatory courses
- Courses, tests or fees normally paid by an employer as part of a job training program
- Fees of any kind, including but not limited to registration fees, technology fees, parking fees, etc.
- Nonacademic credit or ungraded courses, including courses taken on an audit basis or as an internship, practicum, apprenticeship or clinical supervision; also, nonacademic credit or ungraded orientation programs
- Courses taken more than one time, unless the My Career Advancement Account Scholarship has received a full refund from the school
- Academic credit by examination tests
- General studies, liberal arts and interdisciplinary associate degrees that do not have a concentration
- Personal enrichment courses (excluding academic credit or graded electives in an approved My Career Advancement

Account Scholarship Spouse Education and Training Plan

- Transportation, lodging, child care and medical services
- Course extensions (except for approved hardship waivers)
- Study-abroad programs (excluding programs of study offered by participating My Career Advancement Account Scholarship schools on overseas military installations)
- Private licenses (For example, a private pilot's license would not be covered because it is for recreational use, but a commercial pilot's license would be covered because it would be used for an occupation.)
- High school completion programs, including online high school completion programs
- Continuing education credits to maintain a standing in a professional organization

Spouses can visit the My Career Advancement Account Scholarship Spouse Portal online at https://mycaa.militaryonesource.mil/ and provide the required Spouse Profile information. All scholarship participants are required to use DS Logon to access their accounts. Military spouses enrolled in the Defense Enrollment Eligibility Reporting System, or DEERS, are eligible for a DS Logon account. For more information, visit https://mycaa.militaryonesource.mil/

Contact the Wallace College Financial Aid Office once MyCAA approval has been issued each semester.

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, as published in students' applicable course catalog. Please note: students' course catalog is approved by the VA for VA training and certification.
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 and hybrid remedial classes cannot be certified to VA**.
5. Veterans and dependents must be recertified for education benefits each year at the beginning of each semester and when they reenter college after an interruption of their educational program.
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 one semester until prior transcripts are received and evaluated by the Admissions and Records Office staff at Wallace Community College.
7. Benefits are paid on the credit hours listed 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.

Eligibility is determined by the Department of Veterans Affairs.

Advance Pay

Veterans and dependents utilizing Chapters 30, 35, and 1606 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 Wallace Community College Office of Financial Aid. 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 the Wallace Community College Office of Financial Aid at 334-556-2476.

Prior Credit

One of the criteria for approval of any school for Veterans' training is that it review prior credit and grant credit as appropriate to a VA student's current program. This is found in Title 38, Code of Federal Regulations, Sections 21.4253(d)(3) and 21.4254(C)(4) . In essence, this requires every approved school to have and enforce a policy with regard to transfer courses, credits, and previous experience.

Military Education and Training Resources

Military education and training should be evaluated for prior credit. Information needed to evaluate military education and training is available online.

The Ace Military Guide

The ACE (American Council on Education) Military Guide (Guide to Evaluation of Educational Experiences in the Armed Services) is on the web HERE.

Military Transcripts

Information about military Joint Services Transcripts and how transcripts may be requested by current and former members of the Army, Coast Guard, Marine Corps, and Navy can be found HERE.do. Air Force transcripts are found HERE.

All active duty and veteran students receiving Federal VA education benefits must submit the above applicable transcript(s).

PL 115-407 Sec. 103

Students utilizing VA education benefits shall not be charged a penalty, including assessment of late fees, denial of access to classes, libraries, or other institutional facilities, or be required to borrow additional funds because of the individual's inability to meet their financial obligations due to the delayed disbursement of a payment to be provided by the Department of Veterans Affairs.

Complaint Policy for Veteran Affairs (VA) Students

Any complaint against the College should be routed through the VA GI Bill ® Feedback System by going to the following link: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Scholarships and Other Forms of Financial Assistance

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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, unless otherwise indicated. 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 are strongly encouraged to complete an *Application for Admission to the College and the Free Application for Federal Student Aid* (FAFSA). The scholarship application is now online and may be accessed on the Wallace website at www.wallace.edu during the application period.

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 one year and may be renewed for another year at the discretion of the athletic director and coach. 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.

Leadership Development Program—These scholarships are awarded to further the development of students' leadership philosophies through service learning opportunities and serving as official hosts/hostesses of the College. Eligible incoming students must have a 3.0 grade point average and maintain a 3.0 grade point average thereafter.

Fine 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—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 the 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.

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.

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 applicant meets all requirements. Interested applicants must contact the local state employment service to determine eligibility.

On July 1, 2022, the termination provision under Section 285(a) of the Trade Act of 1974, as amended, took effect. Until further notice, the Department may not issue any determinations and may not accept any new petitions or requests for reconsideration. Requests to amend current certifications may still be filed. Workers who were certified and separated from their job on or before June 30, 2022, may still be eligible for benefits and services and should contact their nearest American Jobs Center.

Workforce Innovation and Opportunity Act (WIOA)

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 WIOA 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.

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. Priority certification dates may be set by the financial aid office to allow adequate time for processing.

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.

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 credit hours during a single term.The normal student load is 15-18 credit 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 Non-Traditional Learning

Wallace Community College awards credit for the following types of non-traditional learning: Advanced Placement (AP®); challenge and validation examinations; College-Level Examination Program (CLEP®); United States Armed Forces Institute (USAFI); experiential, specialized, or occupational training; American College Testing-Proficiency Examinations Program (ACT/PEP); Defense Activity for Non-Traditional Education Support (DANTES/DSST); American Council of Education Program on Non-collegiate Sponsored Instruction (ACE PONSI/CREDIT); American Council of Education for Military Training (ACE/MILITARY); and professional certification, licensure, or registry. Awarding credit for non-traditional learning at Wallace Community College does not guarantee that other institutions will approve such action. This determination is made by the respective transfer institution.

No more than 25% of total credit required for any program may be awarded through non-traditional means. Credit awarded through non-traditional 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 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 on Education, and the National Association of Foreign Student Affairs.

Selected personnel in the Student Affairs Division and faculty members in appropriate departments may also evaluate requests. Recommendations for awarding credit are then made by the Director of Enrollment Services/Registrar and approved by the Dean, Instructional Affairs.

Advanced Placement (AP®) Credit

Wallace Community College recognizes a number of Advanced Placement courses that are taken in high school and supplemented by satisfactory scores on National Examinations of the College Entrance Examination Board Advanced Placement Program.

With a score of ***3*** or higher students receive credit for a minimum of one course in the subject area corresponding to the test. Credit is awarded based on students' majors.

Career and Technical Education Credit Awarded for Articulation

Students completing courses in the approved Statewide Career and Technical Education Articulation Agreement will receive articulated credit to the Alabama Community College System institution of their choice offering the corresponding program of study. Performance or knowledge testing of secondary program graduates is not required as part of the articulation process. Refer to the ACCS website for the Statewide Articulation Procedural Guide (https://www.accs.cc/index.cfm/workforce-development/career-technical-education/articulation-documents/).

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®) 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 (CLEP®) 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.

CLEP® Examination	Credit Granting Score	Credit Granted	Equivalent Course(s)
Introductory Business Law	50	3 hours	BUS 263
Principles of Management	50	3 hours	BUS 275
COMPOSITION AND LITERATURE			
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
College Composition	50	3 hours	ENG 101
Humanities	50	3 hours	HUM 101
FOREIGN LANGUAGE			
Spanish Language, Level 1	50	6 hours	SPA 101, 102
HISTORY AND SOCIAL SCIENCES			
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 the Present	50	3 hours	HIS 202

CLEP® Examination	Credit Granting Score	Credit Granted	Equivalent Course(s)
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 101
Western Civilization II: 1648 to the Present	50	3 hours	HIS 102
MATHEMATICS AND SCIENCE			
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, or call 334-556-2296.

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:

- Ace Joint Service Transcript
- Official transcript from the Community College of the Air Force

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* and program faculty 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.

Awarding Credit Through Prior Learning Assessment

Prior Learning Assessment (PLA) is a means for a student to receive college level credit for experiential learning that took place in a non-traditional learning environment, such as on-the-job training, military training, professional development seminars, volunteerism, and experience in-field. Awarding of credit through PLA relies heavily on aligning knowledge and skills gained through experience with learning outcomes found in traditional courses of higher education.

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.

Credit Hour Definition

Wallace Community College defines a credit hour in accordance with federal regulations 34 CFR 600.2 and the converting Contact Hours to Credit Hour Equivalencies. Alabama Community College System requires institutions to operate on a semester system. Semester hours of credit are then based upon the average number of hours of instruction weekly during a 15-week period, with an hour of instruction defined as not less than 50 minutes of instructor/student contact. A variety of class meeting schedules that fall within this structure may be present within the institutions.

Grades

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

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

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

[2] Developmental and Corporate and Continuing Education courses only. (These courses are not calculated in the grade point average.)

[3] Credit course is averaged into the grade point average.

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

Developmental Courses. Courses numbered 0-99 carry institutional credit and are not applicable toward degree or certificate requirements.

Incompletes. An incomplete grade in a course (grade of ***I***) indicates that students have **not** completed all assigned coursework 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. A grade of ***I*** cannot be removed by repeating the course because it must be counted against the hours attempted in the original term.

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.

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, non-credit 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:

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

Non-credit 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 through myWCC. Information on how to access grades is published on the Wallace Community College home page at www.wallace.edu.

Dropping and Adding Classes

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 or online in myWCC. 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 under *Grading System*.

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 or complete the online form from the Admissions webpage.

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, Student Services on the Sparks Campus in Eufaula or complete the online form from the Admissions webpage.

Identification Verification

Students are required to provide identification verification for every class in which they are enrolled. The only identification that is accepted is the Wallace Community College Student Photo Identification. 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 (with the exception of co-op and specific stand-alone clinical and practicum courses) 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 complete a final exam change request form and 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 carrying optional grades and for students who desire to remain eligible to receive Title IV financial aid.

Standards of Progress Policy

The following grade point average 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 cumulative grade point average of 1.5.
2. Students who have attempted 22-32 semester credit hours at the College must maintain a cumulative grade point average of 1.75.
3. Students who have attempted 33 or more semester credit hours at the College must maintain a cumulative grade point average of 2.0.

Intervention for Student Success

When students are placed on academic probation, academic suspension for one term **OR** one calendar year, 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. In addition, 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 ***F*** 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 ***F*** 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, the Student Services Office on the Sparks Campus in Eufaula or complete the online form from the Admissions webpage. Students may declare academic bankruptcy under the following conditions:

1. Students may declare academic bankruptcy on all coursework taken during the one term, provided they have taken a minimum of 12 semester credit hours of coursework at the College since the academic bankruptcy term occurred. A grade of "C", "S", or higher is required in each course in 12 semester credit hours in the post-bankruptcy period. None of the coursework taken, even hours completed satisfactorily during the term for which academic bankruptcy is declared, is disregarded in the cumulative grade point average and will not be used to fulfill degree requirements. Developmental courses successfully completed during a period of academic bankruptcy can be used to fulfill prerequisites. Academic bankruptcy may only be declared once and may be applied to no more than three (3) semesters, which do not have to be consecutive. The bankrupted courses and grades remain on the transcript but are not calculated in the student's cumulative GPA.

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

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

Course Forgiveness

If students repeat a course, the last grade awarded (excluding a grade of ***W***) replaces the previous grade in computing the cumulative 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. Course forgiveness will be implemented automatically after the course(s) have been repeated.

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.

NOTE: STUDENTS SHOULD CHECK FINANCIAL AID REGULATIONS REGARDING REPETITION OF COURSES.

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, the Student Services Office on the Sparks Campus in Eufaula or complete the online form from the Admissions webpage **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 through Parchment or online through myWCC.

In compliance with FERPA, Wallace Community College does not release transcripts from the College except when students submit requests online through myWCC or through Parchment. Students or former students who desire transcripts of their records must submit request online through myWCC or Parchment, well in advance of the time the transcript is needed. Students must give **all** names that may have been entered on their records. Students may secure unofficial transcripts through their myWCC account, but official transcripts are sent only to colleges or organizations.

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. Also in those course syllabi, or in additional handouts, faculty members will clearly state to students the penalties for absences.

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.

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. In addition, students will be responsible for repaying any portion of unearned financial aid that results from their withdrawals.

Students who cease to attend classes 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 ***F*** 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 ***F*** as a result of instructor error will have the opportunity to petition the instructor's decision. Otherwise, the grade of ***F*** 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 verify each student's identify by a Wallace Community College Student Photo Identification. No other form of photo identifications will be accepted. Students registered for classes that physically meet on campus must obtain a standard ID, which are available in the Learning Resources Center (LRC) on the Wallace Campus and the Receptionist Area in the Administration Building on the Sparks Campus. Students registered for on-line classes may obtain a digital ID. Invitations to create a digital ID are sent to the student's College e-mail address at the beginning of each term.

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. Transfer into Wallace Community College only credit hours that represent coursework 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.
5. Submit a formal application for graduation by mid-term of the term prior to graduation. Graduation applications are available online at www.wallace.edu/admissions/graduation-information/.
6. Fulfill all financial obligations to the College.
7. 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 (current) 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 program certificates and short certificates that are below the degree level. Program certificates are designed for students who plan to seek employment based on competencies and skills attained through specific programs of study. These program certificates require a minimum of 30 semester credit hours, but no more than 60 semester credit hours. Program certificates are not designed for transfer to a senior institution.

Short certificates require a minimum of 9 semester credit hours, but no more than 29 semester credit hours. Career and Technical Education (CTE) short certificates are designed for students who plan to seek employment based on competencies and skills attained through specific CTE programs of study. CTE short certificates are not designed for transfer to a senior institution. The General Education short certificate is designed for students seeking to develop an academic foundation to earn credit toward the associate of arts or associate of science degree. The General Education short certificate courses are designed to transfer to a senior institution.

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. Transfer into Wallace Community College only credit hours that represent coursework 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 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.
5. Submit a formal application for graduation by mid-term of the term prior to graduation. Graduation applications are available online at www.wallace.edu/admissions/graduation-information/.
6. Fulfill all financial obligations to the College.
7. 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 (current) catalog during their continuous enrollment period. Breaking continuous enrollment will result in students being guided by the catalog in effect the term they reenroll.

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:

- Receive a grade point average of 3.5 or above but below a 4.0 for the term.
- Complete a minimum of 12 semester hours of college level coursework. (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 grade point average of 4.0 for the term.
2. Complete a minimum of 12 semester hours of collegelevel coursework. (Developmental courses will not count toward the minimum course load requirement.)

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 Colleges and Universities*, 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 Colleges And Universities

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

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 *National Career Readiness Certificate™ (NCRC®)*. The NCRC is based on the ACT WorkKeys® assessment process in three areas: Applied Math, Workplace Documents, and Graphic Literacy.

The NCRC 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 four-tiered credential:

Bronze—WorkKeys® Level 3
Silver—WorkKeys® Level 4
Gold—WorkKeys® Level 5
Platinum—WorkKeys® Level 6 and Above

The *National Career Readiness Certificate™* is awarded to students when they successfully complete ORI 104—WorkKeys® Assessment and Advisement.

Educational Options

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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, hybrid, or as 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 selfassessment, 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 upperdivision 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 coursework 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 the *Alabama Transfers Guide* 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 maximum 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.

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. In addition, the division offers instruction in 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 and the College's Choral Ensemble The Fine Arts Division produces two theater productions yearly and displays student and faculty art on the campus and in the community.

Humanities and Social Sciences. This division offers instruction in Anthropology, Economics, Geography, History, Orientation, 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.

Mathematics. This division offers instruction in Mathematics to support the General Studies curriculum for students pursuing the associate in arts, associate in science, associate in applied science, and certificate credentials. In addition, the division also supports a tutoring lab to assist students in building skills that are the foundation of academic and career success.

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, and certificate credentials.

Career and Technical

While the primary focus of career and technical programs is to prepare students for immediate employment following graduation, the division also offers instruction in programs to assist in meeting the needs of students planning to transfer to four-year institutions to pursue a major that requires career or technical courses. Included in the career and technical division are Air Conditioning and Refrigeration, Automotive Technology, Business Technologies, Child Development, Cosmetology, Computer Information Science, Criminal Justice, Electrical Technology, Engineering Graphics, Esthetics Technology, Industrial Systems Technology, Masonry Technology, Nail Technology, and Welding Technology.

Each of these programs includes theory-based classroom instruction and laboratory components where students are provided with hand-on experiences. In addition, some programs include special topic, co-op, and internship components. Graduates of career and technical programs are prepared for entry level positions in the career field for which they trained and many are eligible to make application for program appropriate certifications.

Prior Learning Credit (PLA)

Prior learning credit in career and technical (CTE) programs is available to students through the Prior Learning Assessment (PLA) process. The PLA allows applicants to receive credit for life experiences which may include employment, training, professional certifications, noncredit courses, and other experiences. Applicants must document that they have obtained a mastery of skills equivalent to the course objectives. The procedures regarding prior learning credit through Portfolio/Assessment Evaluation is outlined in the PLA process. Prior learning credit should be requested prior to enrollment or within the first semester of enrollment. Before seeking credit for prior learning, please make an appointment to meet with advisors and/or the CTE Associate Dean. Any exceptions to the process must be approved by the Dean of Instructional Affairs.

Health Sciences

Allied Health. In addition to its major focus on Allied Health professions leading to immediate employment, this division offers instruction in Health Education to assist in meeting the needs of students planning to transfer to four-year institutions to pursue a major that requires health courses. Included in the allied health related programs are EMT, Advanced EMT, and Paramedic concentrations in Emergency Medical Services; Medical Assisting, with concentrations in Medical Assisting and Phlebotomy; Physical Therapist Assistant; Radiologic Technology; Respiratory

Therapist; and Surgical Technology. Each of these programs includes laboratory components where students receive hands-on experiences and 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 and 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 *National Council Licensure Examination for Registered Nurses* (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 and 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 *National Council Licensure Examination for Practical Nurses* (NCLEX-PN) exam to become Licensed Practical Nurses.

Degree Requirements

Associate in Arts Degree and Associate in Science Degree

The associate in arts degree and associate in science degree 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

AREA I: Written Composition / 6

- 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**
- Literature / **3**
- Fine Arts / **3**
- Humanities or Fine Arts / **3**

AREA III: Natural Sciences and Mathematics / 11

- MTH 110 Finite Math, or higher level course for AA degree **OR**
  MTH 112 Precalculus Algebra, or higher level course for AS degree / **3**
- Natural Sciences, which include laboratory experiences / **8**

AREA IV: History, Social and Behavioral Sciences / 12

- History / **3**
- History, Social and Behavioral Sciences / **9**

Minimum General Education Requirements: 41

AREA V: Pre-Professional, Pre-Major, and Elective Courses / 19-23

- CIS 146 Microcomputer Applications / **3**
- ORI 101 Orientation to College **OR**
  ORI 105 Orientation and Student Success / **1-3**

Maximum Program Semester Credit Hours: 64

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).

NOTES

- English courses: Entrance is determined by ASSET®/ACCUPLACER® placement exam score. A score of 5 or above on ACCUPLACER® is required for entrance into ENG 101.
- Literature, Fine Arts, and History courses: Must complete 3 semester hours in Literature, Fine Arts, and History.
- Literature and History courses: Must complete a 6-semester-hour sequence either in Literature or in History.
- History, Social and Behavioral Sciences courses: At least 6 semester hours from Social and Behavioral Sciences.
- CIS 146: Students who fail to demonstrate adequate competency in Computer Science by passing a computer competency exam must take CIS 146.
- MTH 110 and MTH 112: Entrance is determined by ACT® score or by ASSET® or ACCUPLACER® placement exam scores in numerical skills and algebra.
- ORI courses: ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

Associate in Applied Science Degree

The associate in applied science degree 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. Although 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 Composition / 3 - 6

- ENG 101 English Composition I / **3** *
- ENG 102 English Composition II / **3** **

AREA II: Humanities and Fine Arts / 3 - 6

- SPH 106 Fundamentals of Oral Communication OR
  SPH 107 Fundamentals of Public Speaking / **3**
- Choose from ART,HUM, MUS, PHL, REL or THR / **3**

AREA III: Natural Sciences and Mathematics / 6 - 11

- MTH course as prescribed by program / **3** ****
- Additional hours may be chosen from BIO, CHM, CIS, MTH, PHS or PHY courses / **3 - 8**

Note: 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: 15-29

AREA V: Career and Technical Courses and Electives / 31-61

- ORI 101 Orientation to College OR
  ORT 100 Orientation for Career Students OR
  ORT 105 Orientation and Student Success/ **1-3** *****
- ORI 104 WorkKeys Assessment and Advisement / **1** ******
- CIS course / **3** ***
- Courses appropriate to degree requirements, technical specialty requirements, core courses and electives **/ 37-55**

Note: 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

NOTES

- ENG 101: Entrance is determined by ASSET® or ACCUPLACER® placement exam score. A score of 5 or above on ACCUPLACER® is required for entrance into ENG 101. *
- ENG 102 is currently not required for any Associate in Applied Science Degree. **
- CIS course: Students who fail to demonstrate adequate competency in computer science by passing a computer competency exam must take CIS 146. ***
- MTH course: Entrance is determined by ACT® score or by ASSET® or ACCUPLACER® placement exam scores in numerical skills and algebra. ****
- ORI 101, ORI 105, or ORT 100 or transfer credit for an orientation to college course is required for all students. *****
- ORI 104 is only required for Criminal Justice Law Enforcement and Forensic Investigation AAS degrees at this time.******

PROGRAMS

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

Air Conditioning & Refrigeration

Automotive Technology

Business Technologies

- Accounting Technology Concentration
- Business Management & Supervision Concentration
- Office Administration Concentration

Child Development

Computer Information Science

- Cyber Defense Concentration
- Google IT Support Professional Concentration
- Mobile App Development Concentration
- Software Development Concentration

Criminal Justice

- Forensic Investigation Concentration
- Law Enforcement Concentration

Electrical Technology

Engineering Graphics

Industrial Systems Technology

Emergency Medical Services

Medical Assisting

Nursing, Associate Degree

Physical Therapist Assistant

Radiologic Technology

Respiratory Therapist

Surgical Technology

Program Certificates (Greater Than 29 Hours)

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.

Requirements / Credit Hours

AREA I: Written Composition / 3 - 6

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

AREA II: Humanities and Fine Arts / 0 - 6

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

AREA III: Natural Sciences and Mathematics / 3 - 7

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

AREA IV: History, Social and Behavioral Sciences / 0

General Education Requirements / 6 - 19

AREA V: Maximum Technical Concentration and Electives / 11 - 54

- ORI 101 Orientation to College OR
  ORT 100 Orientation for Career Students OR
  ORI 105 Orientation and Student Success / **1-3**
- ORI 104 WorkKeys Assess and Advisement **/ 1**
- DPT may be substituted in prescribed requirements only in system-wide, non-degree eligible programs.
- 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:

Air Conditioning & Refrigeration

Automotive Technology

Child Development

Cosmetology

Emergency Medical Services—Paramedic

Engineering Graphics

Practical Nursing

Welding Technology

Short Certificates (Less Than or Equal To 29 Hours)

Certificate programs in career and technical and health sciences 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. The Certificate program in general education is designed to assist students in developing an academic foundation to earn credit toward the associate of arts or associate of science degree.

Requirements / Credit Hours for Career and Technical and Health Sciences Programs

AREA I: Written Composition / 0-3

- One technical writing course is recommended

AREA II: Humanities and Fine Arts / 0

AREA III: Natural Sciences and Mathematics / 0-3

AREA IV: History, Social and Behavioral Sciences / 0

AREA V: Technical Concentration and Electives / 9 - 29

Maximum Program Semester Credit Hours: 29

The following programs offer a short certificate:

Advanced Emergency Medical Technician

Air Conditioning/Refrigeration

Automotive Technology

Business Technologies

- Accounting Technology Concentration
- Business Management & Supervision Concentration
- Office Administration Concentration

Child Development

Computer Information Science

- Cyber Defense Concentration
- Google IT Support Professional Concentration
- Mobile App Development Concentration
- Software Development Concentration

Electrical Technology

Emergency Medical Technician

Esthetics Technology

Engineering Graphics

Industrial Systems Technology

Masonry

Mental Health Technician

Nail Technology

Paramedic

Phlebotomy

Welding Technology

Requirements / Credit Hours for General Education

The following program offers a short certificate: **General Education**

AREA I: Written Composition / 6

AREA II: Humanities and Fine Arts / 3 - 9

AREA III: Natural Sciences and Mathematics / 6 - 8

AREA IV: History, Social and Behavioral Sciences / 6 - 9

AREA V: Electives / 1 -3

Maximum Program Semester Credit Hours: 29

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Alabama Transfers Guide Information

Formerly Stars Guide

Since its creation in 1994, the Articulation and General Studies Committee (AGSC) has fought to save students credits, time, and money. As a result of our efforts, when Alabama students transfer from a community college to a public four-year university, they can rest assured that their coursework will accompany them.

At the community college level, the AGSC implemented and maintains a common course numbering system. It audits the course curricula to ensure that each course carries the same weight, no matter where a student takes it.

At the university level, the AGSC has overseen the Statewide Transfer and Articulation Reporting System (STARS). This online system lets students preview how their credits will transfer for a target major and university. By submitting an official "transfer guide," they can enter into a legally binding agreement with the university to hold it to its word.

STARS was cutting edge when it was released, but it's due for an upgrade. Today's web applications are much more interactive and easily extensible than those of yesteryear. Alabama Transfers fulfills this need for an upgrade — and then some!

The new Alabama Transfers website streamlines students' transfer experience by helping them:

- Think about fields of study broadly, not about specific degree requirements
- "Shop around" for programs, universities, and fields of study
- Develop a vision for their career opportunities and future projects
- Connect with universities and take the next step

STARS University Parallel Approved Common Core Courses

AREA I: Written Communications - 6 hours

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

AREA II: Literature, Humanities and Fine Arts - 12 hours

***Literature (3-6)**

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)

ART 100 - Art Appreciation
ART 203 - Art History I
ART 204 - Art History II
MUS 101 - Music Appreciation
THR 120 - Theatre Appreciation

Speech (3)

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

Additional Humanities (0-3)

PHL 106 - Introduction to Philosophy
PHL 206 - Ethics and Society
REL 100 - History of World Religion
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 hours

Mathematics (3-4)

MTH 110 - Finite Mathematics
MTH 112 - Precalculus Algebra
MTH 113 - Precalculus Trigonometry
MTH 115 - Precalculus Algebra and Trig.
MTH 120 - Calculus and Its Applications
MTH 125 - Calculus I
MTH 265 - Elementary Statistics

Natural Sciences (8)

AST 220 - Introduction to Astronomy
BIO 103 - Principles of Biology I
BIO 104 - Principles of Biology II
CHM 104 - Introduction to Inorganic Chemistry
CHM 105 - Introduction to Organic Chemistry
CHM 111 - College Chemistry I
CHM 112 - College Chemistry II
GLY 101 - Introduction to Geology I
GLY 102 - Introduction to Geology II
PHS 111 - Physical Science I
PHS 112 - Physical Science II
PHY 120 - Introduction to Physics 12
PHY 201 - General Physics I
PHY 202 - General Physics II
PHY 213 - General Physics w/Calculus I
PHY 214 - General Physics w/Calculus II

AREA IV: History, Social and Behavioral Science - 12 hours

***History (3-6)**

HIS 101 - Western Civilization I / HIS 102 - Western Civilization II OR
HIS 121 - World History I / HIS 122 - World History II OR
HIS 201 - United States History I / HIS 202 - United States History II

****Additional History, Social and Behavioral Sciences (6-9)**

ANT 200 - Introduction to Anthropology
ANT 210 - Physical Anthropology
ANT 220 - Cultural Anthropology
ANT 230 - Introduction to Archeology
ECO 231 - Macroeconomics
ECO 232 - Microeconomics
GEO 100 - World Regional Geography
POL 200 - Introduction to Political Science
POL 211 - American National Government
PSY 200 - General Psychology
PSY 210 - Human Growth and Development
SOC 200 - Introduction to Sociology
SOC 210 - Social Problems
SPH 116 - Introduction to Interpersonal Communication

AREA V: PRE-PROFESSIONAL, PRE-MAJOR, AND ELECTIVE COURSES (19-23 Credit Hours)

Courses taken in AREA V provide students with the knowledge and experiences in their 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.

Aerospace Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For the CHM/CIS/MTH elective: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101, 105 or CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106-107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution	21-23
	Total credits:	**Total Credits 61-65**

Agriculture - Agriculture Science (Auburn University Only), A.S.

This plan of study was developed as a guideline for students who plan to transfer to Auburn University and pursue a degree in Agricultural Science. Students who plan to transfer to out-of-state or private institutions should consult that institution and plan their program of study in consultation with agricultural science faculty advisors and/or counselors. Some courses in this program are not available at all College locations. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES:

- Must complete a 6-semester hour sequence in Literature or History.
- In the Area V Electives, program options and institutions may require a specific course or courses. Check The Alabama Transfer site 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.
- ORI 101: Course is not included in The Alabama Transfer site but is applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3
	Fine Arts	3
	Humanities	3
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 113	Precalculus Trigonometry	3

Area IV: History, Social, and Behavioral Sciences

Item #	Title	Credits
	History (Sequence)	6
ECO 232	Principles of Microeconomics	3
	Social & Behavioral Sciences	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
AGP 130	Poultry Production	4
AGR 200	Introduction to Animal Dairy Science	4
BUS 271	Business Statistics I	3
CHM 111	College Chemistry I	4
HOC 115	Soils and Fertilizer	4
HOC 230	Vegetable and Orchard Crops	3
ORI 101	Orientation to College	1
	Total credits:	**Total Credits 64**

Agriculture—Agricultural Economics (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For the Social and Behavioral Sciences elective, SOC 200 is the recommended course by Auburn University.

* ORI 101 or 105: Course is not included in the Alabama Transfers Guide but is applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106 or 107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	SPA 101 or SPA 102 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPH 106 or SPH 107	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 120	Calculus and Its Applications	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	ANT 200 or GEO 100 or POL 211 or PSY 200 or SOC 200	6
ECO 232	Principles of Microeconomics	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

(Selecting CIS 146 also meets associate degree requirement.)

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
	Program Electives	18
	Total credits:	**Total Credits 60-71**

Agriculture—Agronomy and Soils (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

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

* ORI 101 or 105: Course is not included in the Alabama Transfers Guide but is applicable toward the associate degree.

* PHY 201 is required for the Science track.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
MTH 113	Precalculus Trigonometry	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	ANT 200 or PSY 200 or PSY 210	3
	ECO 231 or POL 211	3
ECO 232	Principles of Microeconomics	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

(Selecting CIS 146 will meet associate degree requirement.)

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
	Electives as Determined by Transfer Institution (Agriculture - Agronomy and Soils)	18
	Total credits:	**Total Credits 60-68**

Agriculture—Animal and Dairy Science, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* In the Area V Electives, program options and institutions may require a specific course or courses. Check the Alabama Transfers 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.

* ORI 101 or 105: Course is not included in the Alabama Transfers Guide but is applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106 or 107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 113	Precalculus Trigonometry	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

(Selecting CIS 146 will meet associate degree requirement.)

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
	Electives as Determined by Transfer Institution (Agriculture -Animal and Dairy Science)	15-19
	Total credits:	**Total Credits 60-70**

Agriculture—Poultry Science 2+2 Option (Auburn University Only), A.S.

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 Poultry 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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide, but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 113	Precalculus Trigonometry	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
ECO 232	Principles of Microeconomics	3
	ANT 200 or GEO 100 or PSY 200 or SOC 200	3
	ECO 231 or POL 200 or POL 211	3

Area V: Pre-Professional, Pre-major, and Elective Courses

Item #	Title	Credits
AGP 130	Poultry Production	4
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
CHM 221	Organic Chemistry I	4
PHY 201	General Physics I—Trigonometry-Based	4
MTH 265	Elementary Statistics	3
	Total credits:	**Total Credits 60-64**

Architecture (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* ORI 101 or 105; CIS 146; Electives to Complete Degree Requirements: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

* For Humanities elective, PHL 206 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.

* 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.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	HUM 101 or HUM 102 or PHL 206 or REL100 or REL 151 or REL 152 or SPA 101 or SPA 102 or SPH 106 or SPH 107	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	PHY 201 and PHY 202 OR PHY 213 and PHY 214	8
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Science

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
CIS 207	Web Development	3
	ENG or HIS to complete a sequence in both	3
	Electives to Complete Degree Requirements	3
	Total credits:	**Total Credits 60-64**

Art—Studio and Art Education, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Humanities, Natural Sciences, Math, Social/Behavioral Sciences and Art Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 101 and BIO 102 OR BIO 103 and BIO 104	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Program Electives (Art-Studio and Art Education)	
	Total credits:	**Total Credits**

Bio-Systems Engineering (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* ORI 101 or 105; CIS 146; SPH 106 or 107: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

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

Item #	Title	Credits
	Literature	6
	Fine Arts	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
CHM 111	College Chemistry I	4
PHY 213	General Physics I – Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
	ANT 200 or ECO 231-232 or POL 211 or PSY 200 or PSY 210 or SOC 200	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Speech	3
MTH 126	Calculus II	4
MTH 227	Calculus III	4
BIO 103	Principles of Biology I	4
	Additional Electives to Meet AS Degree Requirements	6-8
	Total credits:	**Total Credits**

Biology and Biology Education, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Humanities, Social/Behavioral Sciences and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 112	Precalculus Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
	Electives as Determined by Transfer Institution (Biology and Biology Education)	5-9
	Total credits:	**Total Credits 60-64**

Biotechnology - Applied, A.S.

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 Applied
Biotechnology. 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 biotechnology faculty advisors and/or counselors. Some courses in this program are not available at all College locations. Upon completion of
courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES:

- Must complete a 6-semester hour sequence in Literature or History.
- In the Area V Electives, program options and institutions may require a specific course or courses. Check the Alabama Transfers 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.
- ORI101 or 105: Course is not included in the Alabama Transfers Articulation Guide but is applicable toward the associate degree.

Area I: Written Composition

Entrance is determined by ASSET®/ACCUPLACER® placement exam score. A score of 5 or above on ACCUPLACER® is required for entrance into ENG 101.

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

*A literature sequence must be completed on transfer to complete Alabama Agricultural and Mechanical University (AAMU) Area II requirements.

**PHL106 or PHL206 and SPH106 or SPH107 must be taken on transfer to complete Auburn University's Area II requirements.

***A second literature course in sequence will count as Humanities credit in the Area II requirements at Auburn University.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3-6
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
MTH 113	Precalculus Trigonometry	3

Area IV: History, Social, and Behavioral Sciences

Item #	Title	Credits
	ECO 231 or ECO 232	3
	History	3-6
	Social & Behavioral Sciences	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
BIO 103	Principles of Biology I	4
	Electives as Determined by Transfer Institution (Biotechnology)	18
	Total credits:	**Total Credits 64-66**

Business—Accounting, Management, and Marketing, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* For Fine Arts, Humanities, Natural Sciences, Math and Business Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 112 or more advanced	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
	Electives as Determined by Transfer Institution (Business-Accounting, Management, and Marketing)	18-20
	Total credits:	**Total Credits 60-65**

Chemical Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for

engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Humanities, Social/Behavioral Sciences and Chemistry Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106 or 107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Chemical Engineering)	21-23
	Total credits:	**Total Credits 61-65**

Chemistry, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Humanities and Social/Behavioral Sciences Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106 or 107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	PHY 201 and PHY 202 OR PHY 213 and PHY 214	8
MTH 126	Calculus II	4
	Electives as Determined by Transfer Institution (Chemistry)	2-5
	Total credits:	**Total Credits 60-64**

Chemistry Education, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Humanities and Social/Behavioral Sciences Electives: 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 Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Speech	3
	Fine Arts	3
	HIS 256 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	PHY 201 and PHY 202 OR PHY 213 and PHY 214	8
MTH 126	Calculus II	4
	Electives as Determined by Transfer Institution (Chemistry Education)	2-6
	Total credits:	**Total Credits 60-67**

Civil Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Selecting SPH 106 or 107 will meet associate degree requirement.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Civil Engineering)	21-23

	Total credits:	**Total Credits 61-65**

Computer Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Selecting SPH 106 or 107 will meet associate degree requirement.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Computer Engineering)	21-23
	Total credits:	**Total Credits 61-65**

Computer Science, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 101-102 or BIO 103-104 or CHM 111-112 or PHS 111-112 or PHY 201-202 or 213-214	8
	MTH 112 or more advanced	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	CIS 251 or CIS 285	3
MTH 113	Precalculus Trigonometry	3
MTH 125	Calculus I	4
MTH 126	Calculus II	4
	Other Electives	1-3
	Total credits:	**Total Credits 60-64**

Computer Science Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Selecting SPH 106 or 107 will meet associate degree requirement.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or POL 211 or PSY 200 or PSY 210 or SOC 200	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Computer Science Engineering)	21-23
	Total credits:	**Total Credits 61-65**

Criminal Justice, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 101-102 or BIO 103-104 or CHM 111-112 or PHS 111-112 or PHY 201-202 or 213-214	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
CRJ 100	Introduction to Criminal Justice	3
CRJ 150	Introduction to Corrections	3
	Electives as Determined by Transfer Institution (Criminal Justice)	9-13
	Total credits:	**Total Credits 60-64**

Economics, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Natural Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfer 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 101-102 or BIO 103-104 or CHM 111-112 or PHS 111-112 or PHY 201-202 or 213-214	8
	MTH 112, MTH 265, or more advanced	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	MTH 113 or higher	3-4
SPA 101	Introductory Spanish I	4
SPA 102	Introductory Spanish II	4
	ANT 200 or PHL 206 or POL 211 or SOC 200	6-9
	Total credits:	**Total Credits 60-65**

Electrical Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Humanities and Social/Behavioral Sciences Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Selecting SPH 106 or 107 will meet associate degree requirement.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Electrical Engineering)	21-23
	Total credits:	**Total Credits 61-65**

Elementary or Early Childhood Education, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Literature, Fine Arts, Humanities, Natural Sciences, Math, Social/Behavioral Sciences and Area V Electives: 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 Alabama Transfers 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.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HIS 256 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	CHM 111 or CHM 112 or PHS 111 or PHS 112 or PHY 201 or PHY 202 or PHY 213 or PHY 214	4
	BIO 101 or BIO 103	4
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Natural Sciences Elective	4
	MTH 112 or MTH 113 or MTH 120 or MTH 125 or MTH 126 or MTH 127 or MTH 231 or MTH 232	9
	Electives as Determined by Transfer Institution (Elementary or Early Childhood Education)	2-6
	Total credits:	**Total Credits 60-64**

English, A.A. or A.S.

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 outof- 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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (English)	15-19
	Total credits:	**Total Credits 60-64**

English/Language Arts Education, A.A. or A.S.

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/Language Arts. 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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
ENG 261	English Literature I	3
ENG 262	English Literature II	3
	Fine Arts	3
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	ENG 251 or ENG 252 or ENG 271 or ENG 272	9-12
	Electives as Determined by Transfer Institution (English/Language Arts Education)	5-11
	Total credits:	**Total Credits 60-64**

Forestry (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide, but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	6
	Fine Arts	3
PHL 206	Ethics and Society	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
	MTH 125 or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
	ANT 200 or ECO 231 or GEO 100 or POL 211 or PSY 200 or PSY 210 or SOC 200	3-6
ECO 232	Principles of Microeconomics	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Speech	3
	BUS 271 or MTH 265	3
	BUS 241 or PHY 201 or PHY 213	3
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
	Total credits:	**Total Credits 59-64**

General Science Education, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Math, and Social/Behavioral Sciences Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
SPH 106	Fundamentals of Oral Communication	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
	MTH 115 or MTH 112-113 or MTH 125 based on placement or ACT® scores	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
	PHY 201 or PHY 213	4
	Electives as Determined by Transfer Institution (General Science Education)	3-7
	Total credits:	**Total Credits 60-64**

General Studies, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* Students must complete a 6-semester-hour sequence in Literature or History.

* 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 Alabama Transfers Guide.

Area I: Written Composition

Entrance is determined by ASSET®/ACCUPLACER® placement exam score. A score of 5 or above on ACCUPLACER® is required for entrance into ENG 101.

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Must complete 3 semester hours in Literature, Fine Arts, and History.

Item #	Title	Credits
	Literature	3-6
	ART 100 or ART 203 or ART 204 or MUS 101 or THR 120 or THR 126	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Entrance is determined by ACT® score or by ASSET® or ACCUPLACER® placement exam scores in numerical skills and algebra.

Item #	Title	Credits
	Natural Sciences	8
	MTH 112, MTH 265, or more advanced	3-4

Area IV: History, Social and Behavioral Sciences

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

Must complete at least 6 semester hours from Social and Behavioral Sciences.

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or PSY 200 or SOC 200	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

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

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	General Electives	15-19
	Total credits:	**Total Credits 60-65**

Health Education, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
BIO 201	Human Anatomy Physiology I	4
HED 224	Personal and Community Health	3
HED 231	First Aid	3
	Electives as Determined by Transfer Institution (Health Education)	5-9
	Total credits:	**Total Credits 60-64**

History, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Natural Sciences, Social/Behavioral Sciences and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	History (2nd Sequence)	3
	Electives as Determined by Transfer Institution (History)	9-13
	Total credits:	**Total Credits 60-64**

History Education, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* For Literature, Fine Arts, Humanities, Social/Behavioral Sciences and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

* HIS 299—Directed Studies in History is a suggested elective that is not included in the Alabama Transfers Guide.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HIS 256 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	History (2nd Sequence)	3
	Electives as Determined by Transfer Institution (History Education)	9-13
	Total credits:	**Total Credits 60-64**

Horticulture (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Speech, Humanities, and Area V Electives: Individual tracks require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105: Required for the associate degree; not specified in AU requirements.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	6
	Fine Arts	3
	Speech	3
PHL 206	Ethics and Society	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
	MTH 113 or more advanced based on placement or ACT® scores	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
	ANT 200 or GEO 100 or PSY 200 or PSY 210 or SOC 200	6-9
	ECO 231 or POL 21	3
ECO 232	Principles of Microeconomics	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
	CHM 111	4
CIS 146	Microcomputer Applications	3
	Fruit and Vegetable Track	3-4
	Landscape Horticulture Track	4
	Nursery and Greenhouse Science Track	3-4
	Total credits:	**Total Credits 60-64**

Industrial Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Selecting SPH 106 or 107 will meet associate degree requirement.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Industrial Engineering)	21-23
	Total credits:	**Total Credits 61-65**

Interior Design (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* ORI 101 or 105; CIS 146; and SPH 106 or 107: Required for the associate degree; not specified in AU requirements.

* In Area V Electives: Transfer credits may not exceed 50% of those required for the 4- year degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	6
	ART 203 or ART 204	3
PHL 206	Ethics and Society	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	CHM 111-112 or PHY 201-202	8
	MTH 113 or more advanced based on placement or ACT® scores	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Speech	3
BUS 241	Principles of Accounting I	3
	ART 203 or ART 204 or BUS 242 or BUS 271 or BUS 263 or ECO 231	9
	Total credits:	**Total Credits 60-64**

Interior Design (University of Alabama Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* ORI 101 or 105; CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

* For SPA 101, 102, or 6 hours of approved Computer Science courses: 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.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	ART 203or ART 204	3
	ART 100 or HUM 101 or HUM 102 or MUS 101 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102 or SPH 106 or SPH 107	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 112 or more advanced based on placement or ACT® scores	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
ART 113	Drawing I	3
	ART 114 or ART 121 or ART 127 or ART 133 or ART 134 or ART 173 or ART 174 or ART 216 or ART 217 or ART 233 or ART 234 or ART 243 or ART 244	12
	Total credits:	**Total Credits 60-64**

Journalism/Mass Communication, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama transfers 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.

* ORI 101 or 105, CIS 146: Courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Journalism/Mass Communication)	15-18
	Total credits:	**Total Credits 60-64**

Liberal Arts, A.A.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* Students must complete a 6-semester-hour sequence in Literature or History.

* 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 Alabama Transfers Guide.

Area I: Written Composition

Entrance is determined by ASSET®/ACCUPLACER® placement exam score. A score of 5 or above on ACCUPLACER® is required for entrance into ENG 101.

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Must complete 3 semester hours in Literature, Fine Arts, and History.

Item #	Title	Credits
	Literature	3-6
	ART 100 or ART 203 or ART 204 or MUS 101 or THR 120 or THR 126	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Entrance is determined by ACT® score or by ASSET® or ACCUPLACER® placement exam scores in numerical skills and algebra.

Item #	Title	Credits
	Natural Sciences	8
	MTH 110, MTH 112, MTH 265, or more advanced	3

Area IV: History, Social and Behavioral Sciences

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

Must complete at least 6 semester hours from Social and Behavioral Sciences.

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or PSY 200 or SOC 200	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	General Electives	15-19
	Total credits:	**Total Credits 60-64**

Materials Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Humanities, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Selecting SPH 106 or 107 will meet associate degree requirement.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Materials Engineering)	21-23
	Total credits:	**Total Credits 61-65**

Mathematics, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Natural Sciences, Math, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 112 or more advanced	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	MTH 113 or MTH 125 or MTH 126 or MTH 227	9-18
	Electives as Determined by Transfer Institution (Mathematics)	
	Total credits:	**Total Credits 60-65**

Mathematics Education, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Natural Sciences, Math, Social/Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HIS 256 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
MTH 113	Precalculus Trigonometry	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
MTH 125	Calculus I	4
MTH 126	Calculus II	4
MTH 227	Calculus III	4
	Electives as Determined by Transfer Institution (Mathematics Education)	3-5
	Total credits:	**Total Credits 60-67**

Mechanical Engineering, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

* ENGINEERING EXCEPTIONS: For all engineering majors, the AGSC voted to allow the hour requirements in Area II to be reduced from 12 SH to 9 SH and in Area IV to be reduced from 12 SH to 9 SH. This reduction allowed for additional hours (6 semester hours) to be added to Area V for engineering majors so that required math and science courses could be taken prior to transfer that would meet national engineering accreditation standards (ABET). The ACCS has adopted this exception. Engineering students may take 9 hours in Area II, 9 hours in Area IV, and 25 to 29 hours in Area V.

NOTES

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

* For Literature, History, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105; CIS 146; and SPH 106 or 107: Courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
PHL 206	Ethics and Society	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Speech	3
	Electives as Determined by Transfer Institution (Mechanical Engineering)	18-20
	Total credits:	**Total Credits 61-65**

Music, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Math, and Social/Behavioral Sciences Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105; CIS 146; and SPH 106 or 107: Courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
MUS 111	Music Theory I	4
MUS 112	Music Theory II	4
	MUP - (individual performance)	1-8
	MUL- (ensemble numbered 180 or above)	4
	Music History Electives	0-3
	Total credits:	**Total Credits 60-64**

Music Education, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Math, and Social/Behavioral Sciences Electives: 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.

* ORI 101 or 105, CIS 146: Courses are not included in the STARS Articulation Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
MUS 111	Music Theory I	4
MUS 112	Music Theory II	4
	MUP - (individual performance)	1-8
	MUL- (ensemble numbered 180 or above)	4
	Music History Electives	0-3
	Total credits:	**Total Credits 60-64**

Nursing, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

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.

NOTES

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

* For Literature, Humanities, Natural Sciences, Math, History, Social/Behavioral Sciences and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers Guide and 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Selecting SPH 106 or 107 will meet associate degree requirement.

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 103 or BIO 104 or CHM 112 or PHY 201 or PHY 202 or PHY 213 or PHY 214	4
CHM 111	College Chemistry I	4
MTH 112	Precalculus Algebra	3

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or PSY 210 or SOC 200	3-6
PSY 200	General Psychology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
BIO 220	General Microbiology	4
	Electives as Determined by Transfer Institution (Nursing)	3-7
	Total credits:	**Total Credits 60-65**

Physics, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Humanities, Social and Behavioral Sciences, and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Physics)	12-17
	Total credits:	**Total Credits 61-65**

Physics Education, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Humanities, Social and Behavioral Sciences and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
PHY 213	General Physics I – Calculus Based	4
PHY 214	General Physics II - Calculus Based	4
	MTH 112 or more advanced	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Physics Education)	7-11
	Total credits:	**Total Credits 60-65**

Pre-Dentistry (University of Alabama at Birmingham Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social and Behavioral Sciences and Program-Related Electives: 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or PSY 210 or SOC 200	3-6
PSY 200	General Psychology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Pre-Dentistry)	14
	Total credits:	**Total Credits 60**

Pre-Law

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, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social and Behavioral Sciences and Program-Related Electives: 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 Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or PSY 210 or SOC 200	3-6
PSY 200	General Psychology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	CHM 111-112 or CHM 221-222 or MTH 265 or PHY 213-214	3
	Program Related Electives (Pre-Medicine and Pre-Osteopathic Medicine)	15-19
	Total credits:	**Total Credits 61-65**

Pre-Occupational Therapy, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Math, Social and Behavioral Sciences and Area V Electives: 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 Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 104 or CHM 112 or PHY 201 or PHY 202 or PHY 213 or PHY 214	4
BIO 103	Principles of Biology I	4
MTH 112	Precalculus Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or PSY 210 or SOC 200	3-6
PSY 200	General Psychology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
MTH 265	Elementary Statistics	3
	Electives as Determined by Transfer Institution (Pre-Occupational Therapy)	12-16
	Total credits:	**Total Credits 60-65**

Pre-Optometry (the University of Alabama at Birmingham Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social and Behavioral Sciences and Program-Related Electives: 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 Alabama Transfers Guide for major-specific information. Transfer credits may not exceed 50% of those required for the 4-year degree.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or PSY 210 or SOC 200	3-6
PSY 200	General Psychology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	CHM 111-112 or CHM 221 or MTH 265 or PHY 213-214	3
	Program Related Electives (Pre-Optometry)	15-19
	Total credits:	**Total Credits 61-65**

Pre-Pharmacy (Auburn and Samford Universities Only), A.S.

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 Auburn University 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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* For Fine Arts, Humanities, Social and Behavioral Sciences and Program Prerequisites: 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 Alabama Transfers Guide for major-specific information. Transfer credits may not exceed 50% of those required for the 4-year degree.

* ORI 101 or 105, CIS 146: Courses are not included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

PHL 206 (Required by Auburn)

SPH 107 (Required by Samford)

Item #	Title	Credits
	Literature	6
	Fine Arts	3
PHL 206	Ethics and Society	3
SPH 107	Fundamentals of Public Speaking	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
CHM 111	College Chemistry I	4
CHM 112	College Chemistry II	4
MTH 125	Calculus I	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
	ANT 200 or GEO 100 or PSY 200 or SOC 200	3
	ECO 232 or POL 211	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Program Prerequisites (Pre-Pharmacy)	15-19
	Total credits:	**Total Credits 61-65**

Pre-Physical Therapy, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* For Fine Arts, Humanities and Program Prerequisites: 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 Alabama Transfers 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.

* ORI 101 or 105, SPH 106 or 107, CIS 146: Courses are applicable toward the associate degree but may not satisfy prerequisite requirements for every Physical Therapy program in the state.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	6
	Fine Arts	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
	MTH 113 or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	PSY 200 or PSY 210	6-9
SOC 200	Introduction to Sociology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Speech	3
	Program Prerequisites (Pre-Physical Therapy)	12-16
	Total credits:	**Total Credits 60-65**

Pre-Veterinary Medicine (Auburn and Tuskegee Universities Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Math, and Social and Behavioral Sciences: 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.

* ORI 101 or 105, CIS 146: Courses are applicable toward the associate degree but may not fulfill prerequisite requirements for admission to a school of veterinary medicine.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
BIO 104	Principles of Biology II	4
	MTH 113 or more advanced	3

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Program Prerequisites (Pre-Veterinary Medicine)	15
	Total credits:	**Total Credits 60-61**

Pre-professional Programs: Overview

The programs listed below are most often graduate professional programs requiring a 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

Psychology, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Natural Sciences, Math, and Social and Behavioral Sciences: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106 or 107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
PSY 200	General Psychology	3
	Electives as Determined by Transfer Institution (Psychology)	12-16
	Total credits:	**Total Credits 60-64**

Public Administration (Auburn University Only), A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* For Fine Arts and Humanities: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers 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)

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106 or 107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 101-102 or BIO 103-104 or CHM 111-112 or PHS 111-112 or PHY 201-202 or 213-214	8
MTH 112	Precalculus Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
ECO 232	Principles of Microeconomics	3
SOC 200	Introduction to Sociology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
MTH 265	Elementary Statistics	3
POL 211	American National Government	3
SPA 101	Introductory Spanish I	4
SPA 102	Introductory Spanish II	4
	Total credits:	**Total Credits 57-61**

Public Relations, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 or MTH 112 or more advanced	3

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or GEO 100 or POL 211 or PSY 200 or PSY 210 or SOC 200	3-6
ECO 232	Principles of Microeconomics	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Public Relations)	
	Total credits:	**Total Credits 60-64**

Social Studies Education, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* For Fine Arts, Humanities and Area V Electives: 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 Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HIS 256 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
HIS 101	Western Civilization I	3
HIS 102	Western Civilization II	3
PSY 200	General Psychology	3
GEO 100	World Regional Geography	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	History, Social, and Behavioral Sciences	9-12
	Electives as Determined by Transfer Institution (Social Science Education)	6-10
	Total credits:	**Total Credits 60-64**

Social Work, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

(Selecting SPH 106 or 107 will meet associate degree requirement.)

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 101 or BIO 103	4
	Natural Science Elective	4
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or POL 211	6-9
PSY 200	General Psychology	3
SOC 200	Introduction to Sociology	3

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
ECO 231	Principles of Macroeconomics	3
	MTH 265 or PSY 260	3
	Electives as Determined by Transfer Institution (Social Work)	9-13
	Total credits:	**Total Credits 60-64**

Sociology, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Social and Behavioral Sciences and Area V Electives: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 or MTH 112	3

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	HIS 101 or HIS 102 or HIS 121 or HIS 122 or HIS 201 or HIS 202 or SOC 200	3-6
	ANT 200 or PSY 200 or PSY 210 or ECO 231 or ECO 232 or POL 211	3-6

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Electives as Determined by Transfer Institution (Sociology)	15-19
	Total credits:	**Total Credits 60-64**

Special Education, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities and Social and Behavioral Sciences: 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 Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HIS 256 or HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Science

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Natural Sciences Elective	4
	MTH 112 or MTH 113 or MTH 120 or MTH 125 or MTH 126 or MTH 127 or MTH 231 or MTH 232	9
	Electives as Determined by Transfer Institution (Special Education)	2-6
	Total credits:	**Total Credits 60-64**

Speech Communication Studies, A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

* For Fine Arts, Humanities and Social and Behavioral Sciences: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 112, MTH 265, or more advanced	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Elective)	3
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Speech	3
	Electives as Determined by Transfer Institution (Speech Communication Studies)	12-16
	Total credits:	**Total Credits 60-65**

Speech Pathology, A.A. or A.S.

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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities, Natural Sciences and Social and Behavioral Science: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Speech	3
	HUM 101 or HUM 102 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3-4

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
	Natural Science Elective (Speech Pathology)	4
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	ANT 200 or ECO 231 or ECO 232 or GEO 100 or POL 211 or SOC 200	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
PSY 200	General Psychology	3
PSY 210	Human Growth and Development	3
	Electives as Determined by Transfer Institution (Speech Pathology)	9-13
	Total credits:	**Total Credits 60-65**

Telecommunications and Film or Broadcasting, A.A. or A.S.

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 and Film or Broadcasting. 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. Upon completion of courses listed below, the transcript will reflect either an AA or AS degree without reference to the specific program of study.

NOTES

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

* For Fine Arts, Humanities and Social and Behavioral Sciences: Some 4-year institutions require a specific course or courses in the indicated areas. Check the Alabama Transfers 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.

* ORI 101 or 105, CIS 146: Indicated courses may not be included in the Alabama Transfers Guide but are applicable toward the associate degree.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	3-6
	Fine Arts	3
	Humanities	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	Natural Sciences	8
	MTH 110 (A.A) or MTH 112 or MTH265 (A.S) or more advanced	3

Area IV: History, Social and Behavioral Sciences

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

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
	Speech	3
	Electives as Determined by Transfer Institution (Telecommunications and Film or Broadcasting)	12-16
	Total credits:	**Total Credits 60-65**

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3
ENG 102	English Composition II	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Literature	6
	ART 100 or ART 203 or ART 204 or MUS 101 or THR 120 or THR 126	3
	Speech	3
	HUM 101 or HUM 102 or PHL 106 or PHL 206 or REL 100 or REL 151 or REL 152 or SPA 101 or SPA 102	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	BIO 103-104 or CHM 111-112 or PHS 111-112 or PHY 201-202 or PHY 205-206 or PHY 213-214 or PHY 216-217	3
	MTH 110 or MTH 112 or MTH 113 or MTH 115 or MTH 120 or MTH 125 or MTH 126 or MTH 227 or MTH 237 or MTH 238 or MTH 265	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History	3-6
	Social and Behavioral Sciences	6-9

Area V: Pre-Professional, Pre-Major, and Elective Courses

Item #	Title	Credits
	(19-23 Credit Hours)	3
	Total credits:	**Total Credits 39-45**

Associate in Applied Science Degree and Certificate Programs

ASSOCIATE IN APPLIED SCIENCE DEGREE APPLICABLE ELECTIVES

Humanities and Fine Arts Electives:

ART 100
ART 113
ART 114
ART 121
ART 127
ART 133
ART 134
ART 173
ART 174
ART 175
ART 180
ART 203
ART 204
ART 216
ART 217
ART 220
ART 221
ART 222
ART 233
ART 234
ART 243
ART 244
ART 253
ART 254
ART 258
ART 275
ART 291
ART 292
ART 293
ART 299
ENG 251
ENG 252
ENG 261
ENG 262
ENG 271
ENG 272
ENG 297
ENG 298
HUM 100
HUM 101
HUM 102
HUM 298
MUS 101
MUS 110
MUS 111
MUS 112
PHL 206
REL 100
REL 151
REL 152
SPA 101
SPA 102
THR 113
THR 114

THR 115
THR 131
THR 132

Natural Sciences, Mathematics, and Computer Science Electives:

BIO 103
BIO 104
BIO 201
BIO 202
BIO 220
BIO 250
BIO 251
CHM 104
CHM 105
CHM 111
CHM 112
CHM 221
CHM 222
CIS 113
CIS 117
CIS 146
CIS 147
CIS 148
CIS 151
CIS 161
CIS 171
CIS 185
CIS 196
CIS 203
CIS 207
CIS 212
CIS 246
CIS 250
CIS 251
CIS 268
CIS 269
CIS 280
CIS 282
CIS 285
MTH 100
MTH 110
MTH 112
MTH 113
MTH 115
MTH 116
MTH 120
MTH 125
MTH 126
MTH 227
MTH 237
MTH 238
MTH 265
PHS 111
PHS 112
PHY 115
PHY 201
PHY 202
PHY 205
PHY 206
PHY 213
PHY 214
PHY 216
PHY 217

History, Social and Behavioral Sciences Electives:

ANT 200
ECO 231
ECO 232
GEO 100
HIS 101
HIS 102
HIS 121
HIS 122
HIS 201
HIS 202
HIS 216
HIS 256
HIS 260
HIS 285
HIS 299
POL 211
PSY 110
PSY 200
PSY 207
PSY 210
PSY 211
PSY 230
PSY 260
SOC 200

General Education Courses for Technical Certificate Programs:

COM 103
DPT 103
MAH 101
SPC 103

Programs by Location

SPARKS CAMPUS

Air Conditioning/Refrigeration 113
Industrial Systems Technology 116
Business Technologies 121
Child Development 126
Computer Information Science 129
Criminal Justice 133
Emergency Medical Services - EMT Short Certificate and Advanced EMT Short Certificate 136
Masonry
Medical Assisting - Phlebotomy 148
Nursing, Practical (LPN) 163
Welding Technology 179

WALLACE CAMPUS

Air Conditioning/Refrigeration 113
Industrial Systems Technology 116
Automotive Technology 118
Business Technologies 121
Child Development 126
Computer Information Science 129
Cosmetology 174
Esthetics Technology 146
Nail Technology
Criminal Justice 133
Electrical Technology 135
Emergency Medical Services 136

Engineering Graphics 143
Medical Assisting 148
Nursing, Associate Degree (RN) 151
Nursing, Practical (LPN) 163
Physical Therapist Assistant 160
Radiologic Technology 167
Respiratory Therapist 171
Surgical Technology 176
Welding Technology 179

Programs by Discipline

Air Conditioning/Refrigeration 113
Industrial Systems Technology 116
Automotive Technology 118
Business Technologies 121
Accounting Technology Concentration 122
Business Computer Applications Concentration 122
Office Administration Concentration 122
Supervisory Management Concentration 122
APP Development with Swift Concentration 122
Cabinetmaking 125
Child Development 126
Computer Information Science 129
Software Development Concentration 130
Microcomputer Specialist Concentration 130
Cyber Security Concentration 130
Mobile App Development Concentration 130
APP Development with Swift Concentration 122
Cosmetology 174
Esthetics Technology 146
Nail Technology 151
Criminal Justice 133
Forensic Investigation Concentration 133
Law Enforcement Concentration 134
Electrical Technology 135
Emergency Medical Services 136
Paramedic Concentration 139
Emergency Medical Technician Concentration 141
Advanced Emergency Medical Technician Concentration 141
Paramedic Concentration 142
Engineering Graphics 143
Masonry 147
Medical Assisting 148
Phlebotomy Concentration 148
Nursing, Associate Degree 151
Nursing, Practical 163
Physical Therapist Assistant 160
Radiologic Technology 167
Respiratory Therapist 171
Small Engine Repair 175
Welding Technology 179

Air Conditioning/Refrigeration, A.A.S.

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

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
	Science/Math Elective	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses (Required Orientation Courses)

Item #	Title	Credits
	ORI 101 or ORT 100	1
CIS 146	Microcomputer Applications	3

Area V: Career and Technical Courses (Required Field of Concentration Courses)

Item #	Title	Credits
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 Electric Circuits	3
ACR 123	HVAC/R Electrical Components	3
ACR 132	Residential Air Conditioning	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 203	Commercial Refrigeration	3
ACR 209	Commercial Air Conditioning Systems	3
ACR 210	Troubleshooting HVAC/R Systems	3
BUS 100	Introduction to Business	3
	Total credits:	**Total Credits 70-71**

Course Sequencing

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

Item #	Title	Credits
	ORI 101 or ORT 100	1
	MTH 116 or higher	3
ACR 111	Principles of Refrigeration	3
ACR 112	HVAC/R Service Procedures	3
ACR 113	Refrigeration Piping Practices	3
ACR 121	Principles of Electricity for HVAC/R	3

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

Item #	Title	Credits
ACR 122	HVAC/R Electric Circuits	3
ACR 123	HVAC/R Electrical Components	3
ACR 210	Troubleshooting HVAC/R Systems	3
CIS 146	Microcomputer Applications	3

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

Item #	Title	Credits
ACR 119	Fundamentals of Gas Heating Systems	3
ACR 147	Refrigerant Transition and Recovery Theory	3
ACR 148	Heat Pump Systems I	3
ACR 149	Heat Pump Systems II	3
ENG 101	English Composition I	3

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

Item #	Title	Credits
	Science/Math Elective	3-4
	Speech	3
PSY 200	General Psychology	3
ACR 132	Residential Air Conditioning	3

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

Item #	Title	Credits
	Humanities/Fine Arts Elective	3
ACR 134	Ice Machines	3
ACR 203	Commercial Refrigeration	3
ACR 209	Commercial Air Conditioning Systems	3
BUS 100	Introduction to Business	3

Air Conditioning/Refrigeration, Certificate

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

The students 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 a certificate in Air Conditioning/Refrigeration. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3

Area V: Required Orientation Courses

Item #	Title	Credits
	ORI 101 or ORT 100	1
CIS 146	Microcomputer Applications	3

Area V: Career and Technical Courses

Item #	Title	Credits
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 Electric Circuits	3
ACR 123	HVAC/R Electrical Components	3
ACR 132	Residential Air Conditioning	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 203	Commercial Refrigeration	3
ACR 209	Commercial Air Conditioning Systems	3
ACR 210	Troubleshooting HVAC/R Systems	3
	Total credits:	**Total Credits 58**

Course Sequencing

Air Conditioning/Refrigeration Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
	ORI 101 or ORT 100	1
	MTH 116 or higher	3
ACR 111	Principles of Refrigeration	3
ACR 112	HVAC/R Service Procedures	3
ACR 113	Refrigeration Piping Practices	3
ACR 121	Principles of Electricity for HVAC/R	3

Air Conditioning/Refrigeration Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
ACR 122	HVAC/R Electric Circuits	3
ACR 123	HVAC/R Electrical Components	3
ACR 210	Troubleshooting HVAC/R Systems	3
CIS 146	Microcomputer Applications	3

Air Conditioning/Refrigeration Certificate Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
ACR 119	Fundamentals of Gas Heating Systems	3
ACR 147	Refrigerant Transition and Recovery Theory	3
ACR 148	Heat Pump Systems I	3
ACR 149	Heat Pump Systems II	3
ENG 101	English Composition I	3

Air Conditioning/Refrigeration Certificate Suggested Course Sequence FOURTH SEMESTER

Item #	Title	Credits
	Speech	3
ACR 132	Residential Air Conditioning	3
ACR 134	Ice Machines	3
ACR 203	Commercial Refrigeration	3
ACR 209	Commercial Air Conditioning Systems	3

Air Conditioning/Refrigeration, STC

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

The students 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 a short certificate in Air Conditioning/Refrigeration. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

Area V: Required Field of Concentration Courses

Item #	Title	Credits
ACR 111	Principles of Refrigeration	3
ACR 112	HVAC/R Service Procedures	3
ACR 119	Fundamentals of Gas Heating Systems	3
ACR 121	Principles of Electricity for HVAC/R	3
ACR 122	HVAC/R Electric Circuits	3
ACR 123	HVAC/R Electrical Components	3
ACR 147	Refrigerant Transition and Recovery Theory	3
ACR 148	Heat Pump Systems I	3
ACR 149	Heat Pump Systems II	3
	Total credits:	**Total Credits 27**

Course Sequencing

Air Conditioning/Refrigeration Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
ACR 111	Principles of Refrigeration	3
ACR 112	HVAC/R Service Procedures	3
ACR 121	Principles of Electricity for HVAC/R	3
ACR 122	HVAC/R Electric Circuits	3
ACR 123	HVAC/R Electrical Components	3

Air Conditioning/Refrigeration Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
ACR 119	Fundamentals of Gas Heating Systems	3
ACR 147	Refrigerant Transition and Recovery Theory	3
ACR 148	Heat Pump Systems I	3
ACR 149	Heat Pump Systems II	3

Automotive Technology, A.A.S.

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.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
MTH 116	Mathematical Applications	3
	Science/Math Elective	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History/Behavioral Science/Social Science Elective	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORT 100 OR ORI 101	1
CIS 146	Microcomputer Applications	3
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 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 263	Hybrid and Electric Vehicles	3
	Total credits:	**Total Credits 64-65**

Course Sequencing

Automotive Technology Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
	ORT 100 OR ORI 101	1
CIS 146	Microcomputer Applications	3
MTH 116	Mathematical Applications	3
ASE 101	Fundamentals of Automotive Technology	3
ASE 112	Electrical Fundamentals	3
ASE 121	Braking Systems	3

Upon successful completion of the all Semester 1 courses students are:

- Eligible to take ASE A-1 Engine Repair Exam
- Eligible to take ASE A-5 Brakes Exam
- Eligible to take ASE A-6 Electrical/Electronics Systems Exam

Automotive Technology Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
ENG 101	English Composition I	3
ASE 122	Steering and Suspension	3
ASE 124	Automotive Engines	3
ASE 130	Drive Train and Axles	3

Upon successful completion of the all Semester 2 courses students are:

- Eligible to take ASE A-4 Steering and Suspension Exam
- Eligible to take ASE A-3 Manual Drive Train and Axles Exam

Automotive Technology Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
	Humanities/Fine Arts Elective	3
ASE 133	Motor Vehicle Air Conditioning	3
ASE 212	Advanced Electrical and Electronic Systems	3
ASE 239	Engine Performance	3

Upon successful completion of the all Semester 3 courses students are:

- Eligible to take ASE A-7 Heating and Air Conditioning Exam

Automotive Technology Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
	Science/Math Elective	3-4
ASE 224	Manual Transmission/Transaxle	3
ASE 230	Automatic Transmission/Transaxle	3
ASE 263	Hybrid and Electric Vehicles	3

Upon successful completion of the all Semester 4 courses students are:

- Eligible to take the ASE A-2 Automatic Transmission/Transaxle Exam
- Eligible to take the ASE L-3 Hybrid/Electric Vehicle Specialist Certification Exam

Automotive Technology Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
	Speech	3
	History/Behavioral Science/Social Science Elective	3
ASE 244	Engine Performance and Diagnostics	3
ASE 246	Automotive Emissions	3

Upon successful completion of the all Semester 5 courses students are:

- Eligible to take ASE A-8 Engine Performance Exam

Automotive Technology, Certificate

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.

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

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
MTH 116	Mathematical Applications	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORT 100 OR ORI 101	1
CIS 146	Microcomputer Applications	3
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 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 263	Hybrid and Electric Vehicles	3
	Total credits:	**Total Credits 55**

Course Sequencing

Automotive Technology Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
ASE 101	Fundamentals of Automotive Technology	3
ASE 112	Electrical Fundamentals	3
ASE 121	Braking Systems	3
CIS 146	Microcomputer Applications	3
MTH 116	Mathematical Applications	3
	ORT 100 OR ORI 101	1

Upon successful completion of all Semester 1 courses students are:

- Eligible to take ASE A-1 Engine Repair Exam
- Eligible to take ASE A-5 Brakes Exam
- Eligible to take ASE A-6 Electrical/Electronic Systems Exam

Automotive Technology Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
ENG 101	English Composition I	3
ASE 122	Steering and Suspension	3
ASE 124	Automotive Engines	3
ASE 130	Drive Train and Axles	3

Upon successful completion of all Semester 2 courses students are:

- Eligible to take ASE A-4 Steering and Suspension Exam
- Eligible to take ASE A-3 Manual Drive Train and Axles Exam

Automotive Technology Certificate Suggested Course Sequence Third Semester

Item #	Title	Credits
	Speech	3
ASE 133	Motor Vehicle Air Conditioning	3
ASE 212	Advanced Electrical and Electronic Systems	3
ASE 239	Engine Performance	3

Upon successful completion of all Semester 3 courses students are:

- Eligible to take ASE A-7 Heating and Air Conditioning Exam

Automotive Technology Certificate Suggested Course Sequence Fourth Semester

Item #	Title	Credits
ASE 224	Manual Transmission/Transaxle	3
ASE 230	Automatic Transmission/Transaxle	3
ASE 244	Engine Performance and Diagnostics	3
ASE 246	Automotive Emissions	3
ASE 263	Hybrid and Electric Vehicles	3

Upon successful completion of all Semester 4 courses students are:

- Eligible to take the ASE A-2 Automatic Transmission/Transaxle Exam
- Eligible to take ASE A-8 Engine Performance Exam
- Eligible to take the L-3 Hybrid/Electric Vehicle Specialist Certification Exam

Automotive Technology, STC

The Automotive Technology short term certificate (STC) program is an entry-level program designed to develop technicians capable of high quality automotive service and maintenance. Courses in this program are carefully articulated with the Automotive Technology Program, allowing students to move on without repeating course work. The STC provides the necessary educational background and practical training to service today's automobiles and light trucks. Theoretical knowledge and practical experience are combined to provide students with the occupational skills needed to be successful. The training certificate program prepares graduates for entry-level positions that include technician or apprentice technician in an automotive dealership, technicians for repair and services establishments. This is a career program designed for students to go directly into the labor market upon completion.

All Automotive Technology programs are accredited by the National Automotive Technicians Education Foundation/Automotive Service Excellence (NATEF/ASE).

Area V: Required Field of Concentration Courses

Item #	Title	Credits
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 133	Motor Vehicle Air Conditioning	3
ASE 239	Engine Performance	3
	Total credits:	**Total Credits 21**

Course Sequencing

Automotive Technology STC Suggested Course Sequence First Semester

Item #	Title	Credits
ASE 101	Fundamentals of Automotive Technology	3
ASE 112	Electrical Fundamentals	3
ASE 121	Braking Systems	3
ASE 122	Steering and Suspension	3

Upon successful completion of the following Semester 1 courses students are:

- Eligible to take ASE A-1 Engine Repair Exam
- Eligible to take ASE A-5 Brakes Exam
- Eligible to take ASSE-6 Electrical/Electronic Systems Exam
- Eligible to take ASE A-4 Steering and Suspension Exam

Automotive Technology Short Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
ASE 124	Automotive Engines	3
ASE 133	Motor Vehicle Air Conditioning	3
ASE 239	Engine Performance	3

Upon successful completion of the following Semester 2 courses students are:

- Eligible to take ASE A-7 Heating and Air Conditioning Exam
- Eligible to take ASE A-8 Engine Performance Exam

Basic Automotive, Truck, and Tractor Service and Repair, STC

This short certificate (STC) program of study provides students with skills, knowledge, and hands-on experience in the automotive, truck and tractor service, maintenance and repair industry. Today a technician must possess excellent critical thinking skills, computer skills, mechanical skills, working knowledge of electronics and be able to diagnose complex problems, and be committed to keeping pace with future advancements.

Successful completion of the program prepares graduates for employment as a service/ maintenance technician, parts manager, or sales and service representative in the field of automotive, truck and tractor service and repair.

Item #	Title	Credits
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 239	Engine Performance	3
ASE 291	Co-op	3
	Total credits:	**Total Credits 27**

Course Sequencing

Basic Automotive, Truck, and Tractor Service and Repair Suggested Course Sequence First Semester

Item #	Title	Credits
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

Upon successful completion of all Semester 1 courses students are:

- Eligible to take ASE A-1 Engine Repair Exam
- Eligible to take ASE A-5 Brakes Exam
- Eligible to take ASE A-6 Electrical/Electronic Systems Exam
- Eligible to take ASE A-4 Steering and Suspension Exam

Basic Automotive, Truck, and Tractor Service and Repair Suggested Course Sequence Second Semester

Item #	Title	Credits
ASE 130	Drive Train and Axles	3
ASE 133	Motor Vehicle Air Conditioning	3
ASE 239	Engine Performance	3
ASE 291	Co-op	3

Upon successful completion of all Semester 2 courses students are:

- Eligible to take ASE A-7 Heating and Air Conditioning Exam
- Eligible to take ASE A-8 Engine Performance Exam

Lube Technician, STC

The Lube Technician program is an entry-level program designed for automotive-minded students, enabling them to learn the skills essential to enter the field of automotive preventative services. Lube Technicians have entry-level skills in a variety of service areas. Courses in this program are carefully articulated with the Automotive Technology Program, allowing students to move on without repeating course work. The short term certificate (STC) program provides the necessary educational background and practical training to service today's automobiles and light trucks. Theoretical knowledge and practical experience are combined to provide students with the occupational skills needed to be successful. The Lube Tech STC covers inspection and maintenance of automotive brakes, steering and suspension components, and provides instruction on express lube services. The lab courses feature hands-on learning with lab mockups and vehicles.

All Automotive Technology programs are accredited by the National Automotive Technicians Education Foundation/Automotive Service Excellence (NATEF/ASE).

Area V: Required Field of Concentration Courses

Item #	Title	Credits
ASE 101	Fundamentals of Automotive Technology	3
ASE 112	Electrical Fundamentals	3
ASE 121	Braking Systems	3
ASE 122	Steering and Suspension	3
	Total credits:	**Total Credits 12**

Course Sequencing

Lube Technician Short Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
ASE 101	Fundamentals of Automotive Technology	3
ASE 112	Electrical Fundamentals	3
ASE 121	Braking Systems	3
ASE 122	Steering and Suspension	3

Upon successful completion of the following Semester 1 courses students are:

- Eligible to take ASE A-1 Engine Repair Exam
- Eligible to take ASE A-5 Brakes Exam
- Eligible to take ASSE-6 Electrical/Electronic Systems Exam
- Eligible to take ASE A-4 Steering and Suspension Exam

Business Technologies, A.A.S.

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 can be earned in Business Technologies with major concentrations in Accounting Technology, Office Administration, or Business Management & Supervision. 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.

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

After completing the Core Technical Course Requirements listed in Areas 1-V, students may choose from the following concentrations: Accounting Technology, Office Administration, or Business Management & Supervision.

**Remediation courses for CIS 146 or OAD 103 are identified after student testing.*

Program: Business Technologies
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
	Science/Math Elective	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	ECO 231 or ECO 232	3

Area V: Career and Technical Courses

Item #	Title	Credits
BUS 100	Introduction to Business	3
BUS 146	Personal Finance	3
BUS 215	Business Communications	3
BUS 241	Principles of Accounting I	3
BUS 245	Accounting with Quickbooks	3
BUS 263	The Legal and Social Environment of Business	3
BUS 275	Principles of Management	3
BUS 285	Principles of Marketing	3
CIS 113	Spreadsheet Software Applications	3
CIS 146	Microcomputer Applications	3
OAD 103	Intermediate Keyboarding	3
	ORI 101 or 105 or ORT100	1-3

ACCOUNTING TECHNOLOGY CONCENTRATION

Item #	Title	Credits
ACC 129	Individual Income Taxes	3
ACT 249	Payroll Accounting	3
BUS 242	Principles of Accounting II	3
BUS 248	Managerial Accounting	3

BUSINESS MANAGEMENT & SUPERVISION CONCENTRATION

Item #	Title	Credits
BUS 186	Elements of Supervision	3
BUS 242	Principles of Accounting II	3
BUS 248	Managerial Accounting	3
BUS 279	Small Business Management	3

OFFICE ADMINISTRATION CONCENTRATION

Item #	Title	Credits
ACT 249	Payroll Accounting	3
OAD 125	Word Processing	3
OAD 138	Records/Information Management	3
	OAD 217 OR OAD 104	3
	Total credits:	**Total Credits 61-64**

Course Sequencing

Accounting Technology Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
ENG 101	English Composition I	3
BUS 100	Introduction to Business	3
BUS 241	Principles of Accounting I	3
OAD 103	Intermediate Keyboarding	3
	ORI 101 or 105 or ORT100	1-3

Accounting Technology Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
BUS 242	Principles of Accounting II	3
BUS 245	Accounting with Quickbooks	3
CIS 146	Microcomputer Applications	3
	MTH 116 or higher	3

Accounting Technology Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
	ECO 231 or ECO 232	3
BUS 146	Personal Finance	3
BUS 215	Business Communications	3
BUS 275	Principles of Management	3

Accounting Technology Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
ACC 129	Individual Income Taxes	3
ACT 249	Payroll Accounting	3
BUS 263	The Legal and Social Environment of Business	3
	Speech	3

Accounting Technology Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
	Science/Math Elective	3-4
BUS 248	Managerial Accounting	3
BUS 285	Principles of Marketing	3
CIS 113	Spreadsheet Software Applications	3

Business Management & Supervision Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
BUS 100	Introduction to Business	3
BUS 241	Principles of Accounting I	3
ENG 101	English Composition I	3
OAD 103	Intermediate Keyboarding	3
	ORI 101 or 105 or ORT100	1-3

Business Management & Supervision Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
BUS 186	Elements of Supervision	3
BUS 242	Principles of Accounting II	3
BUS 245	Accounting with Quickbooks	3
CIS 146	Microcomputer Applications	3

Business Management & Supervision Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
BUS 146	Personal Finance	3
BUS 215	Business Communications	3
	ECO 231 or ECO 232	3
OAD 125	Word Processing	3

Business Management & Supervision Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
BUS 263	The Legal and Social Environment of Business	3
BUS 275	Principles of Management	3
	MTH 116 or higher	3
	Speech	3

Business Management & Supervision Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
BUS 248	Managerial Accounting	3
BUS 279	Small Business Management	3
CIS 113	Spreadsheet Software Applications	3
	Science/Math Elective	3-4

Office Administration Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
BUS 100	Introduction to Business	3
BUS 241	Principles of Accounting I	3
ENG 101	English Composition I	3
OAD 103	Intermediate Keyboarding	3
	ORI 101 or 105 or ORT100	1-3

Office Administration Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
BUS 245	Accounting with Quickbooks	3
CIS 146	Microcomputer Applications	3
	MTH 116 or higher	3
	OAD 217 OR OAD 104	3

Office Administration Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
BUS 146	Personal Finance	3
BUS 215	Business Communications	3
BUS 285	Principles of Marketing	3
	ECO 231 or ECO 232	3

Office Administration Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
ACT 249	Payroll Accounting	3
BUS 275	Principles of Management	3
OAD 138	Records/Information Management	3
	Speech	3

Office Administration Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
BUS 263	The Legal and Social Environment of Business	3
CIS 113	Spreadsheet Software Applications	3
CIS 117	Database Management Software Applications	3
	Science/Math Elective	3-4

Business Technologies Short Certificates

Program: Business Technologies
Type: Short Certificate

Accounting Technology Short Certificate

Item #	Title	Credits
ACT 249	Payroll Accounting	3
ACC 129	Individual Income Taxes	3
BUS 241	Principles of Accounting I	3
BUS 242	Principles of Accounting II	3
BUS 248	Managerial Accounting	3
BUS 245	Accounting with Quickbooks	3

Business Management & Supervision Short Certificate

Item #	Title	Credits
BUS 186	Elements of Supervision	3
BUS 215	Business Communications	3
BUS 241	Principles of Accounting I	3
BUS 275	Principles of Management	3
BUS 279	Small Business Management	3
CIS 146	Microcomputer Applications	3

Office Administration Short Certificate

Item #	Title	Credits
BUS 215	Business Communications	3
CIS 146	Microcomputer Applications	3
OAD 103	Intermediate Keyboarding	3
OAD 125	Word Processing	3
OAD 138	Records/Information Management	3
	OAD 217 OR OAD 104	3
	Total credits:	**Total Credits 18**

Child Development, A.A.S.

The Child Development program prepares students for employment in the field of Early Care and Education of children. The program is designed to provide students with the 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 teaching assistants in public school systems.

This program is 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.

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 Troy University's College of Education, 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.

Program: Child Development
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
	Natural Sciences Elective	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORI 101 or 105 or ORT100	1-3
CIS 146	Microcomputer Applications	3
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 206	Children’s Health and Safety	3
CHD 209	Infant and Toddler Education Programs	3
CHD 210	Educating Exceptional Children	3
CHD 213	Child Development Trends Seminar	3
CHD 214	Families and Communities in Early Care and Education Programs	3
CHD 215	Supervised Practical Experience in Child Development	3
CHD 217	Math and Science for Young Children	3
CHD 222	Social Studies for Children	3

	Total credits:	**Total Credits 62-64**

Course Sequencing

Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
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
ENG 101	English Composition I	3
	ORI 101 or 105 or ORT100	1-3

After successful completion all Semester 1 courses students will be:

- Eligible for CDA Certification

Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Young Children	3
	MTH 116 or higher	3
CIS 146	Microcomputer Applications	3

Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
CHD 206	Children's Health and Safety	3
CHD 217	Math and Science for Young Children	3
	Humanities/Fine Arts Elective	3
	Speech	3

After successful completion all Semester 3 courses students will be:

- Eligible for State of Alabama Child Abuse Mandated Reporter Training Certification

Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
CHD 210	Educating Exceptional Children	3
CHD 213	Child Development Trends Seminar	3
CHD 214	Families and Communities in Early Care and Education Programs	3
	Natural Science Elective	4

Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
CHD 209	Infant and Toddler Education Programs	3
CHD 215	Supervised Practical Experience in Child Development	3
CHD 222	Social Studies for Children	3
PSY 200	General Psychology	3

Child Development Field Experience Requirements

As a Child Development student, you will be expected to complete field experience observation and participation in childcare programs throughout your CHD courses. According to the Child Care Licensing and Performance Standards for Day Care and Nighttime Centers Regulations and Procedures from the Alabama Department of Human Resources, staff including substitutes and volunteers must meet the following minimum qualifications for records (page 42-43).

Required records include:

- DHR staff application (DH-CDC-1947)
- Three references (DHR-CDC-1948)
- Request for Clearance of State Central Registry on Child Abuse/Neglect (DHR-DFC-1598)
- Criminal History Background Check including Alabama Bureau of Investigations Fingerprint Clearance (Code of Alabama 1975, Title 38, Chapter 13, effective November 1, 2000)
- Medical examination including TB Test (DHR-CDC-737)
- CPR certification (*Students can take the course through the College by registering for EMS 100 concurrently with the initial registration in Child Development (CHD) courses.)*

Students cannot begin field experience observation and participation in childcare programs until CHD instructor has verified records. Students will keep records in their Student Learning Opportunities (SLO) Portfolio and make available to CHD instructors each semester.

Child Development, Certificate

The Child Development certificate program 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 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 Troy University's College of Education, 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.

Program: Child Development
Type: Certificate

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORI 101 or 105 or ORT100	1-3
CIS 146	Microcomputer Applications	3
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 206	Children's Health and Safety	3
CHD 213	Child Development Trends Seminar	3
CHD 214	Families and Communities in Early Care and Education Programs	3
CHD 217	Math and Science for Young Children	3
	CHD 202 or CHD 209 or CHD 210 or CHD 222	3
	Total credits:	**Total Credits 40-42**

Course Sequencing

Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
CHD 100	Introduction to Early Care and Education of Children	3
CHD 201	Child Growth and Development Principles	3
	CHD 202 or CHD 209 or CHD 210 or CHD 222	3
ENG 101	English Composition I	3
	ORI 101 or 105 or ORT100	1-3

After successful completion all Semester 1 courses students will be:

- Eligible for CDA Certification

Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
CHD 203	Children's Literature and Language Development	3
CHD 204	Methods and Materials for Teaching Young Children	3
CIS 146	Microcomputer Applications	3
	MTH 116 or higher	3

Certificate Suggested Course Sequence Third Semester

Item #	Title	Credits
CHD 206	Children's Health and Safety	3
CHD 213	Child Development Trends Seminar	3
CHD 214	Families and Communities in Early Care and Education Programs	3
CHD 217	Math and Science for Young Children	3
	Speech	3

After successful completion all Semester 3 courses students will be:

- Eligible for State of Alabama Child Abuse Mandated Reporter Training Certification

Pre-K Endorsement, STC

The Child Development program prepares students for employment in the field of Early Care and Education of children. The program is designed to provide students with the 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 teaching assistants in public school systems.

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

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.

Program: Child Development
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
CHD 100	Introduction to Early Care and Education of Children	3
CHD 201	Child Growth and Development Principles	3
	CHD 202 or CHD 203 or CHD 204 or CHD 206 or CHD 209, or CHD 210, or CHD 213, or CHD 214, or CHD 217, or CHD 222	3
	Total credits:	**Total Credits 9**

Course Sequencing

First Semester Suggested Course Sequence

Item #	Title	Credits
CHD 100	Introduction to Early Care and Education of Children	3
CHD 201	Child Growth and Development Principles	3
	CHD 202 or CHD 203 or CHD 204 or CHD 206 or CHD 209, or CHD 210, or CHD 213, or CHD 214, or CHD 217, or CHD 222	3

After successful completion all Semester 1 courses students will be:

- Eligible for CDA Educational Certification

Child Development Field Experience Requirements

As a Child Development student, you will be expected to complete field experience observation and participation in childcare programs throughout your CHD courses. According to the Child Care Licensing and Performance Standards for Day Care and Nighttime Centers Regulations and Procedures from the Alabama Department of
Human Resources, staff including substitutes and volunteers must meet the following minimum qualifications for records (page 42-43).

Required records include:

- DHR staff application (DH-CDC-1947)
- Three references (DHR-CDC-1948)
- Request for Clearance of State Central Registry on Child Abuse/Neglect (DHR-DFC-1598)
- Criminal History Background Check including Alabama Bureau of Investigations Fingerprint Clearance (Code of Alabama 1975, Title 38, Chapter 13, effective November 1, 2000)
- Medical examination including TB Test (DHR-CDC-737)
- CPR certification (*Students can take the course through the College by registering for EMS 100 concurrently with the initial registration in Child Development (CHD) courses.)*

Students cannot begin field experience observation and participation in childcare programs until CHD instructor has verified records. Students will keep records in their Student Learning Opportunities (SLO) Portfolio and make available to CHD instructors each semester.

Computer Information Science, A.A.S.

After completing the Core Technical Course Requirements in Areas I-V, students will choose from the following concentrations: Cyber Defense, Google IT Support Professional, Mobile App Development, or Software Development.

Program: Computer Information Science
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
MTH 100	Intermediate College Algebra	3
	Science/Math Elective	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History/Behavioral Science/Social Science Elective	3

Area V: Career and Technical Courses

Item #	Title	Credits
CIS 113	Spreadsheet Software Applications	3
CIS 117	Database Management Software Applications	3
CIS 134	IT Fundamentals	3
CIS 146	Microcomputer Applications	3
CIS 150	Introduction to Computer Logic and Programming	3
CIS 161	Introduction to Networking Communications	3
CIS 171	Linux I	3
CIS 182	Help Desk Applications	3
CIS 202	Python Programming	3
CIS 207	Web Development	3
CIS 245	Cyber Defense	3
CIS 268	Software Support	3
CIS 269	Hardware Support	3
	ORI 101 OR ORI 105	1-3

CYBER DEFENSE CONCENTRATION

Item #	Title	Credits
CIS 246	Ethical Hacking	3
CIS 280	Network Security	3
CIS 282	Computer Forensics	3

GOOGLE IT SUPPORT PROFESSIONAL CONCENTRATION

Item #	Title	Credits
CIS 120	Google IT Professional Support I—Technical Support Fundamentals	2
CIS 121	Google IT Professional Support II—Computer Networking	2
CIS 122	Google IT Professional Support III—Operating Systems	2
CIS 123	Google IT Professional Support IV—System Administration and IT Infrastructure	2
CIS 124	Google IT Professional Support V—IT Security	2

MOBILE APP DEVELOPMENT CONCENTRATION

Item #	Title	Credits
CIS 155	Introduction to Mobile App Development	3
CIS 219	Android App Development	3
CIS 285	Object-Oriented Programming	3

SOFTWARE DEVELOPMENT CONCENTRATION

Item #	Title	Credits
CIS 251	C++ Programming	3
CIS 285	Object-Oriented Programming	3
CIS 212	Visual Basic Programming	3
	Total credits:	**Total Credits 64-68**

Course Sequencing

Cyber Defense Associate in Applied Science Degree Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
ENG 101	English Composition I	3
MTH 100	Intermediate College Algebra	3
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
CIS 150	Introduction to Computer Logic and Programming	3

Cyber Defense Associate in Applied Science Degree Suggested Course SECOND SEMESTER

Item #	Title	Credits
CIS 134	IT Fundamentals	3
CIS 171	Linux I	3
CIS 202	Python Programming	3
CIS 268	Software Support	3
	Science/Math Elective	3-4

Cyber Defense Associate in Applied Science Degree Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
CIS 161	Introduction to Networking Communications	3
CIS 245	Cyber Defense	3
	Speech	3
	History/Behavioral Science/Social Science Elective	3

Cyber Defense Associate in Applied Science Degree Suggested Course Sequence FOURTH SEMESTER

Item #	Title	Credits
CIS 113	Spreadsheet Software Applications	3
CIS 207	Web Development	3
CIS 280	Network Security	3
CIS 282	Computer Forensics	3

Cyber Defense Associate in Applied Science Degree Suggested Course Sequence FIFTH SEMESTER

Item #	Title	Credits
CIS 117	Database Management Software Applications	3
CIS 182	Help Desk Applications	3
CIS 246	Ethical Hacking	3
CIS 269	Hardware Support	3

Google IT Support Professional Associate in Applied Science Degree Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
ENG 101	English Composition I	3
MTH 100	Intermediate College Algebra	3
CIS 146	Microcomputer Applications	3
CIS 150	Introduction to Computer Logic and Programming	3
	ORI 101 OR ORI 105	1-3

Google IT Support Professional Associate in Applied Science Degree Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
CIS 134	IT Fundamentals	3
CIS 171	Linux I	3
CIS 202	Python Programming	3
CIS 268	Software Support	3
	Science/Math Elective	3-4

Google IT Support Professional Associate in Applied Science Degree Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
CIS 120	Google IT Professional Support I—Technical Support Fundamentals	2
CIS 121	Google IT Professional Support II—Computer Networking	2
CIS 161	Introduction to Networking Communications	3
CIS 245	Cyber Defense	3
	Speech	3

Google IT Support Professional Associate in Applied Science Degree Suggested Course Sequence FOURTH SEMESTER

Item #	Title	Credits
CIS 113	Spreadsheet Software Applications	3
CIS 122	Google IT Professional Support III—Operating Systems	2
CIS 123	Google IT Professional Support IV—System Administration and IT Infrastructure	2
CIS 207	Web Development	3

Google IT Support Professional Associate in Applied Science Degree Suggested Course Sequence FIFTH SEMESTER

Item #	Title	Credits
CIS 117	Database Management Software Applications	3
CIS 124	Google IT Professional Support V—IT Security	2
CIS 182	Help Desk Applications	3
CIS 269	Hardware Support	3
	History/Behavioral Science/Social Science Elective	3

Mobile App Development Associate in Applied Science Degree Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
ENG 101	English Composition I	3
MTH 100	Intermediate College Algebra	3
CIS 146	Microcomputer Applications	3
CIS 150	Introduction to Computer Logic and Programming	3
	ORI 101 OR ORI 105	1-3

Mobile App Development Associate in Applied Science Degree Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
CIS 134	IT Fundamentals	3
CIS 171	Linux I	3
CIS 202	Python Programming	3
CIS 268	Software Support	3
	Science/Math Elective	3-4

Mobile App Development Associate in Applied Science Degree Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
CIS 155	Introduction to Mobile App Development	3
CIS 161	Introduction to Networking Communications	3
CIS 245	Cyber Defense	3
	Speech	3

Mobile App Development Associate in Applied Science Degree Suggested Course Sequence FOURTH SEMESTER

Item #	Title	Credits
CIS 113	Spreadsheet Software Applications	3
CIS 207	Web Development	3
CIS 219	Android App Development	3
	History/Behavioral Science/Social Science Elective	3

Mobile App Development Associate in Applied Science Degree Suggested Course Sequence FIFTH SEMESTER

Item #	Title	Credits
CIS 117	Database Management Software Applications	3
CIS 182	Help Desk Applications	3
CIS 269	Hardware Support	3
CIS 285	Object-Oriented Programming	3

Software Development Associate in Applied Science Degree Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
ENG 101	English Composition I	3
MTH 100	Intermediate College Algebra	3
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
CIS 150	Introduction to Computer Logic and Programming	3

Software Development Associate in Applied Science Degree Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
CIS 134	IT Fundamentals	3
CIS 171	Linux I	3
CIS 202	Python Programming	3
CIS 268	Software Support	3
	Science/Math Elective	3-4

Software Development Associate in Applied Science Degree Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
CIS 161	Introduction to Networking Communications	3
CIS 245	Cyber Defense	3
	Speech	3
	History/Behavioral Science/Social Science Elective	3

Software Development Associate in Applied Science Degree Suggested Course Sequence FOURTH SEMESTER

Item #	Title	Credits
CIS 113	Spreadsheet Software Applications	3
CIS 207	Web Development	3
CIS 251	C++ Programming	3
CIS 212	Visual Basic Programming	3

Software Development Associate in Applied Science Degree Suggested Course Sequence FIFTH SEMESTER

Item #	Title	Credits
CIS 117	Database Management Software Applications	3
CIS 182	Help Desk Applications	3
CIS 269	Hardware Support	3
CIS 285	Object-Oriented Programming	3

Computer Information Science Short Certificates

Program: Computer Information Science
Type: Short Certificate

Computer Technician Short Certificate

Item #	Title	Credits
CIS 161	Introduction to Networking Communications	3
CIS 182	Help Desk Applications	3
CIS 268	Software Support	3
CIS 269	Hardware Support	3

Cyber Defense Short Certificate

Item #	Title	Credits
CIS 245	Cyber Defense	3
CIS 246	Ethical Hacking	3
CIS 282	Computer Forensics	3

Google IT Support Professional Short Certificate

Item #	Title	Credits
CIS 120	Google IT Professional Support I—Technical Support Fundamentals	2
CIS 121	Google IT Professional Support II—Computer Networking	2
CIS 122	Google IT Professional Support III—Operating Systems	2
CIS 123	Google IT Professional Support IV—System Administration and IT Infrastructure	2
CIS 124	Google IT Professional Support V—IT Security	2
CIS 182	Help Desk Applications	3

Mobile App Development Short Certificate

Item #	Title	Credits
CIS 155	Introduction to Mobile App Development	3
CIS 219	Android App Development	3
CIS 285	Object-Oriented Programming	3

Networking Essentials Short Certificate

Item #	Title	Credits
CIS 161	Introduction to Networking Communications	3
CIS 171	Linux I	3
CIS 280	Network Security	3

Programming Essentials Short Certificate

Item #	Title	Credits
CIS 150	Introduction to Computer Logic and Programming	3
CIS 202	Python Programming	3
CIS 285	Object-Oriented Programming	3

Software Applications Short Certificate

Item #	Title	Credits
CIS 113	Spreadsheet Software Applications	3
CIS 117	Database Management Software Applications	3
CIS 146	Microcomputer Applications	3

Web Development Essentials

Item #	Title	Credits
CIS 150	Introduction to Computer Logic and Programming	3
CIS 202	Python Programming	3
CIS 207	Web Development	3
	Total credits:	**Total Credits 9-13**

Cosmetology, Certificate

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 activities. Lectures, videos, and demonstrations are used to enhance instruction and to provide networking opportunities with industry experts. The Salon and Spa Management program can be completed in as little as 12 months, or 3 semesters.

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

NOTE: A minimum grade of "C" in the all COS prefix courses is required for a student to enroll in COS prefix courses for the next term and for graduation. Students must complete the entire program curriculum, to include all academic courses, to be eligible to sit for the Alabama Board of Cosmetology exam. Students who withdraw from the program must re-enter the program within a period of 12 months or start over with the first term of COS prefix courses. All students enrolled in the program must have books, kit and other required supplies within the first week of class. After graduation or leaving the program for any reason, students will have 30 days to pick up any personal materials and supplies left in the department. Materials and supplies not picked up will be disposed of.

Program: Cosmetology
Type: Certificate

Area I: Written Composition

Item #	Title	Credits
	COM 103 or ENG 101	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	SPC 103 OR SPH 106 OR SPH 107	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MAH 101 or MTH 116 or MTH 100	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORT 100 OR ORI 101	1
	DPT 103 or CIS 146	3
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
	Total credits:	**Total Credits 49**

Course Sequencing

Cosmetology Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
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
	COM 103 or ENG 101	3
	ORT 100 OR ORI 101	1
	SPC 103 OR SPH 106 OR SPH 107	3

Cosmetology Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
COS 115	Hair Color Theory	3
COS 116	Hair Color Lab	3
COS 181	Special Topics Theory	3
COS 182	Special Topics Lab	3
	MAH 101 or MTH 116 or MTH 100	3
	DPT 103 or CIS 146	3

Cosmetology Certificate Suggested Course Sequence Third Semester

Item #	Title	Credits
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

After successful completion all courses students will be:

- Eligible to sit for Alabama Board of Cosmetology and Barbering Licensure Exam for Cosmetology

Criminal Justice Forensic Concentration, A.A.S.

The Criminal Justice 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 Forensic Technician, Police 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.

To receive an associate in applied science degree, students must complete General Education core requirements, orientation requirements, and the appropriate career and technical courses. Students transferring into a Criminal Justice baccalaureate program should follow the associate in science in Criminal Justice degree plan in the University-Parallel Programs section this catalog.

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

Program: Criminal Justice
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
SPH 107	Fundamentals of Public Speaking	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
	Natural Sciences Elective	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORI 101 or 105 or ORT100	1-3
ORI 104	Workkeys® Assessment and Advisement	1
CIS 146	Microcomputer Applications	3
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 178	Narcotics and Dangerous Drugs	3
CRJ 208	Introduction to Criminology	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 280 OR CRJ 290	3
	Total credits:	**Total Credits 66-68**

Course Sequencing

Criminal Justice - Forensic Concentration Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
CRJ 100	Introduction to Criminal Justice	3
CRJ 140	Criminal Law and Procedure	3
CRJ 146	Criminal Evidence	3
CRJ 147	Constitutional Law	3
	ORI 101 or 105 or ORT100	1-3

Criminal Justice - Forensic Concentration Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
CRJ 178	Narcotics and Dangerous Drugs	3
CRJ 208	Introduction to Criminology	3
PSY 200	General Psychology	3
ENG 101	English Composition I	3

Criminal Justice - Forensic Concentration Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
CRJ 220	Criminal Investigation	3
CRJ 227	Homicide Investigation	3
CRJ 230	Criminalistics	3
CRJ 238	Crime Scene Investigation	3
SPH 107	Fundamentals of Public Speaking	3

Criminal Justice - Forensic Concentration Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
CRJ 226	Fingerprint Science	3
CRJ 236	Advanced Criminalistics	3
CRJ 237	Forensic Photography	3
	CRJ 280 OR CRJ 290	3

After successful completion of CRJ 290 students will be:

- Eligible for FAA 107 Remote Pilot Licensure Examination

Criminal Justice - Forensic Concentration Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
	Humanities/Fine Arts Elective	3
MTH 116	Mathematical Applications	3
	Natural Sciences Elective	4
ORI 104	Workkeys® Assessment and Advisement	1

Criminal Justice Law Enforcement Concentration, A.A.S.

The Criminal Justice 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.

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, 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.

To receive an associate in applied science degree, students must complete General Education core requirements, orientation requirements, and the career and technical courses. Students transferring into a Criminal Justice baccalaureate program should follow the associate in science in Criminal Justice degree plan in the University-Parallel Programs section this catalog.

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

Program: Criminal Justice
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
SPH 107	Fundamentals of Public Speaking	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
	Natural Sciences Elective	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Note: For information regarding Police Academy Credit, refer to the Credit for Non-Traditional Learning section in this catalog.

Item #	Title	Credits
	ORI 101 or 105 or ORT100	1-3
ORI 104	Workkeys® Assessment and Advisement	1
CIS 146	Microcomputer Applications	3
CRJ 100	Introduction to Criminal Justice	3
CRJ 110	Introduction to Law Enforcement	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 178	Narcotics and Dangerous Drugs	3
CRJ 208	Introduction to Criminology	3
CRJ 209	Juvenile Delinquency	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
	CRJ 280 OR CRJ 290	3

	Total credits:	**Total Credits 69-71**

Course Sequencing

Criminal Justice - Law Enforcement Concentration Associate in Applied Science Degree First Semester

Item #	Title	Credits
CRJ 100	Introduction to Criminal Justice	3
CRJ 140	Criminal Law and Procedure	3
CRJ 146	Criminal Evidence	3
CRJ 147	Constitutional Law	3
	ORI 101 or 105 or ORT100	1-3

Criminal Justice - Law Enforcement Concentration Associate in Applied Science Degree Second Semester

Item #	Title	Credits
CRJ 178	Narcotics and Dangerous Drugs	3
CRJ 208	Introduction to Criminology	3
PSY 200	General Psychology	3
ENG 101	English Composition I	3

Criminal Justice - Law Enforcement Concentration Associate in Applied Science Degree Third Semester

Item #	Title	Credits
CRJ 220	Criminal Investigation	3
CRJ 227	Homicide Investigation	3
CRJ 230	Criminalistics	3
CRJ 238	Crime Scene Investigation	3
SPH 107	Fundamentals of Public Speaking	3

Criminal Justice - Law Enforcement Concentration Associate in Applied Science Degree Fourth Semester

Item #	Title	Credits
CRJ 110	Introduction to Law Enforcement	3
CRJ 150	Introduction to Corrections	3
CRJ 209	Juvenile Delinquency	3
CRJ 239	Issues in Law Enforcement	3
	CRJ 280 OR CRJ 290	3

After successful completion of CRJ 290 students will be:

- Eligible for FAA 107 Remote Pilot Licensure Examination

Criminal Justice - Law Enforcement Concentration Associate in Applied Science Degree Fifth Semester

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
	Humanities/Fine Arts Elective	3
	MTH 116 or higher	3
	Natural Sciences Elective	4
ORI 104	Workkeys® Assessment and Advisement	1

Criminal Justice Fundamentals, STC addendum can be found on the last page of this PDF.

Electrical Technology, A.A.S.

The Electrical Technology program prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair electric apparatus and systems such as residential, commercial, and industrial electric-power wiring; and DC and AC motors, controls, and electrical distribution panels.

Program: Electrical Technology
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
PHS 112	Physical Science II	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORT 100 OR ORI 101	1
CIS 146	Microcomputer Applications	3
WKO 110	NCCER Core	3
	ELT 108 OR INT 101	3
	ELT 109 OR INT 103	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 132	Commercial/Industrial Wiring II	3
	ELT 209 or INT 113	3
	ELT 212 or INT 213	3
ELT 221	Electronics for Electricians	3
ELT 224	Security and Alarm Systems	3
ELT 225	Smart House Wiring	3
	ELT 231 OR INT 184	3
	Total credits:	**Total Credits 68**

Course Sequencing

Electrical Technology Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
	ELT 108 OR INT 101	3
ELT 110	Wiring Methods	3
	MTH 116 or higher	3
	ORT 100 OR ORI 101	1
WKO 110	NCCER Core	3

Electrical Technology Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
	ELT 109 OR INT 103	3
ELT 114	Residential Wiring Methods I	3
ELT 117	AC/DC Machines	3
ENG 101	English Composition I	3
	Humanities/Fine Arts Elective	3

Electrical Technology Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
ELT 115	Residential Wiring Methods II	3
ELT 118	Commercial/Industrial Wiring I	3
ELT 221	Electronics for Electricians	3
ELT 225	Smart House Wiring	3

Electrical Technology Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
ELT 132	Commercial/Industrial Wiring II	3
	ELT 209 or INT 113	3
	ELT 231 OR INT 184	3
PSY 200	General Psychology	3
	Speech	3

Electrical Technology Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
	ELT 212 or INT 213	3
ELT 224	Security and Alarm Systems	3
PHS 112	Physical Science II	4

Electrical Technology, STC

The Electrical Technology short certificate program prepares students for job entry employment in basic residential and commercial wiring.

Program: Electrical Technology
Type: Short Certificate

Area V: Career and Technical Courses

Item #	Title	Credits
	ELT 108 OR INT 101	3
	ELT 109 OR INT 103	3
ELT 110	Wiring Methods	3
ELT 114	Residential Wiring Methods I	3
ELT 117	AC/DC Machines	3
ELT 118	Commercial/Industrial Wiring I	3
	ELT 209 or INT 113	3
	ELT 231 OR INT 184	3
	Total credits:	**Total Credits 24**

Course Sequencing

Electrical Technology Short Certificate First Semester

Item #	Title	Credits
	ELT 108 OR INT 101	3
	ELT 109 OR INT 103	3
ELT 110	Wiring Methods	3
ELT 114	Residential Wiring Methods I	3

Electrical Technology Short Certificate Second Semester

Item #	Title	Credits
ELT 117	AC/DC Machines	3
	ELT 209 or INT 113	3
	ELT 231 OR INT 184	3
ELT 118	Commercial/Industrial Wiring I	3

Emergency Medical Services - Paramedic AAS Degree Curriculum

The Emergency Medical Services (EMS) program is designed to provide the student with theory, demonstration, and experiential laboratory in Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and Paramedic. The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355-113th Street, North 7709, Seminole, Florida 33775 (727-210-2350), www.caahep.org, on recommendation of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). 8301 Lakeview Parkway, Suite 111-312. Rowlett, Texas 75088 (214-703-8992).

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. To aid in program success, it is advisable that any identified developmental needs be completed prior to enrollment in an EMS-prefix program course.

Students must possess the appropriate level of State licensure (EMT for Advanced EMT and Advanced EMT for Paramedic) in order to participate in clinical activities at the next level. Students must possess an unencumbered State of Alabama EMT license no later than midterm and prior to attending clinical in AEMT. Students unable to achieve the previous level of licensure by mid-term must withdraw from the clinical course. Students entering the paramedic level must possess an unencumbered State of Alabama AEMT license prior to entering paramedic courses. In the event that AEMT training was completed less than 60 days prior to the beginning of the term, students will be allowed conditional admission until mid-term of the first paramedic semester to present an Alabama AEMT license. Clinical attendance will not be allowed until an Alabama AEMT License has been presented. Any student who is unable to meet licensure requirements by the stated deadline must withdraw from all EMS-prefix courses which contain a clinical component and will not be allowed to progress in the paramedic curriculum. Costs associated with licensure are the responsibility of the applicant.

Students are admitted to the EMT, Advanced EMT, and Paramedic programs throughout the year. The Paramedic program runs continuously, including summer term. Admission is conditional and depends on the student's ability to meet specific elements associated with program eligibility. Students must be able 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 and published on the College website, www.wallace.edu. Reasonable accommodations are considered.

Completion of a physical examination and proof of required laboratory and immunization documentation will be required upon program admission. All associated costs are the responsibility of the student.

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. Health insurance coverage is strongly recommended, as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

Students transferring to Wallace Community College who have successfully completed EMT or Advanced EMT training are eligible to apply for acceptance into the Advanced EMT or Paramedic concentrations, respectively.

Unconditional admission to the Advanced EMT and Paramedic components of the EMS program also requires possession of an unencumbered State of Alabama EMT and AEMT license, respectively.

GRADING SCALE

EMS-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

PROGRESSION

Students in EMT, Advanced EMT, and Paramedic must achieve a grade of C or better in all EMS curriculum required courses (Areas I-V) and a cumulative 2.0 grade point average at Wallace Community College to receive a short certificate, certificate or associate in applied science degree. Prior to participation in Advanced EMT clinical training each student must have successfully completed an EMT program and possess an unencumbered State of Alabama EMT license. Prior to entering Paramedic level courses in either the A.A.S., Certificate, or Short Certificate options, students must possess a valid unencumbered State of Alabama Advanced EMT license. Prior to entry in the A.A.S. or long certificate options, students must have completed BIO201, Anatomy and Physiology I, with a grade of C or higher. MTH 100, ENG 101, SPH 106/107, and CIS 146 or documented computer competency must be completed prior to entering the last semester of the paramedic certificate curriculum. All EMS students must maintain American Heart Association Basic Life Support (BLS) certification at the Healthcare Provider Level.

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. No more than 15 months may lapse between attempts at courses in the 200-level paramedic sequence without a repeat of the entire field of concentration curriculum sequence. 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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

LICENSURE

Preparation for three licensure levels in EMS is provided at the College: EMT, Advanced EMT, and Paramedic. On successful completion of the program of study for each level of EMS, the student is eligible to take the applicable National Registry of Emergency Medical Technician 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 BIO 201, CIS 146 or demonstrated competency, ENG 101, MTH 100 or higher, and SPH 106 or 107 will earn a program certificate.

Program: Emergency Medical Services
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

**Prerequisite for BIO 201 and BIO 202: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.*

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
MTH 100	Intermediate College Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Note: In order to complete the EMS-Paramedic AAS degree curriculum, 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 with a grade of C or higher.

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
EMS 118	Emergency Medical Technician	9
EMS 119	Emergency Medical Technician Clinical	1
EMS 155	Advanced Emergency Medical Technician	7
EMS 156	Advanced Emergency Medical Technician Clinical	2
EMS 241	Paramedic Cardiology	3
EMS 242	Paramedic Patient Assessment	2
EMS 243	Paramedic Pharmacology	1
EMS 244	Paramedic Clinical I	1
EMS 245	Paramedic Medical Emergencies I	3
EMS 246	Paramedic Trauma Management	3
EMS 247	Paramedic Special Populations	2
EMS 248	Paramedic Clinical II	3
EMS 253	Paramedic Transition to the Workforce	2
EMS 254	Advanced Competencies for Paramedic	2
EMS 255	Paramedic Field Preceptorship	5
EMS 256	Paramedic Team Leadership	1
	Total credits:	**Total Credits 71**

Course Sequencing

Emergency Medical Services - Paramedic Associate in Applied Science Degree Suggested Course Sequence—Year One FIRST SEMESTER

**ORI 101 or ORI 105 or orientation to college transfer credit is required for all students.*

Item #	Title	Credits
EMS 118	Emergency Medical Technician	9
EMS 119	Emergency Medical Technician Clinical	1
MTH 100	Intermediate College Algebra	3
	ORI 101 OR ORI 105	1-3

Emergency Medical Services - Paramedic Associate in Applied Science Degree Suggested Course Sequence—Year One SECOND SEMESTER

***BIO 103 with a grade of C or higher, or a satisfactory score on the Alabama Community College System Biology Placement Exam is a prerequisite to enrollment in BIO 201 and BIO 202.*

****CIS 146 or competency in Computer Science by passing a computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.*

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
CIS 146	Microcomputer Applications	3
EMS 155	Advanced Emergency Medical Technician	7
EMS 156	Advanced Emergency Medical Technician Clinical	2

Emergency Medical Services - Paramedic Associate in Applied Science Degree Suggested Course Sequence—Year One THIRD SEMESTER

*****Valid Alabama Advanced EMT license and BIO 201** with a grade of C or higher is required prior to entry into Paramedic level courses (EMS 241 and onward).*

Item #	Title	Credits
BIO 202	Human Anatomy Physiology II	4
ENG 101	English Composition I	3
EMS 241	Paramedic Cardiology	3
EMS 242	Paramedic Patient Assessment	2
EMS 243	Paramedic Pharmacology	1
EMS 244	Paramedic Clinical I	1

Emergency Medical Services - Paramedic Associate in Applied Science Degree Suggested Course Sequence—Year Two FIRST SEMESTER

Item #	Title	Credits
EMS 245	Paramedic Medical Emergencies I	3
EMS 246	Paramedic Trauma Management	3
EMS 247	Paramedic Special Populations	2
EMS 248	Paramedic Clinical II	3
PSY 200	General Psychology	3
	Speech	3

Emergency Medical Services - Paramedic Associate in Applied Science Degree Suggested Course Sequence—Year Two SECOND SEMESTER

Item #	Title	Credits
EMS 253	Paramedic Transition to the Workforce	2
EMS 254	Advanced Competencies for Paramedic	2
EMS 255	Paramedic Field Preceptorship	5
EMS 256	Paramedic Team Leadership	1
	Humanities/Fine Arts Elective	3

Emergency Medical Services - Paramedic Certificate Curriculum

The Emergency Medical Services (EMS) program is designed to provide the student with theory, demonstration, and experiential laboratory in Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and Paramedic. The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355-113th Street, North 7709, Seminole, Florida 33775 (727-210-2350), www.caahep.org, on recommendation of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). 8301 Lakeview Parkway, Suite 111-312. Rowlett, Texas 75088 (214-703-8992).

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. To aid in program success, it is advisable that any identified developmental needs be completed prior to enrollment in an EMS-prefix program course.

Students must possess the appropriate level of State licensure (Advanced EMT for Paramedic) in order to participate in clinical activities at the next level. Students entering the paramedic level must possess an Alabama AEMT license prior to entering paramedic courses. In the event that AEMT training was completed less than 60 days prior to the beginning of the term, students will be allowed conditional admission until mid-term of the first paramedic semester to present an Alabama AEMT license. Clinical attendance will not be allowed until an Alabama AEMT License has been presented. Any student who is unable to meet licensure requirements by the stated deadline must withdraw from all EMS-prefix courses which contain a clinical component and will not be allowed to progress in the paramedic curriculum. Costs associated with licensure and program registration are the responsibility of the applicant.

Students are admitted to the Paramedic program throughout the year. The Paramedic program runs continuously, including summer term. Admission is conditional and depends on the student's ability to meet specific elements associated with program eligibility. Students must be able 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 and published on the College website, www.wallace.edu. Reasonable accommodations are considered. Completion of a physical examination and proof of required laboratory and immunization documentation will be required upon program admission. All associated costs are the responsibility of the student.

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. Health insurance coverage is strongly recommended, as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

Students transferring to Wallace Community College who have successfully completed Advanced EMT training are eligible to apply for acceptance into the Paramedic concentration. Unconditional admission to the Paramedic component of the EMS program requires possession of an AEMT license.

GRADING SCALE

EMS-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

PROGRESSION

Students in Paramedic must achieve a grade of C or better in all EMS curriculum required courses (Areas I-V) and a cumulative 2.0 grade point average at Wallace Community College to receive a certificate. Prior to entering Paramedic level courses, students must possess a valid Alabama Advanced EMT license. Prior to entry in the certificate option, students must have completed BIO201, Anatomy and Physiology I, with a grade of C or higher. MTH 100, ENG 101, SPH 106/107, required orientation credits, and CIS 146 or documented computer competency must be completed prior to entering the last semester of the paramedic certificate curriculum. All EMS students must maintain American Heart Association Basic Life Support (BLS) certification at the Healthcare Provider Level.

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. No more than 15 months may lapse between attempts at courses in the 200-level paramedic sequence without a repeat of the entire field of concentration curriculum sequence. 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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

LICENSURE

On successful completion of the program of study for the Paramedic certificate, the student is eligible to take the applicable National Registry of Emergency Medical Technician Examination for the Paramedic level. All applications and fees associated with these exams are the responsibility of the student.

EDUCATIONAL OPTIONS

To receive a Paramedic certificate, students must complete all courses in the prescribed curriculum. Students who complete the required orientation credits, field of concentration courses, BIO 201, CIS 146 or demonstrated competency, ENG 101, MTH 100 or higher, and SPH 106 or 107 will earn a program certificate.

Program: Emergency Medical Services
Type: Certificate

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3

Area III: Natural Sciences and Mathematics

**Prerequisite for BIO 201: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.*

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
MTH 100	Intermediate College Algebra	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
EMS 241	Paramedic Cardiology	3
EMS 242	Paramedic Patient Assessment	2
EMS 243	Paramedic Pharmacology	1
EMS 244	Paramedic Clinical I	1
EMS 245	Paramedic Medical Emergencies I	3
EMS 246	Paramedic Trauma Management	3
EMS 247	Paramedic Special Populations	2
EMS 248	Paramedic Clinical II	3
EMS 253	Paramedic Transition to the Workforce	2
EMS 254	Advanced Competencies for Paramedic	2
EMS 255	Paramedic Field Preceptorship	5
EMS 256	Paramedic Team Leadership	1
	Total credits:	**Total Credits 46-48**

Course Sequencing

Emergency Medical Services - Paramedic Certificate Suggested Course Sequence FIRST SEMESTER

**CIS 146 or competency in Computer Science by passing a computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.*

**ORI 101 or ORI 105 or orientation to college transfer credit is required for all students.*

**Valid Alabama Advanced EMT license and BIO 201 with a grade of C or higher is required prior to entry into Paramedic level courses (EMS 241 and onward).*

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
EMS 241	Paramedic Cardiology	3
EMS 242	Paramedic Patient Assessment	2
EMS 243	Paramedic Pharmacology	1
EMS 244	Paramedic Clinical I	1
ENG 101	English Composition I	3
MTH 100	Intermediate College Algebra	3
	ORI 101 OR ORI 105	1-3

Emergency Medical Services - Paramedic Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
EMS 245	Paramedic Medical Emergencies I	3
EMS 246	Paramedic Trauma Management	3
EMS 247	Paramedic Special Populations	2
EMS 248	Paramedic Clinical II	3
	Speech	3

Emergency Medical Services - Paramedic Certificate Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
EMS 253	Paramedic Transition to the Workforce	2
EMS 254	Advanced Competencies for Paramedic	2
EMS 255	Paramedic Field Preceptorship	5
EMS 256	Paramedic Team Leadership	1

Emergency Medical Services-AEMT Certificate

Program: Emergency Medical Services
Type: Short Certificate

SHORT CERTIFICATE CURRICULUM ADVANCED EMERGENCY MEDICAL TECHNICIAN

Item #	Title	Credits
EMS 155	Advanced Emergency Medical Technician	7
EMS 156	Advanced Emergency Medical Technician Clinical	2
	Total credits:	**Total Credits 9**

Course Sequencing

ADVANCED EMT SHORT CERTIFICATE SUGGESTED COURSE SEQUENCE

Item #	Title	Credits
EMS 155	Advanced Emergency Medical Technician	7
EMS 156	Advanced Emergency Medical Technician Clinical	2

Emergency Medical Services- EMT Certificate

Program: Emergency Medical Services
Type: Short Certificate

SHORT CERTIFICATE CURRICULUM EMERGENCY MEDICAL TECHNICIAN (EMT)

Item #	Title	Credits
EMS 118	Emergency Medical Technician	9
EMS 119	Emergency Medical Technician Clinical	1
	Total credits:	**Total Credits 10**

Course Sequencing

EMT SHORT CERTIFICATE SUGGESTED COURSE SEQUENCE

Item #	Title	Credits
EMS 118	Emergency Medical Technician	9
EMS 119	Emergency Medical Technician Clinical	1

Emergency Medical Services - Paramedic Short Certificate

In order to complete the EMS-Paramedic Certificate curriculum, 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 with a grade of C or higher.

The Emergency Medical Services (EMS) program is designed to provide the student with theory, demonstration, and experiential laboratory in Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and Paramedic. The Paramedic program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355-113th Street, North 7709, Seminole, Florida 33775 (727-210-2350), www.caahep.org, on recommendation of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). 8301 Lakeview Parkway, Suite 111-312. Rowlett, Texas 75088 (214-703-8992).

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 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. To aid in program success, it is advisable that any identified developmental needs be completed prior to enrollment in an EMS-prefix program course.

Students must possess the appropriate level of State licensure (EMT for Advanced EMT and Advanced EMT for Paramedic) in order to participate in clinical activities at the next level. Students must possess the Alabama EMT license no later than midterm and prior to attending clinical in AEMT. Students unable to achieve the previous level of licensure by mid-term must withdraw from the clinical course. Student entering the paramedic level must possess an Alabama AEMT license prior to entering paramedic courses. In the event that AEMT training was completed less than 60 days prior to the beginning of the term, students will be allowed conditional admission until mid-term of the first paramedic semester to present an Alabama AEMT license. Clinical attendance will not be allowed until an Alabama AEMT License has been presented. Any student who is unable to meet licensure requirements by the stated deadline must withdraw from all EMS-prefix courses which contain a clinical component and will not be allowed to progress in the paramedic curriculum. Costs associated with licensure are the responsibility of the applicant.

Students are admitted to the EMT, Advanced EMT, and Paramedic programs throughout the year. The Paramedic program runs continuously, including summer term. Admission is conditional and depends on the student's ability to meet specific elements associated with program eligibility. Students must be able 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 and published on the College website, www.wallace.edu. Reasonable accommodations are considered.

Completion of a physical examination and proof of required laboratory and immunization documentation will be required upon program admission. All associated costs are the responsibility of the student.

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. Health insurance coverage is strongly recommended, as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

Students transferring to Wallace Community College who have successfully completed EMT or Advanced EMT training are eligible to apply for acceptance into the Advanced EMT or Paramedic concentrations, respectively.

Unconditional admission to the Advanced EMT and Paramedic components of the EMS program also requires possession of an EMT and AEMT license, respectively.

GRADING SCALE

EMS-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

PROGRESSION

Students in EMT, Advanced EMT, and Paramedic must achieve a grade of C or better in all EMS curriculum required courses (Areas I-V) and a cumulative 2.0 grade point average at Wallace Community College to receive a short certificate, certificate or associate in applied science degree. Prior to participation in Advanced EMT clinical training each student must have successfully completed an EMT program and possess an Alabama EMT license. Prior to entering Paramedic level courses in either the A.A.S., Certificate, or Short Certificate options, students must possess a valid Alabama Advanced EMT license. Prior to entry in the A.A.S. or long certificate options, students must have completed BIO201, Anatomy and Physiology I, with a grade of C or higher. MTH 100, ENG 101, SPH 106/107, and CIS 146 or documented computer competency must be completed prior to entering the last semester of the paramedic certificate curriculum. All EMS students must maintain American Heart Association Basic Life Support (BLS) certification at the Healthcare Provider Level.

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. No more than 15 months may lapse between attempts at courses in the 200-level paramedic sequence without a repeat of the entire field of concentration curriculum sequence. 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.

AUDIT
Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

LICENSURE
Preparation for three licensure levels in EMS is provided at the College: EMT, Advanced EMT, and Paramedic. On successful completion of the program of study for each level of EMS, the student is eligible to take the applicable National Registry of Emergency Medical Technician 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 BIO 201, CIS 146 or demonstrated competency, ENG 101, MTH 100 or higher, and SPH 106 or 107 will earn a program certificate. Students who complete the EMS Paramedic field of concentration courses will earn a short certificate.

Program: Emergency Medical Services
Type: Short Certificate

SHORT CERTIFICATE CURRICULUM PARAMEDIC (EMP)

Item #	Title	Credits
EMS 241	Paramedic Cardiology	3
EMS 242	Paramedic Patient Assessment	2
EMS 243	Paramedic Pharmacology	1
EMS 244	Paramedic Clinical I	1
EMS 245	Paramedic Medical Emergencies I	3
EMS 246	Paramedic Trauma Management	3
EMS 247	Paramedic Special Populations	2
EMS 248	Paramedic Clinical II	3
EMS 253	Paramedic Transition to the Workforce	2
EMS 254	Advanced Competencies for Paramedic	2
EMS 255	Paramedic Field Preceptorship	5
EMS 256	Paramedic Team Leadership	1
	Total credits:	**Total Credits 28**

Course Sequencing

Emergency Medical Services - Paramedic Short Certificate Suggested Course Sequence FIRST SEMESTER

**Valid Alabama Advanced EMT license and BIO 201 with a grade of C or higher is required prior to entry into Paramedic level courses (EMS 241 and onward).*

Item #	Title	Credits
EMS 241	Paramedic Cardiology	3
EMS 242	Paramedic Patient Assessment	2
EMS 243	Paramedic Pharmacology	1
EMS 244	Paramedic Clinical I	1

Emergency Medical Services - Paramedic Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
EMS 245	Paramedic Medical Emergencies I	3
EMS 246	Paramedic Trauma Management	3
EMS 247	Paramedic Special Populations	2
EMS 248	Paramedic Clinical II	3

Emergency Medical Services - Paramedic Short Certificate Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
EMS 253	Paramedic Transition to the Workforce	2
EMS 254	Advanced Competencies for Paramedic	2
EMS 255	Paramedic Field Preceptorship	5
EMS 256	Paramedic Team Leadership	1

Engineering Graphics, A.A.S.

(Formerly Drafting and Design Technology)

Engineering Graphics 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 Design, Mechanical Design, and 3-D 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 Engineering Graphics.

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

Note: Troy University Mechanical Engineering Students take DDT 104 for Engineering Graphics.

Program: Engineering Graphics
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Humanities/Fine Arts Elective	3
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
	Science/Math Elective	3-4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History/Behavioral Science/Social Science Elective	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORI 101 or 105 or ORT100	1-3
CIS 146	Microcomputer Applications	3
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3
DDT 128	Intermediate Technical Drawing	3
DDT 144	Basic 3D Modeling	3
WKO 106	Workplace Skills	3
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
DDT 213	Civil Drafting, Plat Maps	3
DDT 216	Design of Structural Wood Members	3
DDT 225	Structural Steel Drafting	3
DDT 233	Intermediate 3D Modeling	3
DDT 244	Advanced 3D Modeling	3

- All DDT classes (except DDT 111 and DDT 216) requires the student to have already taken DDT 104.
- DDT 150 and DDT 155 are co-requisites.

	Total credits:	Total Credits 65-68

Course Sequencing

Engineering Graphics Associate of Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3
	Humanities/Fine Arts Elective	3
	ORI 101 or 105 or ORT100	1-3

Engineering Graphics Associate of Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3
DDT 144	Basic 3D Modeling	3
ENG 101	English Composition I	3
	MTH 116 or higher	3

After successful completion of Semester 2 students will be:

- Eligible for AutoCAD Certification Exam

Engineering Graphics Associate of Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
DDT 216	Design of Structural Wood Members	3
WKO 106	Workplace Skills	3

After successful completion of Semester 3 students will be:

- Eligible for NOCTI - Architectural Drafting Exam

Engineering Graphics Associate of Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
DDT 128	Intermediate Technical Drawing	3
DDT 213	Civil Drafting, Plat Maps	3
DDT 233	Intermediate 3D Modeling	3
DDT 244	Advanced 3D Modeling	3

After successful completion of Semester 4 students will be:

- Eligible for Inventor Certification Exam

Engineering Graphics Associate of Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
DDT 225	Structural Steel Drafting	3
	History/Behavioral Science/Social Science Elective	3
	Science/Math Elective	3-4
	Speech	3

Engineering Graphics, Certificate

(Formerly Drafting and Design Technology)

Engineering Graphics 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 Design, Mechanical Design, and 3-D Design. Computer-Aided Drafting and Design (CAD) is an essential part of this program and is explored in depth.

Students who complete the prescribed program certificate curriculum will earn a certificate in Engineering Graphics.

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

Program: Engineering Graphics
Type: Certificate

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORT 100 OR ORI 101	1
CIS 146	Microcomputer Applications	3
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3
DDT 128	Intermediate Technical Drawing	3
DDT 144	Basic 3D Modeling	3
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
DDT 213	Civil Drafting, Plat Maps	3
DDT 225	Structural Steel Drafting	3
DDT 233	Intermediate 3D Modeling	3
WKO 106	Workplace Skills	3

- All DDT classes (except DDT 111 and DDT 216) requires the student to have already taken DDT 104.
- DDT 150 and DDT 155 are co-requisites.

	Total credits:	Total Credits
		50

Course Sequencing

Engineering Graphics Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3
	ORT 100 OR ORI 101	1

Engineering Graphics Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3
DDT 144	Basic 3D Modeling	3
ENG 101	English Composition I	3
	MTH 116 or higher	3

After successful completion of Semester 2 students will be:

- Eligible for AutoCAD Certification Exam

Engineering Graphics Certificate Suggested Course Sequence Third Semester

Item #	Title	Credits
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
	Speech	3
WKO 106	Workplace Skills	3

Engineering Graphics Certificate Suggested Course Sequence Fourth Semester

Item #	Title	Credits
DDT 128	Intermediate Technical Drawing	3
DDT 213	Civil Drafting, Plat Maps	3
DDT 225	Structural Steel Drafting	3
DDT 233	Intermediate 3D Modeling	3

After successful completion of Semester 4 students will be:

- Eligible for NOCTI - Architectural Drafting Exam

3D Graphics Technician, STC

The 3D Graphics Technician Short Term Certificate (STC) Program introduces concepts related to three dimensional (3D) graphics and teaches creative and technical skills required to produce 3D graphics, 3D prints, environmental renderings that range from artistic to photorealistic in quality, and 3D models used in multimedia and animation. A combination of traditional design skills and digital design techniques are taught, along with the representation of concepts of time, motion, and lighting principles. This certificate option prepares students for entry-level positions as 3D graphics Technicians.

Program: Engineering Graphics
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
DDT 144	Basic 3D Modeling	3
DDT 233	Intermediate 3D Modeling	3
DDT 244	Advanced 3D Modeling	3
	Total credits:	**Total Credits 9**

Course Sequencing

3D Graphics Technician Short Certificate First Semester

Item #	Title	Credits
DDT 144	Basic 3D Modeling	3
DDT 233	Intermediate 3D Modeling	3
DDT 244	Advanced 3D Modeling	3

After successful completion of all courses students will be:

- Eligible for Inventor Certification Exam

Advanced Engineering Draftsman, STC

The Advanced Engineering Draftsman Short Term Certificate (STC) Program introduces students to drafting practices, symbols, conventions, and standards utilized in civil engineering contract documents and covers the theory and practical applications necessary to understand the basic design and terminology of structural steel components used in light commercial buildings. Emphasis is placed on structural steel drafting techniques, bolted and welded connections, framing plans, sections, fabrication and connection details, and bills of material and three dimensional problem-solving environment using solids modeling software. Topics include site planning, land surveying, topographic surveys, along with civil terminology. Upon completion, students should be able to draw accurate plat maps giving legal descriptions of land parcels, draw simple site plans, and identify and use proper symbols and conventions on civil engineering drawings, create parts in 3D models, produce working drawings and understand basic simulations. The STC provides the necessary educational background and practical training to help students acquire the knowledge, skills and abilities needed to prepare for a successful draftsman profession.

Program: Engineering Graphics
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
DDT 213	Civil Drafting, Plat Maps	3
DDT 225	Structural Steel Drafting	3
DDT 244	Advanced 3D Modeling	3
	Total credits:	**Total Credits 9**

Course Sequencing

Advanced Engineering Draftsman First Semester

Item #	Title	Credits
DDT 213	Civil Drafting, Plat Maps	3
DDT 225	Structural Steel Drafting	3
DDT 244	Advanced 3D Modeling	3

After successful completion of all courses students will be:

- Eligible for SolidWorks Certification Exam

Architectural Graphics Technician, STC

The Architectural Graphics Technician Short Term Certificate (STC) Program prepares individuals to apply basic Architectural drafting knowledge and skills to development of working drawings and electronic simulations in support of Architectural and Civil engineers and related professionals. The Program is designed to address the basics of architectural drafting. The program covers the fundamentals of computer-aided design and project management. This certificate is designed for students needing a basic introduction to architectural drafting.

Program: Engineering Graphics
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
DDT 216	Design of Structural Wood Members	3

DDT 150 and DDT 155 are co-requisites

	Total credits:	**Total Credits** **10**

Course Sequencing

Architectural Graphics Technician Short Certificate First Semester

Item #	Title	Credits
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
DDT 216	Design of Structural Wood Members	3

After successful completion of all courses students will be:

- Eligible for NOCTI - Architectural Drafting Exam

CAD Operator, STC

The CAD Operator Short Term Certificate (STC) Program prepares students to work as computer-aided drafters/designers in industry and to upgrade the skills of individuals presently employed as drafters in a relatively short academic period by including only CADD and supporting courses. Course work completed in the CAD certificate program is fully applicable to the Engineering Graphics Associate of Applied Science degree. This certificate option prepares students for entry-level positions as AutoCAD operators, technicians, and detailers.

Program: Engineering Graphics
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3

- All DDT classes (except DDT 111 and DDT 216) requires the student to have already taken DDT 104.

	Total credits:	**Total Credits** **12**

Course Sequencing

CAD Operator Short Certificate First Semester

Item #	Title	Credits
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3

CAD Operator Short Certificate Second Semester

Item #	Title	Credits
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3

After successful completion of all courses students will be:

- Eligible for AutoCAD Certification Exam

Engineering Graphics, STC

Engineering Graphics 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 topics within the fields of Architectural and Mechanical Drafting and 3-D Modeling. Computer-Aided Drafting and Design (CAD) is an essential part of this program and is explored in depth.

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

Program: Engineering Graphics
Type: Short Certificate

Area V: REQUIRED FIELD OF CONCENTRATION COURSES

Item #	Title	Credits
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3
DDT 144	Basic 3D Modeling	3
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
DDT 213	Civil Drafting, Plat Maps	3

- All DDT classes (except DDT 111 and DDT 216) require the student to have already taken DDT 104.
- DDT 150 and DDT 155 are co-requisites.

	Total credits:	Total Credits 25

Course Sequencing

Engineering Graphics Short Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
DDT 104	Basic Computer-Aided Drafting and Design	3
DDT 111	Fundamentals of Drafting and Design Technology	3

Engineering Graphics Short Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
DDT 124	Basic Technical Drawing	3
DDT 127	Intermediate Computer-Aided Drafting and Design	3
DDT 144	Basic 3D Modeling	3

After successful completion of Semester 2 students will be:

- Eligible for AutoCAD Certification Exam

Engineering Graphics Short Certificate Suggested Course Sequence Third Semester

Item #	Title	Credits
DDT 150	Theory of Residential Drawing and Design	3
DDT 155	Drawing for Residential Construction	4
DDT 213	Civil Drafting, Plat Maps	3

After successful completion of Semester 3 students will be:

- Eligible for NOCTI - Architectural Drafting Exam

Esthetics Technology, STC

The Esthetics Technology program is designed to provide students with basic knowledge and skills for employment as an esthetician in a salon, spa or as a cosmetic consultant. Students will learn how to provide preventative and maintenance care for the skin and may also manufacture, sell, and apply cosmetics. With specialized training, students may choose to work for a dermatologist and provide various treatments for problematic skin under supervision. Students are required to purchase their own esthetics 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 Alabama State Board Examination if they have a minimum of a 10th grade high school equivalency and be at least sixteen years old. After passing the examination, graduates are awarded a license to practice as an Esthetician 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 demonstrate college and career readiness (see Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog). Reasonable accommodations are considered.

NOTE: A minimum grade of "C" in all COS prefix courses is required for a student to enroll in COS prefix courses for the next term and for graduation. Students must complete the entire program curriculum, to include all academic courses, to be eligible to sit for the Alabama Board of Cosmetology exam. Students who withdraw from the program must re-enter the program within a period of 12 months or start over with the first term of COS prefix courses. All students enrolled in the program must have books, kit and other required supplies within the first week of class. After graduation or leaving the program for any reason, students will have 30 days to pick up any personal materials and supplies left in the department. Materials and supplies not picked up will be disposed of.

Program: Esthetics Technology
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
COS 134	Advanced Esthetics	3
COS 135	Advanced Esthetics Applications	3
COS 181	Special Topics Theory	3
COS 165	Related Subjects Estheticians	3
COS 163	Facial Treatments	3
COS 164	Facial Machines	3
COS 169	Skin Functions	3
COS 168	Bacteriology and Sanitation	3
COS 167	State Board Review	3
	Total credits:	**Total Credits 27**

Course Sequencing

Esthetics Technology Short Certificate Suggested Course Sequence

Item #	Title	Credits
COS 134	Advanced Esthetics	3
COS 135	Advanced Esthetics Applications	3
COS 181	Special Topics Theory	3
COS 165	Related Subjects Estheticians	3

Esthetics Technology Short Certificate Suggested Course Sequence

Item #	Title	Credits
COS 163	Facial Treatments	3
COS 164	Facial Machines	3
COS 169	Skin Functions	3
COS 168	Bacteriology and Sanitation	3

Esthetics Technology Short Certificate Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
COS 167	State Board Review	3

Industrial Systems Technology, A.A.S.

This program provides training in which students gain the skills, knowledge, and experience for employment in Industrial Systems Maintenance occupations. The students will acquire techniques and skills applicable to the rapidly growing field of Industrial Systems Technology.

The student will have the opportunity to learn fundamental principles of electrical, mechanical, hydraulic, pneumatic and robotic systems used in advanced manufacturing applications. Additionally, process control, instrumentation and Programmable Logic Control (PLC) systems and techniques are covered. Students who complete all courses listed in the curriculum will be awarded an associate in applied science degree in Industrial Systems Technology. Successful completion of the program prepares graduates for entry-level employment in a variety of industrial-related fields.

Program: Industrial Systems Technology
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Humanities/Fine Arts Elective	3
	Speech	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MTH 116 or higher	3
PHS 112	Physical Science II	4

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORT 100 OR ORI 101	1
CIS 146	Microcomputer Applications	3
	INT 101 OR ELT 108	3
	INT 103 OR ELT 109	3
INT 105	Introduction to Process Technology	3
	INT 113 OR ELT 209	3
INT 117	Principles of Industrial Mechanics	3
INT 118	Fundamentals of Industrial Hydraulics and Pneumatics	3
INT 119	Principles of Mechanical Measurement and Technical Drawing	3
INT 123	Concepts of Solid State Electronics	3
INT 132	Preventive and Predictive Maintenance	3
	INT 134 OR WDT 107	3
INT 139	Introduction to Robot Programming	3
	INT 184 OR ELT 231	3
INT 208	Advanced Process Simulation	3
	INT 213 OR ELT 212	3
INT 284	Advanced Programmable Logic Controllers (PLC's)	3
	Total credits:	**Total Credits 68**

Course Sequencing

Industrial Systems Technology Associate in Applied Science Degree Suggested Course Sequence First Semester

If applicable, ORT 100 or ORI 101 is required for all first-time college students.

Item #	Title	Credits
	ORT 100 OR ORI 101	1
	MTH 116 or higher	3
CIS 146	Microcomputer Applications	3
	INT 101 OR ELT 108	3
	INT 134 OR WDT 107	3

Industrial Systems Technology Associate in Applied Science Degree Suggested Course Sequence Second Semester

Item #	Title	Credits
ENG 101	English Composition I	3
	INT 103 OR ELT 109	3
INT 119	Principles of Mechanical Measurement and Technical Drawing	3
INT 123	Concepts of Solid State Electronics	3
INT 132	Preventive and Predictive Maintenance	3

Industrial Systems Technology Associate in Applied Science Degree Suggested Course Sequence Third Semester

Item #	Title	Credits
	INT 113 OR ELT 209	3
INT 117	Principles of Industrial Mechanics	3
INT 118	Fundamentals of Industrial Hydraulics and Pneumatics	3
	Humanities/Fine Arts Elective	3
	Speech	3

Industrial Systems Technology Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
INT 105	Introduction to Process Technology	3
	INT 184 OR ELT 231	3
	INT 213 OR ELT 212	3
PHS 112	Physical Science II	4

Industrial Systems Technology Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
INT 139	Introduction to Robot Programming	3
INT 208	Advanced Process Simulation	3
INT 284	Advanced Programmable Logic Controllers (PLC's)	3
PSY 200	General Psychology	3

Industrial Systems Technology, STC

This program provides training in which students gain the skills, knowledge, and experience for employment in Industrial Systems Maintenance occupations. The students will acquire techniques and skills applicable to the rapidly growing field of Industrial Systems Technology.

The student will have the opportunity to learn fundamental principles of electrical, mechanical, hydraulic, pneumatic and robotic systems used in advanced manufacturing applications. Additionally, process control, instrumentation and Programmable Logic Control (PLC) systems and techniques are covered. Students who complete all courses listed in the curriculum will be awarded a Certificate in Industrial Systems Technology. Successful completion of the program prepares graduates for entry-level employment in a variety of industrial-related fields.

Program: Industrial Systems Technology
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
	INT 101 OR ELT 108	3
	INT 103 OR ELT 109	3
	INT 113 OR ELT 209	3
INT 118	Fundamentals of Industrial Hydraulics and Pneumatics	3
INT 119	Principles of Mechanical Measurement and Technical Drawing	3
	INT 184 OR ELT 231	3
	INT 213 OR ELT 212	3
INT 284	Advanced Programmable Logic Controllers (PLC's)	3
	Total credits:	**Total Credits 24**

Course Sequencing

Industrial Systems Technology Short Certificate First Semester

Item #	Title	Credits
	INT 101 OR ELT 108	3
	INT 113 OR ELT 209	3
	INT 184 OR ELT 231	3
INT 119	Principles of Mechanical Measurement and Technical Drawing	3

Industrial Systems Technology Short Certificate Second Semester

Item #	Title	Credits
	INT 103 OR ELT 109	3
INT 118	Fundamentals of Industrial Hydraulics and Pneumatics	3
	INT 213 OR ELT 212	3
INT 284	Advanced Programmable Logic Controllers (PLC's)	3

Masonry, STC

The Masonry short certificate program trains students in the basic concepts of building construction, including brick veneering, cement finishing, cinder block installation, and others.

Students completing all courses in this curriculum will be awarded a program short 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 demonstrate college and career readiness. (See *Admission to Courses Not Creditable Toward an Associate Degree* in the *Admissions Policies and Procedures* section of this catalog.) Reasonable accommodations are considered.

Program: Masonry
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
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 211	Stone Masonry	3
MAS 251	Stone Masonry Lab	3
	Total credits:	**Total Credits 24**

Course Sequencing

Masonry Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
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

Masonry Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
MAS 161	Block Masonry Lab	3
MAS 162	Brick Masonry Lab	3
MAS 211	Stone Masonry	3
MAS 251	Stone Masonry Lab	3

Medical Assisting (MAT)

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; process insurance forms; and handle office accounts, fees, and collections. Prior to completion of an area of concentration, a 225-hour practicum in a medical setting is required.

The Medical Assisting AAS degree program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on the recommendation of the Medical Assisting Education Review Board (MAERB), 2020 N. California Avenue #213, Suite 7, Chicago, Illinois 60647. Contact CAAHEP at 9355 113th Street, North, #7709 Seminole, Florida 33775, (727-210-2350), www.caahep.org.

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. Applicants must meet all College admission requirements, including appropriate placement testing. To aid in program success, it is advisable that any identified developmental needs be completed prior to enrollment in an MAT prefix program course. 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. A copy of the essential functions is available from the MAT program office and published on the College Web site, www.wallace.edu. 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 or a short certificate in 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 area of Phlebotomy will be required to meet only requirements listed in the corresponding fields of concentration. 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 offered by the American Association of Medical Assistants, CMA (AAMA) and the Registered Medical Assistant (RMA) examination offered by the America Medical Technologists (AMT). 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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

PROGRESSION

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

1. Receive a grade of C or above in all MAT prefix courses.
2. Receive a score of 70% or higher in all clinical and administrative skills components.
3. Receive a score of 90% or higher on the MAT 216 drug calculation test and drug calculation final and on the MAT 215 Venipuncture test.

In order to progress to practicum, students must:

1. Submit a completed health packet prior to end of the semester preceding practicum placement.
2. Successfully complete all core curriculum competencies established by the MAERB

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. Receipt of four grades of **W, D**, or **F**, in any combination, will result in dismissal from the Medical Assisting program.

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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

TRANSFER STUDENTS

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

Program: Medical Assisting/Phlebotomy
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
BIO 103	Principles of Biology I	4
MTH 116	Mathematical Applications	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Current certification in Basic Cardiopulmonary Life Support (BCLS) at the health care provider level is required for all students participating in practicum experiences (MAT 229 and MAT 239). Certification may be obtained at the College through enrollment in EMS 100 or from any other approved agency or facility.

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Microcomputer Applications	3
MAT 101	Medical Terminology	3
MAT 102	Medical Assisting Theory I	3
MAT 103	Medical Assisting Theory II	3
MAT 111	Clinical Procedures I for the Medical Assistant	3
MAT 120	Medical Administrative Procedures I	3
MAT 121	Medical Administrative Procedures II	3
MAT 122	Basic Concepts of Interpersonal Relationships	3
MAT 125	Laboratory 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	Laboratory Procedures II for the Medical Assistant	3
MAT 216	Medical Pharmacology for the Medical Office	4
MAT 220	Medical Office Insurance	3
MAT 227	Special Topics in Medical Assisting	1
MAT 228	Medical Assistant Review Course	1
MAT 229	Medical Assistant Practicum	3
	Total credits:	**Total Credits 75**

Course Sequencing

Medical Assisting Associate in Applied Science Degree Suggested Course Sequence—Year One FIRST SEMESTER

****ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.***

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
ENG 101	English Composition I	3
MAT 101	Medical Terminology	3
MAT 102	Medical Assisting Theory I	3
	ORI 101 OR ORI 105	1-3

Medical Assisting Associate in Applied Science Degree Suggested Course Sequence—Year One SECOND SEMESTER

Item #	Title	Credits
MAT 103	Medical Assisting Theory II	3
MAT 120	Medical Administrative Procedures I	3
MAT 122	Basic Concepts of Interpersonal Relationships	3
MAT 125	Laboratory Procedures I for the Medical Assistant	3
MTH 116	Mathematical Applications	3

Medical Assisting Associate in Applied Science Degree Suggested Course Sequence—Year One THIRD SEMESTER

Item #	Title	Credits
MAT 121	Medical Administrative Procedures II	3
MAT 128	Medical Law and Ethics for the Medical Assistant	3
MAT 111	Clinical Procedures I for the Medical Assistant	3
MAT 216	Medical Pharmacology for the Medical Office	4
	Humanities/Fine Arts Elective	3

Medical Assisting Associate in Applied Science Degree Suggested Course Sequence—Year Two FIRST SEMESTER

EMS 100 OR current certification in cardiopulmonary resuscitation at the health care provider level. Online certification without hands-on skills session is not acceptable.

Item #	Title	Credits
EMS 100	Cardiopulmonary Resuscitation I	1
MAT 130	Medical Office Communication	3
MAT 200	Management of Office Emergencies	2
MAT 215	Laboratory Procedures II for the Medical Assistant	3
MAT 211	Clinical Procedures II for the Medical Assistant	3
MAT 220	Medical Office Insurance	3
MAT 227	Special Topics in Medical Assisting	1

Medical Assisting Associate in Applied Science Degree Suggested Course Sequence—Year Two SECOND SEMESTER

Item #	Title	Credits
BIO 103	Principles of Biology I	4
MAT 228	Medical Assistant Review Course	1
MAT 229	Medical Assistant Practicum	3
PSY 200	General Psychology	3
	Speech	3

Phlebotomy Short Certificate

Current certification in Basic Cardiopulmonary Life Support (BCLS) at the health care provider level is required for all students participating in practicum experiences (MAT 229 and MAT 239). Certification may be obtained at the College through enrollment in EMS 100 or from any other approved agency or facility. On-line certification without hands-on skills sessions is not acceptable.

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. Applicants must meet all College admission requirements, including appropriate placement testing. To aid in program success, it is advisable that any identified developmental needs be completed prior to enrollment in an MAT prefix program course. The Medical Assisting-Phlebotomy 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. A copy of the essential functions is available from the MAT program office and published on the College Web site, www.wallace.edu. 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.

A short certificate in Phlebotomy may be earned through the Medical Assisting program. Students desiring a short certificate in the area of Phlebotomy will be required to meet only requirements listed in the corresponding fields of concentration. 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.

Students completing all courses required for the short certificate in a Phlebotomy concentration are qualified to sit for the Phlebotomy Technician (ASCP) and Registered PhlebotomyTechnician (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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

PROGRESSION

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

1. Receive a grade of C or above in all MAT prefix courses.
2. Receive a score of 90% or higher on the MAT 215 Venipuncture test.

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. Receipt of four grades of W, D, or F, in any combination, will result in dismissal from the Medical Assisting program.

In order to progress to practicum, a completed health packet will be required prior to end of preceding semester.

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.

Program: Medical Assisting/Phlebotomy
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
EMS 100	Cardiopulmonary Resuscitation I	1
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	3
MAT 125	Laboratory Procedures I for the Medical Assistant	3
MAT 128	Medical Law and Ethics for the Medical Assistant	3
MAT 215	Laboratory Procedures II for the Medical Assistant	3
MAT 239	Phlebotomy Practicum	3

	Total credits:	**Total Credits 28**

Course Sequencing

Phlebotomy Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
MAT 101	Medical Terminology	3
MAT 102	Medical Assisting Theory I	3
MAT 122	Basic Concepts of Interpersonal Relationships	3
MAT 125	Laboratory Procedures I for the Medical Assistant	3

Phlebotomy Short Certificate Suggested Course Sequence SECOND SEMESTER

EMS 100 OR current certification in cardiopulmonary resuscitation at the health care provider level. Online certification without hands-on skills session is not acceptable.

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
EMS 100	Cardiopulmonary Resuscitation I	1
MAT 103	Medical Assisting Theory II	3
MAT 128	Medical Law and Ethics for the Medical Assistant	3
MAT 215	Laboratory Procedures II for the Medical Assistant	3

Phlebotomy Short Certificate Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
MAT 239	Phlebotomy Practicum	3

Mental Health Technician (MHT)

The Mental Health Technician short certificate program trains students in the basic concepts of entry-level care for patients and/or clients being provided mental/behavioral health care by mental health agencies, hospitals, skilled nursing facilities, or other healthcare facilities.

Students completing all courses in this curriculum will be awarded a program short certificate and will be eligible to apply for certification as a Mental Health Technician. Students completing MHT 101, Fundamentals of Mental Health Technician, will be eligible to apply for certification as a Certified Nursing Assistant and/or a Certified Patient Care Technician. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program, meet background check requirements of clinical facilities, and maintain a negative substance use screen.

In order to enroll in MHT courses, a status of unconditional admission to the College is required, as is a 2.0 cumulative GPA for students with previous college credit. To progress through and complete the program, a minimum grade of "C" in all MHT curriculum courses is required.

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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

Program: Mental Health Technician
Type: Short Certificate

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Item #	Title	Credits
EMS 100	Cardiopulmonary Resuscitation I	1
MHT 100	Introduction to Inpatient and Residential Operations	4
MHT 101	Fundamentals of Mental Health Technician	6
MHT 110	Introduction into Abnormal Psychology	3
MHT 120	Addiction and Forensic Psychology	4
MHT 130	Management of Behavioral Crisis	4
MHT 140	Psychiatric Pharmacology	4
	Total credits:	**Total Credits 29**

Course Sequencing

Mental Health Technician Short Certificate Suggested Course Sequence—FIRST SEMESTER

Item #	Title	Credits
EMS 100	Cardiopulmonary Resuscitation I	1
MHT 100	Introduction to Inpatient and Residential Operations	4
MHT 101	Fundamentals of Mental Health Technician	6
PSY 200	General Psychology	3

Mental Health Technician Short Certificate Suggested Course Sequence —SECOND SEMESTER

Item #	Title	Credits
MHT 110	Introduction into Abnormal Psychology	3
MHT 120	Addiction and Forensic Psychology	4
MHT 130	Management of Behavioral Crisis	4
MHT 140	Psychiatric Pharmacology	4

Nail Technology, STC

The Nail Technology short certificate program is designed to provide students with the 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 10th grade high school equivalency. After passing the examination, students are awarded a license to practice as a Nail Technician in Alabama. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to demonstrate college and career readiness. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

Program: Nail Technology
Type: Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
ORI 101	Orientation to College	1
COS 148	Nail Care Theory	3
COS 152	Nail Care Applications	3
COS 149	Nail Art Theory	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
WKO 106	Workplace Skills	3
	Total credits:	**Total Credits 28**

Course Sequencing

Nail Technology Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
COS 148	Nail Care Theory	3
COS 152	Nail Care Applications	3
COS 149	Nail Art Theory	3
COS 154	Nail Art Applications	3
ORI 101	Orientation to College	1

Nail Technology Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
COS 119	Business of Cosmetology	3
COS 167	State Board Review	3
COS 181	Special Topics Theory	3
COS 182	Special Topics Lab	3
WKO 106	Workplace Skills	3

Associate Degree Nursing (ADN)

The Associate Degree Nursing (ADN) program is designed to provide knowledge in general education courses and nursing. On successful completion of the prescribed curriculum, graduates are eligible to make application to take the *National Council Licensure Examination for Registered Nurses* (NCLEX-RN).

The Associate Degree Nursing program at George C. Wallace Community College in Dothan, Alabama is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road Northeast, Suite 1400, Atlanta, Georgia 30326
(404- 975-5000)
www.acenursing.org.

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree Nursing program is "Continuing Accreditation".

The Associate Degree Nursing Program is approved by the Alabama Board of Nursing. The Alabama Board of Nursing can be contacted at:

Alabama Board of Nursing
RSA Plaza, Suite 250
770 Washington Ave.
Montgomery, AL 36104
Phone: 800-656-5318
FAX: 334-293-5201
http://www.abn.alabama.gov

Mailing address:
Alabama Board of Nursing
PO Box 303900
Montgomery, AL 36130-3900

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 otherwise discipline a licensee upon proof that the licensee: is guilty of fraud or deceit in procuring or attempting to procure a license; has been convicted of a felony; is guilty of a crime involving moral turpitude or of gross immorality that would tend to bring reproach upon the nursing profession; is unfit or incompetent due to the use of alcohol, or is addicted to the use of habit forming drugs to such an extent as to render him or her unsafe or unreliable as a licensee; is unable to safely practice nursing with reasonable skill and safety to patients by reason of illness, inebriation, excessive use of drugs, narcotics, alcohol, chemicals, or any other substance, or as a result of any mental or physical condition; 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 article as defined by Board rules and regulations.**

*Alabama Board of Nursing, Nurse Practice Act, 1997-98, Article II, §34-21-25 (b)(1).

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? Any 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 *National Council Licensure Examination for Registered Nurses* (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 criteria:

1. Unconditional admission to the College.
2. Receipt of completed application for the ADN program by deadline.
3. A minimum 2.5 grade point average for the last 24 hours of college credit for students with previous college work or high school diploma or GED for students with no previous college work.
    1. Students who have undergraduate-level credit hours will have a grade point average based on the most recent 24 hours of undergraduate credit hours.
    2. 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.
    3. 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.
    4. 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 or completion with a grade of C or better of the following courses on or before the program application deadline:
    1. ENG 101 and MTH 100 or higher level math as determined by College policy.
    2. BIO 201 through 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. A copy of the essential functions is available from the ADN program office and published on the College website, www.wallace.edu.
7. Completion of the ATI Test of Essential Academic Skills, (ATI TEAS) within three years of the program application deadline.

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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

PROGRESSION

In order to progress in the nursing program the following policy should be followed:

1. A total of two unsuccessful attempts in two separate semesters (D, F, or W) in the nursing program will result in dismissal from the program.

2. A student may be reinstated to the nursing program only one time. The reinstatement is not guaranteed due to limitations in clinical spaces. All nursing admission standards must be met.

3. A student must have a 2.0 cumulative GPA at the current institution for reinstatement.

4. If a student has a documented extenuating circumstance that should be considered related to a withdrawal or failure, then this student may request a hearing before the Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.

Definitions:

Reinstatement: Students who have a withdrawal or failure in a nursing course and are eligible to return to that course will be considered for reinstatement to the program.

Readmission: Students not eligible for program reinstatement may apply for program admission as a new student. If accepted as a new student, the student must take or retake all nursing program courses.

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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

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. Academic prerequisite course requirements met 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 only 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 students into a nursing program is limited by the number of faculty members 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.

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 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.

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.

STUDENT NURSE APPRENTICE PROGRAM

The nursing Apprenticeship program provides participants the ability to work and receive pay while advancing their learning.

The following is information regarding application to an apprenticeship:

1. Must be an active, current student of Wallace Community College.
2. Submit a Wallace Community College nursing program application during appropriate application periods and be accepted to the Practical Nursing program.
3. Students accepted into a Wallace Community College Nursing Program are provided the opportunity to submit an apprenticeship application. Applications are provided at an orientation prior to the start of nursing courses during their first semester in the nursing program.
4. A list of students who meet the minimum qualifications for apprenticeship is given to participating healthcare facilities.
5. From that list, participating healthcare facilities select and hire apprentices, based on the number of open positions they have available. Current employees may be selected for the apprenticeship. All apprentices sign an apprenticeship agreement.
6. Student apprentices must commit to working for the healthcare facility and participating in on the job learning at the healthcare facility during the nursing program. Included in working days are clinical days students are performing for nursing program clinical requirements. Apprenticeship clinical days begin in the second semester of attendance.
7. Student apprentices must apply to the Alabama Board of Nursing for an apprentice permit.
8. Student apprentices are not paid for on-campus classes, labs, or simulation. Student apprentices are paid for clinical hours, not to include simulation.
9. Student apprentices will work one on one with a licensed nurse from the healthcare facility. Students will be held accountable to the same clinical requirements as non-apprentice students in the program.
10. Nursing Program applications are posted on the Wallace Community College website.

Program: Nursing — Associate Degree in Nursing
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Prerequisite for BIO 201, BIO 202, and BIO 220: A grade of C or better in BIO 103; or successful placement on the ACCS Biology Placement Exam; or a grade of C or better in BIO 201.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
BIO 220	General Microbiology	4
MTH 100	Intermediate College Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3
PSY 210	Human Growth and Development	3

Area V: Career and Technical Courses

NOTE: Before completing the Associate Degree Nursing (Generic and LPN-to-RN 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 with a grade of C or higher.

NOTE: Basic Cardiopulmonary Life Support (BCLS) certification at the healthcare provider level is required prior to clinical experience in nursing (NUR) courses. It may be taken through the College by registering for EMS 100. On-line certification without hands-on skills sessions is not acceptable.

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
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	6
NUR 203	Nursing Through the Lifespan III	6
NUR 204	Role Transition for the Registered Nurse	4
	Total credits:	**Total Credits 73**

Course Sequencing

Associate Degree Nursing Associate in Applied Science Degree Suggested Course Sequence—Year One FIRST SEMESTER

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

EMS 100 OR current certification in cardiopulmonary resuscitation at the health care provider level. Online certification without hands-on skills session is not acceptable.

Prerequisite for BIO 201, BIO 202, and BIO 220: A grade of C or better in BIO 103; or a successful placement on the Alabama Community College System Biology Placement Exam; or a grade of C or better in BIO 201.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
EMS 100	Cardiopulmonary Resuscitation I	1
	MTH 100 or higher	3
NUR 102	Fundamentals of Nursing	6
NUR 103	Health Assessment	1
NUR 104	Introduction to Pharmacology	1
	ORI 101 OR ORI 105	1-3

Associate Degree Nursing Associate in Applied Science Degree Suggested Course Sequence—Year One SECOND SEMESTER

Item #	Title	Credits
BIO 202	Human Anatomy Physiology II	4
ENG 101	English Composition I	3
NUR 105	Adult Nursing	8
NUR 106	Maternal and Child Nursing	5

Associate Degree Nursing Associate in Applied Science Degree Suggested Course Sequence—Year One THIRD SEMESTER

CIS 146 OR competency in Computer Science by passing a computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.

Item #	Title	Credits
BIO 220	General Microbiology	4
CIS 146	Microcomputer Applications	3
NUR 201	Nursing Through the Lifespan I	5
PSY 200	General Psychology	3

Associate Degree Nursing Associate in Applied Science Degree Suggested Course Sequence—Year Two FIRST SEMESTER

Item #	Title	Credits
NUR 202	Nursing Through the Lifespan II	6
PSY 210	Human Growth and Development	3
	Speech	3

Associate Degree Nursing Associate in Applied Science Degree Suggested Course Sequence—Year Two SECOND SEMESTER

Item #	Title	Credits
NUR 203	Nursing Through the Lifespan III	6
NUR 204	Role Transition for the Registered Nurse	4
	Humanities/Fine Arts Elective	3

LPN-to-RN Mobility Concentration

The Associate Degree Nursing (ADN) program is designed to provide knowledge in general education courses and nursing. On successful completion of the prescribed curriculum, graduates are eligible to make application to take the *National Council Licensure Examination for Registered Nurses* (NCLEX-RN).

The ADN program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The ACEN is a resource for accreditation information regarding the ADN program. The ACEN can be contacted at:

3390 Peachtree Road Northeast, Suite 1400
Atlanta, Georgia 30326
404- 975-5000
www.acenursing.org.

The Associate Degree Nursing Program is approved by the Alabama Board of Nursing. The Alabama Board of Nursing can be contacted at:

Alabama Board of Nursing
RSA Plaza, Suite 250
770 Washington Ave.
Montgomery, AL 36104
Phone: 800-656-5318
FAX: 334-293-5201
http://www.abn.alabama.gov

Mailing address:
Alabama Board of Nursing
PO Box 303900
Montgomery, AL 36130-3900

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 otherwise discipline a licensee upon proof that the licensee: is guilty of fraud or deceit in procuring or attempting to procure a license; has been convicted of a felony; is guilty of a crime involving moral turpitude or of gross immorality that would tend to bring reproach upon the nursing profession; is unfit or incompetent due to the use of alcohol, or is addicted to the use of habit forming drugs to such an extent as to render him or her unsafe or unreliable as a licensee; is unable to safely practice nursing with reasonable skill and safety to patients by reason of illness, inebriation, excessive use of drugs, narcotics, alcohol, chemicals, or any other substance, or as a result of any mental or physical condition; 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 article as defined by Board rules and regulations.**

*Alabama Board of Nursing, Nurse Practice Act, 1997-98, Article II, §34-21-25 (b)(1).

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? Any 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 *National Council Licensure Examination for Registered Nurses* (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.

LPN-TO-RN MOBILITY 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.

Licensed Practical Nurses (LPNs) may receive advanced placement in the Associate Degree Nursing program. 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—LPN Role Transition to Associate Degree Nurse (RN), 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. LPNs must maintain their LPN Licenses while in the mobility program.

Minimum admission requirements for the LPN-to-RN Mobility program are as follows:

1. Unconditional admission to the College.

2. Unencumbered single-state or multi-state license to practice as an LPN in Alabama

3. Receipt of a completed nursing application by deadline set by ADN Program Office.

4. A minimum 2.5 grade point average for the last 24 hours of college credit for students with previous college work or high school diploma or GED for students with no previous college work:

    1. Students who have undergraduate-level credit hours will have a grade point average based on the most recent 24 hours of undergraduate credit hours.

2. 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.

3. 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.

4. 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.

5. A status of good standing with the College.

6. An ability to meet essential functions required for nursing. A copy of the essential functions is available from the ADN program office and published on the College website, www.wallace.edu.

7. Successful completion (grade of C or higher) of the following courses prior to application to the LPN-to-RN Mobility Option:

    1. BIO 201— Anatomy and Physiology I

    2. BIO 202—Anatomy and Physiology I

    3. ENG 101—English Composition I

    4. MTH 100—Intermediate College Algebra (or higher level)

8. Completion of the ATI Test of Essential Academic Skills, (ATI TEAS) within three years of the program application deadline.

9. Valid, unencumbered Alabama LPN license or Multi-State License with authorization to practice as an LPN in Alabama.

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.**

PROGRESSION

In order to progress in the nursing program the following policy should be followed:

1. A total of two unsuccessful attempts in two separate semesters (D, F, or W) in the nursing program will result in dismissal from the program.

2. A student may be reinstated to the nursing program only one time. The reinstatement is not guaranteed due to limitations in clinical spaces. All nursing admission standards must be met.

3. A student must have a 2.0 cumulative GPA at the current institution for reinstatement.

4. If a student has a documented extenuating circumstance that should be considered related to a withdrawal or failure, then this student may request a hearing before the Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.

Definitions:

Reinstatement: Students who have a withdrawal or failure in a nursing course and are eligible to return to that course will be considered for reinstatement to the program.

Readmission: Students not eligible for program reinstatement may apply for program admission as a new student. If accepted as a new student, the student must take or retake all nursing program courses.

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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

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. Academic prerequisite course requirements met 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 only 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 students into a nursing program is limited by the number of faculty members 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.

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 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 coursework as specified for each entry point, both generic ADN entry or LPN to RN Mobility. All required academic courses must be successfully completed with a C or better.

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.

STUDENT NURSE APPRENTICE PROGRAM

The nursing Apprenticeship program provides participants the ability to work and receive pay while advancing their learning.

The following is information regarding application to an apprenticeship:

1. Must be an active, current student of Wallace Community College.
2. Submit a Wallace Community College nursing program application during appropriate application periods and be accepted to the Practical Nursing program.
3. Students accepted into a Wallace Community College Nursing Program are provided the opportunity to submit an apprenticeship application. Applications are provided at an orientation prior to the start of nursing courses during their first semester in the nursing program.
4. A list of students who meet the minimum qualifications for apprenticeship is given to participating healthcare facilities.

5. From that list, participating healthcare facilities select and hire apprentices, based on the number of open positions they have available. Current employees may be selected for the apprenticeship. All apprentices sign an apprenticeship agreement.
6. Student apprentices must commit to working for the healthcare facility and participating in on the job learning at the healthcare facility during the nursing program. Included in working days are clinical days students are performing for nursing program clinical requirements. Apprenticeship clinical days begin in the second semester of attendance.
7. Student apprentices must apply to the Alabama Board of Nursing for an apprentice permit.
8. Student apprentices are not paid for on-campus classes, labs, or simulation. Student apprentices are paid for clinical hours, not to include simulation.
9. Student apprentices will work one on one with a licensed nurse from the healthcare facility. Students will be held accountable to the same clinical requirements as non-apprentice students in the program.
10. Nursing Program applications are posted on the Wallace Community College website.

Program: Nursing — Associate Degree in Nursing
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Prerequisite for BIO 201, BIO 202, and BIO 220: A grade of C or better in BIO 103; or successful placement on the ACCS Biology Placement Exam; or a grade of C or better in BIO 201.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
BIO 220	General Microbiology	4
MTH 100	Intermediate College Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3
PSY 210	Human Growth and Development	3

Area V: Career and Technical Courses

NUR 200 is 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. On completion of NUR 200, mobility students receive non-traditional credit for 16 hours of NUR courses (NUR 102, 103, 104, 105, and 106).

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
NUR 200	LPN Role Transition to Associate Degree Nurse (RN)	5
NUR 201	Nursing Through the Lifespan I	5
NUR 202	Nursing Through the Lifespan II	6
NUR 203	Nursing Through the Lifespan III	6
NUR 204	Role Transition for the Registered Nurse	4
	LPN Mobility Credits	16
	Total credits:	**Total Credits 73**

Course Sequencing

LPN-to-RN Mobility Program Suggested Course Sequence FIRST SEMESTER

Prerequisite courses prior to admission: BIO 201, BIO 202, ENG 101, MTH 100 or higher level.

CIS 146 OR competency in Computer Science by passing a computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

NUR 200 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. LPNs accepted into the ADN program within 2 years of graduation from an ACCS PN standardized curriculum will begin in NUR 201.

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
NUR 200	LPN Role Transition to Associate Degree Nurse (RN)	5
	ORI 101 OR ORI 105	1-3

LPN-to-RN Mobility Program Suggested Course Sequence SECOND SEMESTER

Prerequisite for BIO 201, BIO 202, and BIO 220: A grade of C or better in BIO 103; or a successful placement on the Alabama Community College System Biology Placement Exam; or a grade of C or better in BIO 201.

Item #	Title	Credits
BIO 220	General Microbiology	4
NUR 201	Nursing Through the Lifespan I	5
PSY 200	General Psychology	3

LPN-to-RN Mobility Program Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
NUR 202	Nursing Through the Lifespan II	6
PSY 210	Human Growth and Development	3
	Speech	3

LPN-to-RN Mobility Program Suggested Course Sequence FOURTH SEMESTER

Item #	Title	Credits
NUR 203	Nursing Through the Lifespan III	6
NUR 204	Role Transition for the Registered Nurse	4
	Humanities/Fine Arts Elective	3

Physical Therapist Assistant (PTA)

The associate in applied science degree in Physical Therapist Assistant (PTA) is designed to provide general education and physical therapy courses. Physical Therapist Assistant 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. 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 Physical Therapist Assistant and are eligible to apply for the national licensing examination, which must be passed before being eligible to practice. The licensing process in some states may 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 the *Alabama State Board of Physical Therapy Administrative Code*, which states the following:

> (1) "Unbecoming Conduct" is defined as incompetent, illegal, unethical, unprofessional, or dishonorable conduct which violates those standards which have become accepted as obligations reasonable necessary for the protection of the public interest and for professional accountability. (2) Certain Conduct Specifically Prohibited. While the statements of conduct apply universally, the application or interpretations are usually based on specific individual circumstances. The determination as to what constitutes unbecoming conduct shall be solely within the judgment of the Board of Physical Therapy.
>
> 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. (CAPTE), 3030 Potomac Avenue, Suite 100, Alexandria, VA, 22305, (800) 999-2782, accreditation@apta.org, www.capteonline.org. Accreditation was initially granted in May of 1997. Current accreditation extends through December 2024.

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* document. 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 March of each year and may be accessed online through the program's web page. Applicants will be ranked for admission based on

grades earned in academic courses required for the program and scores earned on the ATI Test of Essential Academic Skills, (ATI TEAS). The applicant will incur the cost of the ATI TEAS. Scores received on the ATI TEAS are good for three years from the testing date. Additional points are awarded for previously earned Associates or higher degrees from regionally accredited institutions. Wallace Community College complies with The Americans with Disabilities Act of 1990. Students who have a disability and require accommodation in taking the ATI TEAS 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 eligible for acceptance into the PTA program, applicants must be eligible for enrollment in or have already completed BIO 201. 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 a complete application packet by the established deadline in order to be considered for admission to the program. 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. A copy of the essential functions is available from the PTA program office and published on the College website, www.wallace.edu. 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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

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 PTA degree 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

If, for any reason, program progression is interrupted during a student's first semester of study and they wish to be readmitted, the student must reapply for admission to the program during the next application period. The student is **not** guaranteed acceptance into the program a second time.

If program progression is interrupted during any semester other than the first, the student can request readmission the following year for the point in the program in which the interruption occurred. Written notification of the intent to return to the program must be received by the Program Director between the first day and midterm of the semester prior to that which the student wishes to reenter. (i.e. If the student failed to progress during Spring Semester 2023 and wants to re-enter the Program in Spring Semester 2024, the notice must be received between the first day and midterm of Fall Semester 2023). Admission will be determined by the PTA Faculty based on availability of space in the next class and priority. Priority will be determined by cumulative GPA for completed PTA courses.

Students who wish to re-enter the Program will be required to enroll in PTA 293, Directed Study for PTA, during their first semester of returning to the Program. This course is designed to increase students' opportunities for successful completion of the curriculum. Course content will be determined by Program faculty based upon the point in the Program that the interruption in program progression occurred. If program progression is interrupted for more than one year or, if a student fails to meet Program progression guidelines a second time, the student will be required to reapply for admission as a new student to the program during the next application period. The student is not guaranteed acceptance into the program a second time. If accepted as a new student, the student must take or retake all PTA program courses.

A student who has been unsuccessful in the PTA Program two times, due to grade deficiencies or withdrawal, will be ineligible for re-enrollment unless the Program Director determines there were extenuating circumstances impacting the reason(s) for unsuccessful completion.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

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.

GRADING SCALE

PTA-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

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 with a grade of C or higher.

NOTE: Certification in Basic Cardiopulmonary Life Support (BCLS) at the health care provider level is required prior to the fourth week of semester one. This may be obtained at the College by enrollment in EMS 100 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. On-line certification without hands-on skills sessions is not acceptable.

Tuberculin skin test requirements must be updated annually.

This curriculum will be as follows:

Program: Physical Therapist Assistant
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Prerequisite for BIO 201 and BIO 202: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
MTH 100	Intermediate College Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3
PSY 210	Human Growth and Development	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
HPS 112	Medical Terminolgy for Health Care	3
PTA 200	PT Issues and Trends	2
PTA 201	PTA Seminar	2
PTA 202	PTA Communication Skills	2
PTA 204	PTA Forum I	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 260	Clinical Education I	1
PTA 261	Clinical Education II	1
PTA 266	CLINICAL FIELD WORK I	2
PTA 268	Clinical Practicum	5
PTA 290	Therapeutic Exercise	1
	Total credits:	**Total Credits 74**

Course Sequencing

Physical Therapist Assistant Associate in Applied Science Degree Suggested Course Sequence—Year One FIRST SEMESTER

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

EMS 100 OR current certification in cardiopulmonary resuscitation at the health care provider level. Online certification without hands-on skills session is not acceptable.

Prerequisite for BIO 201 and BIO 202: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
EMS 100	Cardiopulmonary Resuscitation I	1
	ORI 101 OR ORI 105	1-3
	HPS 105 or HPS 112	3
PTA 202	PTA Communication Skills	2
PTA 220	Functional Anatomy and Kinesiology	3
PTA 222	Functional Anatomy and Kinesiology Lab	2
PTA 250	Therapeutic Procedures I	4

Physical Therapist Assistant Associate in Applied Science Degree Suggested Course Sequence—Year One SECOND SEMESTER

Item #	Title	Credits
BIO 202	Human Anatomy Physiology II	4
ENG 101	English Composition I	3
PTA 232	Orthopedics for the PTA	2
PTA 240	Physical Disabilities I	2
PTA 251	Therapeutic Procedures II	4
PTA 290	Therapeutic Exercise	1

Physical Therapist Assistant Associate in Applied Science Degree Suggested Course Sequence—Year One THIRD SEMESTER

CIS 146 OR competency in Computer Science by passing a computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.

Item #	Title	Credits
	MTH 100 or higher	3
PTA 230	Neuroscience	2
PTA 241	Physical Disabilities II	2
PTA 253	Therapeutic Procedures III	4
PTA 260	Clinical Education I	1

Physical Therapist Assistant Associate in Applied Science Degree Suggested Course Sequence—Year Two FIRST SEMESTER

Item #	Title	Credits
PSY 200	General Psychology	3
	Speech	3
PTA 200	PT Issues and Trends	2
PTA 231	Rehabilitation Techniques	2
PTA 261	Clinical Education II	1
PTA 266	CLINICAL FIELD WORK I	2

Physical Therapist Assistant Associate in Applied Science Degree Suggested Course Sequence—Year Two SECOND SEMESTER

Item #	Title	Credits
PSY 210	Human Growth and Development	3
	Humanities/Fine Arts Elective	3
PTA 201	PTA Seminar	2
PTA 204	PTA Forum I	1
PTA 268	Clinical Practicum	5

Practical Nursing

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 George C. Wallace Community College in Dothan, Alabama is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326
(404) 975-5000
www.acenursing.org

The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical nursing program is Continuing Accreditation.

The Practical Nursing program is approved by the Alabama Board of Nursing. The Alabama Board of Nursing can be contacted at:

Alabama Board of Nursing
RSA Plaza, Suite 250
770 Washington Avenue
PO Box 303900
Montgomery, Alabama 36104
Telephone (800) 656-5318 fax (334) 293-5201
Website: www.abn.alabama.gov

Application for Alabama licensure is completed on-line at the Alabama Board of Nursing website (**www.abn.state.al.us**). Students who desire to be licensed in a state other than Alabama must obtain NCLEX-PN information and application from that state or apply for a multistate license. Refer to the Alabama Board of Nursing website for regulations regarding initial licensure. Application to sit for the licensing examinations may be denied on the basis of the review of the regulatory questions answered by the candidate. Applicants who have an arrest record should be aware that they may not be permitted to sit for the licensing examination. This determination is made AFTER an individual's application to take the NCLEX-PN for licensure is submitted to the board of nursing in the state in which they wish to be licensed.

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 minimum 2.5 grade point average for the last 24 hours of college credit for students with previous college work.
4. Eligibility for the following courses on or before the program application deadline:
    1. ENG 101 and MTH116 or higher level math as determined by College policy
    2. BIO 201 through successful completion of BIO 103 or satisfactory performance on The Alabama Community College System Biology Placement Exam.
5. A status of good standing with Wallace Community College.
6. Ability to meet the essential functions or technical standards required for nursing.
7. Completion of the ATI Test of Essential Academic Skills, ATI TEAS, within three years of the program application deadline.

*** Effective Fall 2023 the PN Program will conduct a pilot study and will accept the following minimum GPA requirements:**

- Minimum GPA of 2.3 on a 4.0 scale based on the last 24 credit hours for students with previous college coursework **OR** a 2.3 cumulative GPA at Wallace Community College.

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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

Admission to the Practical Nursing 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.

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

GRADING POLICY

A minimum grade of "C" (75 or above) is required to successfully complete nursing (NUR) courses within the Practical Nursing curriculum.

No rounding of test scores is done (for example, 78.6 is 78.6). Only the final course grade is rounded (0.5 or higher is raises to the next whole number). WCC nursing programs will carry all grade computations within a course (exams, quizzes, comprehensive tests, outside activity grades, etc.) to the hundredths place with no rounding applied to intermediate steps. Final course averages will be rounded to the nearest whole number.

The student must achieve a final grade of 75 in the theory component of all nursing courses. In addition, students enrolled in courses containing lab and/or clinical components, must achieve a "Satisfactory" evaluation in order to successfully complete the courses. Course grades will reflect the numerical theory grade, as long as lab and/or clinical components receive satisfactory evaluations. Unsatisfactory lab or clinical components will constitute receipt of a course grade of “D,” regardless of a numerical theory grade average.

PROGRESSION

A minimum grade of "C" (75 or above) is required to successfully complete nursing (NUR) courses within the Practical Nursing curriculum.

Students must successfully complete all NUR courses with each semester listed in the curriculum prior to progressing to the next semester. NUR courses are sequential and cannot be combined.

The following policies apply to situations in which a student fails to progress according to the defined Practical Nursing curriculum:

1. A total of **two** unsuccessful attempts in **two** separate semesters (D, F, or W) in the nursing program will result in dismissal from the program.
2. A student may be **reinstated** to the nursing program only one time. The **reinstatement** is not guaranteed due to limitations in clinical spaces. All nursing program admission standards must be met. Reinstatement must occur within one year from the semester of withdrawal or failure.
3. A student must have a 2.0 cumulative GPA at the current institution for **reinstatement.**
4. If a student has a documented extenuating circumstance that should be considered related to a withdrawal or failure, then this student may submit documentation for the extenuating circumstances to the Practical Nursing Admission Committee for a decision on repeating a course or readmission to the program.

Definitions

Reinstatement: Students who have a withdrawal or failure in a nursing course (non-progression) and are eligible to return to that course will be considered for reinstatement to the program.

Readmission: Students not eligible for program reinstatement (two semesters with grades of D, F, or W in NUR-Prefix courses) may apply for program admission as a new student. If accepted as a new student, the student must take or retake all nursing (NUR-Prefix) program courses.

Reinstatement

Students who experience non-progression in the nursing program and who desire reinstatement in the program must apply for reinstatement to the program. 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 GPA 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 due to, 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 GPA in nursing program required courses.
2. Have 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. Demonstrate current CPR at the health care provider level.
7. Reinstatement must occur within one year from the semester of withdrawal or failure.

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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

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 GPA at time of transfer.
3. Provide a letter of eligibility for progression from the dean or director of the previous nursing program.
4. Comply with all program policy requirements at accepting institution.
5. Complete at least 25% of the nursing program required courses for degree /certificate at the accepting institution.
6. Meet acceptability criteria for placement at clinical agencies for clinical experience.
7. Have no more than twelve months elapse from the last clinical course, in which student was successful.
8. 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.**
9. Student selection for transfer is based on GPA 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 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.
8. Acceptance of transient students into a nursing program is limited by the number of faculty members and clinical facilities available. **Meeting minimal standards does not guarantee acceptance.**
9. 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 and 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 from the last clinical nursing course, in which the student was successful.
5. Students will be ranked on cumulative grade point average for the purposes of transfer to the PN program.
6. Students who have two attempts in the Associate Degree Nursing program are only allowed one attempt in the Practical Nursing program.
7. Students who are successful may apply for the LPN-to-RN Mobility program as outlined in the College Catalog.
8. If unsuccessful in the Practical Nursing transfer option, the student must meet current admission and progression requirements.

STUDENT NURSE APPRENTICE PROGRAM

The nursing Apprenticeship program provides participants the ability to work and receive pay while advancing their learning.

The following is information regarding application to an apprenticeship:

1. Must be an active, current student of Wallace Community College.
2. Submit a Wallace Community College nursing program application during appropriate application periods and be accepted to the Practical Nursing program.
3. Students accepted into a Wallace Community College Nursing Program are provided the opportunity to submit an apprenticeship application. Applications are provided during the first semester in the nursing program.
4. A list of students who meet the minimum qualifications for apprenticeship is given to participating healthcare facilities.
5. From that list, participating healthcare facilities select and hire apprentices, based on the number of open positions they have available. Current employees may be selected for the apprenticeship. All apprentices sign an apprenticeship agreement.
6. Student apprentices must commit to work for the healthcare facility and participate in on the job learning at the healthcare facility during the nursing program. Included in working days are clinical days students are performing for nursing program clinical requirements. Apprenticeship clinical days begin in with second semester Practical Nursing Program courses.
7. Student apprentices must apply to the Alabama Board of Nursing for an apprentice permit.
8. Student apprentices are not paid for on-campus classes, labs, or simulation. Student apprentices are paid for clinical hours, not to include simulation.
9. Student apprentices will work one on one with a licensed nurse from the healthcare facility. Students will be held accountable to the same clinical requirements as non-apprentice students in the program.
10. Nursing Program applications are posted on the Wallace Community College website.

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.

Program: Practical Nursing

Type: Certificate

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area III: Natural Sciences and Mathematics

Prerequisite for BIO 201, BIO 202, and BIO 220: A grade of C or better in BIO 103; or a successful placement on the Alabama Community College System Biology Placement Exam; or a grade of C or better in BIO 201.

Item #	Title	Credits
MTH 116	Mathematical Applications	3
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4

Area V: Career and Technical Courses

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.

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
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 I	8
NUR 108	Psychosocial Nursing	3
NUR 109	Role Transition for the Practical Nurse	3
	Total credits:	**Total Credits 50-52**

Course Sequencing

Practical Nursing Certificate Suggested Course Sequence FIRST SEMESTER

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

EMS 100 OR current certification in cardiopulmonary resuscitation at the health care provider level is required. Online certification without hands-on skills session is not acceptable.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
	MTH 116 or higher	3
NUR 102	Fundamentals of Nursing	6
NUR 103	Health Assessment	1
NUR 104	Introduction to Pharmacology	1
	ORI 101 OR ORI 105	1-3

Practical Nursing Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
BIO 202	Human Anatomy Physiology II	4
ENG 101	English Composition I	3
NUR 105	Adult Nursing	8
NUR 106	Maternal and Child Nursing	5

Practical Nursing Certificate Suggested Course Sequence THIRD SEMESTER

Item #	Title	Credits
NUR 107	Adult/Child Nursing I	8
NUR 108	Psychosocial Nursing	3
NUR 109	Role Transition for the Practical Nurse	3

Radiologic Technology (RAD)

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. The program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and is recognized by The American Registry of Radiologic Technologists (ARRT). Graduates of the program are eligible to attempt the certification examination of the ARRT.

PROGRAM PHILOSOPHY

The Radiologic Technology Program is designed to provide the diagnostic imaging team with a member who, under the supervision of the radiologist, investigates function and structure of bodily organ systems, which contribute to diagnosis of disease and injury. The student will develop technical and social skills through active participation in an organized sequence of classroom, laboratory, and clinical experiences provided in the curriculum. The student will perform diagnostic imaging with the skill and knowledge of total patient care appropriate to radiology and with total consideration of biological effects. The highly developed technical abilities of the radiographer will enable the health team to improve community health services in addition to providing upward mobility for the individual's career development.

MISSION STATEMENT

Wallace Community College's Radiologic Technology Program prepares graduates for careers as professional Radiologic Technologists. Graduates have clinical and didactic training in producing and processing radiographs. The program provides learning opportunities that introduce, develop, and reinforce competence in the interpretation of the human anatomy on x-ray film and/or digital imaging systems and professional attitudes required for job acquisition and advancement.

Program effectiveness data over a five-year average is available from JRCERT at www.jrcert.org. Additional information regarding program goals and student learning outcomes can be found on the program link at www.wallace.edu.

ASSOCIATE IN APPLIED SCIENCE DEGREE

On successful completion of the Radiologic Technology curriculum, students are granted an associate in applied science degree.

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.

Every candidate for certification and every applicant for renewal of registration must, according to the governing documents, "be a person of good moral character and must not have engaged in conduct that is inconsistent with the ARRT Rules of Ethics," and they must "agree to comply with the ARRT Rules and Regulations and the ARRT Standards of Ethics." ARRT investigates all potential violations in order to determine eligibility.

Issues addressed by the ARRT Rules of Ethics include convictions, criminal procedures, or military court martials related to a felony, misdemeanor, criminal procedure resulting in a plea of guilty or no*lo contendere* (no contest), a verdict of guilty, withheld or deferred adjudication, suspended or stay of sentence, or pre-trial diversion. Juvenile convictions processed in juvenile court and minor traffic citations not involving drugs or alcohol are not required to be reported to the ARRT.

Additionally, candidates for certification are required to disclose any honor code violations that may have occurred during their educational process.

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 March of each year. Applicants will be considered for admission into the program based on past academic achievement and performance on the A^2 Admission Assessment. Wallace Community College complies with *The Americans with Disabilities Act of 1990*. Students who have a disability and require accommodation should contact Disability Support Services on the Wallace Campus in Dothan. Upon admission to the program, all students must complete a health form, including immunization records.

Minimum admission requirements are as follows:

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:
    1. Program application
    2. *Essential Functions* form
    3. All transcripts (unofficial high school and college) or unofficial GED® scores
    4. A^2 Admission Assessment test scores for math, reading comprehension, grammar, and vocabulary.
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 2.5 cumulative grade point average for students with previous college work.
5. A 2.5 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. Status of *good standing* with the College.
8. Ability to meet the essential functions required for the Radiologic Technology program. A copy of the essential functions is available from the RAD program office and published on the College website, www.wallace.edu. 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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

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, students 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. A copy of the essential functions is available from the RAD program office and published on the College website, www.wallace.edu.
4. Successfully complete the program within 33 months from the initial semester of RAD courses.
5. Maintain current CPR certification at the health care provider level as outlined by the program. On-line certification without hands-on skills sessions is not acceptable.
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 coursework.
2. No more than 33 months have elapsed 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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

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 have elapsed 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.

Program: Radiologic Technology
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Prerequisite for BIO 201 and BIO 202: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
MTH 100	Intermediate College Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

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 with a grade of C or higher.

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
RAD 111	Introduction to Radiography	2
RAD 112	Radiography Procedures	4
RAD 113	Patient Care	2
RAD 114	Clinical Education I	2
RAD 122	Radiographic Procedures II	4
RAD 124	Clinical Education II	5
RAD 125	Imaging Equipment	3
RAD 134	Clinical Education III	5
RAD 135	Exposure Principles	3
RAD 136	Radiation Protection and Biology	2
RAD 212	Image Evaluation and Pathology	2
RAD 214	Clinical Education IV	8
RAD 224	Clinical Education V	8
RAD 227	Review Seminar	2
	Total credits:	**Total Credits 76**

Course Sequencing

Radiologic Technology Associate in Applied Science Degree Suggested Course Sequence—Year One FIRST SEMESTER

Prerequisite for BIO 201 and BIO202: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
	MTH 100 or higher	3
	ORI 101 OR ORI 105	1-3
RAD 111	Introduction to Radiography	2
RAD 112	Radiography Procedures	4
RAD 113	Patient Care	2
RAD 114	Clinical Education I	2

Radiologic Technology Associate in Applied Science Degree Suggested Course Sequence—Year One SECOND SEMESTER

CIS 146 OR competency in Computer Science by passing a computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.

Item #	Title	Credits
BIO 202	Human Anatomy Physiology II	4
CIS 146	Microcomputer Applications	3
RAD 122	Radiographic Procedures II	4
RAD 124	Clinical Education II	5
RAD 125	Imaging Equipment	3

Radiologic Technology Associate in Applied Science Degree Suggested Course Sequence—Year One THIRD SEMESTER

Item #	Title	Credits
ENG 101	English Composition I	3
RAD 134	Clinical Education III	5
RAD 135	Exposure Principles	3
RAD 136	Radiation Protection and Biology	2

Radiologic Technology Associate in Applied Science Degree Suggested Course Sequence—Year Two FIRST SEMESTER

Item #	Title	Credits
PSY 200	General Psychology	3
RAD 212	Image Evaluation and Pathology	2
RAD 214	Clinical Education IV	8
	Speech	3

Radiologic Technology Associate in Applied Science Degree Suggested Course Sequence—Year Two SECOND SEMESTER

Item #	Title	Credits
RAD 224	Clinical Education V	8
RAD 227	Review Seminar	2
	Humanities/Fine Arts Elective	3

Respiratory Therapist (RPT)

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 able to sit for national examinations to earn the credentials of CRT (Certified Respiratory Therapist) and RRT (Registered Respiratory Therapist). CRT and/or RRT credentials are used as the basis for the licensure in all of the 49 states that regulate the practice of respiratory care.

The Therapist Multiple-Choice Examination (TMC) is designed to objectively measure essential knowledge, skills, and abilities required of entry-level respiratory therapists, as well as determine eligibility for the Clinical Simulation Examination (CSE). There are two established cut scores

for the TMC Examination, the first of which earns one the CRT credential and a higher cut score that qualifies examinees to sit for the CSE. Individuals who attempt and pass the TMC with the higher cut score and attempt and pass the CSE will be awarded the Registered Respiratory Therapist (RRT) credential.

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. Have you ever pleaded “no contest”, “nolo contendre”, or “guilty” in any criminal case?
3. Have you ever had an adjudication withheld in any criminal case?
4. Do you have any physical, mental, or emotional impairments that would hinder your ability to perform duties assigned in the profession of Respiratory Therapy?
5. Are you or have you ever been addicted to alcohol or drugs?
6. Have you ever been treated for alcohol/substance abuse in a treatment center, hospital, or outpatient setting? If yes, give name of institution, date, and length of treatment.
7. Has any state licensing board refused, revoked, or suspended a certificate/license issued to you or taken other disciplinary action?
8. Have you voluntarily or otherwise surrendered your Healthcare or Respiratory license or certification/registry in any jurisdiction, state, or territory?
9. Are you currently under investigation by any health care licensing board or agency?
10. 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 of 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.

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 admitted to the Respiratory Therapist program must meet all College admission requirements as listed in this catalog. Students are admitted to the program without discrimination regarding age, creed, marital status, race, religion, gender, or national origin. Selected applicants are admitted to and begin classes only in fall semester. Applications for admission may be obtained in March of each year. Complete application packets must be submitted prior to the deadline date provided in the application packet.

Acceptance into the Respiratory Therapist Program is conditional and depends on the student’s ability to perform the essential functions identified. A copy of the essential functions is available from the RPT program office and published on the College website, www.wallace.edu. 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, laboratory tests, and immunizations.

Admission to the program is competitive and applicant ranking will determine final acceptance. Applicants will be ranked for admission based on academic performance (grade point average, completed courses) and performance on the ATI Test of Essential Academic Skills, ATI TEAS. Additional points are awarded for previously earned Associates or higher degrees from regionally accredited institutions. The applicant will incur the cost of the ATI TEAS. Scores received on the ATI TEAS are good for three years from the testing date. It is highly desirable that general academic coursework be completed prior to application to the Respiratory Therapist Program. Applicants will be ranked in descending numerical order based on admission criteria. Final notification of admission status will be provided to each applicant by email.

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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

Minimum requirements for application and admission to the Respiratory Therapist Program are:

1. Unconditional admission to Wallace Community College.

2. A 2.0 cumulative GPA on a 4.0 scale for those with previous college credit.

3. Eligibility to enroll for or previous completion with a "C" or higher of ENG101, MTH100, and BIO201 at the time of program application. Eligibility will be determined by College placement policies. Students enrolled in courses pre-requisite to ENG101, MTH100, and BIO201 at the time of application may be considered for conditional admission pending grade results at the end of summer term.

4. Completion of the ATI Test of Essential Academic Skills, ATI TEAS, and submission of score results in the application packet.

CONDITIONS OF PARTICIPATION AND PROGRESSION

Participation in clinical activities within the program requires strict adherence to program, institutional, and clinical affiliate policies, including those related to 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 non-compliance are clearly explained. Students who are unable or unwilling to comply with program institutional, 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 statements above, students must meet each of the following criteria to continue to participate in the program, 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 on the Cumulative Clinical Proficiency Examination administered at the end of each term in which a clinical course is contained.

3. Maintain certification in Basic Cardiac Life Support at the Healthcare Provider level. On-line certification without hands-on skills sessions is not acceptable. Students may repeat any RPT-prefix course only once. Failure to pass a course with the minimum acceptable grade of *C* or above on a second attempt will result in dismissal from the program without the possibility of readmission.

GRADING SCALE

RPT-prefix courses will be evaluated on the following grading scale:

A 90-100

B 80-89

C 75-79

D 60-74

F 59 and below

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, 1141 Wallace Drive, Dothan, AL, 36303. 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. Students who have been dismissed from any clinical facility are ineligible for readmission. Students may be considered for readmission only once. If a student fails to progress during the first semester of the program they must reapply for acceptance as a new student.

To complete readmission requirements, students must achieve a passing score (80%) 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.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

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 desire to enroll. Acceptance may be limited by availability of openings.

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 with a grade of C or higher.

Certification in Basic Cardiopulmonary Life Support (BCLS) at the health care provider level is required for all students prior to the first hospital clinical experiences. Certification may be obtained at the College through enrollment in EMS 100 or from any other approved agency or facility. A copy of successful completion must be presented and certification must remain current during the entire program. On-line certification without hands-on skills sessions is not acceptable.

Program: Respiratory Therapist
Type: Associate in Applied Science

Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

Area III: Natural Sciences and Mathematics

Prerequisite for BIO 201 and BIO 202: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
MTH 100	Intermediate College Algebra	3

Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
PSY 200	General Psychology	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
EMS 266	Advanced CV Life Support	1
RPT 210	Clinical Practice I	2
RPT 211	Introduction to Respiratory Care	2
RPT 212	Fundamentals of Respiratory Care I	4
RPT 213	Anatomy and Physiology for the RCP	3
RPT 214	Pharmacology for the RCP	2
RPT 220	Clinical Practice II	2
RPT 221	Pathology for the RCP I	3
RPT 222	Fundamentals of Respiratory Care II	4
RPT 223	Acid/Base Regulation and ABG Analysis	2
RPT 230	Clinical Practice III	2
RPT 231	Pathology for the RCP II	3
RPT 232	Diagnostic Procedures for the RCP	2
RPT 233	Special Procedures for the RCP	2
RPT 234	Mechanical Ventilation for the RCP	4
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 244	Critical Care Considerations for the RCP	2
	Total credits:	**Total Credits 75**

Course Sequencing

Respiratory Therapist Two-Year Option Associate in Applied Science Degree Suggested Course Sequence Year One FIRST SEMESTER

EMS 100 OR current certification in cardiopulmonary resuscitation at the health care provider level. Online certification without hands-on skills session is not acceptable.

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

Item #	Title	Credits
EMS 100	Cardiopulmonary Resuscitation I	1
	ORI 101 OR ORI 105	1-3
ENG 101	English Composition I	3
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

Respiratory Therapist Two-Year Option Associate in Applied Science Degree Suggested Course Sequence Year One SECOND SEMESTER

Prerequisite for BIO 201 and BIO 202: BIO 103 with a grade of C or higher, or satisfactory placement on the Alabama Community College System Biology Placement Exam.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
MTH 100	Intermediate College Algebra	3
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

Respiratory Therapist Two-Year Option Associate in Applied Science Degree Suggested Course Sequence Year One THIRD SEMESTER

Item #	Title	Credits
BIO 202	Human Anatomy Physiology II	4
RPT 231	Pathology for the RCP II	3
RPT 234	Mechanical Ventilation for the RCP	4
RPT 241	Rehabilitation and Home Care for the RCP	2

Respiratory Therapist Two-Year Option Associate in Applied Science Degree Suggested Course Sequence Year Two FIRST SEMESTER

CIS 146 OR competency in Computer Science by passing a computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
PSY 200	General Psychology	3
RPT 230	Clinical Practice III	2
RPT 232	Diagnostic Procedures for the RCP	2
RPT 242	Perinatal/Pediatric Respiratory Care	3
RPT 244	Critical Care Considerations for the RCP	2

Respiratory Therapist Two-Year Option Associate in Applied Science Degree Suggested Course Sequence - Year Two SECOND SEMESTER

Item #	Title	Credits
EMS 266	Advanced CV Life Support	1
RPT 233	Special Procedures for the RCP	2
RPT 240	Clinical Practice IV	4
RPT 243	Computer Applications for the RCP	2
	Humanities/Fine Arts Elective	3
	Speech	3

Surgical Technology (SUR)

Surgical Technologists are significant participants on the health care team and play a major role in the operating room arena. The Surgical Technology program at Wallace Community College aims to provide classroom, laboratory, and clinical instruction to enable individuals to

perform as competent, entry-level Surgical Technologists following graduation. The role of a surgical technologist varies among hospitals and surgery centers, but typically entails preparation of the operating room with sterile instruments, equipment and supplies, maintaining sterility, as well as assisting the surgeon and other team members during procedures in the operating room suite.

The Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), 9355-113th Street, North 7709, Seminole, Florida 33775, (727-210-2350), www.caahep.org, on recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting Board (ARC/STSA)., 19751 East Mainstreet, Suite 339 Parker, Colorado 80138, (303) 694-9262. Accreditation status was approved in May 2021. Graduates of the program will be prepared to sit for the Association of Surgical Technology Certified Surgical Technologist (CST) credential upon program completion.

The Surgical Technology program is designed to be completed in five semesters and an associate in applied science degree as the credential earned. Throughout the program, students will be required to earn a grade of C or higher in all academic requirements and SUR-prefix courses within the curriculum.

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. The Surgical Technology program will admit students to the program once each year in Fall Semester. Students are admitted to the Surgical Technology program without discrimination regarding color, age, creed, marital status, race, religion, sex, or national origin. Wallace Community College complies with The Americans with Disabilities Act of 1990. Students who have a disability and require accommodation should contact Disability Support Services on the Wallace Campus in Dothan. Applicants must meet College requirements for admission and will be considered for admission into the program based on past academic achievement and performance on the ATI Test of Essential Academic Skills (ATI TEAS). Application packets will be made available beginning March 1 each year and will be due by a designated date and time denoted within the packet information. Spaces available for acceptance will be limited by the availability of clinical sites, as well as classroom space and instructor availability. The target class size is expected to have a maximum of 15 students per year, pending applicant eligibility. Upon admission to the program, all students must submit a program health form and immunization records.

Admission requirements include:

1. Unconditional admission to the College;
2. Status of good standing with the College
3. Submission of a completed application packet for the Surgical Technology program, including
    1. Completed program application form
    2. Signed essential functions form
    3. Copies of transcripts (unofficial will suffice) from all colleges previously attended, including WCC
    4. Scores from the ATI Test of Essential Academic Skills (ATI TEAS) taken within three (3) years of program application
4. Minimum 2.0 cumulative college GPA or high school if no prior college attendance (GED® acceptable in lieu of high school transcript);
5. Minimum of 2.5 grade point average for the last 24 hours of college credit for students with previous college work OR high school diploma or GED for students with no previous college work. 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;
6. Eligibility at the time of program application for ENG101, English Composition I, MTH 100, Intermediate College Algebra, and BIO 201, Human Anatomy and Physiology I.

Admission to the Surgical Technology program is competitive. Applications received will be ranked based upon a scoring system related to the above requirements. **Meeting the minimum requirements does not guarantee acceptance**. Initial acceptance willl be provisional upon the student's ability to perform essential functions, have negative substance abuse screening results, and receive clinical attendance approval of findings from a required criminal background check. Random substance abuse screening will be conducted throughout program enrollment.

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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

GRADING SCALE

A 90-100

B 80-89

C 75-79

D 60-74

F 59 and below

PROGRESSION

In order to progress in the surgical technology program, the student must:

1. Progress through the required Surgical Technology curriculum in the prescribed sequence.
2. Achieve a grade of C or higher in all academic and program-prefix courses required in the Surgical Technology program curriculum.
3. Maintain a cumulative grade point average of 2.0 or higher in all Wallace Community College coursework.
4. Be acceptable by clinical agencies for clinical experiences and comply with clinical affiliates and program regulations, policies, and procedures.
5. Maintain the ability to meet the Essential Functions for the Surgical Technology program with or without reasonable accommodations. A copy of the essential functions is available from the program office and published on the College website, www.wallace.edu.
6. Maintain current CPR certification at the health care provider level.

REINSTATEMENT / READMISSION

Students who break enrollment in Surgical Technology program courses, whether by personal choice or inability to progress per program policy, can reapply for reinstatement the following academic year for the term of the program in which the interruption occurred. Written notification of intent to reapply must be received by the Program Director no later than mid-term of the semester prior to the one the student desires to enter. For example, a student who withdraws during Spring Semester 2023 and desires to re-enter the program Spring Semester 2024 must submit a written request prior to mid-term Fall Semester 2023. Program or course remediation may be required depending on the student's GPA and the stage of the program at which the curriculum break occurs. Readmission may be limited by availability of class and/or clinical openings. A student may be considered for readmission only once. Students who break enrollment more than once or fail to return to the program within a 12-month timeframe must apply and compete for admission as a new program student. All students applying for readmission must follow admission and progression guidelines in effect at the time of reentry.

AUDIT

Effective September 12, 2012 there shall be no auditing allowed for any Health Science classes.

TRANSFER POLICY

Students previously enrolled in other regionally accredited surgical technology programs will be evaluated on an individual basis to determine appropriate placement. Validation examinations may be required. Transfer students should apply for admission by mid-term of the semester prior to that in which they desire to enroll. Acceptance may be limited by availability of openings.

Program: Surgical Technology
Type: Associate in Applied Science

AREA I: WRITTEN COMPOSITION

Item #	Title	Credits
ENG 101	English Composition I	3

AREA II: HUMANITIES AND FINE ARTS

Item #	Title	Credits
	Speech	3
	Humanities/Fine Arts Elective	3

AREA III: NATURAL SCIENCES AND MATHEMATICS

BIO 103 with a grade of C or higher, or a satisfactory score on the Alabama Community College System Biology Placement Exam is a prerequisite.

Item #	Title	Credits
	MTH 100 or higher	3
BIO 201	Human Anatomy Physiology I	4
BIO 202	Human Anatomy Physiology II	4
BIO 220	General Microbiology	4

AREA IV HISTORY, SOCIAL AND BEHAVIORAL SCIENCE

Item #	Title	Credits
PSY 200	General Psychology	3
PSY 210	Human Growth and Development	3

AREA V: CAREER AND TECHNICAL COURSES

NOTE: Basic Cardiopulmonary Life Support (BCLS) certification at the healthcare provider level is required to be in effect during the program. It may be taken through the College by registering for EMS 100. On-line certification without hands-on skills sessions is not acceptable.

Item #	Title	Credits
	HPS 105 or HPS 112	3
CIS 146	Microcomputer Applications	3
	ORI 101 OR ORI 105	1-3
SUR 101	Introduction to Surgical Technology	3
SUR 102	Applied Surgical Techniques	4
SUR 103	Surgical Procedures	5
SUR 104	Surgical Practicum I	4
SUR 105	Surgical Practicum II	5
SUR 106	Role Transition in Surgical Technology	1
SUR 108	Pharmacology for the Surgical Technologist	2
SUR 203	Surgical Procedures II	1
SUR 204	Surgical Practicum III	4
SUR 205	Surgical Practicum IV	5
	Total credits:	**Total Credits 71**

Course Sequencing

SURGICAL TECHNOLOGY ASSOCIATE IN APPLIED SCIENCE SUGGESTED COURSE SEQUENCE FIRST SEMESTER

NOTE: BIO 103 with a grade of C or higher, or a satisfactory score on the Alabama Community College System Biology Placement Exam is a prerequisite for BIO 201, BIO 202 and BIO 220.

ORI 101 or ORI 105 or transfer credit for an orientation to college course is required for all students.

Item #	Title	Credits
BIO 201	Human Anatomy Physiology I	4
ENG 101	English Composition I	3
	HPS 105 or HPS 112	3
SUR 101	Introduction to Surgical Technology	3
SUR 102	Applied Surgical Techniques	4

SURGICAL TECHNOLOGY ASSOCIATE IN APPLIED SCIENCE SUGGESTED COURSE SEQUENCE SECOND SEMESTER

Item #	Title	Credits
BIO 202	Human Anatomy Physiology II	4
	MTH 100 or higher	3
SUR 103	Surgical Procedures	5
SUR 108	Pharmacology for the Surgical Technologist	2

SURGICAL TECHNOLOGY ASSOCIATE IN APPLIED SCIENCE SUGGESTED COURSE SEQUENCE THIRD SEMESTER

Item #	Title	Credits
CIS 146	Microcomputer Applications	3
PSY 200	General Psychology	3
SUR 104	Surgical Practicum I	4
BIO 220	General Microbiology	4

ASSOCIATE IN APPLIED SCIENCE SUGGESTED COURSE SEQUENCE FOURTH SEMESTER

Item #	Title	Credits
PSY 210	Human Growth and Development	3
SUR 105	Surgical Practicum II	5
SUR 203	Surgical Procedures II	1
	Speech	3

ASSOCIATE IN APPLIED SCIENCE SUGGESTED COURSE SEQUENCE FIFTH SEMESTER

Item #	Title	Credits
SUR 106	Role Transition in Surgical Technology	1
SUR 204	Surgical Practicum III	4
SUR 205	Surgical Practicum IV	5
	Humanities/Fine Arts Elective	3

Welding Technology, Certificate

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 and D1.1 Structural Steel Welding Code.

The program includes a wide variety of welding experiences for plate and pipe welders. Students can exit the program after two 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. NOTE: At various points during the program, students who qualify, may test for a variety of AWS Certifications. Students must purchase their own books and tools. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program.

A high school diploma or GED® is not required; however, students are required to demonstrate college and career readiness. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

NOTE: Students enrolled in the Welding Technology program are strongly encouraged to take third party industry recognized credentialing tests as part of the program requirements. Credentialing tests will be conducted onsite and students will be responsible for the fees associated with the credentialing tests.

Program: Welding Technology
Type: Certificate

Area I: Written Composition

Item #	Title	Credits
	COM 103 or ENG 101	3

Area II: Humanities and Fine Arts

Item #	Title	Credits
	SPC 103 OR SPH 106 OR SPH 107	3

Area III: Natural Sciences and Mathematics

Item #	Title	Credits
	MAH 101 or MTH 116	3

Area V: Career and Technical Courses

Item #	Title	Credits
	ORT 100 OR ORI 101	1
	DPT 103 or CIS 146	3
WDT 107	Smaw Fillet/OFC/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	Shielded Metal Arc Welding Groove	3
WDT 122	Smaw Fillet/OFC Lab	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WDT 125	Shielded Metal Arc Welding Groove Lab	3
WDT 155	GTAW Carbon Pipe Lab	3
WDT 157	Consumable Welding Processes	3
WDT 217	SMAW Carbon Pipe	3
WDT 257	SMAW Carbon Pipe Lab	3
WDT 228	Gas Tungsten Arc Welding	3
WDT 268	Gas Tungsten Arc Welding Lab	3
	Total credits:	**Total Credits 58**

Course Sequencing

Welding Technology Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
COM 103	Introductory Technical English II	3
	ORT 100 OR ORI 101	1
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
WDT 122	Smaw Fillet/OFC Lab	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3

Welding Technology Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
	MAH 101 or MTH 116	3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 120	Shielded Metal Arc Welding Groove	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WDT 125	Shielded Metal Arc Welding Groove Lab	3

Welding Technology Certificate Suggested Course Sequence Third Semester

Item #	Title	Credits
	SPC 103 OR SPH 106 OR SPH 107	3
WDT 217	SMAW Carbon Pipe	3
WDT 257	SMAW Carbon Pipe Lab	3
WDT 228	Gas Tungsten Arc Welding	3
WDT 268	Gas Tungsten Arc Welding Lab	3

Welding Technology Certificate Suggested Course Sequence Fourth Semester

Item #	Title	Credits
	DPT 103 or CIS 146	3
WDT 110	Industrial Blueprint Reading	3
WDT 115	GTAW Carbon Pipe	3
WDT 155	GTAW Carbon Pipe Lab	3
WDT 157	Consumable Welding Processes	3

ARC Welding Technology, STC

The ARC Welding short term certificate (STC) program is designed to establish welding skills necessary for entry-level job placement and to enhance the skills of experienced welders in various arc welding processes used by industry. The program also provides AWS welder certification options upon successful completion of the program. The student will be able to make quality welds, layout and fabricate various pipe connections, perform repair work, and have knowledge of welding codes and blueprint reading. Courses in this program are carefully articulated with the Welding Technology Certificate Program, allowing students to move on without repeating course work. The STC provides the necessary educational background and practical training to help students acquire the knowledge, skills and abilities needed to prepare for successful entry-level employment in the welding profession.

Program: Welding Technology
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
WDT 110	Industrial Blueprint Reading	3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 120	Shielded Metal Arc Welding Groove	3
WDT 122	Smaw Fillet/OFC Lab	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WDT 125	Shielded Metal Arc Welding Groove Lab	3
	Total credits:	**Total Credits 24**

Course Sequencing

ARC Welding STC Suggested Course Sequence First Semester

Item #	Title	Credits
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 122	Smaw Fillet/OFC Lab	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3

ARC Welding STC Suggested Course Sequence Second Semester

Item #	Title	Credits
WDT 110	Industrial Blueprint Reading	3
WDT 120	Shielded Metal Arc Welding Groove	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WDT 125	Shielded Metal Arc Welding Groove Lab	3

Upon successful completion of all courses students are:

- Eligible for AWS Certification Test
- Eligible for Stackable STC Basic Welding Fundamentals
- Eligible for Stackable STC ARC Welding Technologies

Basic Welding Fundamentals, STC

The Basic Welding Fundamentals Short Term Certificate (STC) Program introduces concepts related to safety practices and terminology basic welding processes. Emphasis is placed on safe operating practices, equipment identification, set-up and operation, carbon arc and plasma arc cutting processes, handling and storage of compressed gasses, process principles, component identification, various welding techniques and base, filler metal identification, oxy-fuel and related information. Courses in this program are carefully articulated with the Welding Technology Certificate Program, allowing students to move on without repeating course work. The STC provides the necessary educational background and practical training to help students acquire the knowledge, skills and abilities needed to prepare for successful entry-level employment in the welding profession.

Program: Welding Technology
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
	Total credits:	**Total Credits 12**

Course Sequencing

Basic Welding Fundamentals STC Suggested Course Sequence First Semester

Item #	Title	Credits
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3

Welding Technology, STC

The purpose of this program is to prepare students for entry level employment in shielded metal arc welding (SMAW) and gas metal arc welding (GMAW).

NOTE: Students must purchase their own books and tools. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to demonstrate college and career readiness. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

Program: Welding Technology
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
WDT 110	Industrial Blueprint Reading	3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 120	Shielded Metal Arc Welding Groove	3
WDT 122	Smaw Fillet/OFC Lab	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WKO 106	Workplace Skills	3
	Total credits:	**Total Credits 24**

Course Sequencing

Welding Technology Short Certificate Suggested Course Sequence First Semester

Item #	Title	Credits
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
WDT 110	Industrial Blueprint Reading	3
WDT 122	Smaw Fillet/OFC Lab	3
WDT 123	Smaw Fillet/PAC/CAC/Lab	3

Welding Technology Short Certificate Suggested Course Sequence Second Semester

Item #	Title	Credits
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 120	Shielded Metal Arc Welding Groove	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WKO 106	Workplace Skills	3

Welding Technology Advanced MIG Welding (Aluminum Concentration), STC

The purpose of this program is to introduce students to advanced MIG welding on aluminum. The program is designed specifically for individuals who have completed the welding certificate program or have equivalent industry work experience that would prepare them for advanced MIG welding.

NOTE: Students must purchase their own books and tools. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to demonstrate college and career readiness. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

NOTE: Admission by instructor approval.

Program: Welding Technology
Type: Short Certificate

Area V: Career and Technical Courses

Item #	Title	Credits
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WDT 162	Consumable Welding Applications	3
WDT 163	Consumable Welding Applications Lab	3
WDT 115	GTAW Carbon Pipe	3
WDT 228	Gas Tungsten Arc Welding	3
	Total credits:	**Total Credits 18**

Course Sequencing

Advanced Mig Welding (Aluminum Concentration) Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
WDT 115	GTAW Carbon Pipe	3
WDT 119	Gas Metal Arc/Flux Cored Arc Welding	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	3
WDT 228	Gas Tungsten Arc Welding	3

Advanced Mig Welding (Aluminum Concentration) Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
WDT 162	Consumable Welding Applications	3
WDT 163	Consumable Welding Applications Lab	3

Welding Technology Advanced Pipe Welding (Stainless Steel Concentration), STC

The purpose of this program is to introduce students to advanced pipe welding on stainless steel. The program is designed specifically for individuals who have completed the welding certificate program or have equivalent work experience that would prepare them for advanced GTAW welding on stainless steel.

NOTE: Students must purchase their own books and tools. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to demonstrate college and career readiness. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

NOTE: Admission by instructor approval.

Program: Welding Technology
Type: Short Certificate

Area V: Career and Technical Courses

Item #	Title	Credits
WDT 116	GTAW Stainless Pipe	3
WDT 156	GTAW Stainless Pipe Lab	3
WDT 157	Consumable Welding Processes	3
WDT 158	Consumable Welding Processes Lab	3
WDT 115	GTAW Carbon Pipe	3
WDT 155	GTAW Carbon Pipe Lab	3
	Total credits:	**Total Credits 18**

Course Sequencing

Advanced Pipe Welding (Stainless Steel Concentration) Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
WDT 115	GTAW Carbon Pipe	3
WDT 116	GTAW Stainless Pipe	3
WDT 155	GTAW Carbon Pipe Lab	3
WDT 156	GTAW Stainless Pipe Lab	3

Advanced Pipe Welding (Stainless Steel Concentration) Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
WDT 157	Consumable Welding Processes	3
WDT 158	Consumable Welding Processes Lab	3

Course Descriptions

Accounting

ACC 129: Individual Income Taxes

This course introduces the relevant laws governing individual income taxation. Emphasis is placed on filing status, exemptions for dependents, gross income, adjustments, deductions, and computation of tax. Upon completion, students should be able to complete various tax forms pertaining to the topics covered in the course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Accounting — Career and Technical

ACT 246: Microcomputer Accounting

This course utilizes the microcomputer in the study of financial accounting principles and practices. Emphasis is placed on the use of software programs for financial accounting applications. Upon completion of this course, the student will be able to use software programs for financial accounting applications.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
BUS 241

ACT 249: Payroll Accounting

This course focuses on federal, state, and local laws affecting payrolls. Emphasis is on payroll accounting procedures and practices and on payroll tax reports. Upon completion of this course, the student will be able to apply knowledge of federal, state, and local laws affecting payrolls.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Agriculture Production

AGP 130: Poultry Production

This course focuses on the basic technical aspects of poultry production. Topics include housing, growing contacts, heating and cooling, nutrition, economics, and poultry health. Upon course completion, students will be able to develop a poultry production and marketing plan. Students interested in transferring to Auburn University as a Poultry Science major should become familiar with the degree requirements at Auburn University (these are subject to change). Students in this program will complete their freshman and sophomore years at Wallace Community College and their junior and senior years at Auburn University, completing a bachelor's degree in the high-demand field of Poultry Science.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
As required by program

AGR 200: Introduction to Animal Dairy Science

This course concerns the importance of livestock to agriculture and to the nutrition of people. Livestock terminology, selection, reproduction, nutrition, management, marketing, and species characteristics of beef cattle, swine, sheep, and horses are emphasized.

Credits: 4
Lab Hours: 1
Lecture Hours: 3

Air Conditioning/Refrigeration

This program provides training in which students gain the 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. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. Reasonable accommodations are considered.

ACR 111: Principles of Refrigeration

This course emphasizes the fundamental principles for air conditioning and refrigeration. Instruction is provided in the theory and principles of refrigeration and heat transfer, HVAC/R system components, common, and specialty tools for HVAC/R, and application of the concepts of basic compression refrigeration. Upon completion, students should identify system components and understand their functions, identify and use common and specialty HVAC/R tools, and maintain components of a basic compression refrigeration system. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 112: HVAC/R Service Procedures

This course covers system performance checks and refrigerant cycle diagnosis. Emphasis is placed on the use of refrigerant recovery/recycle units, industry codes, refrigerant coils and correct methods of charging and recovering refrigerants. Upon completion, students should be able to properly recover/recycle refrigerants and demonstrate safe, correct service procedures which comply with the no-venting laws.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 113: Refrigeration Piping Practices

The course introduces students to the proper installation procedures of refrigerant piping and tubing for the heating, ventilation, air conditioning and refrigeration industry. This course includes various methods of working with and joining tubing. Upon completion, students should comprehend related terminology, and be able to fabricate pipe, tubing, and pipe fittings. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 119: Fundamentals of Gas Heating Systems

This course provides instruction on general service and installation for common gas furnace system components. Upon completion, students will be able to install and service gas furnaces in a wide range of applications.

Credits: 3
Lab Hours: 4

Lecture Hours: 1

ACR 120: Fundamentals of Electric Heating Systems

This course covers the fundamentals of electric furnace systems. Emphasis is placed on components, general service procedures, and basic installation. Upon completion, students should be able to install and service electric furnaces, heat pumps, and solar and hydronics systems.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 121: Principles of Electricity for HVAC/R

This course is designed to provide the student with the basic knowledge of electrical theory and circuitry as it pertains to air conditioning and refrigeration. This course emphasizes safety, definitions, symbols, laws, circuits, and electrical test instruments. Upon completion students should understand and be able to apply the basic principles of HVACR circuits and circuit components. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 122: HVAC/R Electric Circuits

This course introduces the student to electrical circuits and diagrams. Electrical symbols and basic wiring diagrams are constructed in this course. Upon completion, student should understand standard wiring diagrams and symbols and be able to construct various types of electrical circuits. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 123: HVAC/R Electrical Components

This course introduces students to electrical components and controls. Emphasis is placed of the operations on motors, relays, contactors, starters, and other HVAC electrical components. Upon completion, students should be able to install electrical components and determine their proper operation. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 127: HVAC/R Electic Motors

This course covers the basic maintenance of electric motors used in HVAC/R systems. Topics include types of motors, motor operations, motor installation, and troubleshooting motors. Upon completion student should be able to install and service HVAC/R electric motors.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 132: Residential Air Conditioning

This course introduces students to residential air conditioning systems. Emphasis is placed on the operation, service, and repair of residential air conditioning systems. Upon completion, students will be able to service and repair residential air conditioning systems.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 133: Domestic Refrigeration

This course covers domestic refrigerators and freezers. Emphasis is placed on installation, removal, and maintenance of components. Upon completion, students should be able to service and adjust domestic refrigeration units.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 134: Ice Machines

This course introduces students to commercial ice machines. Emphasis is placed on components, electrical and mechanical operation sequences, control adjustment procedures, preventive maintenance, repairs, and installation procedures. Upon completion, student should be able to install, service and repair commercial ice machines.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 147: Refrigerant Transition and Recovery Theory

This course is EPA-approved and covers material relating to the requirements necessary for type I, II, and III universal certification. Upon completion, students should be prepared to take the EPA 608 certification examination.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

ACR 148: Heat Pump Systems I

Instruction received in this course centers around the basic theory and application of heat pump systems and components. Upon completion students will be able to install and service heat pumps in a wide variety of applications.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 149: Heat Pump Systems II

This is a continuation course of the basic theory and application of heat pump systems. Topics include the electrical components of heat pumps and their function. Upon completion student should be able to install and service heat pumps.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 203: Commercial Refrigeration

This course focuses on commercial refrigeration systems. Emphasis is placed on evaporators, condensers, compressors, expansion devices, special refrigeration components and application of refrigeration systems. Upon completion students should be able to service and repair commercial refrigeration systems.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 205: System Sizing and Air Distribution

This course provides instruction in the load calculation of a structure and system sizing. Topics of instruction include heat loss, heat gain, equipment and air distribution sizing, and factors making acceptable indoor air quality. Upon course completion, students should be able to calculate system requirements.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 209: Commercial Air Conditioning Systems

This course focuses on servicing and maintaining commercial and residential HVAC/R systems. Topics include system component installation and removal and service techniques. Upon completion, the student should be able to troubleshoot and perform general maintenance on commercial and residential HVAC/R systems.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ACR 210: Troubleshooting HVAC/R Systems

This course provides instruction in the use of various meters and gauges used in the HVACR industry. Emphasis is placed on general service procedures, system diagnosis, and corrective measure, methods of leak detection, and system evacuation, charging and performance checks. Upon completion students should be able to perform basic troubleshooting of HVAC/R.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

Anthropology

ANT 200: Introduction to Anthropology

This course is a survey of physical, social, and cultural development and behavior of human beings.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Art

ART 100: Art Appreciation

This course is an introduction to the appreciation of art through an examination of the themes and purposes of art, the exploration of visual arts media and methods, and culturally significant works of art from the past and present. The course informs students about the language of art and its relevance in everyday life.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

ART 113: Drawing I

This course provides the opportunity to develop perceptional and technical skills in a variety of media. Emphasis is placed on communication through experimenting with composition, subject matter and technique.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

ART 114: Drawing II

This course advances the students drawing skills in various art media. Emphasis is placed on communication through experimentation, composition, technique and personal expression.

Credits: 3

Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 113

ART 121: Two-Dimensional Composition I

This course introduces the basic of concepts of two-dimensional design. Topics include the elements and principles of design with emphasis on the arrangements and relationships among them.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

ART 127: Three-Dimensional Composition

This course introduces art materials and principles of design that acquaint the beginner with the fundamentals of three-dimensional art. Emphasis is placed on the use of art fundamentals and the creative exploration of materials in constructing three-dimensional art works.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 113 or ART 121

ART 133: Ceramics I

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. Upon completion, students should demonstrate through their work, a knowledge of the methods, as well as an understanding of the craftsmanship and aesthetics involved in ceramics.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

ART 134: Ceramics II

This course develops the 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 emphasis will be placed on the wheel throwing method. Upon completion, students should demonstrate improved craftsmanship and aesthetic quality in the production of pottery.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 133

ART 173: Photography I

This course is an introduction to the art of photography. Emphasis is placed on the technical and aesthetic aspects of photography with detailed instruction in darkroom techniques. Upon completion, students should understand the camera as a creative tool, understand the films, chemicals and papers, and have a knowledge of composition and history.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

ART 174: Photography II

This course advances the students' technical and aesthetic knowledge of photography beyond the introductory level. Emphasis is placed on photographic composition and darkroom techniques as a means of communication. Upon completion, students should demonstrate through the photographic process his/her creative and communication skills.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 173

ART 175: Digital Photography

This course introduces students to digital imaging techniques. Emphasis is placed on the technical application of the camera, digital photographic lighting methods, and overall composition. Upon completion, students should be able to take digital images and understand the technical aspects of producing high quality photos.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by college.

ART 203: Art History I

This course covers the chronological development of different forms of art, such as sculpture, painting, and architecture. Emphasis is placed on history from the ancient period through the Renaissance.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

ART 204: Art History II

This course covers a study of the chronological development of different forms of art, such as sculpture, painting and architecture. Emphasis is placed on history from the Renaissance to the present.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

ART 216: Printmaking I

This course introduces various printmaking processes. Topics include relief, intaglio, serigraphy, or lithography and the creative process. Upon completion, students should have a basic understanding of the creative and technical problems associated with printmaking.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 113, 121, or instructor permission.

ART 220: Introduction to Computer Graphics

This course is designed to acquaint the student with the technology, vocabulary, and procedures used to produce artworks with computers. Emphasis is placed on the fundamentals of art, creativity, and the understanding of various graphic software. Upon completion, students should demonstrate a knowledge of computer graphics through production on a graphic program in a computer environment.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

ART 221: Computer Graphics I

These courses are designed to enhance the student's ability to produce computer generated graphics. Emphasis is on the application of original design to practical problems using a variety of hardware and software. Upon completion students should have an understanding of professional computer graphics.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 220

ART 222: Computer Graphics II

This course is designed to enhance the student's ability to produce an advanced level of computer generated graphics. Emphasis is on the application of original design to practical problems using a variety of hardware and software. Upon completion students should have an understanding of professional computer graphics.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 221

ART 233: Painting I

This course is designed to introduce the student to fundamental painting processes and materials. Topics include art fundamentals, color theory, and composition.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 113, 121, and/or as required by program.

ART 243: Sculpture I

This course provides a study of three-dimensional form by familiarizing students with sculpting media and techniques. Topics include the fundamentals of art, sculpting media with emphasis on the creative process. Upon completion, students should understand the fundamentals of art and three-dimensional form, as well as the various media and processes associated with sculpture.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
ART 127 or instructor permission

ART 253: Graphic Design I

This course is designed to introduce the study of visual communication through design. Emphasis is placed on the application of design principles to projects involving such skills as illustration, layout, typography and production technology. Upon completion, students should demonstrate a knowledge of the fundamentals of art and understanding of the relationship between materials, tools and visual communication.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
As required by program.

ART 275: Advanced Digital Photography

This course explores various uses of digital photography. Subjects may include studio, portrait, landscape and other areas of photography. Upon completion, the student should be able to apply the techniques necessary to produce professional photographs of a variety of subjects.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ART 175 and/or as required by program.

ART 291: Supervised Study in Studio Art I

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. Upon completion the student should have a greater expertise in a particular area of art.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
Instructor permission.

ART 299: Art Portfolio

This course is designed to help the art major in the preparation and presentation of an art portfolio. Emphasis is placed on representing the student's potential as an artist in order to interest employers, clients or schools. Upon completion, students should be able to make a professional presentation of their design and communication skills.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
Instructor permission.

Automotive Technology

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.

All Automotive Technology programs are accredited by the National Automotive Technicians Education Foundation/Automotive Service Excellence (NATEF/ASE).

ASE 101: Fundamentals of Automotive Technology

This course provides basic instruction in Fundamentals of Automotive Technology. This is a CORE course. Supports CIP code 15.0803 and 47.0604.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 112: Electrical Fundamentals

This course introduces the principles and laws of electricity. Emphasis is placed on wiring diagrams, test equipment, and identifying series, parallel and series-parallel circuits. Upon completion, students should be able to calculate, build, and measure circuits. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 121: Braking Systems

This course provides instruction in automotive technology or auto mechanics. Emphasis is placed on the practical application of brakes. ABR 223 Automotive Mechanical Components is a suitable substitute for this course. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 122: Steering and Suspension

This course provides instruction in automotive technology or auto mechanics. Emphasis is placed on the practical application of steering and suspension. This is a CORE course. ABR 255 - Steering & Suspension is a suitable substitute for this course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 124: Automotive Engines

This course provides instruction on the operation, design, and superficial repair of automotive engines. Emphasis is placed on 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. This is a CORE course and supports CIP code 47.0604 and 15.0803.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 130: Drive Train and Axles

This course provides basic instruction in automotive drive trains and axles. Emphasis is placed on the understanding and application of basic internal and external operation relating to proper operation and driveability. ABR 223 Automotive Mechanical Components is a suitable substitute for this course. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 133: Motor Vehicle Air Conditioning

This course provides basic instruction in theory, operation, and repair of automotive heating and air conditioning systems. Emphasis is placed on the understanding and repair of vehicle air conditioning and heating systems, including but not limited to air management, electrical and vacuum controls, refrigerant recovery, and component replacement. ABR 258 - Heating and AC in Collision Repair is a suitable substitute for this course.

Credits: 3
Lab Hours: 6
Lecture Hours: 1

ASE 212: Advanced Electrical and Electronic Systems

This course provides instruction in advanced automotive electrical and electronic systems. Emphasis is placed on troubleshooting and repair of advanced electrical and electronic systems, subsystems, and components.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 224: Manual Transmission/Transaxle

This course covers basic instruction in manual transmissions and transaxles. Emphasis is placed on the understanding and application of basic internal and external operation relating to proper operation and driveability. This course supports CIP codes 15.0803 and 47.0604.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 230: Automatic Transmission/Transaxle

This course provides basic instruction in automatic transmissions and transaxles. Emphasis is placed on the comprehension of principles and power flow of automatic transmissions and repairing or replacing internal and external components. This is a CORE course. Supports CIP Code 15.0803 and 47.0604.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 239: Engine Performance

This course provides basic instruction in engine performance with emphasis on fuel and ignition systems relating to engine operation. This is a CORE course. Supports CIP code 15.0803 and 47.0604.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 244: Engine Performance and Diagnostics

This course provides advanced instruction in engine performance. Emphasis is placed on engine management and computer controls of ignition, fuel, and emissions systems relating to engine performance and driveability. This is a CORE course. Supports CIP Code 15.0803 and 47.0604.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 246: Automotive Emissions

This is an introductory course in automotive emission systems. Emphasis is placed on troubleshooting and repair of systems, subsystems, and components. This course supports CIP code 15.0803 and 47.0604.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 263: Hybrid and Electric Vehicles

This course is designed to measure a technician’s knowledge of the skills needed to diagnose both high and low voltage electrical/electronic problems, as well as other supporting system problems on hybrid/electric vehicles. This course prepares students for the ASE Light Duty Hybrid/Electric Vehicle Specialist (L3) certification.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ASE 291: Co-op

This course constitutes a series wherein the student works on a part- time basis in a job directly related to automotive mechanics. In these courses the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

Credits: 3
Lab Hours: 15
Lecture Hours: 0

Biology

BIO 101: Introduction to Biology I

This is an introductory course designed for non-science majors. It includes physical, chemical, and biological principles common to all organisms. These principles are explained through a study of the scientific method, biological organization, cellular structure, bioenergetics of a cell, cell reproduction, gene theory, inheritance, and evolution. A 120-minute laboratory per week is required.

Credits: 4
Lab Hours: 2
Lecture Hours: 3

BIO 102: Introduction to Biology II

This is an introductory course designed for non-science majors. It includes evolutionary principles and relationships, environmental and ecological topics, phylogenetics and classification, and a survey of biodiversity. A 120-minute laboratory per week is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
BIO 101

BIO 103: Principles of Biology I

This is an introductory course for both science and non-science majors. It covers physical, chemical, and biological principles common to all organisms. These principles are explained through the 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. A 120-minute laboratory per week is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3

BIO 104: Principles of Biology II

This introductory course synthesizes basic ecological and evolutionary relationships while surveying plant, fungi, and animal diversity, comparing classification, morphology, physiology, and reproduction. A 180-minute laboratory per week is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
A grade of C or better in BIO 103.

BIO 105: Introduction to Biotechnology

This course is an introduction to biotechnology, including career exploration, historical development and current applications in the areas of medicine, forensics, agriculture, and the environment. Students will learn laboratory safety and documentation while acquiring skills in the maintenance and calibration of basic lab equipment, calculation, and preparation of lab solutions and media.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
BIO 103

BIO 107: Cell Structure

The overall objective of this course is to provide a basic understanding to the growth to the field of biotechnology. Instruction will focus on growing techniques and long-term maintenance of various cell cultures, including both attached and suspension cell lines. Microbial life cycle and cell culture will be emphasized, including discussion of pathogenic aspects and utilization of microbial transformation and protein production for use in biotechnological processes.

Credits: 4
Lab Hours: 2
Lecture Hours: 2
Prerequisites:
C or higher in BIO 103 ***and*** BIO 105.

BIO 201: Human Anatomy Physiology I

This course covers the structure and function of the human body. Included is an orientation of the human body; a study of cells and tissues, the integumentary, skeletal, muscular, and nervous systems; and the senses. Dissection, histological studies, and physiology may be featured in the laboratory experience. A 120-minute laboratory per week is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
A grade of C or better in BIO 103 or successful placement on the Alabama Community College System Biology Placement Exam.

BIO 202: Human Anatomy Physiology II

This course covers the structure and function of the human body. Included is the study of basic nutrition and metabolism; basic principles of fluids, electrolytes, and acid-base balance; and the endocrine, respiratory, digestive, urinary, cardiovascular, lymphatic, and reproductive systems. Dissection, histological studies, and physiology may be featured in the laboratory experience. A 120-minute laboratory per week is required.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
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.

BIO 203: Techniques in Molecular Biology

This course is an introduction to the major topics in biochemistry and molecular biology. Topics include the major classes of biological molecules, an overview of the major metabolic pathways, advancing technologies, and bioethical issues. The laboratory will provide experience in the isolation and manipulation of DNA and RNA, DNA and protein electrophoresis, and enzymatic and immunological assays.

Credits: 4
Lab Hours: 2
Lecture Hours: 2
Prerequisites:
C or higher in BIO 107 ***and*** CHM 111.

BIO 220: General Microbiology

This course covers the fundamental principles of microbiology, which includes the characteristics of bacteria, archaea, eukaryotes, and viruses; cell functions and microbial genetics; chemical and physical control methods of microbial growth; and interactions between microbes and humans in relation to pathology, immunology, and the role of normal biota. The laboratory experience focuses on microbiological techniques including culturing, microscopy, staining, identification, and control of microorganisms. This course requires 240-minutes of laboratory per week.

Credits: 4
Lab Hours: 2
Lecture Hours: 2
Prerequisites:
A grade of C or better in BIO 103 or successful placement on the Alabama Community College System Biology Placement Exam; or a grade of C or better in BIO 201.

BIO 250: Directed Studies in Biology I

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. Upon completion, students will be able to demonstrate knowledge of the topics as specified by the instructor.

Credits: 4
Lab Hours: 8
Lecture Hours: 0

BIO 251: Directed Studies in Biology II

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. Upon completion, students will be able to demonstrate knowledge of the topics as specified by the instructor.

Credits: 4
Lab Hours: 8
Lecture Hours: 0
Prerequisites:
BIO 250

BIO 252: Directed Studies in Biotechnology

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. Typical projects will expose the student to the industry and provide practical application of laboratory procedures. Upon completion, students will be able to demonstrate knowledge of the topics as specified by the instructor.

Credits: 2
Lab Hours: 1
Lecture Hours: 1
Prerequisites:
C or higher in BIO107 ***and*** ENG101.

BIO 254: Advanced Topics in Biotechnology

In this advanced course, students will design and implement an independent study that utilized biotechnological methods relevant to local industry or to expand the scope of previous laboratory experience. The projects will include an expansion of previous experiences to design and implement an application as found in local biotechnology industries.

Credits: 2
Lab Hours: 1
Lecture Hours: 1
Prerequisites:
C or higher in BIO252

BIO 256: Biotechnology Internship

The internship will provide advanced students the opportunity to develop job and career-related skills while in a work setting. Upon successful completion of this course, students will be able to apply classroom knowledge to an actual work situation. The work will be developed cooperatively with academic, industrial, and private institutional biotechnology laboratories.

Credits: 2
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Student must have a 2.5 GPA or better in all coursework since enrolling in BIO105, and all prior Biotechnology courses (including BIO203) must be completed with a grade of "C" or better.

Business Technologies

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 can be earned in Business Technologies with major concentrations in Accounting Technology, APP Development with Swift Concentration, 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.

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

BUS 100: Introduction to Business

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. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

BUS 146: Personal Finance

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. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

BUS 186: Elements of Supervision

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

BUS 215: Business Communications

This course covers written, oral and nonverbal communications. Topics include the application of communication principles to the production of clear, correct, and logically organized faxes, e-mail, memos, letters, resumes, reports, and other business communications. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

BUS 241: Principles of Accounting I

This course is designed to provide a basic theory of accounting principles and practices used by service and merchandising enterprises. Emphasis is placed on financial accounting, including the accounting cycle and financial statement preparation analysis.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

BUS 242: Principles of Accounting II

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
BUS 241

BUS 245: Accounting with Quickbooks

This course will introduce students to computerized accounting systems using Quickbooks. Students will set up and perform routine tasks such as recording business transactions, maintaining customer and vendor files, vouchering, controlling inventory, processing sales, maintaining fixed asset and depreciation schedules, and preparing payroll. Additional procedures covered include setting up as chart of accounts, summarizing data, generating financial reports and banking transactions.

Credits: 3
Lab Hours: 3
Lecture Hours: 3
Prerequisites:
BUS 241

BUS 248: Managerial Accounting

This course is designed to familiarize the student with management concepts and techniques of industrial accounting procedures. Emphasis is placed on cost behavior, contribution approach to decision-making, budgeting, overhead analysis, cost-volume-profit analysis, and cost accounting systems.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
BUS 241

BUS 263: The Legal and Social Environment of Business

This course provides an overview of the legal and social environment for business operations with emphasis on contemporary issues and their subsequent impact on business. Topics include the Constitution, the Bill of Rights, the legislative process, civil and criminal law, administrative agencies, trade regulations, consumer protection, contracts, employment and personal property.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

BUS 271: Business Statistics I

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Two years of high school algebra, intermediate algebra, or appropriate score on math placement test.

BUS 275: Principles of Management

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. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

BUS 279: Small Business Management

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, inventory systems, purchasing insurance, and the importance of appropriate legal counsel.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

BUS 285: Principles of Marketing

This course provides a general overview of the field of marketing. Topics include marketing strategies, channels of distribution, marketing research, and consumer behavior.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

BUS 298: Directed Studies I

This course offers independent study under faculty supervision. Emphasis is placed on subject relevancy and student interest and need.

Credits: 2
Lab Hours: 0
Lecture Hours: 2

BUS 299: Directed Studies II

This course offers independent study under faculty supervision. Emphasis is placed on subject relevancy and student interest and need.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

OAD 217: Office Management

This course is designed to develop skills necessary for supervision of office functions. Emphasis is on issues relating to the combination of people and technology in achieving the goals of business in a culturally diverse workplace, including the importance of office organization, teamwork, workplace ethics, office politics, and conflict-resolution skills. Upon completion, the student should be able to demonstrate effective supervision in the modern office.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Chemistry

CHM 104: Introduction to Chemistry I

This is a survey course of general chemistry for students who do not intend to major in science or engineering, and the course may not be substituted for CHM 111. Lecture will emphasize the facts, principles, and theories of general chemistry including math operations, matter and energy, atomic structure, symbols and formulas, nomenclature, the periodic table, bonding concepts, equations, reactions, stoichiometry, gas laws, phases of matter, solutions, and acids and bases. Laboratory is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
A minimum of MTH 098 or equivalent placement score.

CHM 105: Introduction to Chemistry II

This is a survey course of organic chemistry and biochemistry for students who do not intend to major in science or engineering, and this course will not substitute for CHM 112. Topics include basic nomenclature, classification of organic compounds, typical organic reactions, reactions involved in life processes, and the function of biomolecules. Laboratory is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
Grade of C or higher in CHM 104 or CHM 111.

CHM 111: College Chemistry I

This is the first course in a two-semester sequence designed for the science or engineering major who is expected to have a strong background in mathematics. Topics in this course 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.

Credits: 4
Lab Hours: 3
Lecture Hours: 3
Prerequisites:
Prerequisite or Co-requisite: MTH 112 (Precalculus Algebra) or equivalent math placement score

CHM 112: College Chemistry II

This is the second course in a two-semester sequence designed primarily for the science and engineering student who is expected to have a strong background in mathematics. Topics in this course include solutions and colloids, chemical kinetics, chemical equilibria, acids and bases, ionic equilibria of weak electrolytes, chemical thermodynamics, electrochemistry, oxidation-reduction, nuclear chemistry, and selected topics in descriptive chemistry including an introduction to organic chemistry and biochemistry, atmospheric chemistry, coordination compounds, transition compounds, post-transition compounds, metals, nonmetals, and semi-metals. Laboratory is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3
Prerequisites:
Grade of C or higher in both CHM 111 and MTH 112

CHM 221: Organic Chemistry I

This is the first course in a two-semester sequence. Topics in this course include nomenclature, structure, physical and chemical properties, synthesis, and typical reactions for aliphatic compounds with special emphasis on reaction mechanisms and stereochemistry. Laboratory is required and will include common organic chemistry techniques.

Credits: 4
Lab Hours: 3
Lecture Hours: 3
Prerequisites:
CHM 112

CHM 222: Organic Chemistry II

This is the second course in a two-semester sequence. Topics in this course include nomenclature, structure, physical and chemical properties, synthesis, and typical reactions for aliphatic and aromatic compounds and their derivatives, with special emphasis on reaction mechanisms, spectroscopy, and stereochemistry. Laboratory is required and will include common organic chemistry techniques.

Credits: 4
Lab Hours: 3
Lecture Hours: 3
Prerequisites:
CHM 221

Child Development

The Child Development program prepares students for employment in the field of Early Care and Education of children. The program is designed to provide students with the 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 teaching assistants in public school systems.

Students can pursue an Associate in Applied Science degree, Certificate, or a Pre-K Endorsement short certificate. The program is 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.

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

Child Development Field Experience Requirements

As a Child Development student, you will be expected to complete field experience observation and participation in childcare programs throughout your CHD courses. According to the Child Care Licensing and Performance Standards for Day Care and Nighttime Centers Regulations and Procedures from the Alabama Department of Human Resources, staff including substitutes and volunteers must meet the following minimum qualifications for records (page 42-43).

Required records include:

- DHR staff application (DH-CDC-1947)
- Three references (DHR-CDC-1948)
- Request for Clearance of State Central Registry on Child Abuse/Neglect (DHR-DFC-1598)
- Criminal History Background Check including Alabama Bureau of Investigations Fingerprint Clearance (Code of Alabama 1975, Title 38, Chapter 13, effective November 1, 2000)
- Medical examination including TB Test (DHR-CDC-737)
- CPR certification

Note: Wallace Community College has articulation agreements with Troy University's College of Education, 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.

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.

CHD 100: Introduction to Early Care and Education of Children

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 201: Child Growth and Development Principles

This course is a systematic study of child growth and development from conception through early childhood. Emphasis is on principles underlying physical, mental, emotional and social development, and methods of child study and practical implications. Upon completion, students will be able to use knowledge of how young children differ in development and approaches to learning to provide opportunities that supports physical, social, emotional, language, cognitive, and aesthetic development. This is a CORE course. PSY 210 or PSY 211 may be used as a suitable substitute for this course for AAT and AAS degree programs at the discretion of the college.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 202: Children’s Creative Experiences

This course focuses on fostering creativity in preschool children and developing a creative attitude in teachers. Topics include selecting and developing creative experiences in language arts, music, art, science, math and movement with observation and participation with young children required. On completion, student will be able to select and implement creative and age-appropriate experiences for young children.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 203: Children’s Literature and Language Development

This course surveys appropriate literature and language arts activities designed to enhance young children’s speaking, listening, pre-reading and writing skills. Emphasis is placed on developmental appropriateness as related to language. Upon completion, students should be able to create, evaluate and demonstrate activities which support a language-rich environment for young children. This is a CORE course.

Credits: 3
Lab Hours: 0

Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

CHD 204: Methods and Materials for Teaching Young Children

This course introduces basic methods and materials used in teaching young children. Emphasis is placed on students compiling a professional resource file of activities used for teaching math, language arts, science, and social studies concepts. Upon completion students will be able to demonstrate basic methods of creating learning experiences using developmental appropriate techniques, materials, and realistic expectations. Course includes observations of young children in a variety of childcare environments. This is a CORE course. NOTE: CGM must teach this as a 2-1-3 configuration of theory/lab hours.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 206: Children's Health and Safety

This course introduces basic health, nutrition and safety management practices for young children. Emphasis is placed on how to set up and maintaining safe, healthy environments for young children including specific procedures for infants and toddlers and procedures regarding childhood illnesses and communicable diseases. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 209: Infant and Toddler Education Programs

This course focuses on child development from infancy through thirty-five months of age with emphasis on planning programs using developmentally appropriate materials. Emphasis is placed on positive ways to support an infant or toddler's social, emotional, physical and intellectual development. Upon completion, the students should be able to plan an infant-toddler program and environment that is appropriate and supportive of the families and the children.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 210: Educating Exceptional Children

This course explores the many different types of exceptionalities found in young children. Topics include speech, language, hearing and visual impairments, gifted and talented children, mental retardation, emotional, behavioral, and neurological handicaps. Upon completion, students should be able to identify appropriate strategies for working with children. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 213: Child Development Trends Seminar

This course includes current topics in the child development field as an update to the professional caregiver industry needs determined by course topics. Upon completion of this class, students will demonstrate the competency needed in meeting the course objectives.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 214: Families and Communities in Early Care and Education Programs

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.

Credits: 3

Lab Hours: 0
Lecture Hours: 3

CHD 215: Supervised Practical Experience in Child Development

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.

Credits: 3
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
CHD 203
CHD 204
CHD 213
CHD 217

CHD 217: Math and Science for Young Children

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CHD 222: Social Studies for Children

This course takes a global approach to the theory and practice of teaching social studies to young children. It includes methods and materials used for teaching geography, history, the arts and multicultural education using an integrated curriculum approach. The application of theoretical and philosophical concepts will be emphasized, as students are required to participate in both in-class demonstrations and laboratory experiences.

Credits: 3
Lab Hours: 1
Lecture Hours: 2

Computer Information Science

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 the Computer Science 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 Cyber Security, Google IT Support Professional, Mobile App Development, Google IT Support Professional, or Software Development. To receive an associate in applied science degree, students must complete General Education core requirements, Computer Information Science core requirements, and additional courses to satisfy the requirements in the chosen area of concentration.

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

CIS 113: Spreadsheet Software Applications

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. Emphasis is on planning, developing, and editing functions associated with spreadsheets.

Credits: 3
Lab Hours: 0

Lecture Hours: 3
Prerequisites:
CIS 146

CIS 117: Database Management Software Applications

This course provides students with hands-on experience using database management software. Students will develop skills common to most database management software by developing a wide variety of databases. Emphasis is on planning, developing, and editing functions associated with database management.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 146

CIS 120: Google IT Professional Support I—Technical Support Fundamentals

This course is the first of a series intended to prepare students for employment as entry-level IT support specialists. In this course, students will be introduced to the work of information technology. Students will learn about the different facets of information technology, such as computer hardware, the Internet, computer software, troubleshooting and customer service.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
CIS 146

CIS 121: Google IT Professional Support II—Computer Networking

This course is the second in a series intended to prepare students for employment as entry-level IT support specialists. This course covers fundamentals of modern networking technologies and protocols, an overview of the cloud, practical applications and networking troubleshooting.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
CIS 120

CIS 122: Google IT Professional Support III—Operating Systems

This course is the third in a series intended to prepare students for employment as entry-level IT support specialists. This course covers components of an operating system and how to perform critical tasks, such as managing software and users and configuring software.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
CIS 121

CIS 123: Google IT Professional Support IV—System Administration and IT Infrastructure

This course is the fourth in a series intended to prepare students for employment as entry-level IT support specialists. This course covers how to maintain reliable computer systems in a multi-user environment, how to manage and configure servers, how to recover IT infrastructure in the event of a disaster, and how to use industry tools to manage computers, user information and user productivity.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:

CIS 122

CIS 124: Google IT Professional Support V—IT Security

This course is the fifth in a series intended to prepare students for employment as entry-level IT support specialists. This course covers a wide variety of IT security concepts, tools and best practices. The course includes a background of encryption algorithms, the three A's of information security and network security solutions.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
CIS 123

CIS 134: IT Fundamentals

This is an introductory level course that covers the fundamentals of software, hardware, security, and networking, as well as basic IT skills such as workstation set-up, operating system navigation, simple support services, backup protocols, and safety. Upon completion of the course, students will understand the essential functions of IT professionals and be better positioned to make decisions about a career in information technology. **This course prepares students to earn the CompTIA certification in IT Fundamentals.**

Credits: 3
Lab Hours: 1
Lecture Hours: 2

CIS 146: Microcomputer Applications

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. Upon completion, students will be able to utilize selected features of these packages. This course will help prepare students for the MOS and IC3 certification.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CIS 147: Advanced Microcomputer Applications

This course is a continuation of CIS 146 in which students utilize the advanced features of topics covered in CIS 146. Advanced functions and integration of word processing, spreadsheets, database, and presentation packages among other topics are generally incorporated into the course and are to be applied to situations found in society and business. Upon completion, the student should be able to apply the advanced features of selected software appropriately to typical problems found in society and business. This course will help prepare students for the MOS certification.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 146

CIS 148: Post-Advanced Microcomputer Applications

This course builds on concepts associated with various microcomputer applications with emphasis on advanced features commonly found in software applications. Advanced features of word processing, spreadsheets, database, and presentation packages are introduced. Features such as macros, Visual Basic Applications, and online features are included in the content of the course. Upon completion, the student will be able to apply the advanced features of selected software to the workplace. This course will help prepare students for the MOS certification.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 147

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 pseudo code will be covered and students will be expected to apply the techniques to designated situations and problems. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CIS 155: Introduction to Mobile App Development

The purpose of this course is to introduce students to various app development tools for various mobile platforms. Specific topics include: app distribution sources, mobile de vide operating systems, survey of app development software, processes for design, build, deploying, and optimizing apps. At the conclusion of this course students will be able to design, build, deploy, and optimize a basic app.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 150

CIS 161: Introduction to Networking Communications

This course is designed to introduce students to basic concepts of computer networks. Emphasis is placed on terminology and technology involved in implementing selected networked systems. The course covers various network models, topologies, communications protocols, transmission media, networking hardware and software, and network troubleshooting. Students gain hands-on experience in basic networking. This course further helps prepare students for certification. Note: This course is a suitable substitute for CIS 199. Additionally, CIS 170 may be used as a suitable substitute for this course. However, CIS 161 will not substitute for CIS 270.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CIS 171: Linux I

This course presents fundamental applications in Linux. Included in this course are skills development for OS installation and setup, recompile techniques, system configuration settings, file/folder structures and types, run levels, basic network applications, and scripting. Additionally, the course presents security features from an administrative and user consideration.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CIS 182: Help Desk Applications

The main purpose of this course is to provide students with a comprehensive understanding of the helpdesk environment and the knowledge, skills, and abilities necessary to work in the user support industry. Students will learn problem-solving and communication skills that are very valuable when providing user support. Through hands-on exercises and case projects students will learn how to apply their knowledge and develop their ideas and skills.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 146

CIS 202: Python Programming

This course is an introduction to the Python programming language. Topics include input and output, decision structures, repetition structures, functions, working with files, strings, object-oriented programming and inheritance. Upon completion, students will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 150

CIS 207: Web Development

The course provides students with opportunities to learn Hypertext Markup Language, cascading style sheets, and Java Script. At the conclusion of this course, students will be able to use specified markup languages to develop basic Web page.

(may be offered only once per year)

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 146

CIS 212: Visual Basic Programming

This course emphases BASIC programming using a graphical user interface. The course will emphasize graphical user interfaces with additional topics on such topics as advanced file handling techniques, simulation, and other selected areas. Upon completion, the student will been able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 150 or instructor permission.

CIS 219: Android App Development

In this course students learn to program apps for an Android® operating system using a specified programming language. Student will be able to develop, build, deploy, and optimize an app for an Android® operating system.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 150

CIS 220: App Development with Swift I

This is the first of two courses designed to teach specific skills related to app development using Swift language.

Credits: 3
Lab Hours: 2
Lecture Hours: 1
Prerequisites:
AS REQUIRED BY THE COLLEGE.

CIS 245: Cyber Defense

The course provides students with information on the concept of cyber defense. Topics include information relative to legal aspects of cyber attacks, threats to various levels of national and local social infrastructure, financial systems, personal data, and other direct and indirect threats. As part of this course students explore current and historical cyber threats and U.S. policy regarding infrastructure protection. Prepares students to earn the CompTIA Cybersecurity Analyst (CySA+) certification.

Credits: 3
Lecture Hours: 3

CIS 246: Ethical Hacking

This course emphasizes scanning, testing, and securing computer systems. The lab-intensive environment provides opportunities to understand how perimeter defenses work and how hackers are able to compromise information systems. With awareness of hacking strategies, students learn to counteract those attempts in an ethical manner.

(may be offered only once per year)

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CIS 251: C++ Programming

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 document and program testing.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 150

CIS 268: Software Support

This course provides students with hands-on practical experience in installing computer software, operating systems, and troubleshooting. 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 146

CIS 269: Hardware Support

This course provides students with hands-on practical experience in installation 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 146

CIS 280: Network Security

This course provides a study of threats to network security and methods of securing a computer network from such threats. Topics included in this course are security risks, intrusion detection, and methods of securing authentication, network access, remote access, Web access, and wired and wireless network communications. Upon completion students will be able to identify security risks and describe appropriate counter measures.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CIS 282: Computer Forensics

This course introduces students to methods of computer forensics and investigations. This course helps prepare students for industry specific certification.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CIS 285: Object-Oriented Programming

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. Upon completion, students should be able to develop a hierarchical class structure necessary to the implementation of an object-oriented software system.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
CIS 150

DPT 103: Introductory Computer Skills II

This course is designed to focus on the development of computer skills. The course will generally use software packages appropriate to occupational programs and may include such topics as word processing, database, basic graphics, spreadsheets or other features typically needed in the field. Upon completion, the student will be able to demonstrate proficiency by the completion of appropriate assignments and occupation-specific applications.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Cosmetology

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 activities. Lectures, videos, and demonstrations are used to enhance instruction and to provide networking opportunities with industry experts. The Salon and Spa Management program can be completed in as little as 12 months, or 3 semesters.

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

NOTE: A minimum grade of "C" in the all COS prefix courses is required for a student to enroll in COS prefix courses for the next term and for graduation. Students must complete the entire program curriculum, to include all academic courses, to be eligible to sit for the Alabama Board of Cosmetology exam. Students who withdraw from the program must re-enter the program within a period of 12 months or start over with the first term of COS prefix courses. All students enrolled in the program must have books, kit and other required supplies within the first week of class. After graduation or leaving the program for any reason, students will have 30 days to pick up any personal materials and supplies left in the department. Materials and supplies not picked up will be disposed of.

COS 111: Introduction to Cosmetology

. This course is designed to provide students with an overview of the history and development of cosmetology and standards of professional behavior. Students receive basic information regarding principles and practices of infection control, diseases, and disorders. Additionally

students receive introductory information regarding hair design. The information presented in this course is enhanced by hands-on application performed in a controlled lab environment. Upon completion, students should be able to apply safety rules and regulations and write procedures for skills identified in this course. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Co-Requisites:
COS 112

COS 112: Introduction to Cosmetology Lab

In this course, students are provided the practical experience for sanitation, shampooing, hair shaping, and hairstyling. Emphasis is placed on disinfection, shampooing, hair shaping, and hairstyling for various types of hair for men and women. This course offers opportunities for students to put into practice concepts learned in the theory component from COS 111. This is a CORE course.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Co-Requisites:
COS 111.

COS 113: Theory of Chemical Services

During this course students learn concepts of theory of chemical services related to the chemical hair texturing. Specific topics include basics of chemistry and electricity, properties of the hair and scalp, and chemical texture services. Safety considerations are emphasized throughout this course. This course is foundational for other courses providing more detailed instruction on these topics. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Co-Requisites:
COS 114.

COS 114: Chemical Services Lab

During this course students perform various chemical texturing activities. Emphasis is placed on cosmetologist and client safety, chemical use and handling, hair and scalp analysis, and client consulting. This is a CORE course.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Co-Requisites:
COS 113.

COS 115: Hair Color Theory

In this course, students learn the techniques of hair coloring and hair lightening. Emphasis is placed on color application, laws, levels and classifications of color and problem solving. Upon completion, the student will should be able to identify all classifications of haircoloring and the effects on the hair. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Co-Requisites:
COS 116.

COS 116: Hair Color Lab

In this course, students apply hair coloring and hair lightening techniques. Topics include consultation, hair analysis, skin test and procedures and applications of all classifications of hair coloring and lightening. Upon completion, the student will be able to perform procedures for hair coloring and hair lightening. This is a CORE course.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Co-Requisites:
COS 115.

COS 117: Basic Spa Techniques Theory

This course is the study of cosmetic products, massage, skin care, and hair removal, as well as identifying the structure and function of various systems of the body. Topics include massage skin analysis, skin structure, disease and disorder, light therapy, facials, facial cosmetics, anatomy, hair removal, and nail care. Upon completion, the student will be able to state procedures for analysis, light therapy, facials, hair removal, and identify the structures, functions, disorders of the skin, and nail care. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Co-Requisites:
COS 118

COS 118: Basic Spa Techniques Lab

This course provides practical applications related to the care of the skin and related structure. Emphasis is placed on facial treatments, product application, skin analysis, massage techniques, facial make-up, hair removal, and nail care. Upon completion, the student should be able to prepare clients, assemble sanitized materials, follow procedures for product application, recognize skin disorders, demonstrate facial massage movement, cosmetic application, and hair removal using safety and sanitary precautions, and nail care. This is a CORE course.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Co-Requisites:
COS 117

COS 119: Business of Cosmetology

This course is designed to develop job-seeking and entry-level management skills for the beauty industry. Topics include job seeking, leader and entrepreneurship development, business principles, business laws, insurance, marketing, and technology issues in the workplace. Upon completion, the student should be able to list job-seeking and management skills and the technology that is available for use in the salon.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

COS 134: Advanced Esthetics

This course includes an advanced study of anatomy and physiology relating to skin care, cosmetic chemistry, histology of the skin, and massage and facial treatments. Upon completion, the student should be able to discuss the functions of the skin, effects of chemicals on skin, different types of massage and benefits, and key elements of the basic facial treatment.

Credits: 3
Lab Hours: 6
Lecture Hours: 1
Prerequisites:
As required by college.

COS 135: Advanced Esthetics Applications

This course provides advanced practical applications related to skin care. Principal topics include massage techniques, various facial treatments, proper product application through skin analysis, and introduction to ingredients and treatments, prescribe proper type of facial treatment and product, and demonstrate facials using any of the eight functions of the facial machine.

Credits: 3
Lab Hours: 9
Lecture Hours: 0

Prerequisites:
As required by college.

COS 148: Nail Care Theory

This course focuses on 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. Upon completion, the student should be able to demonstrate professional conduct, recognize nail disorders and diseases, and identify the procedures for sanitation and nail care services.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Co-Requisites:
COS 152.

COS 149: Nail Art Theory

This course focuses on nail enhancement products and techniques. Topics include acrylic, gel, fiberglass nails, and nail art. Upon completion, the student should be able to identify the different types of sculptured nails and recognize the different techniques of nail art.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Co-Requisites:
COS 154.

COS 152: Nail Care Applications

This course provides practice in all aspects of nail care. Topics include salon conduct, professional ethics, bacteriology, sanitation and safety, manicuring and pedicuring. Upon completion, the student should be able to perform nail care procedures.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Co-Requisites:
COS 151

COS 154: Nail Art Applications

This course provides practice in advanced nail techniques. Topics include acrylic, gel, fiberglass nails, and nail art. Upon completion, the student should be able to perform the procedures for nail sculpturing and nail art.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Co-Requisites:
COS 153

COS 163: Facial Treatments

This course includes all phases of facial treatments in the study of skin care. Topics include treatments for oily, dry, and special skin applications. Upon completion, students will be able to apply facial treatments according to skin type.

Credits: 3
Lab Hours: 6
Lecture Hours: 1
Prerequisites:
As required by college.

COS 164: Facial Machines

This is a course designed to provide practical experience using the vapor and facial machine with hydraulic chair. Topics include the uses of electricity and safety practices, machine and apparent, use of the magnifying lamp, and light therapy. Upon completion, the student will be able to demonstrate an understanding of electrical safety and skills in the use of facial machines.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
As required by college.

COS 165: Related Subjects Estheticians

This course includes subjects related to the methods for removing unwanted hair. This course includes such topics as electrolysis information and definitions, safety methods of permanent hair removal, the practice of removal of superfluous hair, and the use of depilatories. Upon completion of this course, students will be able to apply depilatories and practice all safety precautions.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
As required by college.

COS 167: State Board Review

Students are provided a complete review of all procedures and practical skills pertaining to their training in the program. Upon completion, the student should be able to demonstrate the practical skills necessary to complete successfully the required State Board of Cosmetology examination and entry-level employment.

Credits: 3
Lab Hours: 6
Lecture Hours: 1

COS 168: Bacteriology and Sanitation

In this skin care course, emphasis is placed on the decontamination, infection control and safety practiced in the esthetics facility. Topics covered include demonstration of sanitation, sterilization methods and bacterial prevention. Upon completion, the student will be able to properly sanitize facial implements and identify non-reusable items.

Credits: 3
Lab Hours: 6
Lecture Hours: 1

COS 169: Skin Functions

This course introduces skin functions and disorders. Topics include practical application for skin disorder treatments, microdermabrasion, and skin refining. Upon completion of this course students will be able to demonstrate procedures for acne, facials and mask for deeper layers and wrinkles.

Credits: 3
Lab Hours: 9
Lecture Hours: 0

COS 181: Special Topics Theory

This course is designed to allow students to explore issues relevant to the profession of cosmetology. Upon completion, students should have developed new skills in areas of specialization for the cosmetology profession.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

COS 182: Special Topics Lab

This course is designed to allow students to explore issues relevant to the profession of cosmetology. Upon completion, students should have developed new skills in areas of specialization for the cosmetology profession.

Credits: 3
Lab Hours: 9
Lecture Hours: 0

Criminal Justice

The Criminal Justice 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 Programs section this catalog.

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

CRJ 100: Introduction to Criminal Justice

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 110: Introduction to Law Enforcement

This course examines the historical development of contemporary policing practices and the organization and jurisdiction of local, state, and federal agencies. It includes the duties and functions of law enforcement officers.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 0

CRJ 140: Criminal Law and Procedure

This course examines both substantive and procedural law. The legal elements of various crimes are discussed, with emphasis placed on the contents of the Alabama Code. Areas of criminal procedure essential to the criminal justice profession are also covered.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 146: Criminal Evidence

This course considers the origins of the law of evidence and current rules of evidence. Types of evidence, their definitions and uses are covered, as well as the functions of the court regarding evidence.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 147: Constitutional Law

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 150: Introduction to Corrections

This course provides an introduction to the philosophical and historical foundations of corrections in America. Incarceration and some of its alternatives are considered.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 177: Criminal and Deviant Behavior

This course analyzes criminal and deviant behavior systems. An emphasis is placed on sociological and psychological theories of crime causation

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 178: Narcotics and Dangerous Drugs

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 208: Introduction to Criminology

This course delves into the nature and extent of crime in the United States, as well as criminal delinquent behavior and theories of causation. This study includes criminal personalities, principles of prevention, control, and treatment.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 0

CRJ 209: Juvenile Delinquency

This course examines the causes of delinquency. It also reviews programs of prevention, and control of juvenile delinquency as well as the role of the courts.

Credits: 3

CRJ 220: Criminal Investigation

This course explores the theory and scope of criminal investigation. The duties and responsibilities of the investigator are included. The techniques and strategies used in investigation are emphasized.

Credits: 3

Lab Hours: 0
Lecture Hours: 3

CRJ 226: Fingerprint Science

This course involves the history, classification, and current procedures of handling latent fingerprints. Latent print examination, filing, and courtroom presentations are considered.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 227: Homicide Investigation

This course covers the principles, techniques, and strategies of homicide investigation. Topics emphasized include ballistics, pathology, toxicology, immunology, jurisprudence, and psychiatry.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 230: Criminalistics

This course surveys the different techniques of scientific investigation. Emphasis is given to ballistics, photography, fingerprints, DNA, trace evidence, body fluids, casts, and the like.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 236: Advanced Criminalistics

This course covers the collection, handling, and analysis of evidence from crime scene to laboratory to courtroom. Topics include hair, fibers, body fluids, firearms, glass, paint, drugs, documents, etc. Laboratory experiences may be utilized.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 237: Forensic Photography

This course analyzes the principles, techniques, and uses of forensic photography in criminal investigation. Emphasis is placed on basic camera operation and mechanics, crime scene photography, and rules of photographic evidence.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 238: Crime Scene Investigation

This course examines the fundamentals of crime scene investigation. Measuring and sketching the scene, photography, evidence collection and preservation, and courtroom procedures are considered.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

CRJ 239: Issues in Law Enforcement

This course involves research, writing, and discussion of selected subjects relating to law enforcement. An analysis of contemporary police problems is provided.

Credits: 3

Lab Hours: 0
Lecture Hours: 3

CRJ 280: Internship in Criminal Justice

This course involves practical experience with a criminal justice agency under faculty supervision. Permission of the instructor is required. This course may be repeated with the approval of the department head.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Advisor/Instructor Approval

CRJ 290: Selected Topics - Seminar in Criminal Justice

This course involves reading, research, writing, and discussion of selected subjects relating to criminal justice. Various contemporary problems in criminal justice are analyzed. This course may be repeated with approval from the department head.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Economics

ECO 231: Principles of Macroeconomics

This course is an introduction to macroeconomic theory, analysis, and policy applications. Topics include the following: 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

ECO 232: Principles of Microeconomics

This course is an introduction of the microeconomic theory, analysis, and applications. Topics include scarcity; the theories of consumer behavior, production and cost, markets, output and resource pricing, and international aspects of microeconomics.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Electrical Technology

The Electrical Technology program prepares individuals to apply technical knowledge and skills to install, operate, maintain, and repair electric apparatus and systems such as residential, commercial, and industrial electric-power wiring; and DC and AC motors, controls, and electrical distribution panels. Includes instruction in the principles of electronics and electrical systems, wiring, power transmission, safety, industrial and household appliances, job estimation, electrical testing and inspection, and applicable codes and standards.

ELT 108: DC Fundamentals

This course provides a study of atomic theory, direct current (DC), properties of conductors and insulators, direct current characteristics of series, parallel, and series parallel circuits. Inductors and capacitors are introduced and their effects on DC circuits are examined. Students are prepared to analyze complex DC circuits, solve for unknown circuits variables with the use of Ohm's Law and to use basic electronic test equipment. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Co-Requisites:
ELT 109.

ELT 109: AC Fundamentals

This course provides a study of the theory of alternating current (AC). Students are prepared to analyze complex AC circuit configurations with resistor, capacitors, and inductors in series and parallel combinations. Upon completion, students should be able to design AC circuits and explain the function of alternating circuits such as RLC, impedance, phase relationships and power factor. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
ELT 108
Co-Requisites:
ELT 108

ELT 110: Wiring Methods

This course is a study of various tasks, wiring methods, materials, and associated NEC requirements that students will be required to work with in residential and commercial wiring courses. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ELT 114: Residential Wiring Methods I

This course is a study of residential wiring practices and methods, the NEC requirements and residential blueprint interpretations. This is a CORE course. ELT 114 and ELT 115 may be taken in the place of ELT 116.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 109

ELT 115: Residential Wiring Methods II

This course is a study of residential wiring practices and methods, the NEC requirements and residential blueprint interpretations. This is a CORE course. ELT 114 and ELT 115 may be taken in the place of ELT 116.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 109 and 114

ELT 117: AC/DC Machines

This course covers the theory and operation of DC motors single and three phase AC motors and the labs will reinforce this knowledge. Emphasis is placed on the various types of single and three phase motors, wiring diagrams, starting devices, and practical application in the lab. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ELT 118: Commercial/Industrial Wiring I

This course focuses on principles and applications of commercial and industrial wiring. Topics include, electrical safety practices, an overview of National Electric Code 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.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
ELT 109

ELT 122: Advanced AC/DC Machines

This course focuses on single and three phase motors and also introduces students to DC motors. Emphasis is placed on field wiring various types of AC and DC motors, troubleshooting procedures, and utilization of test equipment. Upon completion, students should be able to explain, wire, troubleshoot, and test all types of AC and DC electric motors.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 117

ELT 132: Commercial/Industrial Wiring II

This course is a continuation of ELT 131 and is all inclusive. Including the study of branch circuits, installation requirements for services, feeders and special equipment considerations including the NEC code requirements. Emphasis is placed on load calculations, conductors, service sizing, installation requirements, NEC code requirements, transformers, lighting, HVAC and special equipment considerations. Upon completion, students should be able to know how to size complete electrical commercial/industrial systems and know the NEC requirements for each system.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 118

ELT 209: Motor Controls I

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, the use of pushbutton stations, ladder diagrams, and magnetic motor starters in control of electric motors, wye-delta starting, part start winding, resistor starting and electric starting devices. Upon completion, students should be able to understand the operation of motor starters, overload protection, interpret ladder diagrams using pushbutton stations and understand complex motor control diagrams. This is a CORE course for ELT.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

ELT 212: Motor Controls II

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. Upon completion, the students should be able to understand and interpret the more complex motor control diagrams and understand the different starting techniques of electrical motors.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 108, 109, and 209.

ELT 217: Transformers

This course is designed to train the student in the theory of operation, various connections, troubleshooting, and repair of single phase as well as three phase transformers. KVA load calculations and applications will also be covered in the class. Upon 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.

Credits: 3
Lab Hours: 3
Lecture Hours: 2

ELT 221: Electronics for Electricians

This course introduces the basic principles of solid state electronic equipment as found in many electrical and motor control circuits. Emphasis is placed on fundamental concepts of diodes, transistors, FETs and MOSFETs as they are used in electrical control circuits. Upon completion, students should be able to explain the basic operation of these solid state components and be able to perform basic troubleshooting tasks.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 109 or INT 103

ELT 224: Security and Alarm Systems

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. Emphasis is placed on installation of home and business security and fire alarm systems. Upon completion, students should be able to install residential and commercial security systems in accordance with code and directives.

Credits: 3
Lab Hours: 3
Lecture Hours: 2

ELT 225: Smart House Wiring

This course introduces the newest technology available for Smart House wiring equipment and wiring methods to include control of whole-house electrical equipment and home entertainment produces. Emphasis is placed on specialized skills and tools required for wiring Smart Houses. Upon completion, students should be able to install special devices and automated equipment in a high-technology Smart House.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT222, ELT 222, comparable competency, and/or as required by program.

ELT 231: Introduction to Programmable Logic Controllers

This course provides an introduction to programmable logic controllers. Emphasis is placed on, but not limited to, the following: PLC hardware and software, numbering systems, installation, and programming. Upon completion, students must demonstrate their ability by developing, loading, debugging, and optimizing PLC programs.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 109
Co-Requisites:
ELT 232.

ELT 232: Advanced Programmable Controllers

This course includes the advanced principals of PLC's including hardware, programming, and troubleshooting. Emphasis is placed on developing advanced working programs, and troubleshooting hardware and software communication problems. Upon completion, students should be able to demonstrate their ability in developing programs and troubleshooting the system.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 231
Co-Requisites:
ELT 231

ELT 233: Applied Programmable Controls

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.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 232

ELT 241: National Electric Code

This course introduces the students to the National Electric Code and text and teaches the student how to find needed information within this manual. Emphasis is placed on locating and interpreting needed information within the NEC code manual. Upon completion, students should be able to locate, with the NEC code requirements for a specific electrical installation.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

ELT 245: Electrical Grounding Systems

This course provides the knowledge to understand how to properly ground an electrical system. Emphasis is placed on, but not limited to the following: residential installations, commercial installations, and the function of independent grounding elements. Upon completion, the students should be able to explain and design a simple grounding system.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

ELT 286: CO-OP

This course constitutes a series wherein the student works on a part-time basis in a job directly related to electrical technology. In this course the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

Credits: 1
Lab Hours: 5
Lecture Hours: 0
Prerequisites:
Instructor Approval

Emergency Medical Services

EMS 100: Cardiopulmonary Resuscitation I

This course provides students with concepts as related to areas of basic life support to include coronary artery disease, prudent heart living, symptoms of heart attack, adult one-and-two rescuer CPR, first aid for choking, pediatric basic life support, airway adjuncts, EMS system entry access, automated external defibrillation (AED), and special situations for CPR. Upon 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 course completion.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Clinical Hours: 0

EMS 118: Emergency Medical Technician

This course is required to apply for certification as an Emergency Medical Technician. 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 NHTSA National Emergency Medical Services Education Standards.

Credits: 9
Lab Hours: 9
Lecture Hours: 6
Clinical Hours: 0

EMS 119: Emergency Medical Technician Clinical

This course is required to apply for certification as an EMT. This course provides students with clinical education experiences to enhance knowledge and skills learned in the EMS 118, Emergency Medical Technician Theory and Lab. This course helps students prepare for the National Registry Exam.

Credits: 1
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 3

EMS 155: Advanced Emergency Medical Technician

This course is required to apply for certification as an Advanced Emergency Medical Technician (AEMT). This course introduces the theory and application of concepts related to the profession of the AEMT. The primary focus of the AEMT is to provide basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Topics include: extending the knowledge of the EMT to a more complex breadth and depth, intravenous access and fluid therapy, medication administration, blind insertion airway devices, as well as the advanced assessment and management of various medical illnesses and traumatic injuries. This course is based on the NHTSA National Emergency Medical Services Education Standards. Requires licensure or eligibility for licensure at the EMT level and EMS 156 must be taken as a co-requisite.

Credits: 7
Lab Hours: 9
Lecture Hours: 4
Clinical Hours: 0

EMS 156: Advanced Emergency Medical Technician Clinical

This course is required to apply for certification as an Advanced Emergency Medical Technician (AEMT). This course provides students with clinical education experiences to enhance knowledge and skills learned in EMS 155. This course helps prepare students for the National Registry AEMT Exam. The student will have the opportunity to use the basic and advanced skills of the AEMT in the clinical and field settings under the direct supervision of licensed healthcare professionals. Requires licensure or eligibility for licensure at the EMT level and EMS 155 must be taken as a corequisite.

Credits: 2
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 6

EMS 241: Paramedic Cardiology

This course introduces the cardiovascular system, cardiovascular electrophysiology, and electrocardiographic monitoring. This course further relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for specific cardiovascular conditions. Content areas include: cardiovascular anatomy and physiology, cardiovascular electrophysiology, electrocardiographic monitoring, rhythm analysis, and prehospital 12-lead electrocardiogram monitoring and interpretation, assessment of the cardiovascular patient, pathophysiology of cardiovascular disease and techniques of management including appropriate pharmacologic agents and electrical therapy.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0

EMS 242: Paramedic Patient Assessment

This course provides the knowledge and skills needed to perform a comprehensive patient assessment, make initial management decisions, and to 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.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0

EMS 243: Paramedic Pharmacology

This course introduces basic pharmacological agents and concepts with an emphasis on drug classifications and the knowledge and skills required of a paramedic 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; pharmacokinetics and pharmacodynamics, and nasogastric tube placement.

Credits: 1
Lab Hours: 3
Lecture Hours: 0
Clinical Hours: 0

EMS 244: Paramedic Clinical I

This course is directed toward the application of knowledge and skills developed in didactic and skills laboratory experiences to the clinical setting. Theory and skills are applied to a variety of patient situations in the clinical setting, with a focus on patient assessment and management, advanced airway management, electro-therapy, I.V./LO. initiation and medication administration.

Credits: 1
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 3

EMS 245: Paramedic Medical Emergencies I

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation 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.

Credits: 3
Lab Hours: 3

Lecture Hours: 2
Clinical Hours: 0

EMS 246: Paramedic Trauma Management

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; bums; and head, facial, spinal, thoracic, abdominal, and musculoskeletal trauma.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0

EMS 247: Paramedic Special Populations

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. In the clinical setting, theory and skills are applied to a variety of medical situations across the life span of the patient, with a focus on communication with and management of cardiac, acute care, psychiatric/behavioral, obstetrical, newborn, pediatric, geriatric, and acute interventions for chronic care patients, and patients with special challenges.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0

EMS 248: Paramedic Clinical II

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 and trauma situations across the life span of the patient, with a focus on communication with and management of trauma, cardiac, acute care, psychiatric/behavioral, obstetrical, newborn, pediatric, geriatric, and acute interventions for chronic care patients, and patients with special challenges.

Credits: 3
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 9

EMS 253: Paramedic Transition to the Workforce

This course is designed to meet additional state and local educational requirements for paramedic practice. Content may include: prehospital protocols, transfer medications, topics in critical care and transport, systems presentation, and/or national standard certification courses as dictated by local needs or state requirement.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0

EMS 254: Advanced Competencies for Paramedic

This course is designed to assist students in preparation for the paramedic licensure examination. Emphasis is placed on validation of knowledge and skills through didactic review, skills lab performance, and/or computer simulation and practice testing. Upon course completion, students should be sufficiently prepared to sit for the paramedic licensure examination.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0

EMS 255: Paramedic Field Preceptorship

This course provides field experiences in the prehospital setting with advanced life support EMS units. Under the direct supervision of a field preceptor, students synthesize cognitive knowledge and skills developed in the skills laboratory and hospital clinical to provide safe and effective patient care in the prehospital environment. Upon course completion, students should have refined and validated their patient care practices to provide safe and effective patient care over a broad spectrum of patient situations and complaints.

Credits: 5
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 15

EMS 256: Paramedic Team Leadership

This course is designed to evaluate students' ability to integrate didactic, psychomotor skills, clinical, and field internship instruction to serve as a competent entry-level paramedic. This final evaluative (rather than instructional) course focuses on students' professional attributes and integrative competence in clinical decision-making and team leadership in the prehospital setting. Upon course completion, students should have demonstrated adequate knowledge and skills, professional attitudes and attributes, clinical decision-making and team leadership abilities to effectively function as a competent entry-level paramedic.

Credits: 1
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 3

EMS 266: Advanced CV Life Support

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.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:
As required by program.

Engineering Graphics

Engineering Graphics 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 Design, Mechanical Design, and 3-D 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 Engineering Graphics. 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.

DDT 104: Basic Computer-Aided Drafting and Design

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 softcopy and hardcopy.

Credits: 3
Lab Hours: 2

Lecture Hours: 1

DDT 111: Fundamentals of Drafting and Design Technology

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.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

DDT 124: Basic Technical Drawing

This course covers sections, auxiliary views, and basic space geometry. Emphasis will be placed on the theory as well as the mechanics of applying sections, basic dimensioning, auxiliary views, and basic space geometry.

Credits: 3
Lab Hours: 2
Lecture Hours: 1
Prerequisites:
DDT 104 or instructor approval.

DDT 127: Intermediate Computer-Aided Drafting and Design

This course covers intermediate-level concepts and applications of CADD. Emphasis will be placed on intermediate-level features, commands, and applications of CADD software.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
DDT 104 or instructor approval.

DDT 128: Intermediate Technical Drawing

This course is designed to develop a strong foundation in common drafting and design practices and procedures. Topics include multiview working drawings with advanced dimensioning, basic tolerancing and pictorial drawings.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
DDT 104 or instructor approval.

DDT 144: Basic 3D Modeling

This course is an introduction to 3D solid modeling techniques utilizing feature-based, constraint-based parametric design. This course encourages the student to visualize parts in the 3D world and have a “design intent” plan for each part in which they will design. Upon completion of the course students should be able to create basic 3D models and 2D working drawings.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
DDT 104 or instructor approval.

DDT 150: Theory of Residential Drawing and Design

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 and intermediate level topics are covered. Emphasis is placed on an understanding of the various issues and requirements essential to the field of residential drawing and design.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
DDT 104 or instructor approval
Co-Requisites:
DDT 155

DDT 155: Drawing for Residential Construction

This course is an applications lab for the theory of residential drawing and design. Topics include house design, site and space planning, construction materials and process, terminology, and specific types of drawings required to complete a set of construction documents. Introductory and intermediate level topics are covered. Upon completion, students should be able to produce drawings to convey the various issues and requirements essential to the field of residential drawing and design.

Credits: 4
Lab Hours: 8
Lecture Hours: 0
Prerequisites:
DDT 104 or instructor approval.
Co-Requisites:
DDT 150.

DDT 213: Civil Drafting, Plat Maps

This course introduces the drafting practices, symbols, conventions, and standards utilized in civil engineering contract documents. Topics include site planning, land surveying, topographic surveys, along with civil terminology. Upon completion, students should be able to draw accurate plat maps giving legal descriptions of land parcels, draw simple site plans, and identify and use proper symbols and conventions on civil engineering drawings.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
DDT 104 or instructor approval.

DDT 216: Design of Structural Wood Members

This course provides theory for structural wood members. Joists, beams, girders, rafters, posts, and columns are designed as related to residential and light commercial needs. Bending moment, shear, and slenderness rations are discussed as well as code requirements.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

DDT 220: Advanced Technical Drawing

This course covers the methods of providing size description and manufacturing information for production drawings. Emphasis will be placed on accepted dimensioning and tolerancing practices including Geometric Dimensioning and Tolerancing for both the ANSI and the ISO System. Upon 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.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
DDT 104, 124, or instructor approval.

DDT 225: Structural Steel Drafting

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. Emphasis is placed on structural steel drafting techniques, bolted and welded connections, framing plans, sections, fabrication and connection details, and bills of material. Upon completion, students should be able to produce engineering and shop drawings incorporating standard shapes, sizes, and details using the A.I.S.C. Manual and incorporating safety practices.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
DDT 104 or instructor approval.

DDT 233: Intermediate 3D Modeling

This course emphasizes the more advanced techniques in 3D solid modeling. It covers advanced features of part creation, part editing, and analysis. Some techniques that will be discussed are: lofting, sweeping, sheet metal part creation, interference checking and stress analysis. Upon completion of the course students should be able to create advanced 3D models and perform stress analysis/interference checking.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
DDT 144 or instructor approval.

DDT 244: Advanced 3D Modeling

In this course, students will receive instruction on advanced 3D modeling concepts such as surfacing, advanced sheet metal creation and editing, assemblies utilizing sub-assemblies, advanced assembly features and top down design, and 3D sketching and weldments. Students will continue to enhance their skills using 3D software to produce 3D models using advanced techniques and create detailed industry ready 2D working drawings. Students will also use industry standard dimensioning and advanced tolerancing practices per ANSI standards as applicable to 3D design and working drawings. Students will explore current industry topics and work on team building exercises in an effort to prepare the students for the workforce.

Credits: 3
Lab Hours: 2
Lecture Hours: 1
Prerequisites:
DDT 144 or instructor approval.

DDT 286: CO-OP

This course constitutes a series wherein the student works on a part-time basis in a job directly related to engineering graphics. In this course the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

Credits: 1
Lab Hours: 5
Prerequisites:
Instructor Approval

English

ENG 099: Introduction to College Writing

This learning support course is a co-requisite English course paired with ENG 101 English Composition. This course places emphasis on providing students with additional academic and non-cognitive support with the goal of success in the students' paired ENG 101 class. The material covered or practiced in the ENG 099 course is complementary to and supportive of material taught in ENG 101 and the needs of the ENG 099 student.

This course does not apply toward the general core requirements for English.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Prerequisites:
Appropriate English placement score.

ENG 101: English Composition I

English Composition I provides instruction and practice in the writing of at least four (4) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Successful completion of ENR 098; a score of five to eight on the writing section of the ACCUPLACER® test; a score of 18 (17 will require ENG 099 and co-requisite course) or better on the ACT® (or equivalent SAT® score); or, cumulative high school GPA of 2.75 or above with an A, B, or C in English IV.

ENG 102: English Composition II

English Composition II provides instruction and practice in writing four (4) 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
A grade of C or better in ENG 101 or equivalent.

ENG 130: Technical Report Writing

This course provides instruction in the production of technical and/or scientific reports. Emphasis is placed on research, objectivity, organization, composition, documentation, and presentation of the report. Students will demonstrate the ability to produce a written technical or scientific report by following the prescribed process and format.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 101 or equivalent.

ENG 246: Creative Writing I

This course provides instruction and practice in the writing of critical analysis of imaginative forms of literature. Emphasis is placed on originality in the creative writing process, 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 101

ENG 247: Creative Writing II

A continuation of ENG 246, this course provides instruction and practice in the writing of critical analysis of imaginative forms of literature. Emphasis is placed on originality in the creative writing process, 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 246 and/or as required by program.

ENG 248: Creative Writing III

A continuation of ENG 247, this course provides instruction and practice in the writing of critical analysis of imaginative forms of literature. Emphasis is placed on originality in the creative writing process, 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 247 and/or as required by program.

ENG 251: American Literature I

This course is a survey of American literature from its beginnings to the mid-nineteenth century. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 102 or equivalent.

ENG 252: American Literature II

This course is a survey of American literature from the mid-nineteenth century to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 102 or equivalent.

ENG 261: English Literature I

This course is a survey of English/British literature from its inception to the end of the eighteenth century. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 102 or equivalent.

ENG 262: English Literature II

This course is a survey of English/British literature from the late eighteenth century to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 102 or equivalent.

ENG 271: World Literature I

This course is a survey of world literature from its inception to the mid-seventeenth century. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 102 or equivalent.

ENG 272: World Literature II

This course is a survey of world literature from the mid-seventeenth century to the present. Emphasis is placed on representative works and writers of this period and on the literary, cultural, historical, and philosophical forces that shaped these works and that are reflected in them.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 102 or equivalent.

ENG 297: African-American Literature

This course is a study of literature produced by representative African Americans from the eighteenth century to the present. The course emphasizes the diversity of themes and techniques found in these works and examines the historical, cultural, literary, and philosophical forces that shaped these works and that are reflected in them. Students will demonstrate the ability to interpret the literature and to relate the works to their historical and literary contexts.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
ENG 102 or equivalent.

ENG 298: Special Topics in Language and Literature

This course, which may be repeated for credit so long as the topics differ, permits a student to study with an instructor a topic in English language or in literature. Emphasis is placed on a narrowly focused topic in which the instructor has special expertise, knowledge, or interest. Students will demonstrate through a research paper and/or a literary critique an understanding of the topic.

Credits: 2
Lab Hours: 1
Lecture Hours: 0
Prerequisites:
Instructor permission.

ENG 299: Directed Studies in Language and Literature

This course, which may be repeated for credit so long as the topics differ, permits a student to study with an instructor a topic in English language or in literature. Emphasis is placed on a narrowly focused topic in which the instructor has special expertise, knowledge, or interest. Students will demonstrate through a research paper and/or literary critique an understanding of the topic.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

ENR 098: Writing and Reading for College

This course integrates reading and writing skills students need to comprehend and interact with college-level texts and to produce original college-level writing. Reading skills will center on processes for literal and critical comprehension, as well as the development of vocabulary skills. Writing skills will focus on using an effective writing process including generating ideas, drafting, organizing, revising and editing to produce competent essays using standard written English. This course may include a one-hour lab component.

This course does not apply toward the general core requirements for English.

Credits: 4
Lab Hours: 0
Lecture Hours: 4

English, Introductory — Career and Technical

COM 103: Introductory Technical English II

This course is designed to enhance writing and speaking skills for the workplace. Emphasis is placed on generating short writings such as job application documents, memoranda, and developing interpersonal communication skills with employees and the public with substantial focus on occupational performance requirements and industry standards. Upon completion students should be able to prepare effective, short, and job-related written and oral communications. Non-degree creditable.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Geography

GEO 100: World Regional Geography

This course uses spatial analysis to survey major regions of the world with respect to location, climate, landforms, demographics, economy, politics, and culture.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Health

HED 224: Personal and Community Health

This course covers health problems for the individual and for the community. Areas of study include mental health, family life, physical health, chronic and degenerative diseases, control of communicable diseases, and the understanding of depressants and stimulants. Healthful living habits will be emphasized.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

HED 231: First Aid

This course provides instruction to the immediate, temporary care which should be given to the victims of accidents and sudden illness. It also includes standard and advanced requirements of the American Red Cross, and/or the American Heart Association. CPR training also is included.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Health Sciences

HPS 105: Medical Terminology

This course is an application for the language of medicine. Emphasis is placed on terminology associated with health care, spelling, pronunciation, and meanings associated with prefixes, suffixes, and roots as they relate to anatomical body systems. Upon completion of this course, the student should be able to correctly abbreviate medical terms and appropriately use medical terminology in verbal and written communication.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
Prerequisite- As required by program

HPS 112: Medical Terminolgy for Health Care

This course is an introduction to medical terminology used in health sciences. Emphasis is placed on terminology associated with health care, spelling, pronunciation, and meaning associated with prefixes, suffixes, and roots as they relate to anatomical body systems. Upon completion of this course, the student should be able correctly abbreviate medical terms and appropriately use medical terminology in verbal and written communication.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 0
Prerequisites:
As required by program.

History

HIS 101: Western Civilization I

This survey course examines the social, intellectual, economic, cultural, and political developments which have shaped the modern Western world. It covers the history of the West from its earliest beginnings to the early modern era.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

HIS 102: Western Civilization II

This survey course examines the social, intellectual, economic, cultural, and political developments which have shaped the modern Western world. It covers the history of the West from the early modern era to the present.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

HIS 121: World History I

This course surveys social, intellectual, economic, and political developments which have molded the modern world. Focus is on both non-western and western civilizations from the prehistoric to the early modern era.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

HIS 122: World History II

This course is a continuation of HIS 121; it covers world history, both western and non-western, from the early modern era to the present.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

HIS 201: United States History I

This course surveys United States history from the pre-Columbian period to the Civil War era.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

HIS 202: United States History II

This course surveys United States history from the Civil War era to the Modern era.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

HIS 216: History of World Religions

This course presents a comparison of the major religions of the world from a historical perspective. Emphasis is placed on the origin, development, and social influence of Christianity, Judaism, Islam, Hinduism, Buddhism, and others.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

HIS 256: African-American History

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 experience in the United States and in Mexico and South America.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

HIS 260: Alabama History

This course surveys the development of the state of Alabama from pre-historic times to the present. The course presents material on the discovery, exploration, colonization, territorial period, antebellum Alabama, Reconstruction, and modern history.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Prerequisites:
Appropriate placement scores.

HIS 285: Southern Research

Instruction in research techniques and resources for studies of the people of the Southern United States.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

HIS 299: Directed Studies in History

This course affords students opportunities to study selected topics of a historical nature under the direction of an instructor either as part of class or on an individual basis. Internships with historical and preservation organizations, thesis development, and the analysis of secondary monographs are examples of activities for this course. HIS 299 may be repeated for credit

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor permission.

Humanities

HUM 100: Humanities Forum

In this course, credit is given for participation in lectures, concerts, and other events which have relevance to the study of the humanities. The course may be repeated for credit

Credits: 1
Lab Hours: 0
Lecture Hours: 1

HUM 101: Introduction to Humanities I

This is the first course in a two-semester sequence which offers the student an introduction to the humanities using selections from art, music, literature, history, and philosophy which relates to a unifying theme.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by College.

HUM 102: Introduction to Humanities II

This is the second course in a two-semester sequence which offers the student an introduction to the humanities using selections from art, music, literature, history, and philosophy which relate to a unifying theme.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by College.

HUM 298: Directed Studies in Humanities

This course provides an opportunity for the student to study selected topics in the area of the humanities under the supervision of a qualified instructor. The specific topics will be determined by the interests of the students and faculty and the course may be repeated for credit.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor permission.

Industrial Systems Technology

(FORMERLY APPLIED ENGINEERING TECHNOLOGY)

The Industrial Systems Technology program provides instruction and skills development in the rapidly growing, related field of Industrial Systems Technology. Instruction is presented at a highly technical level, involving the applications of mathematics, science, and communication skills as well as hands-on training in AC and DC fundamentals, process controls, and principles of industrial mechanics and maintenance, robotics, programmable controllers, hydraulics and pneumatics. Successful completion of the program prepares graduates for entry-level employment in a variety of industrial-related fields.

INT 100: Mathematics for Industrial Technicians

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 ratio, proportion, and percent; application problems in industrial maintenance.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

INT 101: DC Fundamentals

This course provides an in depth study of direct current (DC) electronic theory. Topics include atomic theory, magnetism, properties of conductors and insulators, and characteristics of series, parallel, and series-parallel circuits. Inductors and capacitors are introduced and their effects on DC circuits are examined. Students are prepared to analyze complex DC circuits, solve for unknown circuit variables and to use basic electronic test equipment. This course also provides hands on laboratory exercises to analyze, construct, test, and troubleshoot DC circuits. Emphasis is placed on the use of scientific calculator and the operation of common test equipment used to analyze and troubleshoot DC and to prove the theories taught during classroom instruction. This is a **CORE** course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2

INT 103: AC Fundamentals

This course provides an in depth study of alternating current (AC) electronic theory. Students are prepared to analyze complex AC circuit configurations with resistors, capacitors, and inductors in series and parallel combinations. Topics include electrical safety and lockout procedures, specific AC theory functions such as RLC, impedance, phase relationships, and power factor. Students will be able to define terms, identify waveforms, solve complex mathematical problems, construct circuits, explain circuit characteristics, identify components, and make accurate circuit measurements using appropriate measurement instruments. They should also be able to perform fundamental tasks associated with troubleshooting, repairing, and maintaining industrial AC systems. This is a **CORE** course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
ELT 108 **OR** INT 101

INT 105: Introduction to Process Technology

This course is designed to provide students with an introduction to process control technology and various instruments used to control processes. Upon completion, students should be able to comprehend principles of process control technology and the application of various instruments used to control processes in an industrial setting.

Credits: 3
Lab Hours: 1
Lecture Hours: 2

INT 113: Industrial Motor Control I

This course is a study of the construction, operating characteristics, and installation of different motor control circuits and devices. Emphasis is placed on the control of three phase AC motors. This course covers the use of motor control symbols, magnetic motor starters, running overload protection, pushbutton stations, multiple control stations, two wire control, three wire control, jogging control, sequence control, and ladder diagrams of motor control circuits. Upon completion, students should be able to understand the operation of motor starters, overload protection, interpret ladder diagrams using pushbutton stations and understand complex motor control diagrams.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
INT 101

INT 117: Principles of Industrial Mechanics

This course provides instruction in basic physics concepts applicable to mechanics of industrial production equipment. Topics include the basic application of mechanical principles with emphasis on power transmission, specific mechanical components, alignment, and tension. Upon completion, students will be able to perform basic troubleshooting, repair and maintenance functions on industrial production equipment. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2

INT 118: Fundamentals of Industrial Hydraulics and Pneumatics

This course includes the fundamental concepts and theories for the safe operation of hydraulic and pneumatic systems used with industrial production equipment. Topics include the physical concepts, theories, laws, air flow characteristics, actuators, valves, accumulators, symbols, circuitry, filters, servicing safety, and preventive maintenance and the application of these concepts to perform work. Upon completion, students should be able to service and perform preventive maintenance functions on hydraulic and pneumatic systems. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2

INT 119: Principles of Mechanical Measurement and Technical Drawing

This course provides instruction in the use of precision measuring tools and the interpretation of technical drawings. Topics include the use of calipers, micrometers, steel rules, dial indicators, identifying types of lines and symbols of technical drawings, recognition and interpretation of various types of views, tolerances, and dimensions. Upon course completion, students will be able to use precision measuring tools and interpret technical drawings.

Credits: 3
Lab Hours: 2
Lecture Hours: 1

INT 123: Concepts of Solid State Electronics

This course is an introduction to semiconductor fundamentals and applications to electronic devices. It covers the basic operations and applications of rectifier circuits, transistors, and thyristors. Coverage is given to safety, use, and care with hazardous materials and personnel as well as material and environmental considerations. Upon completion students will be able to construct and test for proper operation of various types of solid state devices.

Credits: 3
Lab Hours: 2
Lecture Hours: 3

INT 132: Preventive and Predictive Maintenance

This course focuses on the concepts and applications of preventive and predictive maintenance. Topics include the introduction to optic alignment equipment, vibration testing and analysis, data collection, job safety, tool safety, systems analysis, preventive maintenance procedures and tasks, and predictive maintenance concepts. Upon completion, students will demonstrate the ability to apply the planning process for proper preventive and predictive maintenance.

Credits: 3
Lab Hours: 1
Lecture Hours: 2

INT 134: Principles of Industrial Maintenance Welding and Metal Cutting Techniques

This course provides instruction in the fundamentals of acetylene cutting and the basics of welding needed for the maintenance and repair of industrial production equipment. Topics include oxy-fuel safety, choice of cutting equipment, proper cutting angles, equipment setup, cutting plate and pipe, hand tools, types of metal welding machines, rod and welding joints, and common welding passes and beads. Upon course completion, students will demonstrate the ability to perform metal welding and cutting techniques necessary for repairing and maintaining industrial equipment. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2

INT 139: Introduction to Robot Programming

This course provides an introduction robotic programming. Emphasis is placed on but not limited to the following: Safety, motion programming, creating and editing programs, I/O instructions, macros, program and file storage. Upon completion the student will be able to safely perform basic functions in the work cell as well as program a robot to perform simple functions.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

INT 184: Introduction to Programmable Logic Controllers (PLC's)

This course provides an introduction to programmable logic controllers. Emphasis is placed on, but not limited to, the following:

PLC hardware and software, numbering systems, installation, loading, debugging, and optimizing PLC programs.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
INT 101

INT 208: Advanced Process Simulation

Upon completion, students will be able to demonstrate their ability to develop programs, load programs into real-world PLCs, and troubleshoot the system if necessary. Emphasis is placed on analog programming, designing complete working systems, start-up and troubleshooting techniques, and special projects. Topics include plant safety, piping and instrument diagrams, pressures, levels, flows and temperature, and loops designed to function in real time.

Credits: 3
Lab Hours: 2
Lecture Hours: 1

INT 213: Industrial Motor Control II

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 softstart wiring techniques for industrial motors and synchronous motor control. The student will also be exposed to the theory, setup and programming of variable speed drives. Upon completion students will be able to remove, replace, and wire different types of resistors, reactors and transformers similar to those used in the control of industrial polyphase motors and large DC motors.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
ELT 209 or INT 113

INT 284: Advanced Programmable Logic Controllers (PLC's)

This course includes the advanced principles of PLC's including hardware, programming, and troubleshooting. Emphasis is placed on developing on advanced working programs and troubleshooting hardware and software communication problems. Upon completion, students should be able to demonstrate their ability in developing programs and troubleshooting the system.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
INT 184 OR ELT 231

INT 296: CO-OP

This course constitutes a series wherein the student works on a part-time basis in a job directly related to Applied Engineering. In this course the employer evaluates the student's productivity and the student submits a descriptive report of his work experiences. Upon completion, the student will demonstrate skills learned in an employment setting.

Credits: 1
Lab Hours: 5
Lecture Hours: 0
Prerequisites:
Instructor Approval

Masonry

The Masonry short certificate 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 two terms.

Students completing all courses in this curriculum will be awarded a program short 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 demonstrate college and career readiness. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

MAS 111: Masonry Fundamentals

This course is designed as an introduction and orientation to masonry construction, specifically to brick and block construction. Topics include the identification and safe use of tools, equipment, and masonry materials. Upon completion, the students should have a general knowledge of masonry. This is a CORE course.

Credits: 3
Lab Hours: 2
Lecture Hours: 2

MAS 121: Brick/Block Masonry Fundamentals

This course is designed to provide the student with basic fundamental skills for working with brick and block. Emphasis is placed on the importance of proper work site set up, dry bonding, head and bed joints, leveling, plumbing, and straight edging. Upon completion the students should have requisite skills meeting entry level standards. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

MAS 131: Brick/Block Masonry Fundamentals II

This course is designed to provide the student with a working knowledge of laying bricks and blocks. Emphasis is placed on set up, layout, building corners, and laying to the line. Upon completion the students should have entry level skills in brick and block masonry. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

MAS 151: Brick/Block Masonry Fundamentals III

This course is designed to provide the student with a working knowledge of the various methods of laying bricks and blocks. Emphasis is placed on hanging a speed pole, layout, building comers, and laying to a line. Upon completion the students should have entry level skills in basic bonds, tooling and finishing joints, toothing corners, and cutting masonry units. This is a CORE course.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

MAS 161: Block Masonry Lab

This course provides practical application of block laying techniques. Emphasis is placed on developing skill in laying block, constructing and reinforcing walls, joints, and sample panels. Upon completion, the student should be able to construct block walls to entry-level standards. This is a CORE course.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

MAS 162: Brick Masonry Lab

This course provides practical application of advanced brick laying techniques. Emphasis is placed on developing skill in laying brick, constructing and reinforcing walls, joints, and sample panels. Upon completion, the student should be able to construct brick walls to entry-level standards. This is a CORE course.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

MAS 211: Stone Masonry

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. Upon completion, the student should be able to identify appropriate materials and techniques for the stated topics.

Credits: 3
Lab Hours: 4
Lecture Hours: 1

MAS 251: Stone Masonry Lab

This course provides practical application of stone and decorative masonry techniques, repair and restoration of brick structures, and brick arches. Emphasis is placed on developing skill in performing these techniques. Upon completion, the student should be able to lay stone, repair and restore brick structures, and build brick arches to entry-level standards.

Credits: 3
Lab Hours: 6
Lecture Hours: 0

Mathematics

MTH 098: Elementary Algebra

This course provides a study of the fundamentals of algebra. Topics include the real number system, linear equations and inequalities, graphing linear equations and inequalities in two variables, and systems of equations. This course does not apply toward the general core requirement for mathematics.

Credits: 4
Lab Hours: 0
Lecture Hours: 4
Prerequisites:
None

MTH 099: Support for Intermediate College Algebra

This Learning Support course provides corequisite support in mathematics for students enrolled in MTH 100. The material covered in this course is parallel to and supportive of the material taught in MTH 100. Emphasis is placed on providing students with additional academic and non-cognitive support with the goal of success in the students' paired MTH 100 class. This course does not apply toward the general core requirement for mathematics.

Note: MTH 099 is required for students completing MTH 098.

Credits: 2
Lecture Hours: 2
Prerequisites:
Grade of C or higher in MTH 098 or appropriate mathematics placement score.
Co-Requisites:
MTH 100

MTH 100: Intermediate College Algebra

This course provides a study of algebraic concepts such as laws of exponents, polynomial operations, factoring polynomials, radical and rational expressions and equations and quadratic equations. Functions and relations are introduced and graphed. This course does not apply toward the general core requirement for mathematics.

Credits: 3

Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 098 or appropriate mathematics placement score.
Co-Requisites:
MTH 099 Support for Intermediate College Algebra, if required. (Note that MTH 099 is required for students who completed MTH 098.)

MTH 103: Introduction to Technical Mathematics

This course is designed for the student in technology needing simple arithmetic, algebraic, and right triangle trigonometric skills.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
MTH 098 or appropriate mathematics placement score

MTH 109: Support for Finite Mathematics

This Learning Support course provides co-requisite support in mathematics for students enrolled in MTH 110. The material covered in this course is parallel to and supportive of the material taught in MTH 110. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students' paired MTH 110 class. This course does not apply toward the general core requirement for mathematics.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Grade of C or higher in MTH 098 or appropriate mathematics placement score.
Co-Requisites:
MTH 110

MTH 110: Finite Mathematics

This course provides an overview of topics in finite mathematics together with their applications and is intended for students who are not majoring in science, engineering, commerce, or mathematics (i.e., students who are not required to take calculus). The course introduces logic, set theory, counting techniques, basic probability, statistics, and personal finance.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 098 or appropriate mathematics placement score.
Co-Requisites:
MTH 109 Support for Finite Mathematics, if required. (Note that MTH 109 is required for students completing MTH 098 Elementary Algebra.)

MTH 111: Support for Precalculus Algebra

This Learning Support course provides co-requisite support in mathematics for students enrolled in MTH 112. The material covered in this course is parallel to and supportive of the material taught in MTH 112. Emphasis is placed on providing students with additional academic and noncognitive support with the goal of success in the students' paired MTH 112 class. This course does not apply toward the general core requirement for mathematics.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Grade of C or higher in MTH 100 or appropriate mathematics placement score.
Co-Requisites:
MTH 112

MTH 112: Precalculus Algebra

This course emphasizes the algebra of functions – including polynomial, rational, exponential, and logarithmic functions. In addition, the course covers non-linear inequalities as well as systems of linear and non-linear equations and inequalities. May be paired with corequisite MTH 111.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 100 or appropriate mathematics placement score.
Co-Requisites:
MTH 111 Support for Precalculus Algebra, if required.

MTH 113: Precalculus Trigonometry

This course includes the study of trigonometric (circular) functions and inverse trigonometric functions, as well as extensive work with trigonometric identities, equations, and formulas. The course also covers vectors, complex numbers, DeMoivre's Theorem, and polar graphs. Additional topics may include conic sections and product - sum formulas.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 112 or appropriate mathematics placement score.

MTH 115: Precalculus Algebra and Trigonometry

This course is a one-semester accelerated combination of Precalculus Algebra (MTH 112) and Precalculus Trigonometry (MTH 113). This course is intended for students with a very strong background in college preparatory mathematics. The course covers the following topics: the algebra of functions (including polynomial, rational, exponential, and logarithmic functions), as well as the study of trigonometric (circular) functions and inverse trigonometric functions. The course includes extensive work with trigonometric identities, equations, and formulas, vectors, complex numbers, and polar graphs.

Credits: 4
Lab Hours: 0
Lecture Hours: 4
Prerequisites:
Appropriate mathematics placement score or grade of C or higher in MTH 100 with permission from the department chairperson.

MTH 116: Mathematical Applications

This course provides practical applications of mathematics and includes selected topics from consumer math, algebra, and geometry. The course covers integers, percent, interest, ratio and proportion, measurement systems, linear equations, and problem solving.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
None

MTH 120: Calculus and Its Applications

This course is intended to give a broad overview of calculus. It includes limits, differentiation, and integration of algebraic, exponential, logarithmic, and multi-variable functions with applications to business, economics, and other disciplines. This course may also include LaGrange multipliers, extrema of functions of two variables, method of least squares, linear approximation, or linear programming.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:

Grade of C or higher in MTH 112, MTH 113, or MTH 115 or appropriate mathematics placement score.

MTH 125: Calculus I

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 covered in detail, including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus.

Credits: 4
Lab Hours: 0
Lecture Hours: 4
Prerequisites:
Grade of C or higher in MTH 113 or MTH 115 or appropriate mathematics placement score.

MTH 126: Calculus II

This is the second of three courses in the basic calculus sequence. Topics include applications of integration, techniques of integration, infinite series, polar coordinates, and parametric equations, lines and planes in space, and vectors in the plane and in space.

Credits: 4
Lab Hours: 0
Lecture Hours: 4
Prerequisites:
Grade of C or higher in MTH 125

MTH 227: Calculus III

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).

Credits: 4
Lab Hours: 0
Lecture Hours: 4
Prerequisites:
Grade of C or higher in MTH 126

MTH 231: Math for the Elementary Teacher I

This course is designed to develop a deeper understanding of elementary school mathematics content needed for teaching. The course is designed to develop conceptual understanding of the number systems and operations by focusing on basic concepts and principles, exploring multiple representations and strategies, and illuminating connections among concepts and procedures. Topics include whole numbers and integers, fractions, ratio, percent, decimals, and arithmetic operations within these systems.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 100 or appropriate placement score.

MTH 232: Math for the Elementary Teacher II

This course is designed to provide mathematical insights into measurement and geometry for students majoring in elementary education. Topics include geometric shapes (two- and three-dimensional), measurement, congruence and similarity, symmetry, and transformations.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 100 or appropriate placement score.

MTH 237: Linear Algebra

This course introduces the basic theory and application of the following topics: systems of linear equations and matrices, (finite-dimensional) vector spaces, linear transformations and matrices, determinants, eigenvalues and eigenvectors, inner product and orthogonality, Gram-Schmidt, least squares, and the diagonalization of symmetric matrices.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 126.

MTH 238: Applied Differential Equations I

This course is an introduction to techniques for solving differential equations with applications. Topics include solving first order differential equations, applications to various models (e.g. populations, motion, chemical mixtures, etc.), solving higher order linear differential equations with constant coefficients (general theory, undetermined coefficients, reduction of order and the method of variation of parameters, and Laplace transform). Series solutions and solutions to systems are also covered.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Co-Requisites:
MTH 227

MTH 265: Elementary Statistics

This course provides an introduction to methods of statistics and includes the following topics: sampling, frequency distributions, measures of central tendency and variation, probability, discrete and continuous distributions, graphic representation, hypothesis testing, confidence intervals, regression, and applications.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Grade of C or higher in MTH 100 or appropriate mathematics placement score.

Mathematics — Career and Technical

MAH 101: Introductory Mathematics I

This course is a comprehensive review of arithmetic with basic algebra designed to meet the needs of certificate and diploma programs. Topics include business and industry related arithmetic and geometric skills used in measurement, ratio and proportion, exponents and roots, applications of percent, linear equations, formulas, and statistics. Upon completion, students should be able to solve practical problems in their specific occupational areas of study. Non-degree creditable.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Medical Assisting/Phlebotomy

MAT 101: Medical Terminology

This course is designed for medical assistants, student nurses, and others in medically related fields. The course will focus 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. The student will learn a system of word building which will enable them to interpret medical terms. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor permission.

MAT 102: Medical Assisting Theory I

A description of anatomical descriptors and the cell introduces the student to and serves as an overview of the body's systems. The structure and function of the nervous, sensory, integumentary, muscular, skeletal, and cardiovascular systems are taught with the diseases related to these systems presented. Upon completion, students should be able to demonstrate a basic working knowledge of these body systems. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor permission.

MAT 103: Medical Assisting Theory II

The structure and function of the digestive, urinary, reproduction, endocrine, respiratory, and immune systems are presented. Disease processes that are related to these systems will be included. Basic concepts of reproduction, growth and development, and nutrition are taught. Upon completion, students should be able to demonstrate a basic working knowledge of these body systems. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor permission.

MAT 111: Clinical Procedures I for the Medical Assistant

This course includes instruction in clinical examining room procedures. Topics include asepsis, infection control, assisting with examination, and patient education. Upon completion, students will be able to demonstrate competence in exam room procedures. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
Instructor permission.

MAT 120: Medical Administrative Procedures I

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. Upon completion, students should be able to perform basic medical secretarial skills. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
MAT 101 and CIS 146 or equivalent.

MAT 121: Medical Administrative Procedures II

This course introduces medical office administrative procedures not covered in Medical Administrative Procedures I. Topics include fees, credit, and collections, banking, bookkeeping payroll, and computerized finance applications. Upon completion students should be able to manage financial aspects of medical offices. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
MAT 101
CIS 146

MAT 122: Basic Concepts of Interpersonal Relationships

This course is designed to assist students in health occupations to learn 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. Upon completion, students should be able to apply these concepts to the work setting.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor permission.

MAT 125: Laboratory Procedures I for the Medical Assistant

This course provides instruction in basic lab techniques used by the medical assistant. Topics include lab safety, quality control, collecting and processing specimens, performing selective diagnostic tests, such as a CBC, screening and follow-up of test results and OSHA/CLIA regulations. Upon completion, students should be able to perform basic lab tests/skills based on course topics. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
Instructor permission.

MAT 128: Medical Law and Ethics for the Medical Assistant

This course provides basic information related to the legal relationship of patient and physician. Topics to be 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. Upon 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor permission.

MAT 130: Medical Office Communication

This course prepares the student to communicate with patients and other allied health professionals which he/she may come in contact within the medical setting. Emphasis is placed on verbal, nonverbal, written communication skills, and medical document formatting. Upon completion, students should be able to demonstrate an understanding of the skills needed for effective communication in the medical setting.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
MAT 101
CIS 146

Instructor permission.

MAT 200: Management of Office Emergencies

This course is designed to instruct students in handling emergencies in the medical office. Emergencies presented will include cardiovascular emergencies, diabetic emergencies, seizures, syncope, hyperthermia and hypothermia, shock, musculoskeletal emergencies, and poisoning. Upon completion, students should be able to recognize emergency situations and take appropriate actions. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
MAT 101, 102, and 103 or instructor permission.

MAT 211: Clinical Procedures II for the Medical Assistant

This course includes instruction in vital signs and special examination procedures. Emphasis is placed on interviewing skills, appropriate triage and preparing patients for diagnostic procedures. Upon completion, students should be able to assist with special procedures. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
Instructor permission.

MAT 215: Laboratory Procedures II for the Medical Assistant

This course instructs the student in the fundamental theory and lab application for the medical office. Microbiology, urinalysis, serology, blood chemistry, and venipuncture theory as well as venipuncture collection procedures are discussed and performed. Upon completion, students should be able to perform basic lab tests/skills on course topics. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
Instructor permission.

MAT 216: Medical Pharmacology for the Medical Office

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. Upon completion, students should be able to demonstrate safe drug administration and recognize common medical classifications and their patient implications. This is a CORE course.

Credits: 4
Lab Hours: 3
Lecture Hours: 3
Prerequisites:
MAT 101, 102, 103, and MTH 116 or instructor permission.

MAT 220: Medical Office Insurance

In this course emphasis is placed on insurance procedures with advanced diagnostic and procedural coding in the outpatient facility. Study will include correct completion of insurance forms and coding. Upon completion, students should be able to demonstrate proficiency in coding for reimbursements. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Prerequisites:
MAT 101, CIS 146 or equivalent and MAT 121 must have been taken before or take along with MAT 220.

MAT 227: Special Topics in Medical Assisting

This course includes specialized study on current topics and issues in the field of medical assisting. Emphasis is placed on personal and occupational responsibilities, and developing problem-solving skills encountered in the medical office. Upon completion, students should be able to apply problem-solving skills to medical office situations.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Prerequisites:
Instructor permission.

MAT 228: Medical Assistant Review Course

This course includes a general review of administrative and clinical functions performed in a medical office. The course will assist the student or graduate in preparing for national credentialing examination.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Prerequisites:
Instructor permission.

MAT 229: Medical Assistant Practicum

This course is designed to provide the 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 in enhancing competence, in strengthening professional communications and interactions. Upon completion, students should be able to perform as an entry-level Medical Assistant. This is a CORE course.

Credits: 3
Lab Hours: 15
Lecture Hours: 0
Prerequisites:
MAT 111, 120, 122, 125, 128, 200, 211, 215, 216, 220, 222, and 227 or have instructor permission

MAT 239: Phlebotomy Practicum

This course is designed to provide the opportunity to apply phlebotomy techniques in the physician's clinic and hospital setting. Emphasis is placed on training individuals to properly collect and handle blood specimens for laboratory testing and to interact with health care personnel, patients, and the general public. Upon completion, students should be prepared for entry-level phlebotomy and to sit for the Phlebotomy Technician Examination (ASCP).

Credits: 3
Lab Hours: 15
Lecture Hours: 0
Prerequisites:
MAT 101, 102, 103, 122, 125, 128, 215, or have instructor permission.

Mental Health Technician

The Mental Health Technician short certificate program trains students in the basic concepts of entry-level care for patients and/or clients being provided mental/behavioral health care by mental health agencies, hospitals, skilled nursing facilities, or other healthcare facilities.

Students completing all courses in this curriculum will be awarded a program short certificate and will be eligible to apply for certification as a Mental Health Technician. Students completing MHT 101, Fundamentals of Mental Health Technician, will be eligible to apply for certification as a Certified Nursing Assistant and/or a Certified Patient Care Technician. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program, meet background check requirements of clinical facilities, and maintain a negative substance use screen.

In order to enroll in MHT courses, a status of unconditional admission to the College is required, as is a 2.0 cumulative GPA for students with

previous college credit. To progress through and complete the program, a minimum grade of “C” in all MHT curriculum courses is required.

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. Health insurance coverage is strongly recommended as the expense for treatment of injury suffered during training is the responsibility of the student. Any student denied clinical privileges or having clinical privileges revoked by a healthcare facility due to positive background findings or clinical misconduct is not eligible for program admission or readmission.

MHT 100: Introduction to Inpatient and Residential Operations

This course is designed to provide information regarding the operation of inpatient or residential treatment facilities. The basis of treatment, services provided, the role of staff members, and various methods of treatment for patients/residents with mental health diagnoses are explored.

Credits: 4
Lab Hours: 6
Lecture Hours: 2

MHT 101: Fundamentals of Mental Health Technician

This course provides basic theory, laboratory, and clinical experiences for the development of skills required in the provision of entry-level patient care to individuals receiving care in mental health agencies, hospitals, skilled nursing facilities, or other healthcare facilities. The role of the mental health technician as a member of the healthcare team is integrated into preparation for both the seventy-five (75) hour Omnibus Budget Reconciliation Act (OBRA) requirements for Certified Nursing Assistant and for the Patient Care Technician credentials. Introduced in this course are concepts of therapeutic communication, patient observation, safety, mobility/body mechanics, personal and restorative care, and infection control, as well as associated psychomotor skills. Additional procedural skills for the patient care technician credential eligibility, such as venipuncture, capillary puncture, ECG performance, sterile technique, and performance of critical health measurements are also covered. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations and clinical skills.

Credits: 6
Lab Hours: 3
Lecture Hours: 4
Clinical Hours: 3

MHT 110: Introduction into Abnormal Psychology

This course is a survey of abnormal behavior and its social and biological origins. The anxiety related disorders, psychoses, personality disorders and mental deficiencies will be covered.

Credits: 3
Lecture Hours: 3

MHT 120: Addiction and Forensic Psychology

This course includes the study of the psychological, social, and physical factors that affect human behavior across the lifespan. This course provides insight into the incidence of addiction in America by exploring societal norms, regulation, and misconceptions. Using scientific inquiry, students will learn why people abuse substances; both illicit and prescribed. Forensic matters are discussed including policies for regulation of legal substances and enforcement of laws related to the use of illicit substances. The socioeconomic impact of addiction will also be covered. Ethical practice and professional conduct are also discussed in this course.

Credits: 4
Lecture Hours: 4

MHT 130: Management of Behavioral Crisis

This course concentrates on the management of patients/residents with behavioral concerns. Prevention, intervention, documentation, and techniques/strategies to manage behavior in health care settings are taught in this course. This course also includes a clinical practicum.

Credits: 4
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 3

MHT 140: Psychiatric Pharmacology

This course delves into the commonly used medications for patients/residents with psychiatric disorders. Routes of administration, indications, therapeutic uses, adverse outcomes, and effects will be examined.

Credits: 4
Lab Hours: 3
Lecture Hours: 3

Music

MUL 101: Class Piano I

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 111: Class Voice I

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 112: Class Voice II

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 121: Class Strings I

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 122: Class Strings II

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 151: Class Percussion I

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 152: Class Percussion II

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 180: Chorus I

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 181: Chorus II

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 182: Vocal Ensemble I

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 183: Vocal Ensemble II

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 184: Jazz/Show Choir I

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 185: Jazz/Show Choir II

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 192: Instrumental Ensemble I

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 193: Instrumental Ensemble II

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0

Prerequisites:
Instructor permission.

MUL 211: Class Voice III

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 212: Class Voice IV

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 221: Class Strings III

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 222: Class Strings IV

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 231: Class Woodwinds III

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 232: Class Woodwinds IV

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 241: Class Brass III

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 242: Class Brass IV

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 251: Class Percussion III

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 252: Class Percussion IV

Group instruction is available in voice, piano, strings, woodwinds, brass, percussion and fretted instruments for students with little or no previous training. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Upon 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.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

MUL 280: Chorus III

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1

Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 281: Chorus IV

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 282: Vocal Ensemble III

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 283: Vocal Ensemble IV

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 284: Jazz/Show Choir III

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 285: Jazz/Show Choir IV

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:

Instructor permission.

MUL 292: Instrumental Ensemble III

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUL 293: Instrumental Ensemble IV

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearsing and performing literature appropriate to the mission and goals of the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 101: Private Piano I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 102: Private Piano II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 111: Private Voice I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:

Instructor permission.

MUP 112: Private Voice II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 121: Private Violin I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 122: Private Violin II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 133: Private Guitar I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 134: Private Guitar II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4

Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 141: Private Flute I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 142: Private Flute II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 143: Private Clarinet I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 144: Private Clarinet II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 145: Private Saxophone I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 146: Private Saxophone II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 161: Private Trumpet I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 162: Private Trumpet II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 171: Private Trombone I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 172: Private Trombone II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 175: Private Tuba I

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 176: Private Tuba II

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 201: Private Piano III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 202: Private Piano IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 211: Private Voice III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 212: Private Voice IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 221: Private Violin III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0

Prerequisites:
Instructor permission.

MUP 222: Private Violin IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 233: Private Guitar III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 234: Private Guitar IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 2
Lab Hours: 4
Lecture Hours: 0
Prerequisites:
Instructor permission.

MUP 241: Private Flute III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 242: Private Flute IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 243: Private Clarinet III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 244: Private Clarinet IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 245: Private Saxophone III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 246: Private Saxophone IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 261: Private Trumpet III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 262: Private Trumpet IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 271: Private Trombone III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 272: Private Trombone IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 275: Private Tuba III

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUP 276: Private Tuba IV

Individual performance instruction is available in keyboard instruments, voice, strings, woodwinds, brass, percussion and fretted instruments. Emphasis is placed on developing technique, repertoire and performance skills commensurate with the student's educational goals. Students are required to practice a minimum of five hours per week for each credit hour. Upon completion, students should be able to effectively perform assigned repertoire and technical studies in an appropriate performance evaluation setting.

Credits: 1
Lab Hours: 2

MUS 101: Music Appreciation

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 (3) stylistic periods, provide a multi-cultural perspective, and include both vocal and instrumental genres. Upon completion, students should be able to demonstrate a knowledge of music fundamentals, the aesthetic/stylistic characteristics of historical periods, and an aural perception of style and structure in music.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

MUS 110: Basic Musicianship

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. Upon 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:

MUS 099 or suitable placement score or permission of the instructor.

MUS 111: Music Theory I

This course introduces the student to the diatonic harmonic practices in the Common Practice Period. Topics include fundamental musical materials (rhythm, pitch, scales, intervals, diatonic harmonies) and an introduction to the principles of voice leading and harmonic progression. Upon completion, students should be able to demonstrate a basic competency using diatonic harmony through analysis, writing, sight singing, dictation and keyboard skills.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
Prerequisites:
MUS 110 or suitable placement score or permission of the instructor.

MUS 112: Music Theory II

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. Upon completion, students should be able to demonstrate competence using diatonic harmony through analysis, writing, sight singing, dictation and keyboard skills.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
Prerequisites:
MUS 111

MUS 203: Music History I

This course provides a study of the development of music from ancient times through the Baroque Period. Emphasis is placed on period style characteristics, representative composers and their works, and socio-cultural influences. Upon completion, students should be able to demonstrate knowledge, understanding and an aural perception of period style characteristics, forms, composers and representative works.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

MUS 204: Music History II

This is the second of a two-course sequence which survey's instrumental and vocal music to acquaint the student with musical compositions, composers and styles from the Classical Period to the present. Emphasis is placed on the development of analytical listening skills. Upon completion, students should be able to recognize the music, identify the major composers and describe the styles of the various musical periods.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

Music — Performance

MUL 170: Music Workshop I

This course is a seminar clinic in advanced rehearsal/performance techniques. Emphasis is placed on intensive rehearsal techniques required for advanced or specialized performance groups. Upon completion, students should be able to effectively participate in performances presented by this type of ensemble.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

MUL 171: Music Workshop II

This course is a seminar clinic in advanced rehearsal/performance techniques. Emphasis is placed on intensive rehearsal techniques required for advanced or specialized performance groups. Upon completion, students should be able to effectively participate in performances presented by this type of ensemble.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

MUL 172: Musical Theater Workshop

This course includes the study of musical theatre history, styles, performance and technical production. Emphasis is placed on the supervised study, preparation, production and performances of scenes or complete works of musical theatre. Upon completion, students should be able to effectively participate in a public presentation of the prepared scenes or work in an assigned performance or technical role.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

MUL 173: Musical Theater Workshop II

This course includes the study of musical theatre history, styles, performance and technical production. Emphasis is placed on the supervised study, preparation, production and performances of scenes or complete works of musical theatre. Upon completion, students should be able to effectively participate in a public presentation of the prepared scenes or work in an assigned performance or technical role.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

MUL 270: Music Workshop III

This course is a seminar clinic in advanced rehearsal/performance techniques. Emphasis is placed on intensive rehearsal techniques required for advanced or specialized performance groups. Upon completion, students should be able to effectively participate in performances presented by this type of ensemble.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

MUL 271: Music Workshop IV

This course is a seminar clinic in advanced rehearsal/performance techniques. Emphasis is placed on intensive rehearsal techniques required for advanced or specialized performance groups. Upon completion, students should be able to effectively participate in performances presented by this type of ensemble.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

MUL 272: Musical Theater Workshop III

This course includes the study of musical theatre history, styles, performance and technical production. Emphasis is placed on the supervised study, preparation, production and performances of scenes or complete works of musical theatre. Upon completion, students should be able to effectively participate in a public presentation of the prepared scenes or work in an assigned performance or technical role.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

MUL 273: Musical Theater Workshop IV

This course includes the study of musical theatre history, styles, performance and technical production. Emphasis is placed on the supervised study, preparation, production and performances of scenes or complete works of musical theatre. Upon completion, students should be able to effectively participate in a public presentation of the prepared scenes or work in an assigned performance or technical role.

Credits: 2
Lab Hours: 4
Prerequisites:
As required by program.

Nursing — Associate Degree in Nursing

NUR 102: Fundamentals of Nursing

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 healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations.

Credits: 6
Lab Hours: 6
Lecture Hours: 3
Clinical Hours: 3
Prerequisites:
Nursing program admission.

NUR 103: Health Assessment

This course is designed to provide students the opportunity to learn and practice history taking and physical examination skills with individuals of all ages, with emphasis on the adult. The focus is on symptom analysis along with physical, psychosocial, and growth and development assessments. Students will be able to utilize critical thinking skills in identifying health alterations, formulating nursing diagnoses and documenting findings appropriate to nursing.

Credits: 1
Lab Hours: 3
Lecture Hours: 0
Clinical Hours: 0
Prerequisites:
Nursing program admission.

NUR 104: Introduction to Pharmacology

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. This course introduces students to basic principles of pharmacology and the knowledge necessary to safely administer medication. Course content includes legal implications, pharmacokinetics, pharmacodynamics, calculations of drug dosages, medication administration, and an overview of drug classifications. Students will be able to calculate and administer medications.

Credits: 1
Lab Hours: 3
Lecture Hours: 0
Clinical Hours: 0
Prerequisites:
Nursing program admission.

NUR 105: Adult Nursing

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, fluid and electrolyte imbalance, and common alterations in respiratory, musculoskeletal, gastro-intestinal, cardiovascular, and endocrine, systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

Credits: 8
Lab Hours: 3
Lecture Hours: 5
Clinical Hours: 6
Prerequisites:
NUR 102, 103, and 104; MTH 116 or higher (PN); MTH 100 or higher (ADN); and BIO 201.

NUR 106: Maternal and Child Nursing

This course focuses on the role of the nurse in meeting the physiological, psychosocial, cultural and developmental needs of the maternal and child client. Course content includes antepartal, intrapartal, and postpartal care, complications of pregnancy, newborn care, human growth and development, pediatric care, and selected pediatric alterations. Nutrition, pharmacology, cultural diversity, use of technology, communication, anatomy and physiology review, medical terminology, critical thinking, and application of the nursing process are integrated throughout this course. Upon completion of this course students will be able to provide and manage care for maternal and pediatric clients in a variety of settings.

Credits: 5
Lab Hours: 0
Lecture Hours: 4
Clinical Hours: 3
Prerequisites:
NUR 102, 103, and 104; MTH 116 or higher (PN); MTH 100 or higher (ADN); and BIO 201.

NUR 200: LPN Role Transition to Associate Degree Nurse (RN)

This course focuses on application of nursing science to assist the Licensed Practical Nurse (LPN) transitioning into the role of the associate degree nurse (ADN). Emphasis in this course is placed on evidenced based clinical decision making and nursing care provided in a family and community context for a variety of health alterations across the lifespan. Upon successful completion of the course, students will be able to articulate into the ADN program. Sixteen non-traditional credits will be awarded after successful completion of this course.

Credits: 5
Lab Hours: 3
Lecture Hours: 3
Clinical Hours: 3
Prerequisites:
ADN program admission, MTH 100 or higher, BIO 201 and 202, and ENG 101.

NUR 201: Nursing Through the Lifespan I

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students manage and provide collaborative care to clients who are experiencing selected

alterations in gastrointestinal, reproductive, sensory, and endocrine systems in a variety of settings. Additional instruction is provided for oncology, mental health, teaching/learning concepts, and advanced dosage calculations. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

Credits: 5
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 6
Prerequisites:
NUR 105 and 106, ENG 101, and BIO 202.

NUR 202: Nursing Through the Lifespan II

This course builds upon previous instruction and provides additional opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students manage and provide collaborative care to clients who are experiencing selected alterations in cardiovascular, hematologic, immune, and genitourinary systems in a variety of settings. Additional instruction is provided for psychiatric disorders, and high-risk obstetrics. Teaching/learning concepts, advanced dosage calculations, nutrition, pharmacology, communication, cultural, and community concepts are integrated.

Credits: 6
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 9
Prerequisites:
NUR 201, PSY 200, and BIO 220.

NUR 203: Nursing Through the Lifespan III

This course builds upon previous instruction and provides additional opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students manage and provide collaborative care to clients who are experiencing selected alterations in cardiovascular, respiratory, and neurological systems in a variety of settings. Additional instruction is provided care for selected mental health disorders, selected emergencies, multiple organ dysfunction syndrome and related disorders. Teaching/learning concepts, advanced dosage calculations, nutrition, pharmacology, communication, cultural, and community concepts are integrated.

Credits: 6
Lab Hours: 0
Lecture Hours: 4
Clinical Hours: 6
Prerequisites:
NUR 202, SPH 106 or 107, and PSY 210.

NUR 204: Role Transition for the Registered Nurse

This course provides students with opportunities to gain knowledge and skills necessary to transition from student to registered nurse. Content includes current issues in health care, nursing leadership and management, professional practice issues for registered nurses, and transition into the workplace, Additional instruction is provided for preparing for the NCLEX-RN.

Credits: 4
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 6
Prerequisites:
NUR 202, SPH 106 or 107, and PSY 210.

Office Administration

OAD 101: Beginning Keyboarding

This course is designed to enable the student to use the touch method of keyboarding through classroom instruction and outside lab. Emphasis is on speed and accuracy in keying alphabetic, symbol, and numeric information using a keyboard. Upon completion, the student should be able to demonstrate proper technique and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of basic business documents such as memoranda, letters, reports, etc.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

OAD 103: Intermediate Keyboarding

This course is designed to assist the student in increasing speed and accuracy using the touch method of keyboarding through classroom instruction and lab exercises. Emphasis is on the production of business documents such as memoranda, letters, reports, tables, and outlines from unarranged rough draft to acceptable format. Upon completion, the student should be able to demonstrate proficiency and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of business documents. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
OAD 101 or instructor permission.

OAD 104: Advanced Keyboarding

This course is designed to assist the student in continuing to develop speed and accuracy using the touch method of keyboarding through classroom instruction and lab exercises. Emphasis is on the production of business documents using decision-making skills. Upon completion, the student should be able to demonstrate proficiency and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of high-quality business documents.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
OAD 103

OAD 125: Word Processing

This course is designed to provide the student with basic word processing skills through classroom instruction and outside lab. Emphasis is on the utilization of software features to create, edit, and print common office documents. Upon completion, the student should be able to demonstrate the ability to use industry-standard software to generate appropriately formatted, accurate, and attractive business documents such as memoranda, letters, and reports. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
OAD 103 or instructor permission.

OAD 126: Advanced Word Processing

This course is designed to increase student proficiency in using advanced word processing functions. Emphasis is on the use of industry-standard software to maximize productivity. Upon completion, the student should be able to demonstrate the ability to generate complex documents such as forms, newsletters, and multi-page documents.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:

OAD 125

OAD 138: Records/Information Management

This course is designed to give the student knowledge about managing office records and information. Emphasis is on basic filing procedures, methods, systems, supplies, equipment, and modem technology used in the creation, protection, and disposition of records stored in a variety of forms. Upon completion, the student should be able to perform basic filing procedures. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Organizational Leadership

LDR 101: Introduction to Leadership: Theory, Context and Practice

This course analyzes current historical leadership styles, theories, and concepts with a focus on how leaders emerge and assume responsibility within a framework of social responsibility.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Orientation

ORI 101: Orientation to College

This course is designed to introduce students to college life, responsibilities, rules, regulations, and college services. This course is offered in a hybrid lecture format and an online format. ORI 101 is designed for college-ready academic transfer students and those who place into ENG 101 and MTH 100 or higher.

Credits: 1
Lab Hours: 0
Lecture Hours: 1

ORI 104: Workkeys® Assessment and Advisement

This course provides students with an introduction to the ACT WorkKeys System. Students will complete WorkKeys assessments in the areas of Applied Math, Workplace Documents, and Graphic Literacy. Upon completion, students will be advised of their performance on the assessments and of the methods available to improve their individual performance levels.

Credits: 1

ORI 105: Orientation and Student Success

This course combines the curriculum of ORI 101 with an increased focus dedicated to student success skills including critical thinking, writing, time management as well as interpersonal communication. ORI 105 is offered in a traditional lecture, hybrid lecture, and online format. ORI 105 is designed for students who place into one or more developmental courses or who would benefit from increased college readiness training.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Orientation — Career and Technical

ORT 100: Orientation for Career Students

This course is designed to introduce the beginning student to college. College policies and regulations are covered as well as stress management, resume preparation, job application procedures, and employment interviewing techniques.

Credits: 1
Lab Hours: 0
Lecture Hours: 1

Philosophy

PHL 106: Introduction to Philosophy

This course is an introduction to the basic concepts of philosophy. The literary and conceptual approach of the course is balanced with emphasis on approaches to critical thinking. Major philosophical ideas are discussed within historical and global contexts.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

PHL 206: Ethics and Society

This course involves the study of ethical issues which confront individuals in contemporary society. The focus is on meta-ethics, and applied ethics. The student should be able to understand and be prepared to use moral reasoning in making decisions regarding ethical issues.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Physical Education

PED 103: Weight Training—Beginning

This course introduces the basics of weight training. Emphasis is placed on developing muscular strength, muscular endurance, and muscle tone. Upon completion, students should be able to establish and implement a personal weight training program.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

PED 104: Weight Training—Intermediate

This course covers advanced levels of weight training. Emphasis is placed on meeting individual training goals and addressing weight training needs and interests. Upon completion, students should be able to establish and implement an individualized advanced weight training program.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
PED 103 or instructor permission.

PED 105: Personal Fitness

This course is designed to provide the student with information allowing him/her to participate in a personally developed fitness program. Topics include cardiovascular, strength, muscular endurance, flexibility and body composition.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

PED 118: General Conditioning—Beginning

This course provides an individualized approach to general conditioning utilizing the five major components. Emphasis is placed on the scientific basis for setting up an engaging in personalized physical fitness and conditioning programs. Upon completion, students should be able to set up and implement an individualized physical fitness and conditioning program.

Credits: 1
Lab Hours: 2
Lecture Hours: 0

PED 119: General Conditioning- Intermediate

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. Upon completion, students should be able to implement and evaluate an individualized physical fitness and conditioning program.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
PED 118 or instructor permission.

PED 200: Foundations of Physical Education

In this course, the history, philosophy, and objectives of health, physical education, and recreation are studied with emphasis on the physiological, sociological, and psychological values of physical education. It is required of all physical education majors.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

PED 252: Varsity Baseball

This course covers advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. Upon completion, students should be able to play baseball at a competitive level.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

PED 254: Varsity Softball

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. Upon completion, students should be able to play competitive softball.

Credits: 1
Lab Hours: 2
Lecture Hours: 0
Prerequisites:
Instructor permission.

Physical Science

PHS 111: Physical Science I

This course provides an introduction to the basic principles of geology, oceanography, meteorology, and astronomy. Laboratory is required.

Credits: 4
Lab Hours: 1
Lecture Hours: 3

PHS 112: Physical Science II

This course provides an introduction to the basic principles of chemistry and physics. Laboratory is required.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
Prerequisites:
MTH 098 or 116.

Physical Therapist Assistant

PTA 200: PT Issues and Trends

This is an introductory course to the trends and issues in physical therapy. Emphasis is placed on areas such as history, practice issues, psychosocial aspects of illness and cultural diversity. Upon completion, the student should be able to discuss trends and issues relevant to physical therapy. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
Prerequisites: PTA 230, 241, 253, 260

PTA 201: PTA Seminar

This course is a continuing study of issues and trends in physical therapy practice. Emphasis is placed on issues such as licensure, job skills, board exam review, practitioner roles, legal and ethical issues. Upon completion, the student should have acquired necessary skills for transition from student to practitioner. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Prerequisites: 200, 231, 261, 266

PTA 202: PTA Communication Skills

This course is the study of verbal and nonverbal communication and documentation in health care. Emphasis will be placed on terminology, format, computer usage, reimbursement, interpersonal communication, and legal issues. Upon completion, student should be able to discuss and demonstrate communication methods for achieving effective interaction with patients, families, the public and other health care providers.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
Prerequisites: Program Admission

PTA 204: PTA Forum I

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. By the end of the course, the student should have broad exposure to activities in which physically challenged persons participate and specialized clinical areas.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Prerequisites:
Prerequisites: PTA 200, 231, 261, 266

PTA 220: Functional Anatomy and Kinesiology

This course provides an in-depth, clinically oriented study of functional anatomy. Emphasis is placed on the musculoskeletal system, nervous system, and study of human movement. Upon completion of the course, the student should be able to identify specific anatomical structures and analyze human movements. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 0
Prerequisites:
Prerequisites: Program Admission

PTA 222: Functional Anatomy and Kinesiology Lab

This laboratory course allows for hands-on appreciation of anatomical structures and kinesiological concepts as they relate to therapeutic exercise. Emphasis may include muscle and joint function, testing applications and therapeutic exercise. Upon completion, the student should be able to integrate content areas into an understanding of normal human movement.

Credits: 2
Lab Hours: 6
Lecture Hours: 0
Prerequisites:
Prerequisite: Program Admission
Co-Requisites:
Prerequisites: Program Admission

PTA 230: Neuroscience

This course provides students with an overview of the neuroanatomy of the CNS and PNS, as it relates to treatment necessary for patients with dysfunctions of these systems. Emphasis includes the structure and function of the nervous system, neurophysiological concepts, human growth and development, neurologic dysfunctions. Upon completion of this course, the student should be able to identify and discuss specific anatomical structures, functions of the nervous system, basic concepts of human growth and development and identify neurologic pathologies. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Prerequisites: BIO 202, PTA 232, 240, 251, 290

PTA 231: Rehabilitation Techniques

This course allows for hands on appreciation of advanced rehabilitation techniques. Emphasis is on orthopedic and neurologic treatment techniques, therapeutic exercise procedures and analysis and treatment of pathologic gait. Upon completion, the student should be able to demonstrate an understanding of advanced rehabilitation techniques appropriate to orthopedic and neurologic dysfunctions. This is a CORE course.

Credits: 2
Lab Hours: 6

Lecture Hours: 0
Prerequisites:
Prerequisite: MTH100 or higher, PTA 230, 241, 253, 260

PTA 232: Orthopedics for the PTA

This course provides the student with an overview of orthopedic conditions seen in physical therapy. Emphasis is on the study of orthopedic conditions and appropriate physical therapy intervention and a review of related anatomical structures. Upon completion of the course, the student should be able to discuss PT interventions for common orthopedic conditions.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Prerequisite BIO 201, PTA 202, 220, 222, 250

PTA 240: Physical Disabilities I

This course presents the student with a body systems approach to the etiology, pathology, signs/symptoms and treatment of conditions seen in PT. Emphasis may include conditions most commonly treated in physical therapy. Upon completion, the student should be able to discuss basic pathological processes, treatment options and prognoses of conditions studied. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Prerequisites: BIO 201, PTA 202, 220, 222, 250

PTA 241: Physical Disabilities II

This course continues a body systems approach to study of common PT pathologies. Emphasis includes various neurological pathologies with additional focus on the needs of special populations. Upon completion, the student should be able to discuss PT interventions appropriate to a variety of diagnoses. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Prerequisites: BIO 202, PTA 232, 240, 251, 290

PTA 250: Therapeutic Procedures I

This laboratory course provides a hands on introduction to the principles and procedures of therapeutic physical therapy intervention. Emphasis is on basic patient care skills and procedures utilized in physical therapy. Upon completion, the student should be able to demonstrate safe and effective delivery of those procedures with an in-depth understanding of the rationale for each treatment. This is a CORE course.

Credits: 4
Lab Hours: 6
Lecture Hours: 2
Prerequisites:
Prerequisite: Program Admission

PTA 251: Therapeutic Procedures II

This laboratory course is a continued study of the principles and procedures of therapeutic PT intervention. Emphasis is on advanced physical therapy interventions and procedures and their rationale. Upon completion, the student should be able to demonstrate safe and effective delivery with an in-depth understanding of each. This is a CORE course.

Credits: 4
Lab Hours: 6
Lecture Hours: 2
Prerequisites:
Prerequisites: BIO 201, PTA 202, 220, 222, 250

PTA 253: Therapeutic Procedures III

This laboratory course is a continued study of the principles and procedures of therapeutic PT intervention. Emphasis is on specialized physical therapy interventions and procedures and their rationale. Upon completion, the student should be able to demonstrate safe and effective delivery with an in-depth understanding of each.

Credits: 4
Lab Hours: 6
Lecture Hours: 2
Prerequisites:
Prerequisites: BIO 202, PTA 232, 240, 251, 290

PTA 260: Clinical Education I

This clinical experience is designed to introduce the student to the practice of physical therapy through interaction in the health care environment. The course entails on-going communication between the clinical instructor, student and course coordinator. Upon completion of the course, the student should be able to safely and effectively apply procedures and techniques previously attained in the classroom.

Credits: 1
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 5
Prerequisites:
PTA 232, 240, 251, and 290,

PTA 261 : Clinical Education II

This clinical class is a continuation of PTA260 which is designed to introduce the student to the practice of physical therapy through interaction in the health care environment. The course entails on-going communication between the clinical instructor, student, and course coordinator. The student will safely and effectively apply procedures and techniques previously attained in the classroom.

Credits: 1
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 5
Prerequisites:
Prerequisites: PTA 230, 241, 253, and 260

PTA 266 : CLINICAL FIELD WORK I

This clinical course will provide an intensive and extended clinical interaction in the health care environment. The course entails on-going communication between the clinical instructor, student and course coordinator. The student will safely and effectively apply procedures and techniques previously attained in the classroom.

Credits: 2
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 10
Prerequisites:
Prerequisites: PTA 230, 241, 253, and 260

PTA 268: Clinical Practicum

This clinical education experience allows the student to practice in the health care environment, using entry level skills attained in previous classroom instruction. The course entails on-going communication between the clinical instructor, student, and course coordinator. Upon completion of this course, the student should be able to demonstrate entry level competency in those skills necessary for functioning as a physical therapist assistant.

Credits: 5
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 25

Prerequisites:
Prerequisites: PTA 200, 231, 261, 266

PTA 290: Therapeutic Exercise

This lab course covers exercise techniques commonly used in PTA practice. It may include aquatics, isometric, isotonic, isokinetic, plyometric, Swiss ball, and aerobic exercise. Upon completion of the course the student should have entry level skills in exercise application.

Credits: 1
Lab Hours: 3
Lecture Hours: 0
Prerequisites:
Prerequisits: BIO 201, PTA 202, 220, 222, 250

PTA 293: Directed Study for PTA

This course is designed to increase the opportunity for exploring, reading, and reporting on specific topics related to the field of physical therapy. Emphasis is placed on the development of knowledge in an area of interest to the student. The student should be able to meet the objectives of the course as approved by the instructor.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Prerequisites:
Prerequisite: Instructor Permission

Physics

PHY 115: Technical Physics

Technical physics is a one-semester survey of physics using college algebra. Major topics include Newton's laws of motion, work and energy, thermodynamics, waves and sound, and basic electricity. This course is for non-science majors pursuing a degree in a technical program. Laboratory is required.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
Prerequisites:
MTH 100

PHY 201: General Physics I—Trigonometry-Based

This course is designed to cover general physics using college algebra and basic trigonometry. Specific topics include kinematics, Newton's laws of motion, conservation of momentum and energy, and the laws of thermodynamics. The contributions of physics to modern technology and society are considered. A laboratory is required.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
Prerequisites:
MTH 113 or equivalent.
Co-Requisites:
PHY 205

PHY 202: General Physics II—Trigonometry based

This continuation course is designed to cover general physics using college algebra and basic trigonometry. Specific topics include wave mechanics, electromagnetism, light, and optics. The contributions of physics to modern technology and society are considered. A laboratory is required.

Credits: 4

Lab Hours: 2
Lecture Hours: 3
Prerequisites:
PHY 201
Co-Requisites:
PHY 206

PHY 205: Recitation in General Physics I - Trigonometry Based

One hour weekly purely for problem solving.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Co-Requisites:
PHY 201

PHY 206: Recitation in General Physics II - Trigonometry Based

One hour weekly purely for problem solving.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Co-Requisites:
PHY 202

PHY 213: General Physics I – Calculus Based

This course is the first course in a two-part sequence of the calculus-based study of classical physics. Topics include kinematics, Newtonian Mechanics, the conservation of momentum and energy, and thermodynamics. Laboratory is required.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
Prerequisites:
MTH 125
Co-Requisites:
PHY 216

PHY 214: General Physics II - Calculus Based

This course is the second course in a two-part sequence of the calculus-based study of classical physics. Topics include electromagnetism, light, and optics. Laboratory is required.

Credits: 4
Lab Hours: 2
Lecture Hours: 3
Prerequisites:
PHY 213
Co-Requisites:
PHY 217

PHY 216: Recitation in General Physics I - Calculus Based

One hour weekly purely for problem solving.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Co-Requisites:
PHY 213

PHY 217: Recitation in General Physics II - Calculus Based

One hour weekly purely for problem solving.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Co-Requisites:
PHY 214

Political Science

POL 211: American National Government

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. Upon 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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

Practical Nursing

NUR 102: Fundamentals of Nursing

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 healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations.

Credits: 6
Lab Hours: 6
Lecture Hours: 3
Clinical Hours: 3
Prerequisites:
Nursing program admission.

NUR 103: Health Assessment

This course is designed to provide students the opportunity to learn and practice history taking and physical examination skills with individuals of all ages, with emphasis on the adult. The focus is on symptom analysis along with physical, psychosocial, and growth and development assessments. Students will be able to utilize critical thinking skills in identifying health alterations, formulating nursing diagnoses and documenting findings appropriate to nursing.

Credits: 1
Lab Hours: 3
Lecture Hours: 0
Clinical Hours: 0
Prerequisites:
Nursing program admission.

NUR 104: Introduction to Pharmacology

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. This course introduces students to basic principles of pharmacology and the knowledge necessary to safely administer medication. Course content includes legal implications, pharmacokinetics, pharmacodynamics, calculations of drug dosages, medication administration, and an overview of drug classifications. Students will be able to calculate and administer medications.

Credits: 1
Lab Hours: 3
Lecture Hours: 0
Clinical Hours: 0
Prerequisites:
Nursing program admission.

NUR 105: Adult Nursing

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, fluid and electrolyte imbalance, and common alterations in respiratory, musculoskeletal, gastro-intestinal, cardiovascular, and endocrine, systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

Credits: 8
Lab Hours: 3
Lecture Hours: 5
Clinical Hours: 6
Prerequisites:
NUR 102, 103, and 104; MTH 116 or higher (PN); MTH 100 or higher (ADN); and BIO 201.

NUR 106: Maternal and Child Nursing

This course focuses on the role of the nurse in meeting the physiological, psychosocial, cultural and developmental needs of the maternal and child client. Course content includes antepartal, intrapartal, and postpartal care, complications of pregnancy, newborn care, human growth and development, pediatric care, and selected pediatric alterations. Nutrition, pharmacology, cultural diversity, use of technology, communication, anatomy and physiology review, medical terminology, critical thinking, and application of the nursing process are integrated throughout this course. Upon completion of this course students will be able to provide and manage care for maternal and pediatric clients in a variety of settings.

Credits: 5
Lab Hours: 0
Lecture Hours: 4
Clinical Hours: 3
Prerequisites:
NUR 102, 103, and 104; MTH 116 or higher (PN); MTH 100 or higher (ADN); and BIO 201.

NUR 107: Adult/Child Nursing I

This course provides students with opportunities to develop competencies necessary to meet the needs of individuals throughout the life span in a safe, legal, and ethical manner using the nursing process in a variety of settings. Emphasis is placed on providing care to individuals experiencing complex alterations in: sensory/perceptual, reproductive, endocrine, genitourinary, neurological, immune, cardiovascular, and lower gastrointestinal systems. Additional instruction is provided for care for clients experiencing bums, cancer, and emergent conditions. Nutrition, pharmacology, therapeutic communication, community, cultural diversity, health promotion, error prevention, critical thinking, impacts on maternal and child clients are integrated throughout the course.

Credits: 8
Lab Hours: 0
Lecture Hours: 5
Clinical Hours: 9
Prerequisites:
NUR 105 and 106, ENG 101, and BIO 202

NUR 108: Psychosocial Nursing

This course is designed to provide an overview of psychosocial adaptation and coping concepts used when caring for clients with acute and chronic alterations in mental health in a variety of settings. Topics include therapeutic communication skills, normal and abnormal behaviors, treatment modalities, and developmental needs. Upon completion of this course, students will demonstrate the ability to assist clients in maintaining psychosocial integrity through the use of the nursing process.

Credits: 3
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 3
Prerequisites:
NUR 105 and 106, ENG 101, and BIO 202

NUR 109: Role Transition for the Practical Nurse

This course provides students with opportunities to gain knowledge and skills necessary to transition from student to practicing nurse. Content includes a discussion of current issues in health care, practical nursing leadership and management, professional practice issues, and transition into the workplace. Emphasis is placed on NCLEX-PN test-taking skills, computer-assisted simulations and practice tests, development of a prescriptive plan for remediation, and review of selective content, specific to the practice of practical nursing.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
NUR 105 and 106, ENG 101, and BIO 202.

Psychology

PSY 108: Stress Management

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.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
Appropriate placement scores.

PSY 110: Personal Development

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

PSY 200: General Psychology

The course is a survey of the scientific study of psychological, biological, and socio-cultural factors that influence behavior and mental processes.

Credits: 3
Lab Hours: 0

Lecture Hours: 3

PSY 207: Psychology of Adjustment

This course provides an understanding of the basic principles of mental health and an understanding of the individual modes of behavior.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

PSY 210: Human Growth and Development

This course is the study of the psychological, social, and physical factors that affect human behavior from conception to death.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
PSY 200.

PSY 211: Child Growth and Development

This course is a systematic study of the behavior and psychological development of the child from conception to adolescence. Emphasis will be placed on principles underlying physical, mental, emotional and social development, methods of child study, and practical implications.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
PSY 200

PSY 230: Abnormal Psychology

This course is a survey of abnormal behavior and its social and biological origins. The anxiety related disorders, psychoses, personality disorders and mental deficiencies will be covered.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
PSY 200

PSY 260: Statistics for the Social Sciences

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.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores

Radiologic Technology

RAD 111: Introduction to Radiography

This course provides students with an overview of radiography and its role in health care delivery. Topics include the history of radiology, professional organizations, legal and ethical issues, health care delivery systems, introduction to radiation protection, and medical terminology. Upon completion students will demonstrate foundational knowledge of radiologic science.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
Program admission.

RAD 112: Radiography Procedures

This course provides the student with instruction in anatomy and positioning of the Chest and Thorax, Upper and Lower Extremities, and Abdomen. Theory and laboratory exercises will cover radiographic positions and procedures. Upon completion of the course the student will demonstrate knowledge of anatomy and positioning skills, oral communication and critical thinking in both the didactic and laboratory settings.

Credits: 4
Lab Hours: 3
Lecture Hours: 3
Clinical Hours: 0
Prerequisites:
Program admission.

RAD 113: Patient Care

This course provides the student with concepts of patient care and pharmacology and cultural diversity. Emphasis in theory and lab is placed on assessment and considerations of physical and psychological conditions, routine and emergency. Upon completion, students will demonstrate/explain patient care procedures appropriate to routine and emergency situations.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:
Program admission.

RAD 114: Clinical Education I

This course provides the student with the opportunity to correlate instruction with applications in the clinical setting. The student will be under the direct supervision of a qualified practitioner. Emphasis is on clinical orientation, equipment, procedures, and department policies. Upon completion of the course, the student will demonstrate practical applications of specific radiographic procedures identified in RAD 112.

Credits: 2
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 6
Prerequisites:
Program admission.

RAD 122: Radiographic Procedures II

This course provides the student with instruction in anatomy and positioning of spine, cranium, body systems and special procedures. Theory and laboratory exercises will cover radiographic positions and procedures with applicable contrast media administration. Upon completion of the course the student will demonstrate knowledge of anatomy and positioning skills, oral communication and critical thinking in both the didactic and laboratory settings.

Credits: 4

Lab Hours: 3
Lecture Hours: 3
Clinical Hours: 0
Prerequisites:
MTH 100; BIO 201; and RAD 111, 112, 113, 114

RAD 124: Clinical Education II

This course provides students with the opportunity to correlate previous instruction with applications in the clinical setting. Students will be under the direct supervision of a qualified practitioner. Practical experience in a clinical setting enables students to apply theory presented thus far and to practice radiographic equipment manipulation, radiographic exposure, routine radiographic positioning, identification, and patient care techniques. Upon completion of the course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

Credits: 5
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 15
Prerequisites:
MTH 100; BIO 201; and RAD 111, 112, 113, 114

RAD 125: Imaging Equipment

This course provides students with knowledge of basic physics and the fundamentals of imaging equipment. Topics include information on x-ray production, beam characteristics, units of measurement, and imaging equipment components. Upon completion, students will be able to identify imaging equipment as well as provide a basic explanation of the principles associated with image production.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 0
Prerequisites:
MTH 100; BIO 201; and RAD 111, 112, 113, 114

RAD 134: Clinical Education III

This course provides students with the opportunity to correlate previous instruction with applications in the clinical setting. Students will be under the direct supervision of a qualified practitioner. Practical experience in a clinical setting enables students to apply theory presented thus far and to practice radiographic equipment manipulation, radiographic exposure, routine radiographic positioning, identification, and patient care techniques. Upon completion of the course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

Credits: 5
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 15
Prerequisites:
BIO 202 and RAD 122, 124, 125

RAD 135: Exposure Principles

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.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
BIO 202 and RAD 122, 124, 125

RAD 136: Radiation Protection and Biology

This course provides the student with principles of radiation protection and biology. Topics include radiation protection responsibility of the radiographer to patients, personnel and the public, principles of cellular radiation interaction and factors affecting cell response. Upon completion the student will demonstrate knowledge of radiation protection practices and fundamentals of radiation biology.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
BIO 202 and RAD 122, 124, 125

RAD 212: Image Evaluation and Pathology

This course provides a basic understanding of the concepts of disease and provides the knowledge to evaluate image quality. Topics include evaluation criteria, anatomy demonstration and image quality with emphasis placed on a body system approach to pathology. Upon completion students will identify radiographic manifestations of disease and the disease process. Students will evaluate images in the classroom, laboratory and clinical settings.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:
ENG 101 and RAD 134, 135, 136

RAD 214: Clinical Education IV

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 of computed tomography and cross-sectional anatomy will be presented. Upon completion of the course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

Credits: 8
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 24
Prerequisites:
ENG 101 and RAD 134, 135.

RAD 224: Clinical Education V

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 imaging modalities will be presented. Upon completion of the course, students will demonstrate practical applications of radiographic procedures presented in current and previous courses.

Credits: 8
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 24
Prerequisites:
PSY 200, SPH 106 or 107, and RAD 212, 214.

RAD 227: Review Seminar

This course provides a consolidated and intensive review of the basic areas of expertise needed by the entry level technologist. Topics include basic review of all content areas, test taking techniques and job seeking skills. Upon completion the student will be able to pass comprehensive tests of topic covered in the Radiologic Technology Program.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
PSY 200; SPH 106 or 107; and RAD 212, 214.

Religion

REL 100: History of World Religions

This course is designed to acquaint the student with the beliefs and practices of the major contemporary religions of the world. This includes the religions of Africa, the Orient, and the western world. The student should have an understanding of the history and origins of the various religions in the world.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

REL 151: Survey of the Old Testament

This course is an introduction to the content of the Old Testament with emphasis on the historical context and contemporary theological and cultural significance of the Old Testament. The student should have an understanding of the significance of the Old Testament writings upon completion of this course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

REL 152: Survey of the New Testament

This course is a survey of the books of the New Testament with special attention focused on the historical and geographical setting. The student should have an understanding of the books of the New Testament and the cultural and historical events associated with these writings.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

Respiratory Therapist

RPT 210: Clinical Practice I

This clinical course provides for initial hospital orientation and development of general patient assessment and communication skills required for safe and effective patient care. Emphasis is placed upon application of classroom and laboratory experiences within the clinical environment. Upon 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.

Credits: 2
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 10
Prerequisites:

Admission to the Respiratory Therapist program.

RPT 211: Introduction to Respiratory Care

This course is designed to acquaint the student with responsibilities of the Respiratory Care Practitioner (RCP) as a member of the health care team. Areas of emphasis include: history of the profession, credentialing mechanism, licensure, medical ethics, communication skills, basic medical terminology, and patient assessment. Upon completion, students should be able to demonstrate effective communication skills, proper use of aseptic technique, deference to appropriate professional ethics and behavior, and be able to perform basic patient assessment. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
Admission to the Respiratory Therapist program.

RPT 212: Fundamentals of Respiratory Care I

A fundamental course which presents the scientific basis for respiratory care procedures and application of basic chemistry and physics as related to compressed gases and respiratory care equipment operation. Experimental laboratory is required and emphasis includes: design, functional characteristics, and operation of commonly encountered respiratory care equipment, use of medical gases and applied chemistry, physics, and mathematics. Upon 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.

Credits: 4
Lab Hours: 6
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
Admission to the Respiratory Therapist program.

RPT 213: Anatomy and Physiology for the RCP

This course provides detailed lecture and audio-visual presentations which concentrate on the cardiopulmonary and renal systems. Emphasis is placed on structure, function, and physiology of the cardiopulmonary and renal systems and the role each plays in the maintenance of homeostasis. Upon completion, the student should be able to demonstrate adequate knowledge of the structure, function, and physiology of the cardiopulmonary and renal systems. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 3
Prerequisites:
Admission to the Respiratory Therapist program.

RPT 214: Pharmacology for the RCP

This course is a detailed study of drugs encountered in respiratory care practice and the function of the autonomic nervous system. Areas of emphasis include: determination of drug dosage, applied mathematics, clinical pharmacology, indications, hazards, intended actions, and side-effects of agents used in respiratory care. Upon completion, the student 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 the general principles of pharmacology. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
Admission to the Respiratory Therapist program.

RPT 220: Clinical Practice II

This course is a continuation of clinical practice and allows the student to further integrate classroom and laboratory instruction into the practice of respiratory care. Areas of emphasis include: bedside patient assessment techniques, airway management, hyperinflation therapy, protocol implementation, development of patient care plans, oxygen, humidity and aerosol administration, and an introduction to management of the mechanical ventilation of the adult. Upon completion, the student should be able to demonstrate appropriate psychomotor skills and cognitive abilities necessary to successfully function as primary care giver for routine respiratory care procedures. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 10
Prerequisites:
RPT 210.

RPT 221: Pathology for the RCP I

This course is a survey of commonly encountered diseases and disorders which may affect the function of the cardiopulmonary system, and the clinical manifestations and treatment rationales as related to respiratory care practice. Practical laboratory is required and course emphasis is placed upon the application of sound diagnostic techniques in the gathering of data in support of diagnosis of specific disease entities as well as progression of pathological changes in cardiopulmonary function. Upon completion, the student should be able to demonstrate the ability to gather appropriate information from various sources in support of diagnosis of specific cardiopulmonary disease as well as an adequate understanding of cardiopulmonary pathology. This is a CORE course.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
RPT 210, 211, 212, 213 and 214.

RPT 222: Fundamentals of Respiratory Care II

This course continues to present the fundamental scientific basis for selected respiratory care procedures. Experimental laboratory is required and areas of emphasis include: therapeutic techniques utilized in bronchial hygiene, hyperinflation therapy, mechanical ventilation of the adult, manual resuscitation equipment, the equipment utilized in bedside assessment, and mechanical ventilation. Upon completion, the student should be able to demonstrate the cognitive abilities and psychomotor skills required to perform the procedures presented. This is a CORE course.

Credits: 4
Lab Hours: 6
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
RPT 210, 211, 212, 213 and 214.

RPT 223: Acid/Base Regulation and ABG Analysis

This course provides the student with lecture and audiovisual presentation of material essential to the understanding of acid/base physiology and arterial blood gas interpretation. Emphasis is placed upon Arterial Blood Gas (ABG) sampling technique, quality assurance, basic chemistry as related to acid/base balance, evaluation of oxygen transport, and the role of the respiratory and renal systems in maintenance of homeostasis. Upon completion, the student should be able to demonstrate appropriate psychomotor skills and cognitive abilities for the fundamental concepts of acid/base balance and regulation of homeostasis by the respiratory and renal systems. This is a CORE course.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:
RPT 210, 211, 212, 213 and 214.

RPT 230: Clinical Practice III

This is the third course in the clinical sequence, and is designed to allow the student to function in the role of primary care giver. Emphasis is placed upon mastery of basic respiratory care procedures, administration of aerosol drugs, and care of the patient receiving mechanical ventilation. Upon completion, the student should be able to demonstrate psychomotor skills and cognitive abilities necessary to function safely and effectively in the role of primary care giver. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 10
Prerequisites:
RPT 220

RPT 231: Pathology for the RCP II

This course continues to present specific disease entities which may impair cardiopulmonary function. Laboratory study is directed toward diagnostic techniques and decision making. Course emphasis is placed upon etiology, diagnosis, prognosis, and treatment rationale for each medical problem presented. Upon completion, the student should be able to demonstrate the cognitive abilities necessary to integrate clinical and laboratory data obtained from various sources in support of the diagnosis and treatment of the specific disease entities presented.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
RPT 221

RPT 232: Diagnostic Procedures for the RCP

This course is designed to present the value of various procedures as an aid to diagnosis in cardiopulmonary disease. Course emphasis is placed upon procedures such as complete pulmonary function testing, bronchoscopy, cardiac diagnostic procedures, and ventilation/perfusion studies. Upon completion, the student should be able to demonstrate the psychomotor and cognitive abilities necessary to perform routine diagnostic procedures. This is a CORE course.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:
RPT 231, 234, and 241.

RPT 233: Special Procedures for the RCP

This course identifies and presents special procedures and medical specialties for various tasks required of the RCP, while functioning in an assistive role to the physician. Course emphasis is placed upon phlebotomy, bronchoscopy, hemodynamic assessment, and advanced cardiopulmonary monitoring techniques. Upon completion, the student should be able to demonstrate cognitive abilities and understand the psychomotor skills necessary to perform assistive functions during the various procedures presented. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
RPT 230, 232, 242, and 244.

RPT 234: Mechanical Ventilation for the RCP

This course continues and expands the presentation of material concerning mechanical ventilation as previously introduced including indications, modification, and discontinuance of mechanical ventilation. Laboratory is required and course emphasis is placed upon the

application of scientific principles to the clinical use of various modes of mechanical ventilation. Upon completion, the student 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.

Credits: 4
Lab Hours: 6
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
RPT 220, 221, 222, and 223.

RPT 240: Clinical Practice IV

This course, the last in the required clinical sequence, provides opportunities for the student to further refine clinical skills. Course emphasis is placed upon critical care, neonatal mechanical ventilation, home care and discharge planning. Upon completion, the student 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.

Credits: 4
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 20
Prerequisites:
RPT 230

RPT 241: Rehabilitation and Home Care for the RCP

This course presents special considerations which apply to rehabilitation and home care of the patient with cardiopulmonary disorders. Emphasis is placed upon the role of the RCP within the home care medical community and modification of techniques and procedures necessary for effective pulmonary management. Upon completion, the student should be able to demonstrate an understanding of discharge planning and disease management protocols as applied to rehabilitation and the continuation of effective respiratory care outside of an acute care facility. This is a CORE course.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
RPT 220, 221, 222, and 223.

RPT 242: Perinatal/Pediatric Respiratory Care

This course presents the unique requirement for appropriate delivery of respiratory care to the neonatal and pediatric patient. Laboratory is required and course emphasis is placed upon 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. Upon completion, the student 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.

Credits: 3
Lab Hours: 3
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
RPT 231, 234, and 241.

RPT 243: Computer Applications for the RCP

This course is designed to allow the student practice in utilizing computer assisted clinical simulation software as well as allow for a general program review in preparation for credentialing examinations. Emphasis is placed on development of critical thinking skills, specific to the discipline, and development of computer literacy. Upon completion, students should be able to demonstrate computer literacy and satisfactory performance on nationally standardized comprehensive self-assessment examinations.

Credits: 2

Lab Hours: 6
Lecture Hours: 0
Clinical Hours: 2
Prerequisites:
RPT 230, 232, 242, and 244.

RPT 244: Critical Care Considerations for the RCP

This course provides for continued discussion concerning the monitoring and maintenance of patients who are treated in the critical care area of an acute care hospital. Course emphasis is placed upon advanced monitoring and assessment techniques employed in the treatment of the critical care patient. Upon completion, the student should be able to demonstrate increased psychomotor and cognitive abilities as pertaining to critical care.

Credits: 2
Lab Hours: 3
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:
RPT, 231, 234, and 241.

Sociology

SOC 200: Introduction to Sociology

This course is an introduction to the vocabulary, concepts, and theory of sociological perspectives of human behavior.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Appropriate placement scores.

Spanish

SPA 101: Introductory Spanish I

This course provides an introduction to Spanish. Topics include the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking areas.

Credits: 4
Lab Hours: 0
Lecture Hours: 4
Prerequisites:
As required by program.

SPA 102: Introductory Spanish II

This continuation course includes the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking areas.

Credits: 4
Lab Hours: 0
Lecture Hours: 4
Prerequisites:
SPA 101 or equivalent.

Speech

SPH 106: Fundamentals of Oral Communication

Fundamentals of Oral Communication is a performance course that includes the principles of human communication: intrapersonal, interpersonal, and public. It surveys current communication theory and provides practical application.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

SPH 107: Fundamentals of Public Speaking

This course explores principles of audience and environment analysis as well as the actual planning, rehearsing and presenting of formal speeches to specific audiences. Historical foundations, communication theories and student performances are emphasized.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Speech — Career and Technical

SPC 103: Oral Communication Skills

This course introduces the basic concepts of interpersonal communication and the oral communication skills necessary to interact with co-workers and customers, and to work effectively in teams. Topics include overcoming barriers to effective communication, effective listening, applying the principles of persuasion, utilizing basic dynamics of group discussion, conflict resolution, and positive communication patterns in the business setting. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, develop a businesslike personality, and effectively present themselves before co-workers and the public. Non-degree creditable.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Surgical Technology

SUR 101: Introduction to Surgical Technology

This course is an introduction to the field of surgical technology as a career. Emphasis is on the role of the surgical technologist, principles of asepsis and principles of patient care, surgical procedures, operative techniques, blood-borne pathogens, safety, and pharmacology. Additionally, the principles of microbiology, and professional, ethical, and legal responsibilities of the surgical team will be covered. Upon completion of this course students should be able to describe methods to maintain a sterile environment, and recognize members of the operating room team according to their roles.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Clinical Hours: 0
Prerequisites:
PREREQUISITE: Admission to the program and/or as required by the Department

SUR 102: Applied Surgical Techniques

This course is the application of principles of asepsis and the role of the surgical technologist. Emphasis is placed on creating and maintaining a sterile environment, identification of surgical instruments, equipment, and supplies, proper patient positioning for surgical procedures, and applying skills of intraoperative procedures. Upon completion of this course, the student should be able to name and select basic surgical instruments, supplies, and equipment, participate in mock surgical procedures.

Credits: 4
Lab Hours: 6
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
PREREQUISITE: Admission to the program and/or as required by the Department.

SUR 103: Surgical Procedures

This course is a study of surgical procedures as they relate to anatomy, pathology, specialty equipment, and team responsibility. Patient safety is emphasized and medications used in surgery are discussed. Upon completion of the course, the student should be able to participate in surgical procedures in the operating room.

Credits: 5
Lab Hours: 6
Lecture Hours: 3
Clinical Hours: 0
Prerequisites:
PREREQUISITE: Admission to the program and/or as required by the Department

SUR 104: Surgical Practicum I

This course is the application of surgical principles in the perioperative setting. Emphasis is placed on application of surgical technology skills. Upon completion of the course, the student should be able to participate in the surgical technologist role.

Credits: 4
Clinical Hours: 12
Prerequisites:
PREREQUISITE: Admission to the program and/or as required by the Department

SUR 105: Surgical Practicum II

This clinical experience allows the student to practice in the health care environment using entry level skills attained in previous classroom laboratory and clinical instruction. In addition to clinical skills, emphasis is placed on specialty surgical procedures, the study of trends, professional and interpersonal skills in the health care setting, and case review. Upon completion of this course, the student should be able to apply concepts of surgical technology at the entry level.

Credits: 5
Lab Hours: 0
Lecture Hours: 1
Clinical Hours: 12

SUR 106: Role Transition in Surgical Technology

This course is designed to provide specialized instruction for the student preparing to transition into the field of Surgical Technology. Emphasis is on review of content specific to the practice of surgical technology and preparation for the NBSTSA certification examination. Upon completion of this course, the student will be able to demonstrate readiness to take the certification examination

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:

PREREQUISITE: Admission to the program and/or as required by the Department

SUR 108: Pharmacology for the Surgical Technologist

A study of basic pharmacology as it relates to the practice of the surgical technologist. Topics covered include basic conversions, calculations, classifications, desired effects and side effects, terminology, care and safe handling of medications, as well as a comprehensive review of surgical medications. Upon completion of the course, students should be able to recognize and properly manage pharmacologic agents commonly used in the surgical environment.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Clinical Hours: 0
Prerequisites:
PREREQUISITE: Admission to the program and/or as required by the Department

SUR 203: Surgical Procedures II

This is a continuation of SUR 103. The emphasis is on advanced surgical procedures as they relate to anatomy, pathology, specialty equipment, and team responsibility. Patient safety is emphasized and medications used in surgery are discussed. Upon completion of the course, the student should be able to participate in advanced surgical procedures in the operating room.

Credits: 1
Lab Hours: 0
Lecture Hours: 1
Clinical Hours: 0
Prerequisites:
PREREQUISITE: Admission to the program and/or as required by the Department.

SUR 204: Surgical Practicum III

This course is the continuation of the study and application of surgical principles in the perioperative setting. Emphasis is placed on application of the surgical technologist role. Upon completion of the course, the student should be able to function as a surgical technologist in the operating room.

Credits: 4
Lab Hours: 0
Lecture Hours: 0
Clinical Hours: 12
Prerequisites:
Prerequisite: Admission to the program and/or as required by the department.

SUR 205: Surgical Practicum IV

This is a continuation of the clinical experience practice in the health care environment using skills attained in previous classroom laboratory and clinical instruction. The course includes a detailed study on clinical techniques and emphasis is placed on selected specialty surgical procedures, the study of trends, professional and interpersonal skills in the health care setting, and case review. Upon completion of this course, the student should have acquired necessary skills for transition from student to technologist.

Credits: 5
Lab Hours: 0
Lecture Hours: 1
Clinical Hours: 12
Prerequisites:
PREREQUISITE: Admission to the program and/or as required by the Department

Theater

THR 113: Theater Workshop I

This is the first in a six-course sequence which provide 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.

Credits: 1-2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
As required by program.

THR 114: Theater Workshop II

This course is a continuation of THR 113.

Credits: 1-2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
THR 113

THR 115: Theater Workshop III

This course is a continuation of THR 114.

Credits: 1-2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
THR 114

THR 120: Theater Appreciation

This course is designed to increase appreciation of contemporary theater. Emphasis is given to the theater as an art form through the study of history and theory of drama and the contributions to modern media. Emphasis of playwright, actor, director, designer and technician to modern media. Attendance at theater production may be required.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

THR 126: Introduction to Theatre

This course is designed to teach the history of the theater and the principles of drama. It also covers the development of theater production and the study of selected plays as theatrical presentations.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

THR 131: Acting Techniques I

This is the first of a two-course sequence in which the student will focus on the development of the body and voice as the performing instruments in acting. Emphasis is placed on pantomime, improvisation, acting exercises, and building characterizations in short acting scenes.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
As required by program.

THR 132: Acting Techniques II

This course is a continuation of THR 131.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
THR 131

THR 213: Theater Workshop IV

This course is a continuation of THR 113-114-115.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
THR 115

THR 214: Theater Workshop V

This course is a continuation of THR 113, 114, 115.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
THR 213

THR 215: Theater Workshop VI

This course is a continuation of THR 113-114-115-214.

Credits: 2
Lab Hours: 0
Lecture Hours: 2
Prerequisites:
THR 214

THR 241: Voice and Speech for the Performer

This is a beginning course in the effective and healthy use of the vocal instrument for performance. It is designed to approach both the physical and mental processes of vocal production and includes the following: learning a physical/vocal warm-up, dialect reduction, articulation, class performance and written exams.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

Welding Technology

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 and D1.1 Structural Steel Welding Code. The program includes a wide variety of welding experiences for plate and pipe welders. Students can exit the program after two 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. NOTE: At various points

during the program, students who qualify, may test for a variety of AWS Certifications. Students must purchase their own books and tools. Admission is conditional and depends on the student's ability to perform the essential functions identified for this program. A high school diploma or GED® is not required; however, students are required to demonstrate college and career readiness. (See Admission to Courses Not Creditable Toward an Associate Degree in the Admissions Policies and Procedures section of this catalog.) Reasonable accommodations are considered.

NOTE: Students enrolled in the Welding Technology program are strongly encouraged to take third party industry recognized credentialing tests as part of the program requirements. Credentialing tests will be conducted onsite and students will be responsible for the fees associated with the credentialing tests.

WDT 107: Smaw Fillet/OFC/PAC/CAC

This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW), oxy-fuel cutting, carbon arc cutting, and plasma arc cutting processes. Emphasis is placed on safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW, oxy-fuel, carbon arc and plasma arc cutting processes. At the conclusion of this course students will be able to perform SMAW welds from various positions using various types of electrodes and perform oxy-fuel manual and automatic welding and cutting, carbon arc cutting and plasma arc cutting.

Credits: 3
Lab Hours: 2
Lecture Hours: 2

WDT 110: Industrial Blueprint Reading

This course provides students with the understanding and fundamentals of industrial blueprint reading. Emphasis is placed on reading and interpreting lines, views, dimensions, weld joint configurations and weld symbols. Upon completion students should be able to interpret welding symbols and blueprints as they apply to welding and fabrication. This is a CORE course.

Credits: 3
Lab Hours: 0
Lecture Hours: 3

WDT 115: GTAW Carbon Pipe

This course is designed to provide the student with the practices and procedures of welding carbon pipe using the gas tungsten arc weld (GTAW) process. Emphasis is placed on pipe positions, filler metal selection, purging gasses, joint geometry joint preparation and fit-up. Upon completion, students should be able to identify pipe positions, filler metals, purging gas, proper joint geometry, joint preparation and fit-up to the applicable code.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
WDT 107

WDT 116: GTAW Stainless Pipe

This course is designed to provide the student with the practices and procedures of welding stainless steel pipe using the gas tungsten arc weld (GTAW) process. Emphasis is placed on pipe positions, filler metal selection, purging gasses, joint geometry, joint preparation and fit-up. Upon completion, students should be able to identify pipe positions, filler metals, purging gas, proper joint geometry, joint preparation, and fit-up to the applicable code.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
WDT 107

WDT 119: Gas Metal Arc/Flux Cored Arc Welding

This course introduces the student to the gas metal arc and flux cored arc welding process. Emphasis is placed on safe operating practices, handling and storage of compressed gasses, process principles, component identification, various welding techniques and base and filler metal identification. This is a CORE course. Non-degree creditable.

Credits: 3
Lab Hours: 2
Lecture Hours: 2
Prerequisites:
WDT 107

WDT 120: Shielded Metal Arc Welding Groove

This course provides the student with instruction on joint design, joint preparation, and fit-up of groove welds in accordance with applicable welding codes. Emphasis is placed on safe operation, joint design, joint preparation, and fit-up. Upon completion, students should be able to identify the proper joint design, joint preparation and fit-up of groove welds in accordance with applicable welding codes. This is a CORE course.

Credits: 3
Lab Hours: 2
Lecture Hours: 2
Prerequisites:
WDT 107

WDT 122: Smaw Fillet/OFC Lab

This course is designed introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc, and proper fit up of fillet joints. This course is also designed to instruct students in the safe operation of oxy-fuel cutting. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-3 groups in accordance applicable welding code and be able to safely operate oxy-fuel equipment and perform those operations as per the applicable welding code.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107

WDT 123: Smaw Fillet/PAC/CAC/Lab

This course is designed introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed o striking and controlling the arc, and proper fit up of fillet joints. This course is also designed to instruct students in the safe operation of plasma arc and carbon arc cutting. Upon completion, students should be able to make fillet welds in all positions using electrodes in the F-4 groups 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.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107

WDT 124: Gas Metal Arc/Flux Cored Arc Welding Lab

This course provides instruction and demonstration using the various transfer methods and techniques to gas metal arc and flux cored arc welds. Topics included are safety, equipment set-up, joint design and preparation, and gases.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107

WDT 119

WDT 125: Shielded Metal Arc Welding Groove Lab

This course provides instruction and demonstrations in the shielded metal arc welding process on carbon steel plate with various size F3 and F4 group electrodes in all positions. Emphasis is placed on welding groove joints and using various F3 and F4 group electrodes in all positions. Upon completion, the student should be able to make visually acceptable groove weld joints in accordance with applicable welding codes.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107
WDT 120

WDT 155: GTAW Carbon Pipe Lab

This course is designed to provide the student with the skills in welding carbon steel pipe with gas tungsten arc welding techniques in various pipe weld positions. Upon completion, students should be able to perform gas tungsten arc welding on carbon steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107
WDT 115

WDT 156: GTAW Stainless Pipe Lab

This course is designed to provide the student with the skills in welding stainless steel pipe with gas tungsten arc welding techniques in various pipe weld positions. Upon completion, students should be able to perform gas tungsten arc welding on stainless steel pipe with the prescribed filler metals in various positions in accordance with the applicable code.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107
WDT 116

WDT 157: Consumable Welding Processes

This course provides instruction and demonstration with the consumable welding processes to produce groove and fillet welds in all positions, according to applicable welding codes. Topics include safe operating practices, equipment identification, equipment set-up, correct selection of electrode, current/polarity, shielding gas and base metals.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
WDT 107
Instructor Approval.

WDT 158: Consumable Welding Processes Lab

This course provides instruction and demonstration with the consumable welding processes to produce groove and fillet welds in all positions, according to applicable welding codes. Topics include safe operating practices, equipment identification, equipment set-up, correct selection of electrode, current/polarity, shielding gas and base metals. Upon completion, the student should be able to produce groove and fillet welds using consumable welding processes according to AWS Codes and standards.

Credits: 3
Lab Hours: 9

Lecture Hours: 0
Prerequisites:
WDT 107
WDT 157

WDT 160: Robotic Programming and Welding

This program introduces students to the safety and programming associated with robotic welding technology. Topics include robotic weld station familiarity, safety, robotic motions, programming, and welding inspection. Upon completion, the student should be able to setup and program a robot to weld parts in an efficient and safe manner.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
Instructor approval.

WDT 162: Consumable Welding Applications

This course provides instruction and demonstration with consumable welding processes for ferrous and non-ferrous materials to produce groove and fillet welds in various positions, according to applicable welding codes. Topics may include safe operating practices for pulse and tubular applications, equipment identification, equipment set-up, correct selection of electrodes, current/polarity, shielding gas and base metals.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
Instructor Approval.

WDT 163: Consumable Welding Applications Lab

This course provides instruction and demonstration with consumable welding processes for ferrous and non-ferrous materials to produce groove and fillet welds in various positions, according to applicable welding codes. Topics may include safe operating practices for pulse and tubular applications, equipment identification, equipment set-up, correct selection of electrodes, current/polarity, shielding gas and base metals. Upon completion, the student should be able to produce groove and fillet welds using consumable welding processes according to AWS Codes and standards.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 162

WDT 217: SMAW Carbon Pipe

This course introduces the student to the practices and procedures of welding carbon steel pipe using the shielded metal arc weld (SMAW) process. Emphasis is placed on pipe positions, electrode selection, joint geometry, joint preparation and fit-up. Upon completion, students should be able to identify pipe positions, electrodes, proper joint geometry, joint preparation, and fit-up in accordance with applicable codes.

Credits: 3
Lab Hours: 4
Lecture Hours: 1
Prerequisites:
WDT 107

WDT 228: Gas Tungsten Arc Welding

This course provides student with knowledge needed to perform gas tungsten arc welds using ferrous and/or non-ferrous metals, according to applicable welding codes. Topics include safe operating practices, equipment identification and set-up, correct selection of tungsten type, polarity, shielding gas and filler metals. Upon completion, a student should be able to identify safe operating practices, equipment identification and setup, correct selection of tungsten type, polarity, shielding gas, filler metals, and various welds on ferrous and/or non-ferrous metals, using the gas tungsten arc welding process according to applicable welding codes.

Credits: 3
Lab Hours: 2
Lecture Hours: 2
Prerequisites:
WDT 107

WDT 257: SMAW Carbon Pipe Lab

This course is designed to provide the student with the skills in welding carbon steel pipe with shielded metal arc welding techniques in various pipe welding positions. Upon completion, students should be able to perform shielded metal arc welding on carbon steel pipe with the prescribed electrodes in various positions in accordance with the applicable codes.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107
WDT 217

WDT 268: Gas Tungsten Arc Welding Lab

This course provides student with skills needed to perform gas tungsten arc welds using ferrous and/or non-ferrous metals, according to applicable welding codes. Topics include safe operating practices, equipment identification and set-up, correct selection of tungsten type, polarity, shielding gas and filler metals. Upon completion, a student should be able to identify safe operating practices, equipment identification and setup, correct selection of tungsten type, polarity, shielding gas, filler metals, and various welds on ferrous and/or non-ferrous metals, using the gas tungsten arc welding process according to applicable welding codes.

Credits: 3
Lab Hours: 9
Lecture Hours: 0
Prerequisites:
WDT 107
WDT 228

WDT 286: CO-OP

This course constitutes a series wherein the student works on a part-time basis in a job directly related to welding. In this course the employer evaluates the student's productivity and the student submits a descriptive report of his work experience. Upon completion, the student will demonstrate skills learned in an employment setting.

Credits: 1
Lab Hours: 5
Lecture Hours: 0
Prerequisites:
WDT 107

Workplace Skills

WKO 106: Workplace Skills

This course is an overview of issues relevant to the general workforce. The course is designed to enhance students' communication, lifelong learning, interpersonal, and decision-making skills in preparation for employment and should be taken during the students' last term.

Credits: 3
Lab Hours: 0
Lecture Hours: 3
Prerequisites:
Instructor approval.

WKO 110: NCCER Core

This course is designed to provide students with knowledge and skills related to multi-craft technicians in a variety of fields. Information in this course is based on the National Center for Construction Education and Research (NCCER) core curriculum and prepares students to test for the NCCER core credential. This course should be taken during the students' first term.

Credits: 3
Lab Hours: 3
Lecture Hours: 2

College Personnel

Administration and Control

Wallace Community College is under the control of the Alabama Community College System Board of Trustees. The President of the College is directly responsible to the Alabama Community College System Board of Trustees through the Chancellor of the Alabama Community College System.

ACCS Board of Trustees

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The Administration

YOUNG, LINDA C., President—AA, Enterprise State Junior College; BS, MS, Troy State University; EdD, Auburn University

WILKINS, ASHLI H., Vice President and Dean, Institutional Services and Community Development— BS, MS, Troy State University; PhD, Auburn University

BAKER, MICKEY, Dean, Student Success and Sparks Campus— BS, Liberty University; MS, Troy State University; MS, United States Army War College; JD, Faulkner University

NICHOLAS, MARC, Dean, Business Affairs— BS, MBA, Troy University

NORTON, GEORGE, Dean, Student Affairs— BS, University of Alabama; MS, Auburn University at Montgomery; EdD, University of Texas at San Antonio

REEDER, **LESLIE,** Dean, Instructional Affairs— AS, Wallace Community College; BS, MS, Troy State University

The Faculty

Adkison, Steven, English Communications—BA, The University of Alabama; MA, Portland State University

Albritten, Josephus, Biology — BS, Albany State University; MS, University of Saint Joseph

Aliabadi, Leighann Associate Degree Nursing — BSN, Univesity of New Mexico; MSN, The University of Alabama at Birmingham

Bell, Ashley, Art—BFA, Auburn University; MFA, Louisiana State University

Boozer, Keith, Philosophy—BA, University of Texas at Austin; MDiv, Southwestern Baptist Theological Seminary

Boyce, Nicole, Cosmetology —Certificate, AA, Wallace Community College

Bradley, Janet, Biology—AA, Wallace Community College; BS, MS, Troy State University

Bryant, Sandra, Practical Nursing—BSN, Troy State University; MSN, University of South Alabama; EdD, The University of Alabama

Buchanan, Sally, English Communications —BSEd, Columbus College; MS, Troy University

Butterfield, Corey, Welding Technology — Certificate, Southern Union State Community College; Certified Welding Inspector (CWI)

Campbell, Amanda, Cosmetology—Certificate, Wallace Community College

Casey, Jennifer, Associate Degree Nursing—AAS, Wallace Community College; BS, MBA, Troy University; BSN, MSN, University of Alabama at Birmingham; DNP, Samford University

Carroll, Jennifer, Medical Assisting —AAS, Wallace Community College

Collins, Megan, Associate Degree Nursing—BSN, The University of Alabama; MNA, The University of Alabama at Birmingham; DNP, Samford University

Cribbs, Carla, Mathematics—BS, MA, EdD The University of Alabama

Currie, Ashley, Mathematics—BS, MS, Troy University

Cuthriell-Dawkins, Leah, Chemistry—BA, Huntingdon College; MS, University of Tennessee

Daniels, Rayanne, Associate Degree Nursing—BSN, Troy University; MSN, University of South Alabama; DNP, University of South Alabama

Darby, Darron, History—AA, Tallahassee Community College; BA, MA, Florida State University

Dean, Justin, Welding Technology—Certificate, Wallace Community College

DeFee, Lee, Industrial Systems Technology—AAT, Reid State Technical College

Dixon, CiCi, English Communications—BA, Birmingham- Southern College; MA, The University of Alabama at Birmingham; PhD, Auburn University

Earney, Billy, Computer Information Science —BS, MS, University of Missouri

Estes, Tara, English Communications—BA, University of South Alabama; MS, Troy State University

Feggins, Vincent, Division Director, Allied Health, Program Director, Emergency Medical Services—AAS, Wallace Community College; BSEd, Athens State University

Ferguson, Joseph, Emergency Medical Services—AAS, Short Certificate, Certificate, Wallace Community College; BEd, MEd, Athens State University; PhD, Faulkner University

Fischer, Julie, Division Director, Natural Sciences—BS, MSEd, Troy State University

Forrester Jennifer, Developmental Mathematics—BS, MS, Troy 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; EdD, Walden University

Gilmore, Bates, Program Director, Radiologic Technology—AAS, Enterprise State Junior College; BS, The University of Alabama at Birmingham; MA, The University of Alabama

Gilley, Robert, Welding Technology

Glass, Tracy, Associate Degree Nursing—AAS, Wallace Community College; BSN, Troy University; MSN, University of South Alabama

Godwin, Jennifer, Associate Degree Nursing—AAS, Wallace Community College; BSN, Auburn University Montgomery; MSN, Troy University; DNP, Troy University

Godwin, Lori, Esthetics Technology—Certificate, LBW; AS, Troy University; BS, Athens State University; MED, Athens State University

Granberry, Savannah, Speech—AA, Chipola College; BS, MS, Florida State University

Grantham, Ronald Clay, Automotive—Certificate, Wallace Community College

Green, Josey, Welding Technology — Certificate, Wallace Community College

Greene, Amy, Division Director, Business Technologies, Cosmetology, Esthetics and Masonry—Business and Office Administration—BS, MBA, Troy University; EdD, Capella University

Gunter, Dana, Mathematics—AS, Wallace Community College; BS, M.Ed., Auburn University

Hall, Jennifer, Practical Nursing—AAS, Wallace Community College; BSN, Auburn University Montgomery; MSN, Auburn University

Hagen, Kenneth, Welding Technology—Diploma, Alabama Aviation and Technical College

Hannon, Michael, Electrical Technology—AA, Emory University; BS, Mercer University; BSEE, University of Alabama at Birmingham

Hardwick, Kirsti, Associate Degree Nursing—AAS, Wallace Community College; BSN, Auburn University Montgomery; MSN, University of South Alabama; DNP, Samford University

Harrell, Judith, Program Director, Respiratory Therapist—AAS, Wallace Community College; BS, TUI University; MHS, Washburn University

Harris, Ryan, Air Conditioning and Refrigeration—AAS, Lurleen B. Wallace Community College

Herrell, Christopher, Emergency Medical Services—AA, AAS, Enterprise State Community College; AS, BSN, Chipola College; BS, Huntingdon College

Hester, Kraig, Air Conditioning and Refrigeration—AAS, Wallace Community College

Hinson, Kara, Practical Nursing—BSN, Auburn University at Montgomery; MSN, Auburn University; DNP, Samford University

Hoffman, A. P., Director, Learning Resources Centers System— BSEd, Troy State University; MSEd, EdS, Auburn University

Hunter, Rosemary, Division Director, Fine Arts—BM, MM, Florida State University

Hurley, Wanda, Economics—AA, East Central Community College; BA, MBA, Mississippi State University

Jernigan, Michael, Engineering Graphics—BARCH, BS, Auburn University; MBA, Troy State University

Johnson, Karie, Surgical Technology—Certificate, Cape Coral Technical College; AAS, Lincoln Land Community College

Justice, Kathryn, Associate Degree Nursing—BA, University of Alabama; BSN, University of Alabama at Birmingham, MS, Troy University

Kauhola, Kawehionalani, Associate Degree Nursing—BSN, MSN, University of Hawaii; DNP, Troy University

Kelley, Janice, Practical Nursing—BSN, MSN, Troy State University

Kelley, Zachary, Division Director, Humanities, Behavioral & Social Sciences—AA, AS, Wallace Community College; BA, MA, EdD, The University of Alabama

Kelly, Mark, Computer Information Science—AS, Wallace Community College; BS, Troy Univesity; MS, Columbus State University

King, Virginia, Practical Nursing—AAS, Wallace Community College; BSN, University of South Alabama; MSN, Walden University

Lane, Shatangi, Speech—AA, Jefferson State Community College; BA, MA, The University of Alabama

Laney, Torrance, Criminal Justice—BS, MPSA, Columbus State University

Laye, Madison, Associate Degree Nursing—BSN, MSN, University of South Alabama; DNP, Samford University

Leger, Pamela, Business—AS, Enterprise State Community College; BS, MBA, Troy University

LeMacks, Marsha, Adult Education—BS, MEd, Southern Wesleyan University

Lundy, Ben, Theatre—BFA, University of Alabama at Birmingham; MA, Columbus State University

McCallister, Thomas, Computer Information Science—AAS, Wallace Community College; BS, Troy State University; MS, University of Phoenix

McCarty, Ann, Physics—BS, University of South Alabama; MS, University of Florida; MS, PhD, Florida State University

Meadows, Kevin, Mathematics—BS, Troy State University; MS, Auburn University

Mitchell, Jeff, Mathematics—BS, MAEd, University of North Alabama

Money, John Nicholas, Associate Degree Nursing—AS, Wallace Community College; BSN, Jacksonville State University; MSN, Auburn University at Montgomery

Morelli, Paul, Music—BM, MM, DMA, The University of Memphis

Morris, Jennifer, Practical Nursing—AAS, Wallace Community College; BSN, MSN, Chamberlain School of Nursing

Mosley, Amy, Computer Information Science—AAS, Wallace Community College; BS, Troy State University; MED, PhD, Auburn University

Murph, Traci, Child Development—BS, MS, Troy State University

Neal, Beth, Associate Degree Nursing—BSN, Auburn University Montgomery; MSN, South University, DNP, Samford University

Newman, Sarah, English Communications—BS, MS, Troy University

Oltmans, Corey, Psychology—BS, MS Troy University

Owen, Jason, Division Director, Criminal Justice, Automotive Technology, and Welding Technology—BS, Northern Michigan University; MS, Troy State University

Owens, Anna, Associate Degree Nursing—BSN, Troy State University; MSN, University of South Alabama; DNP, Walden University

Paul, Brandi, Associate Degree Nursing—AAS, Wallace Community College; MSN, BSN, Auburn University Montgomery

Payne, Mary, English Communications—BS, Troy State University; MA, The University of Alabama; PhD, Faulkner University

Radney, Monica, Associate Degree Nursing—AAS, Wallace Community College; BSN, Auburn University Montgomery; MSN, University of South Alabama; DNP, Chatham University

Raetzke, Jessica, Arts—BFA, University of Oregon; MFA, Savannah College of Art & Design

Rasberry, Amy, Accounting—BS, MBA, Troy University

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Ryals, Tara, Orientation—AS, Wallace Community College, BS, MS, Troy University; PhD, Bay Path University

Salem, Sherrie, English Communications—MS, BS, Troy University

Salter, Gail, Practical Nursing—Diploma, Sparks State Technical College; BSN, Auburn University; MSN, Troy State University

Sanders, Lisa, Computer Information Science—BS, MBA, Troy State University

Sheffield, Bailey Surgical Technology—AA, Wallace Community College; BS, Auburn University

Shelley, Morgan, Practical Nursing—BSN, Troy University; MSN, Jacksonville University

Silavent, Darla, Associate Degree Nursing—AS, Wallace Community College; BSN, Jacksonville State University; MSN, Chamberlain University

Snell, Natalie, Mathematics—BS, Auburn University; MS, Troy University

Spence, Greg, English Communication—BS, Williams College; MA, The University of Georgia; PhD., Auburn University

Spivey, Jackie, Division Director, Associate Degree Nursing— AAS, Wallace Community College; BSN, MSN, Troy State University, DNP, Samford University

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Stevens, Stacie, Division Director, Mathematics—BS, The University of Alabama; MS, Troy State University

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Tolar, Todd, Biology—BS, MSEd, Troy State University

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Turner, Riley, History—BA, Heritage Christian University; MA, Lipscomb University; MA, University of North Alabama

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Barnes-Blackmon, Shaletha, Student Success Coordinator/Title IX Coordinator—AA, AS, AAS, Wallace Community College; BS, Troy University; MBA, Faulkner University

Blakely, Kristina, Upward Bound Coordinator—BA, Troy University; MS, Auburn University

Bowman, Pamela, Administrative Assistant to the President—AS, Wallace Community College

Bourgeois, Elizabeth, WebMaster/Instructional Technologist—AS, South University, AS, Wallace Community College; BS, Athens State University

Brown, Seth, Chief of College Police—Certificate, Southwest Alabama Police Academy; BS, MS, Troy University

Bruner, Lucy, Payroll Coordinator— AAS, Wallace Community College

Buntin, Kathy, Associate Dean Health Sciences—BSN, Troy State University; MSN, Medical College of Georgia

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Cheek, Cole, Associate Dean Academics—BA, Millsaps College; MA, Mississippi State University; PhD, Mississippi State University

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Hindman, Christina, Writing Center Coordinator, Writing Center—BA, Troy University

Howard, Buffae, Recruiter(Adults)—MED, The University of West Alabama

Ihle, Ryan, Baseball Coach—AA, BS, MA Columbus State University

Johnson, Joe, Director, Workforce Development –Certificate, Wallace Community College, BA, M.Ed., Athens State University

Johnson-Walker, Heather, Director of Accounting and Finance— BS, The University of Alabama; MBA, Jacksonville State University; PhD, Northcentral University

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Lyman, Jertavia, Coordinator of Services, Student Support Services—BS, Alabama A&M University; MS, California University of Pennsylvania

Mason, Melissa, Assistant Director of WCC Foundations—BBA, University of North Alabama

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McCarthy, Ashleigh, Assistant Director, Admissions —AS, Wallace Community College; BS, Troy University; MBA, Faulkner University

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McInnis, Michelle, Academic Coach—BS, Auburn University; MS, Troy University

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Parrish, Brad, Executive Director of the Foundations—BS, Birmingham-Southern College; MBA, University of Dallas

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Reed, Daymesha, Student Life Coordinator—BS, MS, Troy University

Rice, Laney, Recruiter—AAS, Wallace Community College; BS, Troy State University

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Saulsberry, Keith, Director of Enrollment Services/Registrar—BS, MS, Troy State University

Sessions, Mandy, Director, Institutional Effectiveness—AAS, Alabama Southern Community College; BS, Amridge University; MA, Faulkner University

Sheppard, Keyashia, Testing Office, Professional Development Coordinator—BS, MS, Troy University

Spry, Ryan, Director, Student and Campus Services—BS, MPA, Troy University; EdD, The University of Alabama

Steger, Barbara, Director, Adult Education—BS, MS, MS, EdS, Troy University

Strickland, Brooke, Director of Human Resources—BS, Troy University; MS, Faulkner University

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West, Zack, Theatre Technical Director—BFA, University of South Alabama

Wheeler, Taylor, Director, Public Relations and Marketing—BS, MS, Troy University

Wiggins, Mary, Recruiter—AA, Wallace Community College; BS, Troy State University

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Wise, Amanda, Director, Advising Counseling—BS, The University of Alabama at Birmingham; MS, Troy State University

The Support Staff

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Anderson, Heather, Admissions/Records Assistant II—AAS, Wallace Community College

Anderson, Joley, Purchasing Agent—AS, Wallace Community College, BS, Troy University

Ashmore, Amy, Accountant—AAS, Wallace Community College

Ates, Jacquelyn, Student Success Advisor— BS, Texas Tech University

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Brannon, Angila, Public Relations and Marketing Clerk

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Byrd, April, Data Entry Clerk—BS, Auburn University

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Cole, Allen, Campus Police Officer

Cole, Melissa, Workforce Development Program Assistant—AA, Enterprise State Junior College; BS, Troy State University

Collins, Willie, Transportation Mechanic—AAS, Wallace Community College

Crews, Regina, Secretary, Adult Education/Non-Credit Training—Certificate, Phoenix Adult Ed Systems

Davis, Brooke, Academic Advisor —Certificate, Wallace Community College; AAS, Andrew College; BS, Georgia Southwestern State University

Dunlap, Amber, Workkeys Program Specialist—AAS, Olympic College; BS, Southern Illinois University-Carbondale, MS, Western Governors University

Flemming, Tony, Welding Lab Assistant, Sparks Campus—Diploma in Welding, Wallace Community College; AS, Piedmont College of Theology

Flowers, Pamela, Secretary, Allied Health—AS, Pima Community College; BS, Troy University

Floyd, Neosha, Financial Aid Assistant—AAS, Eastern Gateway Community College

Fredryk, Abigail, Student Success Advisor—BA, The Baptist College of Florida

Gay, Rhonda, Communications Operator—AAS, Wallace Community College

Gervais, Lindsay, Secretary, Associate Dean General Academics/Dual Enrollment—AA, Enterprise State Community College; BS, The University of Alabama

Grant, Jennifer, Library Assistant —AAT, Wallace Community College

Greenwood, Rebecca, Career Coach—BS, College of Charleston, M.Ed, American College of Education

Griffin, Terri, Accounting Assistant—BS, Troy State University

Guilford, Michael, Custodian II

Hall, Marcus, Maintenance Worker I, Sparks

Hall, Reba, Testing Center Assistant—AAS, Wallace Community College

Harris, Sharla, Career Resource Coordinator—BS, Auburn University; MS, The University of Alabama

Harrison, Traci, Student Success Advisor—BS, Milligan College; MA, Concordia University; EdD, Northcentral University

Hawkins, Dorothy, Secretary, Talent Search Program/Student Affairs—Diploma, Atlanta College of Business

Hawkins, Marrietta, Custodian II

Henderson, Kallie, Accounting/Scholarship Manager—AS, Wallace Community College

Hickerson, Christina, Secretary, Upward Bound—AS, Wallace Community College

Hicks, Kaitlyn, Secretary, Helpdesk Receptionist—AS, Wallace Community College

Holland, Jamie, Clinical Records Clerk—AAS, Gadsden State Community College

Hollins, Monchel, Academic Advisor—AA, Wallace Community College; BA, Miles College; MS, Troy University

Johnson, H'Akemarni, Secretary, Student Support Services—AA, Wallace Community College

Johnson, Kelly, Admissions/Records Assistant I (Dual Enrollment)—AAS, Wallace Community College

Linder, Jana, ALAMAP Success Coach—BS, Auburn University

Long, Karen, Cosmetology Lab Assistant—Cosmetology Certificate, Wallace Community College

Lunsford, John Timothy, Maintenance Worker I

Lynn, Angela, Admissions/Records Assistant II— AAS, Wallace Community College; BS, Athens State University

Majors, Katie, Financial Aid Assistant—Certificate, AS, Wallace Community College

Marchman, Allison, Career Pathways Coordinator—BS, Faulkner University

Martin, Donald, Maintenance Worker I Estimator

Martin, Theodora, Secretary, Adult Ed— BS, Troy University

McCallister, Debra, Admissions/Records Assistant II— AAS, Wallace Community College

McKnight, Sheila, Student Success Advisor— AS, Enterprise Ozark Community College; BS, Troy University

McMeekin, Jessica, Administrative Secretary, Vice President and Dean Institutional Services and Community Development— BS, Eastern New Mexico University

Mears, Renea, Library Assistant —BBA, Evangel College

Miller, Ronald, Maintenance Worker II

Mims, Sheena, Student Success Advisor—AS, Independence Community College; BS, Missouri State University

Mixson, Hannah, Secretary, Practical Nursing—BS, Troy University

Morelli, Tiffiny, Professional Tutor, Writing Center—BS, Troy University

Morris, Mary Pearl, Advisor, Talent Search—AAS, Wallace Community College; BS, Faulkner University; MS, Faulkner University

Nichols, Dana, Coordinator, Custodial Inventory and Shipping and Receiving—BS, Valdosta State University; MS, Troy University

Oldman, Bobby Dean, Campus Police Officer

Oliver, Kimberly, Secretary/Receptionist Admissions

Pearce, Heather, Admissions/Records Assistant II—AS, Wallace Community College

Peterson, Lisa, Bookstore Manager (Sparks)—Certificate, AAS, Wallace Community College

Presley, Annajean, Administrative Secretary, Dean Student Success and Sparks Campus—AAT, Wallace Community College; BS, MBA, Faulkner University

Rasberry, Laurel, Student Campus Services Specialist—BS, Auburn University; MS, Troy University; MS, University of West Alabama

Roberts, Chase, Information Technology Technician—AA, BS, Chipola College

Shelley, Chad, Assistant Director of Maintenance, Coordinator of Physical Plant, Sparks Campus— AAS, Wallace Community College

Sketo, Sheryl, Cosmetology Lab Assistant—Cosmetology Certificate, Wallace Community College

Smith, Priscilla, Site Coordinator, Adult Ed—BS, Troy University; MS, Faulkner University

Soto, Abiezer, Information Technology Technician—AS, Lincoln College of Technology

Soto, Saimara, Admissions/Records Assistant III (Graduation)—AA, AS, Wallace Community College

Solorio, Fernando Maintenance Worker I Renovation

Sullivan, Bettina, Secretary, Operational Support Services—AAS, Enterprise State Community College

Tidwell, Lauren, Administrative Secretary, Dean Business Affairs—AS, Wallace Community College, BS, Athens State University

Tidwell, Lindsey, Information Technology Technician—AAS, Wallace Community College, BS, Troy University

Thomas, Linda, Dual Enrollment Assistant

Thomas, Tanya, Secretary, Student Affairs—AS, Wallace Community College

Thomley, Chris, Maintenance Worker II

Thompson, Tony, Maintenance Worker I

Vines, Melony, Duplications Technician—AAS, Wallace Community College

Watson, Christopher, Maintenance Worker I Electrical

Watson, Shannon, Financial Aid Clerk/Receptionist

Weston, Wendy, Student Success Advisor — BS, Troy State University

Willette, Betty, Financial Aid Assistant—AAS, East Central Junior College; BS, Faulkner University; MBA, Faulkner University

Willis, Carrie, Payables Accounting Manager—AAS, Wallace Community College

Young, Denise, Admissions/Records Assistant I—AS, Troy University

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, advising, 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 both 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

Student service on College committees

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 men's baseball and women's softball as a member of the National Junior College Athletic Association and Alabama Community College Conference. Interested students should contact the Athletic Department (334-556-2587) on the Wallace Campus for more information.

Extracurricular Activities

The College provides opportunities for participation in student government, as well as various clubs and social functions. Active efforts have been made to help develop a well-rounded program of recreational, social, cultural, and co-curricular activities that will contribute to the student's enjoyment of college life, personal growth, and social development. Annual and semester activities are scheduled on both 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

Student organizations desiring to host off-campus activities must gain approval by the appropriate College official. This approval begins with the submission of a *Student Activity Request Form* (available from the Student Life Coordinator in Cunningham Hall on the Wallace Campus and the Coordinator, Student Services in the Administration Building on the Sparks Campus). This form must be submitted by the organization advisor a minimum of 14 working days prior to the event to be considered.

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 a *Student*

Activity Request Form, which may be obtained from the Student Life Coordinator in Cunningham Hall on the Wallace Campus and the Coordinator, Student Services in the Administration 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:

- Association of Student Practical Nurses
- Black Student Union
- Hermanos y Hermanas Unidos
- Leadership Development Program
- Phi Theta Kappa
- WCC Philosophical Society
- Respiratory Therapy Student Association
- Rotaract
- Sigma Kappa Delta
- SkillsUSA
- Society of Physics Students
- Student Government Association
- Wallace Association of Nursing Students
- The Wallace Sound, and
- Wallace Theater.

Student organizations on the Sparks Campus include:

- Esports Club
- The Association of Student Practical Nurses
- Leadership Development Program
- Phi Theta Kappa
- SkillsUSA, and
- Student Government Association.

Students should contact the Student Life Coordinator on the Wallace Campus or the Student Services Coordinator 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.

Expressive Activities Policy

Wallace Community College respects your need to engage in expressive activities on either of the two campuses. Expressive activities are defined as those activities protected under the First Amendment to the United States Constitution and Article 1, Section 4 of the Alabama Constitution of 1901, including any lawful verbal, written, or electronic communication of ideas; lawful forms of peaceful assembly, protests, and speeches; distributing literature; carrying signs; and circulating petitions. **Expressive activities inside the College buildings are prohibited.**

To engage in an expressive activity on the College grounds, a College Community member (as explained in the Expressive Activity Policy below) must complete the Expressive Activity Request form or contact the Student Life Coordinator's office. The Director of Student and Campus Services on the Wallace Campus or the Coordinator of Student Services on the Sparks Campus serves as the approval authority for Expressive Activities. Permission is subject to the Expressive Activities Policy and the College Rules and Regulations.

Policy 224.01 Expressive Activities by the Campus Community

In accordance with Act 2019-396 of the Alabama Legislature and the ACCS Board of Trustees' Policy 224.01: Expressive Activities by the Campus Community, effective December 9, 2020, Wallace Community College's implementing policy on Expressive Activities by the Campus Community is as follows:

1. **Findings.**
   The Wallace Community College finds the following:
   1. A primary function of Wallace Community College is the discovery, improvement, transmission, and dissemination of knowledge by means of research, teaching, discussion, and debate, and to fulfill that function, Wallace Community College will strive to ensure the fullest degree possible of intellectual freedom and free expression.

2. It is not the proper role of Wallace Community College to shield individuals from speech protected by the First Amendment to the United States Constitution and Article I, Section 4 of the Constitution of Alabama of 1901, including without limitation, ideas and opinions they find unwelcome, disagreeable, or offensive.
3. Students, administrators, faculty, and staff are free to take positions on public controversies and to engage in protected expressive activity in outdoor areas of the campus, and spontaneously and contemporaneously assemble, speak, and distribute literature.
4. Wallace Community College supports free association and will not deny a student organization any benefit or privilege available to any other organization based on the expression of the organization, including any requirement of the organization that the leaders or members of the organization affirm and adhere to an organization's sincerely held beliefs or statement of principles, comply with the organization's standard of conduct, or further the organization's mission or purpose, as defined by the student organization.
5. Wallace Community College will strive to remain neutral, as an institution, on the public policy controversies of the day, except for administrative decisions that are essential to the day-to-day functioning of the institution, and Wallace Community College will not require students, faculty, or staff to publicly express a given view of a public controversy.
6. Wallace Community College prohibits all forms of harassment as defined in Act 2019-396, which includes expression so severe, pervasive, and objectively offensive that it effectively denies access to an educational opportunity or benefit provided by the College.

2. **Speech and Expression in Outdoor Areas, Invited Speakers, and Security.**
    1. For purposes of this policy, the "Campus Community" includes Wallace Community College's students, administrators, faculty, and staff as well as the invited guests of the College and the College's recognized student organizations (including organizations seeking recognition), administrators, faculty and staff.
    2. Members of the Campus Community shall be permitted to engage in expressive activities in outdoor areas of Wallace Community College's campuses that enjoy general access during regular hours of College operation, subject to the limitations described below. Expressive activities are defined as those activities protected under the First Amendment to the United States Constitution and Article 1, Section 4 of the Alabama Constitution of 1901, including any lawful verbal, written, or electronic communication of ideas; lawful forms of peaceful assembly, protests, and speeches; distributing literature; carrying signs; and circulating petitions.
    3. Outdoor areas where expressive activities are not allowed include areas of restricted access as identified by the College:
        1. Areas within 25 feet of classrooms and Athletic facilities;
        2. Areas being used as outdoor classrooms,
        3. Areas where access is restricted due to operational or safety protocols, such as energy or maintenance control areas.
    4. This policy does not apply to expressive activities that take place in indoor areas of Wallace Community College property including, but not limited to, classrooms or classroom buildings or offices; auditoriums; performing arts venues; events centers; and recreational facilities. Expressive activities in these areas are governed by Wallace Community College policies and ACCS Board of Trustees Policy 507.01, subject to the requirement that Wallace Community College must be open to any speaker whom Wallace Community College's student organizations or faculty have invited. These areas may be used for official events sponsored by the College or for non-college use under ACCS Board of Trustees Policies 500.01 and 507.01.
    5. Members of the Campus Community who engage in expressive activities in permitted outdoor areas may do so freely, spontaneously, and contemporaneously as long as the conduct is lawful, in accordance with laws applicable to conduct and activities on Wallace Community College property, and does not materially and substantially disrupt the functioning of the College or infringe upon the rights of others to engage in expressive activities. A member of the Campus Community or a Student Organization can sponsor an outdoor expressive activity by completing the Expressive Activity Request form by clicking this link (Expressive Activity Request). The Student Life Coordinator on the Wallace Campus or Coordinator of Student Services on the Sparks Campus serve as the approval authority for outdoor Expressive Activities.
    6. To appeal any denial of the Expressive Activities, the sponsor must appeal in writing to the Dean of Student Success and Sparks Campus. The Dean will investigate the rationale for the denial and provide a ruling on the appeal within ten business days. If the sponsor disagrees with the Dean's ruling, the sponsor can make a final appeal to the President or his/her designee in writing. This written appeal must expressly state the grounds of such an appeal based on the Dean's ruling within seven working days of receiving this ruling. Appealing to the President or his/her designee is the final step of the Expressive Activities appeal process.
    7. Outdoor expressive activities must be approved by completing the Expressive Activity Request form which will designate the area for this activity. After the expressive activity's approval, the Student Life Coordinator will coordinate these activities with the sponsor by completing the **Internal Use of Campus Facilities** form.
    8. Conduct that may materially and substantially disrupt the functioning of Wallace Community College or infringe upon the rights of others to engage in expressive activities may include:
        1. Obstruction of vehicular, bicycle, pedestrian, or other traffic;
        2. Obstruction of entrances or exits to buildings or driveways or impeding entry or exit from any building or parking lot or vehicular path;
        3. Violations of a state, federal or local law, regulation, or ordinance;
        4. Threats to passersby or the use of fighting words, which are words that by their mere utterance inflict violence or would tend to incite a reasonable person to violence or other breach of the peace;
        5. Following, badgering, or forcibly detaining individuals;
        6. Interference with scheduled College classes, ceremonies or events, including memorials, dedications or classroom activities, whether indoors or outdoors;
        7. Damage to property, including buildings, benches, sidewalks, fixtures, grass, shrubs, trees, flowers, or other landscaping;
        8. Use of sound amplification, including bullhorns, except within reasonable limits that will not disrupt normal College operations;
        9. Use of placards, banners, or signs that are dangerous or cause obstruction as described in subsections 1 and 2 above;

10. Engaging in expressive activities in prohibited or restricted areas as defined in the, Speech and Expression in Outdoor Areas, Invited Speakers, and Security section C;
11. Any other interference with normal College operations beyond a minor, brief, or fleeting nonviolent disruption that is isolated or brief in duration; or
12. Any other conduct or activity not protected by the First Amendment to the United States Constitution and Article I, Section 4 of the Alabama Constitution, or other state law.

9. Nothing herein shall be construed to limit the application of laws related to disruptions, disturbances, or interference with the College and the function of educational institutions.
10. Wallace Community College will provide police and/or security officers and use other security measures to ensure all participants' safety, the Campus Community, and the public. Nothing in this policy shall prohibit the College from charging a fee for security for events, provided that such fees may not be calculated or otherwise based on the content of the protected expressive activity or the anticipated reaction to the protected expressive activity. Please know that these customary fees for security at the College are subject to change.
    1. If the organizer of the event or the College determines that security is needed for an event, beyond what the College typically provides during regular hours of operation, the organizers of the event will be charged a fee based on the number of expected attendees. An updated fee schedule for security will be provided by the Police Chief's office at Wallace Community College upon request.
    2. The President may waive this security fee, but may not base the decision based on the content of the expressive activity or the anticipated reaction to the protected expressive activity, except in emergency situations in which there is a clear and present danger to the Campus Community or to the public.
11. Wallace Community College may also charge a fee for the use of campus facilities, such as for the use of ITS resources or cleanup costs. These fees will not be based on the content of the expressive activity. ITS fees are notated on the Use of the Facility Application form.
12. To promote a safe and effective event, individuals or groups from the Campus Community planning to engage in expressive activity that they anticipate will require the assistance of security are expected to provide sufficient notice to the Wallace Community College, Chief of Police at (334) 983-3521, at least one week in advance of the event. Such arrangements enable Wallace Community College to ensure the event takes place in a safe and constructive manner.
13. Individuals and groups who engage in expressive activity in outdoor areas on Wallace Community College property are subject to Wallace Community College policies relating to use and operation of campus facilities, including without limitation policies relating to firearms and weapons, alcohol, tobacco, and trespass. Wallace Community College prohibits the possession or use of clubs, bats, weapons, open flames, or other dangerous materials on campus property during these events. Refer to the Student Handbook, College Catalog, or the Personnel Handbook for more information.
14. Wallace Community College shall not permit the Campus Community members to engage in conduct that materially and substantially disrupts protected expressive activity or infringes on the right to engage in expressive activity. Any act of reprisal, interference, coercion, or restraint, by a student or employee, of protected expressive activity, violates this policy and will result in appropriate disciplinary action. Disciplinary sanctions for members of the Campus Community under Wallace Community College's jurisdiction who violate this subsection shall be handled through the Judiciary Committee.
15. Nothing in this policy shall be construed to prevent Wallace Community College from regulating and restricting expressive activity that is not protected by the United States Constitution, the Constitution of Alabama of 1901, or state law, including, but not limited to, any of the following:
    1. Violations of state or federal law, including, but not limited to, actions that damage institutional property.
    2. Expressions that a court has deemed unprotected defamation.
    3. Harassment.
    4. True threats, which are defined as statements meant by the speaker to communicate a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals.
    5. An unjustifiable invasion of privacy or confidentiality not involving a matter of public concern.
    6. An action that unlawfully disrupts the function or security of the institution.
    7. Any constitutional time, place, and manner restrictions for outdoor areas of campus when they are narrowly tailored to serve a significant institutional interest and when the restrictions employ clear, published, content-neutral, and viewpoint-neutral criteria, and provide for ample alternative means of expression.
16. Complaints and questions regarding the application of this policy should be addressed in accordance with General Complaint and Grievance Procedures outlined in College Catalog.

3. **Commercial Activity on Campus**
Individuals, organizations, and groups, both internal and external to Wallace Community College, may not conduct commercial transactions or engage in commercial speech on Wallace Community College property unless authorized pursuant to ACCS Board of Trustees Policy 515.01 and approved by the President in advance.

Commercial speech means speech in which the speaker is engaged in commerce, the intended audience is commercial or actual or potential consumers, and the content of the message is commercial. Fundraising, including political fundraising, is considered solicitation and therefore deemed commercial speech under this policy.

4. **Policy Distribution.**
This policy will be included in new student, new faculty, and new staff orientation programs. Wallace Community College shall disseminate this policy to all campus community members and make this policy available in handbooks and our website.

5. **Relationship to Other Policies.**
   This policy shall supersede and nullify any previous Wallace Community College policies that could regulate speech on Wallace Community College campuses. However, this policy is not intended to supersede, nullify, or amend any Wallace Community College policy that regulates the reservations and use of interior spaces on campus or charge incidental fees for the use of such spaces.
6. **Annual Report.**
   Wallace Community College will submit an annual report to the Chancellor and Board of Trustees by August 15 for the prior 12-month period ending July 31 that includes the following:
   1. The date and description of each violation of this policy.
   2. A description of the administrative handling and discipline relating to each violation.
   3. A description of substantial difficulties, controversies, or successes in maintaining a posture of administrative and institutional neutrality.
   4. Any additional assessments, criticism, commendations, or recommendations Wallace Community College sees fit to include.

Campus Regulations

Student ID Policy

The College requires **ALL** students to possess a photo student identification (ID) to aid in the security of the campuses. Students can obtain a digital or standard ID as the official means of identification at Wallace Community College; however, students attending courses that physically meet on any of the College campuses **must** obtain a standard photo ID each academic year.

Students are required to have IDs in their possessions while on campus. Individuals without proper identification will be asked what business they have on campus. If the answer is satisfactory (i.e., potential applicant filing for admission or financial aid, visitors on campus tour), individuals will be allowed to continue with their business and immediately leave campus upon completing that business. If individuals claim to be students, the College officials will ask for their student ID. If none can be provided, the individuals will be asked to leave the campus until they can return with a valid Wallace Community College student ID. The College Police will escort individuals off campus if they fail to produce the proper ID.

Students are required to obtain either a digital ID or ID card by the second week of class for attendance verification, as faculty members will not allow a student to attend class without a proper ID.

Students who obtain digital IDs will be required to answer authentication questions before digital IDs are issued. Students who obtain a standard, printed ID card will be required to present proper government-issued photo identification before an ID card is issued. For student ID pictures, Wallace Community College requires individuals to remove any items not worn as part of their daily appearance (i.e., prescription eyeglasses). The only exceptions are items worn for cultural or religious purposes. All bandannas, hats, sunglasses, visors, etc., should be removed before taking your ID picture.

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 the responsibilities of local, state, or federal laws and regulations. The College has an interest in maintaining an environment that is conducive to its educational mission as well as the health, safety, and well-being of all students and other individuals. 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, staff members, and students should note that any expectation of confidentiality does not include any illegal act. Faculty and staff members 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 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 either campus. This interim suspension may continue only for a period of 72 hours until such time that 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 the 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).
2. 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.
3. Forging, altering, or misusing College documents, records, or identification.
4. 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.
5. Failure to properly comply with any reasonable direction given by a College official acting within the capacity and performance of his or her position.
6. Violation of written College rules, policies, or regulations.
7. 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.
8. Destruction, damage, or misuse of College, public, or private property. The student is responsible for any damage done to College property.
9. 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.
10. Conviction of any misdemeanor or felony that adversely affects the educational environment of the College.
11. 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.
12. 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 is 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.
13. Lewd, obscene, licentious, or indecent conduct or verbal or written threat of such action against another person, including sexual misconduct. See Sexual Misconduct Policy for specific details.

14. Harassment, intimidation, bribery, physical assault, 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, or others in this type of situation.
15. Possession of firearms or weapons (including hunting guns, bows, crossbows, etc.), ammunition, explosives, fireworks, or any other danger instruments in any building or classroom, and on any College-owned property in violation of Alabama Law 2013-286.
16. Intoxication from, or the possession and/or consumption of, any alcoholic beverage or non-prescribed controlled substance.
17. Unauthorized manufacture, sale, delivery, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law.
18. Theft, accessory to theft, and/or possession and/or transportation and/or sale of stolen property.
19. Physical abuse, threat of violence, intimidation, and physical or mental harassment.
20. Trespassing or unauthorized entry.
21. Entering false fire alarms, tampering with fire extinguishers, alarms, or other safety equipment.
22. Publishing, aiding in publishing, circulating, or aiding in circulation of anonymous publications or petitions of a libelous, slanderous, scurrilous, or unduly offensive nature.
23. Smoking or use of any tobacco product on any College property.
24. 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.
25. Any form of illegal activity defined by state or federal law or municipal ordinance.
26. Disruptive or disorderly conduct that interferes with the rights and opportunities of those who attend the College to use and enjoy College facilities.
27. Failure to obtain clearance from an instructor to leave a class, lab, clinical, or campus during class and/or clinical hours.
28. Failure to wear appropriate dress for the department in which the student is enrolled. Appropriate dress is defined as shoes, shirt, blouse, pants, dress, or other appropriate items designed for safety purposes.
29. Participation in any form of gambling.
30. Unauthorized possession of a key to any College facility or vehicle.
31. Unauthorized use of the Internet via College facilities is defined as, but is not limited to, accessing unauthorized technology resources, use for unintended purposes, failure to protect the access and integrity of technology resources, disrespecting the privacy of others, and not abiding by applicable laws and College policies. See the *Wallace Community College, Student Handbook* section titled Campus Regulations: Acceptable Use Policy, User Responsibilities, System Administrators' Responsibilities, and Violations for more in-depth details.

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 the Wallace Community College *Acceptable Use Policy for Information Technology Resources*.

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, or any other device to connect to the network with a wired connection. (access to the Wallace network with a personal device through the appropriate wireless portal is permitted);
- 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…

- illegally upload or download copyrighted music, movies, software, etc.;
- 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 Procedures

Disciplinary Procedures by Faculty Members

Classroom Integrity

Faculty members have the obligation to maintain order in the classroom to preserve the integrity of the learning environment. If a student's behavior disturbs or otherwise interferes with instruction, the student will be asked to leave the class. The student may be allowed to return to the next class meeting after consultation with the instructor and a third party. The third party may be another faculty member, division director, or a dean. If repeated disruption occurs upon an allowed return to class, or if the faculty member believes that the improper conduct should be subject to greater discipline, then the case should be referred to the Dean, Student Success and Sparks Campus for disciplinary review and determination if a referral before the Judiciary Committee is warranted.

Academic Dishonesty

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 substantial 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…

- impose a grade of *F* for the respective assignment or test;
- impose an *F* for the respective course;
- require that an assignment be redone or a test be retaken; or
- 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 Success 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 Success and Sparks Campus for disciplinary review.

1. In any situation where a student is alleged to have committed academic dishonesty of any nature, the faculty member making the allegation shall within three (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 (see Appendix A – Disciplinary Action by Faculty Member).
2. The student shall have a maximum of three (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 gives due consideration to any response that is made.
3. 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.
4. 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 Success and Sparks Campus. The appeal must be filed with the Dean within five (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:
    - a copy of the faculty member's written allegations of academic dishonesty;
    - a statement of the sanction imposed;
    - the dates on which the student received the written allegation and on which the student responded to the allegation;
    - the nature of the student's response to the faculty member concerning the allegation; and

- the rationale for the appeal of the sanction.

5. The student shall have the option of admitting to the Dean, Student Success and Sparks Campus the act of academic dishonesty and proposing an alternative sanction or denying that academic dishonesty has been committed.
6. The Dean, Student Success and Sparks Campus shall, within 15 working days after receipt of the appeal, issue a report by which the Dean will:
   - affirm the sanction;
   - overrule the sanction; or
   - modify the sanction.
7. 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.
8. If the Dean determines that the student is not guilty, the student will be cleared of all charges. If the student is found guilty, the Dean will delineate appropriate sanctions on a *Sanction Agreement* form (see Appendix B – Sanction Agreement). When administrating the *Sanction Agreement*, the student will 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 (see Appendix B – Sanction Agreement).
   - **Any student who fails to select 'Accept' or 'Do Not Accept,' and fails to sign the *Sanction Agreement* shall be deemed to have waived all rights to further appeal and the sanctions imposed will be final.**

Disciplinary Procedures by Staff

Student conduct is expected to be in accordance with standards of common decency and decorum, with recognition of and respect for the 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.

Disciplinary complaints in relation to the *Code of Student Conduct*, are routed through the Office of the Dean, Student Success and Sparks Campus. The Dean will appoint a designated college official as the investor and the Complaint Process will begin.

Procedures outlined in this section do not apply to the following areas: Academic Grievances, Sexual Misconduct, Civil Rights, Americans with Disabilities Act, Title IX, Motor Vehicle Violations, Educational Records, and Financial Aid.

Informal Complaint Process

1. A complaint regarding the conduct of any student(s) may be filed by any student, faculty or staff having personal knowledge of the alleged activity. The College may also file complaints. Individuals are encouraged to report concerns within ten (10) working days of the occurrence of the event prompting the complaint.
2. Such complaints must be in writing and shall be directed to the Office of the Dean, Student Success and Sparks Campus. The *Complaint Form*, may be submitted electronically. The Complaint Form can be found on the College's website page Complaint & Disciplinary Procedures.
3. The Dean will appoint a designated College official as the Investigator. The Investigator has ten (10) working days to complete the investigation.
4. The office of the Dean, Student Success and Sparks Campus will work with the Investigator to schedule the date, time, and location of interviews with the complainant and the accused individual(s).
   - The student(s) shall be advised that it is permissible to appear alone or with counsel during the meeting. However; Counsel shall not speak for or on behalf of the student(s), but may act only in an advisory capacity.
   - The student(s) and Investigator will receive a calendar request through their College Email to solidify the meeting.
   - If the students are 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 Success and Sparks Campus, where upon a new date shall be set by the office of the Dean in coordination with the Investigator. Only one such extension shall be granted except where additional extensions would cause undue hardship to the student(s).
5. The Investigator shall initially meet with the complainant (individual filing the complaint), to hear the details of the case. The investigator shall do the following:
   - Document details of the case including names, dates, locations, details of the incident, and evidence of the event (ex. text messages, emails, social media posts, documents, etc.).
   - Determine the type of Misconduct based on the *Code of Student Conduct*.
   - Determine what the outcome goal is for the Complainant.
   - Notify the Complainant to check their student email for final results.

6. The Investigator shall meet with the accused party to present the charges filed against them and hear their rebuttal of the events that they are being accused of. The investigator shall do the following:
    - Document details of the case including names, dates, locations, details of the incident, and evidence of the event (ex. text messages, emails, social media posts, documents, etc.).
    - If appropriate, offer an informal resolution as requested by the Complainant.
    - Notify the Accused to check their student email for final results.
    - If the accused party does not agree on an informal resolution, ensure the student has completed a *Statement of Record* for the file and begin the Formal Complaint. Students can access the *Statement of Record* on the College's website page titled Complaint & Disciplinary Procedures.
7. If the complaint can be resolved immediately and informally during these meetings, the Investigator will prepare an *Informal Memorandum of Resolution* to be submitted by email, to the office of the Dean, Student Success and Sparks Campus for processing.
    - The office of the Dean will prepare the *Informal Memorandum of Resolution* for student signature's, and email to the students' college email accounts within 72 hours of the agreed upon resolution.
    - The office of the Dean will send copies of the *Informal Memorandum of Resolution* to the appropriate Dean(s).
8. Upon completion of the interview and resolution process, the Investigator shall submit all original documents to the office of the Dean, Student Success and Sparks Campus, to be filed and recorded on the Student Complaint Drive.

Formal Complaint Process

1. For complaints that cannot be resolved immediately and informally, the Investigator will proceed with a formal investigation of the allegations including the gathering of evidence such as witness interviews, camera footage, text messages, social media posts, documents, etc.
    - Based on the information established during the investigation, the Investigator may dismiss the case for reasons of inaccurate charges or insufficient evidence.
    - All interviewed individuals shall also complete a *Statement of Record* in their own words. Students can find this form on the College's website, under Complaint & Disciplinary Procedures.
    - If sufficient evidence is established, the Investigator will proceed and allow the student(s) an opportunity to admit to the charge(s), accept sanctions, and waive the right to a further hearing.
2. If the student(s) deny the charge(s), the Investigator will present the following:
    - Probable cause based on the preponderance of evidence as the burden of proof.
    - Establish reasonably that the student in question did commit the offense.
    - Address the complaint with evidences to the accused student.
3. The Investigator will offer the student(s) every opportunity to explain his or her actions. The investigator will then render a determination. Based on the determination, sanctions may become warranted. The Investigator will fully explain and prescribe in writing the sanctions imposed by using the *Sanction Agreement*. The agreement will be submitted, by email, to the office of the Dean, Student Success and Sparks Campus for processing.
    - The office of the Dean will prepare the *Sanction Agreement* for student signature and email to the student's college email accounts within 72 hours of the agreed upon resolution.
    - The Investigator shall notify the Complainant, by college email, of the resolution.
4. On administration of the *Sanction Agreement*, the student 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 Success and Sparks Campus.
    - **Any student who fails to select 'Accept' or 'Do Not Accept,' and fails to sign the Sanction Agreement shall be deemed to have waived all rights to further appeal and the sanctions imposed will be final.**
    - **Students have five (5) working days from the date of the emailed Sanction Agreement, to sign the document. At this time the judgement is final.**
5. Upon completion of the interview and resolution process, the Investigator shall submit a *Memorandum of Record,* by email, to the office of the Dean, Student Success and Sparks Campus.
    - The office of the Dean will send copies of the *Memorandum of Record* to the appropriate Dean(s).
6. The Investigator shall submit all original documents to the office of the Dean, Student Success and Sparks Campus, to be filed and recorded on the Student Complaint Drive.

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 owned by the college 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. Furthermore, 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 reenroll 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. **No Contact Orders** - Written notice to cease all contact with an alleged victim.
6. **Cease and Desist Orders** - The alleged perpetrator will be directed by written notice to cease and desist any activity noted by an alleged victim as offensive or threatening and that may be a violation of the Student Code of Conduct.
7. **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 from 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.
8. **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 from the Dean, Instructional Affairs and meet all reasonable requirements and academic standards for readmission. Students will not be eligible for a refund from the College. Under certain conditions, expulsion could mean permanent severance from the College.

Disciplinary Procedures by Judiciary Committee

Interim Suspension – 72 Hours

In certain circumstances, there may be a need for immediate Interim Suspension of 72 hours. Interim suspension recommendations must be routed through the office of the Dean, Student Success and Sparks Campus. During the interim suspension, the accused student shall be denied access to the campus (including classes) and/or all other College activities or privileges for which the student might otherwise be eligible, as the dean may determine to be appropriate.

1. Interim suspension may be imposed for the following reasons:
    - To ensure the safety and well-being of members of the College community or preservation of College property;
    - To ensure the student's own physical or emotional safety and well-being; or
    - If the student poses a definite threat of disruption of or interference with the normal operations of the College.
2. The Dean shall request a hearing of the charges before the College Judiciary Committee within 72 hours of the interim suspension.
    - The Dean or designee shall provide the accused student(s) a written *Statement of Charges* as filed to provide the student(s) reasonable notice of the circumstances on which the alleged violation is based. The statement will be sent to the student's College Email AND by a Process Server. The written *Statement of Charges* shall include the following:
        - Date the original complaint was reported,
        - Name of person to whom the original complaint was reported,
        - Facts of the complaint, and
        - Action taken, if any, by the receiving official to resolve the complaint.
        - Notification to the student(s) that it is permissible to appear alone or with counsel before the Judiciary Committee and may be present during all phases of the hearing except during the committee's deliberation. Requestor of counsel shall be required to sign a FERPA release before the meeting begins.
        - Counsel shall be made aware of the following:
            - Counsel shall not speak for or on behalf of the accused student(s) but may act only in an advisory capacity.
            - Counsel may not question or cross-examine witnesses or committee members. (If counsel attempts to question or cross-examine a witness or committee member, they will be excused from proceedings.)
        - Notification to the student(s) that they will be provided the opportunity to present evidence and to conduct reasonable cross-examination of witnesses.
        - The student(s) 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. If the accused student(s) 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 Success and Sparks Campus, where upon a new date shall be set by the Dean in coordination with the chairperson of the Judiciary Committee. Only one such extension shall be granted except where additional extensions would cause undue hardship to the student(s).

Judiciary Committee Designations

1. The chairperson assumes the following duties:
    - Arranges for appropriate times and places for committee meetings and hearings.
    - Informs the Dean, Student Success and Sparks Campus, in writing when possible, the location and time of the committee hearing and a list of individuals whom they request or require to attend the hearing.
    - Arranges for the hearing to
    - be electronically recorded.
    - Conducts the hearing.
    - Maintains committee records and all documents that will be presented to the Dean, Student Success and Sparks Campus after conclusion of the meeting.
    - Informs, the Dean, Student Success and Sparks Campus, by *Memorandum of Record*, the decisions of the committee, to include findings and, if appropriate, sanctions.
    - Arranges for appropriate security when necessary, during hearings.
2. The office of the Dean, Student Success and Sparks Campus assumes the following duties:
    - Informs the appropriate individuals, including but not limited to the complainant and accused, the scheduled hearing date, time and location.
    - Notification to the student(s) that it is permissible to appear alone or with counsel before the Judiciary Committee and may be present during all phases of the hearing except during the committee's deliberation. Requestor of counsel shall be required to sign a FERPA release before the meeting begins.
    - Counsel shall be made aware of the following:
        - Counsel shall not speak for or on behalf of the accused student(s) but may act only in an advisory capacity.
        - Counsel may not question or cross-examine witnesses or committee members. (If counsel attempts to question or cross-examine a witness or committee member, they will be excused from proceedings.)
    - Notification to the student(s) that they will be provided the opportunity to present evidence and to conduct reasonable cross-examination of witnesses.
    - The student(s) 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. If the accused student(s) 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 Success and Sparks Campus, where upon a new date shall be set by the Dean in coordination with the chairperson of the Judiciary Committee. Only one such extension shall be granted except where additional extensions would cause undue hardship to the student(s).
3. 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.)
4. A record of all proceedings shall be kept in the form of a video or audio recording, and a copy may be reproduced at the expense of the accused student(s) or organization.

Proceedings

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.

1. The chairperson of the Judiciary Committee will then read the charge against the student(s). The student(s) shall then make a plea of guilty or not guilty. If the accused student(s) admits guilt, the committee will go directly into closed session to deliberate sanctions. Failure to make a plea by the student(s) is considered an admission of guilt.

2. The complainant or his or her representative shall present the evidence against the accused student(s). The accused student(s) will be afforded the opportunity for reasonable cross-examination.
3. The accused student(s) may then present evidence by oral testimony, witnesses, and/or written sworn affidavits. Reasonable cross-examination will be afforded.
4. Rebuttal evidence may be presented by either party as necessary but not so as to be redundant. The accused student(s) may make a closing statement.
5. The complainant, College, and the accused student(s) 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 in the proceedings. The advisor may only communicate with the individual they are advising.
6. 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(s) is found guilty. Student(s) shall be notified of the determination within 72 hours of the close of the hearing.
    - If the Judiciary Committee determines that the student is not guilty, the student will be cleared of all charges. If the student is found guilty, the Committee will disclose the findings and sanctions determined by the committee. The *Sanction Agreement* shall be submitted, by email, to the Dean, Student Success and Sparks Campus for processing.
    - The Dean's office will send a hard copy of the *Sanction Agreement* by Certified mail OR by a Process Server. The office of the Dean will prepare an additional copy of the *Sanction Agreement* for student signature and email to the student's college email account.
7. Upon administrating the *Sanction Agreement*, the student will 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 an appeal may be filed with the President or designee.
    - **Any student who fails to select 'Accept' or 'Do Not Accept,' and fails to sign the Sanction Agreement shall be deemed to have waived all rights to further appeal and the sanctions imposed will be final.**
    - Students have five (5) working days from the date of the emailed Sanction Agreement, to sign the document. At this time the judgement is final.
    - The complainant will be notified by email, the final resolution.
8. Upon completion of the hearing and determination, the Committee shall submit a *Memorandum of Record,* by email, to the office of the Dean, Student Success and Sparks Campus.
    - The office of the Dean shall email copies of the *Memorandum of Record* to the appropriate Dean(s).
9. All original documents shall be submitted to the office of the Dean, Student Success and Sparks Campus, to be filed and recorded on the Student Complaint Drive.

Appeals Process

Appeal to the Dean, Student Success and Sparks Campus

1. Accused student(s) who choose to file an appeal of the sanctions imposed by the Investigator must request an appeal hearing within five (5) working days, in writing, to the office of the Dean, Student Success and Sparks Campus. The *Appeal Request* form can be found on the College's website, Complaint & Disciplinary Procedures. Upon receipt, the Dean will complete this process within ten (10) working days.
    - The 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
2. The office of the Dean, Student Success and Sparks Campus will contact the student(s) by phone and college email to schedule an Appeal Meeting with the Dean. The student will also be notified that it is permissible to appear alone or with counsel during the meeting. However; Counsel shall not speak for or on behalf of the student(s), but may act only in an advisory capacity.
    - If the student(s) that is scheduled for an appeal meeting with the Dean fails to appear at the designated date, hour, and place of the meeting after notification thereof, shall be deemed to have waived the right to an appeal.
3. The Dean will hear the appeal and determine, based on evidence and testimony(ies), if the student is guilty as determined by the Investigator.
4. If the Dean determines that the student is not guilty, the student will be cleared of all charges. If the student is found guilty, the Dean will delineate appropriate sanctions on a *Sanction Agreement* form. When administrating the *Sanction Agreement*, the student will 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 who fails to select 'Accept' or 'Do Not Accept,' and fails to sign the Sanction Agreement shall be deemed to have waived all rights to further appeal and the sanctions imposed will be final.**
    - **Students have five (5) working days from the date of the emailed Sanction Agreement, to sign the document. At this time the judgement is final.**
    - The complainant will be notified by email, the final resolution.

5. Upon completion of the investigation and administration of the *Sanction Agreement(s)* to the accused, the Dean shall complete a *Memorandum of Record*. A copy of the *Memorandum of Record* will be emailed to the appropriate Dean(s).
6. Originals of all documents pertaining to the investigation shall then be filed in the office of the Dean, Student Success and Sparks Campus, and will be recorded on the Student Complaint Drive.

Appeal to the Judiciary Committee

1. Accused student(s) who choose to file an appeal of the sanctions imposed by the Dean, Student Success and Sparks Campus must request an appeal hearing within five (5) working days, in writing, to the Judiciary Committee. The Appeal Request form can be found on the College's website, Complaint & Disciplinary Procedures. The 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 appeal 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 meeting with the Dean, Student Success and Sparks Campus

For more information on the Judiciary Committee process please see section titled *Judiciary Committee Disciplinary Procedures*.

Appeal to the President or Designee

1. 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 or designee has discretionary authority to modify or affirm the sanction imposed by the Judiciary Committee, to exonerate the accused student(s), and/or to order a rehearing of the case in question.
2. A student(s) has five (5) working days from the day of the hearing and determination by the Judiciary Committee to request a review of the proceedings and/or the sanction. The *Appeal Request* form can be found on the College's website, Complaint & Disciplinary Procedures. Such appeal request must be submitted in writing to the office of the President. Failure to request an appeal as stated herein shall be a waiver of a review by the President 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.
3. 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.
4. The student(s) shall be provided a written statement of the decision of the President or designee within seven (7) working days from the date of filing the request for appeal.
5. Appealing to the President is the final step in the College's judiciary process; however, if a student wishes to appeal the decision further, he or she may utilize the State Student Complaint Process.
6. Upon completion of the investigation and administration of the written statement by the President to the accused, the originals of all documents pertaining to the investigation shall then be submitted to the office of the Dean, Student Success and Sparks Campus.
7. All documents pertaining to the investigation shall then be filed in the office of the Dean, Student Success and Sparks Campus, and will be recorded on the Student Complaint Drive.

Appeal, State Student Complaint Process

Students who wish to appeal the President or designee's decision should refer to the section titled *State Student Complaint Process.*

Student Academic Grievances

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.

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 procedures. 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 instructional days, take the grievance to the appropriate Division Director.

3. If agreement on or compromise of the problem is not achieved within 3 instructional days, take the grievance to the appropriate Associate Dean.
4. If still not satisfied that a fair and equitable solution has been found within 3 instructional 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 Success 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 instructional 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 can cover all contingencies that might arise; however, this procedure should 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 the student with copies of grading policies, course requirements, course procedures, and changes in announced policies without due notice and explanation.

Some 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 and 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 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 in 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(s) 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.

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.

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 resolved finally.

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.

The President's decision is the final step in the College's Academic Grievance process. Any appeal beyond this point must be addressed under the State Student Complaint process.

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.

ADA, Other Civil Rights, and Title IX Complaint and Grievance Policies and Procedures

Note: See Sexual Misconduct Policy for information regarding guidelines relating to sexual harassment and other sex-related misconduct.

Consumer Complaint Information

Wallace Community College believes that all College constituents should have easy access to a process for resolving conflicts, complaints, or grievances. Several policy and procedural statements are contained in this *Catalog and Student Handbook*.

Any member of the College community who believes that he or she has been the victim of sexual misconduct 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 Compliance Coordinator.

Compliance Coordinators

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*, as amended, for employees and under *Title IX of the Education Amendments of 1972*, as amended, for students. Compliance Coordinators are listed below.

Other Civil Rights and Title IX Compliance Coordinators:
[Employee's Contact]
Ms. Keyashia Sheppard, Testing Officer/Professional Development Coordinator; Wallace Campus
Phone: (334) 556-2557, Email: ksheppard@wallace.edu

[Student's Contact]
Ms. Shaletha Barnes-Blackmon, Student Success Advisor; Wallace Campus
Phone: (334) 556-2511, Email: sblackmon@wallace.edu

U.S. Department of Education Office for Civil Rights:
U.S. Department of Education Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Phone: (800) 421-3481, Email: oct@ed.gov

Section 504 of the Rehabilitation Act of 1973, as amended, prohibits discrimination on the basis of disabilities. The Compliance Officer for Section 504 is listed below.

504 Compliance Coordinator:
Dr. Ryan Spry, Director of Student and Campus Services; Wallace Campus
Phone: (334) 556-2587, Email: rspry@wallace.edu

The Americans with Disabilities Act of 1990 (ADA), as amended, 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 coordinator as listed below.

ADA Compliance Coordinators:
Dr. Ryan Spry, Director, Student and Campus Services
Grimsley Hall, Room 125, Wallace Campus
Phone: (334)-556-2587, Email: rspry@wallace.edu

Ms. Terri Ricks, Coordinator of Student Services
A Building, Student Services Office, Sparks Campus
Phone: (334) 687-3543, ext. 4270, Email: ricks@wallace.edu

ADA, Other Civil Rights, and 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 coordinators 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 if problems arise.

Complaint and 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 students, faculty, staff, and external constituents 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, and Title IX

ADA, Other Civil Rights, and 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 the Dean, Student Success and Sparks 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 coordinator 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.

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 Coordinator of receipt of *Grievance Form A*. The dean or division director will have 30 calendar days following the 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 Coordinator 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 Coordinator 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 the 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 Coordinator and the Chancellor. The 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 Coordinator a written notice of acceptance or appeal of the report. If notice of appeal is filed, appeal *Grievance Form C* must be used. The 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 Coordinator and the Chancellor. If the 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 the complainant's notice of appeal to investigate and study the complainant's allegations and report of the President, hold a formal hearing, and make written report of findings to the complainant. *Grievance Form C* must be used for the report. Copies of *Grievance Form C* must be provided to the Title IX Compliance Coordinator. The 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, the complainant will have until 5:00 p.m. on the first working day following the 15th calendar day to file.

Hearing Procedures

If a hearing is scheduled within the time frame designated by the compliance officer, the President shall designate a qualified, unbiased person or committee to conduct each grievance hearing. Compliance officers will not be required to serve as hearing officers. The hearing officer or committee shall notify the complainant and each respondent of the time and place of the hearing, the witness list, and the right to have an attorney or representative present. The only individuals present at meetings of this committee shall be committee members, parties to the action being considered by the committee and their representatives (not to exceed 2), and witnesses actually testifying before the committee. The institution and complainant may have an attorney present, at the respective party's expense, during the hearing. Attorneys may only advise; they may not cross examine, question, or address the committee in any way.

The grievance statement will be formally presented at the meeting. After the grievance is read into the record, the complainants will have the opportunity to present such oral testimony and other supporting evidence as they shall deem appropriate to their claim. Respondents shall then be given the opportunity to present such oral testimony and other evidence they deem appropriate to the respondents' defense against the charges. No cross examination will be allowed. Either party may ask the hearing officer to ask a question of the other party and the hearing officer may or may not choose to do so. In the event that the College, or the administration of the College at large, is the party against whom the grievance is filed, the President shall designate a representative to appear at the hearing on behalf of the respondent. In the event that the College is the respondent, the College representative shall not be an attorney unless the complainant is assisted by an attorney or other personal representative.

The hearing shall be recorded either by a court reporter or on audio or video tape or by other electronic recording medium as agreed to by all parties in advance of the hearing. In addition, all items offered into evidence by the parties, whether admitted into evidence or not, shall be marked and preserved as part of the hearing record.

Report of Findings

Following the hearing, a written report of the findings shall be made to the President, the hearing officer, or the 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 misconduct, 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 Coordinators

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, *The Americans with Disabilities Act of 1990, Section 504 of Title IX*, or other civil rights issues. The Dean, Student Affairs and Sparks Campus will direct students to the appropriate contact person.

Pregnancy Policy (RPT)

Title IX of the Education Amendments of 1972 ("Title IX"), 20 U.S.C. §1681 et seq., is a Federal civil rights law that prohibits discrimination based on sex—including pregnancy and parental status—in educational programs and activities.

In accordance with Title IX of the Education Amendments of 1972, Wallace Community College does not discriminate against any student or exclude any student from its educational program or activity, including any class or extracurricular activity, based on student's pregnancy or parental status, including childbirth, false pregnancy, termination or recovery of pregnancy, unless the student requests voluntarily to participate in a separate portion of the program or activity.

Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School (ed.gov)

This College encourages students to work with their faculty members to resolve any educational challenges resulting from their pregnancy or parental status. If a student needs further assistance, please get in touch with the Title IX Coordinator listed below:

Ms. Shaletha Barnes-Blackmon
Student's Contact Title IX Coordinator
Student Success Advisor
Wallace Community College
1141 Wallace Drive
Dothan, AL 36303
Phone: 334-556-2511
Email: sblackmon@wallace.edu

Sexual Misconduct Policy

Title IX Sexual Harassment Introduction

Wallace Community College – Dothan (WCCD) is committed to providing a workplace and campus community free of sexual misconduct and harassment. As required by Title IX of the Education Amendments of 1972, the College does not discriminate on the basis of sex in its education programs and activities. This includes discrimination affecting employees of the College and applicants for employment, students and

applicants for admission, or members of the public. All members of the College community are expected to conduct themselves in a manner that does not infringe upon the rights of others, whether on college premises or at any College owned off campus location and while participating in any educational program or activity of the College.

Sexual harassment, which includes sexual misconduct and sexual assault, is a form of sex discrimination which is prohibited under Title IX of the Education Amendments of 1972 and the Violence Against Women Act. This policy is intended to reaffirm the College's commitment to address sexual harassment and take steps to prevent its reoccurrence and preserve or restore equal access to the College's education programs and activities. Dating violence, domestic violence, and stalking may also be considered forms of sexual discrimination. Due to the seriousness of these offenses, the College has adopted specific policies and procedures, outlined in the Student Handbook, employment policies, and webpage, to address alleged instances of sexual harassment, sexual misconduct, sexual assault, dating violence, domestic violence, and stalking. The College believes that no person should bear the effects of sexual harassment alone. When such conduct occurs, the College's paramount concern is for the safety and well-being of those impacted. To support and assist students, the College provides a range of resources that include a trained counselor.

Under Title IX, individuals reporting allegations related to sexual harassment and/or sexual violence, have the right to a resolution of their complaint, to have the college conduct a prompt, thorough and impartial investigation, and to receive supportive measures to ensure the safety and wellbeing of the individuals involved and the college community.

When allegations of sexual harassment and/or sexual violence in any form are brought to the attention of the Title IX Coordinator, and if a responding party is found to have violated this policy, serious sanctions will be used to prevent its reoccurrence. WCCD does not tolerate or condone retaliation. Individuals wishing to report reporting sexual harassment and/or sexual violence and/or to make inquiries concerning the application of Title IX at the College may contact the following individuals:

Title IX Coordinators

[Employee's Contact]
Ms. Keyashia Sheppard
Wallace Community College
1141 Wallace Drive
Dothan, AL 36303
Phone: 334-556-2557
Email: ksheppard@wallace.edu

[Student's Contact]
Ms. Shaletha Barnes-Blackmon
Wallace Community College
1141 Wallace Drive
Dothan, AL 36303
Phone: 334-556-2511
Email: sblackmon@wallace.edu

and/or

Assistant Secretary
U.S. Department of Education Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCT@ed.gov

Information regarding the Title IX Coordinator and their role will be provided to all faculty, staff, students, applicants for admissions, and applicants for employment. Also, this information is available on the College website at www.wallace.edu under the Title IX webpage.

Title IX Policy

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Definitions Relating to Sexual Harassment

Many terms are used in the context of sexual harassment. The following will provide some common definitions and examples.

Actual knowledge: The notice of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any official of the College who has authority to institute corrective measures of behalf of the College shall be deemed actual knowledge on the part of the College.

Complainant: is an individual who is alleged to be the victim of conduct that could constitute sexual harassment. For the purposes of this procedure a Complainant may be an individual applying for admission or employment, an employee, a student or an individual otherwise participating in or attempting to participate in the College's education programs and activities.

Respondent: is an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint: is a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the College investigate the allegation of sexual harassment. Note: At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in an educational program or activity of the College at which the formal complaint is filed.

Consent: "Consent" must be informed, voluntary, and mutual and can be withdrawn at any time. There is no consent when there is force, expressed or implied, or when coercion, intimidation, threats, or duress is used. Whether or not a person has taken advantage of a position of influence over another person may be a factor in determining consent. Silence or absence of resistance does not imply consent. Past consent to sexual activity with another person does not imply ongoing future consent with that person or consent to that same sexual activity with another person.

Incapacitation: An individual who is incapacitated is unable to give consent to sexual contact. States of incapacitation include sleep, unconsciousness, intermittent consciousness, intoxication, or any other state where the individual is unaware that sexual contact is occurring or is otherwise unable to give informed and voluntarily consent. Incapacitation may also exist because of a mental or developmental disability that impairs the ability to consent to sexual contact. Example: A person who is taking pain medication and falls asleep under the influence of the medication can be incapacitated and not be able to give consent to sexual contact.

Sexual Misconduct: Committing sexual abuse, sexual assault, sexual harassment, sexual exploitation, or statutory rape, as defined below or under Alabama state law.

Harassment: The striking, shoving, kicking, or otherwise touching or making physical contact in regard to another for the purpose of harassing, annoying or alarming; and/or directing abusive or obscene language or making an obscene gesture toward someone for the purpose of harassing, annoying, or alarming. Example: Making or using persistent derogatory comments, epithets, or slurs that place a person in a hostile or fearful environment or where the person's safety is in jeopardy.

Sexual harassment: Conduct on the basis of sex that satisfies one or more of the following:

- A school employee conditioning education benefits on participating in unwelcome sexual conduct (i.e. quid pro quo);
- Unwelcomed conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
- Stalking, dating violence, or domestic violence. Definitions of Sexually Based Offenses.

Definitions of Sexual Based Offenses

Definitions of Sexual Based Offenses

Sexual abuse in the first degree:

- A person commits the crime of sexual abuse in the first degree if:
  - He subjects another person to sexual contact by forcible compulsion; or
  - He subjects another person to sexual contact who is incapable of consent by reason of being physically helpless or mentally incapacitated.
- Sexual abuse in the first degree is a Class C felony (Alabama Code 13A-6-66).

Sexual abuse in the second degree:

- A person commits the crime of sexual abuse in the second degree if:
  - He subjects another person to sexual contact who is incapable of consent by reason of some factor other than being less than 16 years old; or
  - He, being 19 years old or older, subjects another person to sexual contact who is less than 16 years old, but more than 12 years old.
- Sexual abuse in second degree is a Class A misdemeanor, except that if a person commits a second or subsequent offense of sexual abuse in the second degree within one year of another sexual offense, the offense is a Class C felony (Alabama Code 13A-6-67).

Rape in the first degree:

- A person commits the crime of rape in the first degree if:
  - He or she engages in sexual intercourse with a member of the opposite sex by forcible compulsion; or
  - He or she engages in sexual intercourse with a member of the opposite sex who is incapable of consent by reason of being physically helpless or mentally incapacitated; or
  - He or she, being 16 years or older, engages in sexual intercourse with a member of the opposite sex who is less than 12 years old.
- Rape in the first degree is a Class A felony (Alabama Code 13A-6-61).

Rape in the second degree:

- A person commits the crime of rape in the second degree if:
  - Being 16 years old or older, he or she engages in sexual intercourse with a member of the opposite sex less than 16 and more than 12 years old; provided, however, the actor is at least two years older than the member of the opposite sex.
  - He or she engages in sexual intercourse with a member of the opposite sex who is incapable of consent by reason of being mentally defective.
- Rape in the second degree is a Class B felony (Alabama Code 13A-6-62).

Sodomy in the first degree:

- A person commits the crime of sodomy in the first degree if:
  - He engages in deviate sexual intercourse with another person by forcible compulsion; or
  - He engages in deviate sexual intercourse with a person who is incapable of consent by reason of being physically helpless or mentally incapacitated; or
  - He, being 16 years old or older, engages in deviate sexual intercourse with a person who is less than 12 years old.
- Sodomy in the first degree is a Class A felony (Alabama Code 13A-6-63).

Sodomy in the second degree:

- A person commits the crime of sodomy in the second degree if:
  - He, being 16 years old or older, engages in deviate sexual intercourse with another person less than 16 and more than 12 years old.
  - He engages in deviate sexual intercourse with a person who is incapable of consent by reason of being mentally defective.
- Sodomy in the second degree is a Class B felony (Alabama Code 13A-6-64).

Domestic Violence:

- Includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person cohabitating with or has cohabitated with the victim as a spouse, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction (34 U.S.C.12291(a)(8).

- In Alabama, domestic violence includes felony and misdemeanor crimes of violence committed by a current or former spouse, parent, child, any person with whom the defendant has a child in common, a present or former household member, or a person who has or had a dating or engagement relationship with the defendant (Alabama Code Section 13A, Article 7 Domestic Violence in 1st, 2nd, and 3rd Degrees).

Dating Violence:

- Means violence committed by a person –
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship will be determined based on a consideration of the following factors:
    - The length of the relationship,
    - The type of relationship,
    - The frequency of interaction between the persons involved in the relationship (34 U.S.C.12291(a) (10).
- In Alabama, dating violence is covered under Alabama Code Section 13A, Article 7 Domestic Violence in 1st, 2nd, and 3rd Degrees.

Stalking:

- Means engaging in a course of conduct directed at a specific person that would cause a reasonable person to a) fear for his or her safety or the safety of others; or b) suffer substantial emotional distress 34 U.S.C.12291(a)(30).
- In Alabama, stalking is when a person intentionally and repeatedly follows or harasses another person and who makes a threat, either expressed or implied, with the intent to place that person in reasonable fear of death or serious bodily harm (13A-6-90 Stalking in the first degree) or a person who, acting with an improper purpose, intentionally and repeatedly follows, harasses, telephones, or initiates communication, verbally, electronically, or otherwise, with another person, any member of the other person's immediate family, or any third party with whom the other person is acquainted, and causes material harm to the mental or emotional health of the other person, or causes such person to reasonably fear that his or her employment, business, or career is threatened, and the perpetrator was previously informed to cease that conduct (Section 13A-6-91 Stalking in the second degree).

Sexual assault:

- Means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting systems of the Federal Bureau of Investigation 20 U.S.C.1092 (f)(6)(A)(v).

Complaint Process

Victims Option to Report

Students and employees who are victims of crime including rape, acquaintance rape, domestic violence, dating violence, sexual assault, or stalking, are encouraged by the College to report but do have the option not to report the incident to campus law enforcement, or local law enforcement. In those cases, the victim may still seek assistance confidentially from Crisis Services in the Wiregrass area or any other victim service agency of their choosing.

Community Sources:

Local Law Enforcement Officials
Dale County Sheriff's Department ..... (334) 774-2335
Dothan Police Department ..... (334) 615-3601
Eufaula Police Department ..... (334) 684-1200
Medical Facilities
Southeast Health ..... (334) 793-8111
Flowers Hospital, Dothan, AL ..... (334) 793-5000
Medical Center Barbour, Eufaula, AL ..... (334) 688-7000
Dale Medical Center, Ozark, AL ..... (334) 774-2601
Sexual Assault Crisis Assistance
Alabama Coalition Against Sexual Assault ..... www.acasv.org
The House of Ruth Crisis Line ..... (334) 793-2232 or (800) 650-6522
The House of Ruth Crime Victims Assistance ..... (334) 290-4420

Formal Complaint Process

Initial Steps

Any student or employee of the College or applicant for employment or admission who has a complaint against a student or a member of the College faculty, staff, or administration concerning sexual harassment (Title IX of the Educational Amendments of 1972) or has knowledge of any conduct constituting sexual harassment in an educational program or activity of the College or which occurred on property owned by the College or controlled by the College should report the complaint to the campus Title IX Coordinator. An educational program or activity of the College includes, but is not limited to locations, events or circumstances over which the College exercised substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes buildings owned or controlled by a student organization that is officially recognized by the College.

Reporting a Complaint

Any individual may report sexual harassment incident to Title IX Coordinator in person, by email, by telephone, or in writing. The report must include the names of the Complainant(s) and Respondent(s), approximate date of incident, facts of the incident, and contact information for the person submitting the complaint.

The Title IX Coordinator will respond in writing to the person submitting the complaint as soon as practicable, but not exceeding five (5) business days. If the person submitting the complaint is not the Complainant, the Title IX Coordinator will also contact the Complainant within five (5) business days.

If after a discussion with the Complainant, the Title IX Coordinator determines that the complaint does not qualify as a Title IX Complaint, the Title IX Coordinator will notify the Complainant in writing and may redirect the Complaint to the appropriate committee.

If after a discussion between the Complainant and the Title IX Coordinator, the Title IX Coordinator determines that the complaint meets the criteria of a Title IX Complaint and the Complainant requests to file a formal complaint, the Title IX Coordinator will initiate the formal complaint process.

Supportive Measures

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the College's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the College's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The College must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the College to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Supportive measures will be offered to the Complainant within five (5) business days of receipt of the complaint.

Supportive measures will be offered to the Respondent simultaneously with the Notice of Allegations.

Standard of Evidence for Determining Responsibility

For the purposes of College Title IX procedures, the College will use a "preponderance of evidence" standard for determining responsibility. Preponderance of the Evidence means evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is evidence which as a whole shows that the fact sought to be proved is more probable than not.

Formal Complaint Process

A formal complaint must be submitted in electronic (email) or written format to the Title IX Coordinator and must be signed by the Complainant. In the event that under the circumstances a formal complaint should be pursued notwithstanding a Complainant's desire not to file a formal complaint, the Title IX Coordinator may sign the complaint. The complaint must include the following:

- The date of the original complaint,
- names of Complainant and Respondent,
- facts and description of the complaint, and
- the request to investigate complaint.

A Complainant must be participating in or attempting to participate in a College sponsored program or activity at the time the complaint is filed.

Dismissal of Formal Complaint

The College may dismiss a formal complaint or allegations therein if:

- the Complainant informs the Title IX Coordinator in writing that the Complainant desires to withdraw the formal complaint or allegations therein,
- the Respondent is no longer enrolled or employed by the school, or
- specific circumstances prevent the school from gathering sufficient evidence to reach a determination.

The College must dismiss a formal complaint or allegations therein if:

- the allegations do not meet the definitions of sexual harassment
- the alleged conduct did not occur within the United States, or
- the alleged conduct did not occur within a College sponsored program or activity.

If the College determines the formal complaint or allegations therein will be dismissed, the Title IX Coordinator will provide written notice to both parties of the dismissal of allegations, and the reason for dismissal within five (5) business days of the decision to dismiss the complaint.

Notice of Allegations

The Title IX Coordinator will provide simultaneous written notice of allegations, including sufficient details, and intent to investigate to the Complainant and Respondent no later than ten (10) calendar days after receipt of the formal complaint. The Title IX Coordinator will also provide both parties with the formal complaint, grievance and appeal process, possible sanctions and remedies, and availability of advisors. The written notice shall include a statement that the respondent is presumed not responsible for the alleged conduct, that the parties and their advisors may review and inspect evidence, and advise the parties of the provisions of the College Code of Conduct relating to making false statements or submitting false information during the grievance process.

The Title IX Coordinator will additionally notify the Title IX investigator of the pending investigation and provide a copy of the formal complaint.

Advisors

In addition to providing the Complainant and Respondent with written notice of allegations and intent to investigate, the Title IX Coordinator will inform the parties of the availability of advisors. Both parties shall have the right to retain, at the respective party's own cost, the assistance of legal counsel or other personal representative advisor. In the alternative, either or both parties may also request an advisor provided by the College.

- Only an advisor may conduct cross-examination during the live hearing.
- Neither party may dismiss a College appointed advisor.

Investigation Procedure

The Title IX investigator is responsible for conducting an investigation of the submitted formal complaint. The Title IX investigator will have received Title IX investigator training within the current academic year.

The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the College and not on the parties.

The Title IX investigator will notify the Complaint and Respondent in writing of the intent to investigate within five (5) business days of receipt of the formal complaint and will commence interviews within ten (10) business days or receipt of the formal complaint. The Title IX investigator will notify the Complainant and Respondent and their respective advisors in writing of all individuals the investigator intends to interview.

Either party may identify other witnesses with relevant information for interview or other evidence for review by the investigator.

The Title IX investigator will conduct a factual investigation of the formal complaint and shall research applicable statutes, regulations, and/or policies, if any. The Title IX investigator will notify any interviewees in writing of the intent to interview. Interviewees will have at least five (5) business days' notice of an interview. Notice will include the participants, date, place, purpose, and time of the interview.

The College will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory (tending to establish fault or guilt) and exculpatory (clearing or tending to clear from alleged fault or guilt) evidence. Creditability determinations may not be based on a person's status as a complainant, respondent or witness.

The College will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the College may establish restrictions regarding the extent to which the advisor may participate in proceedings, as long as the restrictions apply equally to both parties.

The College will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the College does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The College will make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal access opportunity to refer to such evidence during the hearing, including for purposes of cross- examination.

Prior to the completion of the investigative report, the Title IX investigator will submit all reviewed evidence to the Title IX Coordinator.

The Title IX Coordinator will provide copies of all evidence reviewed during the investigation to the Complainant, Respondent, and their respective advisors. All parties will have ten (10) business days to review the evidence and respond in writing to the Title IX Coordinator.

Subsequent to the ten (10) business day review period, the Title IX Coordinator will direct any responses from the Complainant, Respondent, or their respective advisors to the Title IX Investigator for additional review. The Title IX Investigator will submit a final report and the reviewed evidence to the Title IX Coordinator. At least 10 days prior to the live hearing, the Title IX Coordinator will simultaneously provide the Complainant, Respondent, their respective advisors, with the final report and all reviewed evidence for their review and written response. The President will select a Hearing Officer to conduct the live hearing. The Hearing Officer shall be provided a copy of the investigative report and reviewed evidence.

Live Hearing Procedure

Upon receipt of the final investigative report, the Hearing Officer will convene a Decision Maker panel and schedule a live hearing. The panel will consist of three (3) individuals selected by the Hearing Officer who have completed Decision Maker training during the current academic year. The Hearing Officer will designate one of the Decision Makers as Primary Decision Maker. Hearing Officer will notify the Complainant, Respondent, their respective advisors, Title IX Coordinator, Title IX Investigator, witnesses named in the final report, and the Decision Makers of the live hearing date within five (5) business days of receipt of the final investigative report. The live hearing date must provide the Complainant, Respondent, and their respective advisors with no less than ten business days to review the final investigative report and all supporting evidence.

The hearing must be a live, recorded hearing with the opportunity for both advisors to conduct cross-examinations. The hearing shall be recorded by either a court reporter or on audio or video tape or by other electronic recording medium. 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.

Upon request, the Complainant and Respondent may participate in the hearing via on-campus video conferencing provided that all parties, including the Decision Making Panel, are able to see and hear the party or witness answering questions in real-time.

The Hearing Officer, Decision Makers, Complainant, Respondent, and their respective advisors will attend the hearing. The Title IX investigator, Title IX Coordinator and witnesses will be called to provide testimony if requested by the Decision Makers, parties or their respective advisors.

If a party does not have an advisor present at the live hearing, the College shall provide without fee or charge to that party, an advisor of the College's choice, who may be, but is not required to be an attorney.

The hearing process will consist of:

- Opening statement by Hearing Officer
- Review of hearing procedures, formal complaint and notice of allegations by Hearing Officer
- Review of potential hearing outcomes and sanctions by Hearing Officer
- Complainant Testimony
- Cross-examination of Complainant by Respondent advisor
- Testimony of Witnesses of Complainant
- Cross-examination of Complainant Witnesses by Respondent advisor
- Respondent Testimony
- Cross-examination of Respondent by Complainant advisor
- Witnesses of Respondent Testimonies
- Cross-examination of Respondent Witnesses by Complainant advisor
- Decision Maker inquiries
- Review of appeal process by Hearing Officer
- Closing statement by Hearing Officer
- Dismissal of parties
- Decision Maker deliberations

At the hearing, the Hearing Officer shall read the hearing procedures, notice of allegations, formal complaint, potential hearing outcomes, and potential sanctions. After the Hearing Officer concludes opening statements, the Complainant shall have the opportunity to present such oral testimony and offer such other supporting evidence as deemed relevant to the formal complaint. Subsequent to Complainant testimony, the Respondent advisor may conduct cross-examination. The Decision Makers may question the Complainant after the cross-examination.

The Complainant may call witnesses to provide testimony as deemed appropriate to the formal complaint. The Respondent advisor may conduct cross- examination of the witnesses. The Decision Makers may question the witnesses after the cross-examination.

The Respondent shall then be given the opportunity to present such testimony and offer such other evidence as deemed relevant to the Respondent's defense against the formal complaint. Subsequent to Respondent testimony, the Complainant advisor may conduct cross-examination. The Decision Makers may question the Respondent after the cross-examination.

The Respondent may call witnesses to provide testimony as deemed appropriate to the formal complaint. The Complainant advisor may conduct cross- examination of the witnesses. The Decision Makers may question the witnesses after the cross-examination.

Only relevant cross-examination and other questions may be asked of a party or witness.

During cross-examination, the advisor will pose each question orally to the Primary Decision Maker. The Primary Decision Maker will determine if the Complainant, Respondent, or witnesses may respond to the question. If the Primary Decision Maker chair determines that the question is not relevant, the Primary Decision Maker will explain the rationale for dismissing the question. Rape shield protection is provided for Complainants which deems irrelevant questions and evidence about a Complainant's prior sexual behavior unless offered to prove that someone other than the Respondent committed the alleged misconduct or if the questions and evidence concern specific incidents of Complainant's prior sexual behavior with respect to the Respondent and offered to prove consent.

If a witness or party is not available or declines cross-examination, the decision makers must not rely on any statement of that witness in reaching a determination regarding responsibility; provided, however, that the decision makers cannot draw an inference about the determination regarding responsibility based solely on a party or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

Upon conclusion of the presentation of the evidence and cross-examinations, the Hearing Officer shall read the appeal process and closing statements. The Complainant, Respondent, their respective advisors and all witnesses shall be dismissed.

The Decision Makers will deliberate to determine if the Respondent is deemed responsible and submit a written hearing report which contains:

- Identification of the allegations potentially constituting sexual harassment;
- a description of the procedural steps taken from the receipt of the formal complaint through determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- findings of fact supporting the determination;
- conclusions regarding the application of the College's code of conduct to the facts;
- a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the College imposes on the respondent, and whether remedies designed to restore or preserve equal access to the College's education program or activity will be provided by the College to the complainant; and
- the College's procedures and permissible bases for the complainant and respondent to appeal.

The Primary Decision Maker will submit the hearing report to the Hearing Officer within ten (10) business days of the live hearing.

The Hearing Officer will submit the hearing report simultaneously to the Title IX Coordinator, Complainant, Respondent, and their respective advisors within three (3) business days of receipt of the hearing report.

The College must provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the College provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator will retain the recording of the hearing, the hearing report, the investigative report, and all evidence obtained during the investigation and all evidence offered at the hearing.

Appeal Procedure

Appeals of a determination regarding responsibility and from the College's dismissal of a formal complaint or any allegations therein are available to both parties on the following grounds: (1) procedural irregularity that affected the outcome of the matter; (2) new evidence that was not reasonably available at the time the decision regarding responsibility or dismissal was made, that could affect the outcome; and/or (3) the Title IX Coordinator, Investigator, or a Decision Maker had a conflict of interest or bias that affected the outcome.

The President of Wallace Community College - Dothan or his/her designee shall be the appeal authority in upholding, rejecting, or modifying the recommendations of the Decision Maker Panel. The President or his/her designee shall not be bound in any manner by the recommendation(s) of the Decision Maker Panel, but shall take it (them) into consideration in rendering his/her decision.

Either party may file a written request with President requesting that the President review the decision of the Decision Maker Panel. The written request must be filed within ten (10) business days following the party's receipt of the hearing report. If the appeal is not filed by the close of business on the tenth (10th) business day following the party's receipt of the report, the party's opportunity to appeal shall have been waived.

As to all appeals, the College will:

- notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator.
- ensure the decision-maker(s) for the appeal complies with the standards set for in 34 C.F.R. § 160.45(b)(iii);
- give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- issue a written decision describing the result of the appeal and the rationale for the result; and
- provide the written decision simultaneously to both parties.

A decision on a party's appeal shall be rendered within 30 calendar days of the initiation of the appeals process. The time for decision may be extended for exigent circumstance or as may be otherwise agreed by the parties.

If the Respondent is also an employee of the College, the individual may also file a claim with the Equal Employment Opportunity Commission within 180 days of the alleged discriminatory act.

Retaliation Prohibited

Neither the College nor other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated in any manner an investigation, proceeding, or hearing conducted under this policy. Complaints alleging retaliation may be filed according to the grievance procedures included in the formal complaint process. The College shall keep confidential the identity of any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness except as may be permitted by FERPA statute, 20 U.S.C. 1232g or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

Title IX Sanctions for Students

Range of Possible Sanctions

On final determination of responsibility the following sanctions may be imposed against a respondent:

FOR STUDENTS:

- **Disciplinary Reprimand.** This may be an oral or written warning. It notifies a student that any further violation of College regulations may subject the student to more severe disciplinary actions.
- **Disciplinary Probation.** This is designated to encourage and require a student to cease and desist from violating College regulations. Students on probation are notified in writing that any further misbehavior on their part will lead to more severe action. Disciplinary Probation will be for the remainder of the existing semester and for all of the following semesters of attendance.
- **Disciplinary Suspension.** This excludes a student from the College for a designated period of time, usually not more than two semesters. While on suspension, a student will not be allowed to take any course at the College. At the end of the designated period of time, the student must make formal reapplication for admission.
- **Class Suspension.** A student may be suspended from attending one or more specified courses for improper behavior. Class suspensions are for the remainder of the semester, and the student will be assigned a letter grade of "F" for each course from which he/she is suspended.
- **Library Suspension.** A student may be suspended from using the library for improper or disruptive behavior in the library. Library suspension will be for a period of time not to exceed the remainder of the semester.
- **Disciplinary Expulsion.** This is the strongest disciplinary action. This category of severe penalty generally indicates the recipient may not return to the College.
    - Disciplinary expulsion normally would be the least-used disciplinary action and would be applied only to students who are guilty of chronic misbehavior or a major breach of conduct. The College reserves the right, but has no duty, to lift the probation against re-enrollment upon its consideration of a written application for readmission evidencing that the student has demonstrated an ability and readiness to comply with all College rules and regulations. The College will not consider such a request until at least one year from the date of expulsion.
- **Payment of Damages.** Charges will be assessed against a given student or students for the amount necessary to repair damage caused by student or students' behavior.

- **No Trespass Order.** A no trespass order may be issued for individuals who have been accused of and/or found in violation of sexual harassment.

- **No Contact Order.** A no contact order may be issued for individuals who have been accused of and/or found in violation of sexual harassment.

Title IX Sanctions for Employees

- Oral warning,
- Written warning,
- Letter of reprimand,
- Mandatory attendance at an educational program on discrimination, harassment, and/or sexual misconduct, or retaliation,
- Mandatory referral for psychological assessment and compliance with any resulting treatment plan
- Restriction of responsibilities,
- Reassignment or transfer to another department,
- Suspension without pay,
- Final written warning,
- Dismissal/termination of employment,
- No trespass order may be issued for individuals who have been accused of and/or found in violation of sexual harassment.
- No contact order may be issued for individuals who have been accused of and/or found in violation of sexual harassment.

Title IX Sanctions for Individuals Other than Employees or Students

- A no trespass order may be issued for individuals who have been accused of and/or found in violation of sexual harassment.
- A no contact order may be issued for individuals who have been accused of and/or found in violation of sexual harassment.

Informal Resolution

The College may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the College may not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the College may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the College does the following:

- provides to the parties a written notice disclosing: the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- obtains the parties' voluntary, written consent to the informal resolution process; and
- does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Title IX Grievance Summary

At any time in the grievance process the College may impose a temporary delay or limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.

Neither the College assigned Investigator or Decision Makers and any person who facilitates an informal resolution process shall require, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

The College's Title IX Coordinators, Investigators, Decision Makers shall all have received training for their respective roles prior to participating in a Title IX Complaint or grievance process. All materials used to train the Title IX Coordinators, Investigators, Decision Makers and any person who facilitates an informal resolution process may be found on the College's website at www.wallace.edu.

Title IX Coordinators

Employee's Contact

Ms. Keyashia Sheppard
Wallace Community College
1141 Wallace Drive
Dothan, AL 36303
Phone: 334-556-2557
Email: ksheppard@wallace.edu

Student's Contact

Ms. Shaletha Barnes-Blackmon
Wallace Community College
1141 Wallace Drive
Dothan, AL 36303
Phone: 334-556-2511
Email: sblackmon@wallace.edu

and/or

Assistant Secretary
U.S. Department of Education Office for Civil Rights
Lyndon Baines Johnson Department of Education Building
400 Maryland Avenue, SW
Washington, DC 20202-1100
Telephone: 800-421-3481
Fax: 202-453-6012; TDD: 800-877-8339
Email: OCT@ed.goc (mailto: OCR@ed.gov)

Information regarding the Title IX Coordinator and their role will be provided to all faculty, staff, students, applicants for admissions, and applicants for employment. Also, this information is available on the College website at www.wallace.edu under the Title IX webpage.

General Complaint and Grievance Procedures

Procedures outlined in this section do not apply to the following areas: Academic Grievances, Sexual Misconduct, 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 this *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 **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 the final step in the College's process**; however, any student wishing to appeal beyond this point may untilize the State Student Complaint process on page 243.

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 dean of the division. The **dean of the division** 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 the final step in the College's process**; however, any student wishing to appeal beyond this point may untilize the State Student Complaint process on page 240.

Any student who is uncertain of which college official to report a complaint under this section should seek guidance from the Dean, Student Success and Sparks Campus.

Policies and Procedures For Privacy Of Student Educational Records

Policies and Procedures For Privacy Of Student Educational Records

To comply with requirements of the *Family Educational Rights and Privacy Act of 1974* (FERPA), Wallace Community College has established the following policies and procedures. 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 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 *2012 FERPA Guide*, a publication of the American Association of Collegiate Registrars and Admissions Officers.

Education records *do not* include:

1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except temporary substitute for the maker of the record.
2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of §99.8.
3. Records relating to an individual who is employed by an educational agency or institution, that:
    a. are made and maintained in the normal course of business;
    b. relate exclusively to the individual in that individual's capacity as an employee; and
    c. are not available for use for any other purpose. (N.B. Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b) (3) (i) [see page 154] of this definition.)
4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
    a. made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity;
    b. made, maintained, or used only in connection with treatment of the student; and
    c. disclosed only to individuals providing treatment. For the purpose of this definition, “treatment” does not include remedial educational activities that are part of the program of instruction at the agency or institution.
5. Records created or received by an educational agency or institution after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student.
6. Grades on peer-graded papers before they are collected and recorded by a teacher.

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 they were 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 or is 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 of Student Affairs who will inform them of their right to a formal hearing. Students must make their request for a formal hearing in writing to the Dean of Student Affairs. The following procedures apply:

1. The hearing panel that will adjudicate such challenges will be the Admissions and Academic Standards Committee.
2. Within a reasonable period of time after receiving the written request for a hearing, the chairperson of the Admissions and Academic Standards Committee must inform students of the date, place, and time of the hearing, reasonably in advance of the hearing.
3. Students will be afforded a full and fair opportunity to present evidence relevant to the issue raised. They may be assisted or represented at the hearing by one or more individuals of their choice, including an attorney, at their own expense.
4. Decisions made by the Admissions and Academic Standards Committee must be in writing, must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. The decision should be delivered in writing to the student; the Dean of Student Affairs; 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:
        I. 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.
        II. 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.
        III. 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.

The *Family Educational Rights and Privacy Act of 1974* (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.**

The *Family Educational Rights and Privacy Act of 1974* (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 United States 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 a 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, including Ex Parte orders under the USA Patriot Act, 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 or non-forcible offense (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.
11. To officials of another institution of postsecondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
12. To the student.
13. Information that Wallace Community College has designated as *Directory Information*.
14. The disclosure concerns sex offenders and other individuals required to register under state or federal law.

Wallace Community College will inform parties to whom personally identifiable information is released that they are not permitted to disclose the information to others without the written consent of the student. The College will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

A list of the types of records that Wallace Community College maintains, their locations, and their custodians is provided is provided at the end of this handbook.

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 Guide* during Student Orientation, Advising, and Registration (SOAR).

Facsimile (FAX) Records

Wallace Community College will accept FAX transcripts for advising purposes only. An official transcript is required for admission to the College.

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 After 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.

Drug and Alcohol Abuse — Standards of Conduct and Enforcement, Public Notice Policy

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. If such prohibited possession, use, or distribution by a student or employee is confirmed, 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. Contact any College counselor 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. 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 Web sites are available for consumers desiring to obtain detailed information about campus crime data and athletic disclosure.

Campus Crime: https://ope.ed.gov/campussafety
Athletic Disclosure: https://ope.ed.gov/athletics

Hard copies of this information are available from 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 of Business Affairs.

Students and faculty and staff members must register vehicles routinely driven on campus at the College Police Department. Registration information includes student or employee 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
- Parking in disabled parking area
- Parking in no parking area
- Parking in reserved area
- Parking outside marked line
- Other parking violations
- Passenger riding outside vehicle
- Reckless driving
- Speeding
- Using improper or no tag
- Violating license restriction

Fines and Appeals

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.

The Wallace Community College Traffic Appeals Committee has been established to give students a process by which they may dispute parking tickets issued by the Wallace Police Department. The Appeals Committee will be composed of the Director of Student Life (chair), Student Government Association President, and Phi Theta Kappa President and will convene as needed to hear appeals and make binding rulings.

To appeal a parking ticket, students must complete a parking citation appeal form and return to the Office of Student Life no more than 7 working days after the ticket has been issued. Please keep in mind the following appeals will be automatically denied:

- Parking on the grass
- Parking in a staff parking spot
- Illegally parking in a handicap spot

Following receipt of the citation appeal form, the committee chair will schedule an appeal meeting, in which students will have an opportunity to voice their reasons for the appeal directly to the committee. The committee will then make a binding decision to uphold or deny the appeal. This decision will be conveyed to Wallace's Chief of Police, with a copy of the decision also being sent the Dean, Business Affairs.

If an appeal is upheld, the committee chair will be required to prepare a narrative explaining the committee's decision, which will then presented to Administrative Council. The Council may request additional explanation, at which point the committee chair will meet with the Council to defend the committee's decision.

The College Police Department is provided as a service to the College community and is supervised by the Dean of Business Affairs. Any questions or concerns regarding the College Police should be directed to the Dean of Business Affairs in Grimsley Hall on the Wallace Campus in Dothan.

State Student Complaint Process

In 2015, the Alabama Legislature vested oversight of the state's public two-year institutions of higher education (known as the Alabama Community College System (ACCS)) with the Alabama Community College System Board of Trustees. The Alabama Legislature further directed the Board of Trustees to delegate to the System's Chancellor the authority to act and make decisions concerning the management and operation of the community and technical colleges. The Chancellor is assisted in these duties by the staff of the System Office, formerly known as the Alabama Department of Postsecondary Education. Consumer and student complaints that are not resolved at the institutional level are thus arbitrated at the state level by the ACCS System Office.

The ACCS is committed to respecting and supporting the work of its member institutions and to providing a quality educational experience for all students. The objective of the student complaint process is to ensure that the concerns and complaints of students are addressed fairly and are resolved promptly. The Alabama Community College System requires each institution to establish its own procedures to address student

grievances and complaints. A student must exhaust his/her rights under the institution's official complaint/grievance policy before advancing any complaint to the System Office of Alabama Community College System. Students may file consumer/student complaints with the Alabama Community College System by following these procedures:

1. If, after exhausting all available institutional processes, a student's complaint remains unresolved, the student may appeal to the Alabama Community College System using the System's official *Student Complaint Form* or Online Student Complaint Form (see Appendix I – ACCS Student Complaint Form). Students may submit completed complaint forms using one of the following options:
   - Printing the form, signing it, and then either (1) scanning it and emailing it to complaints@accs.edu or (2) mailing it to:
     Alabama Community College System
     Attention: Division of Academic and Student Affairs
     P.O. Box 302130
     Montgomery, AL 36130-2130
   - Electronically submitting the form using the Online Student Complaint Form.
2. The Division of Student Success will investigate the complaint.
3. The institution which is the subject of complaint has 15 days to provide a written response to questions and/or concerns raised during the investigation. Such response may or may not contain a resolution.
4. The Division of Student Success will adjudicate the matter within 30 business days of receipt of complaint and write a report or letter to the institution and student detailing corrective action, if any is necessary, or stating that the school has no violation of policies.
5. If corrective action is needed the institution will have 30 days to comply or develop a plan to comply with the corrective action.
6. The System Office will monitor the institution's compliance to ensure the completion of any required corrective action.
7. The decision made by ACCS is final and cannot be appealed.

Location of Student Records

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 Admission (current and former students)	Admissions and Records Office, Grimsley Hall, Wallace Campus, 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 Success and Sparks Campus, Administration Building, Sparks Campus in Eufaula	Dean, Student Success and Sparks Campus
Admission—Associate Degree Nursing (ADN)	ADN Program Office, Health Science Building, Wallace Campus in Dothan	ADN Division Director
Admission—Emergency Medical Services (EMS)	EMS Program Office, Health Science Building, Wallace Campus in Dothan	EMS Program Director
Admission—Medical Assisting (MAT)	MAT Program Office, Health Science Building, Wallace Campus in Dothan	MAT Program Director
Admission—Physical Therapist Assistant (PTA)	PTA Program Office, Health Science Building, Wallace Campus in Dothan	PTA Program Director
Admission—Practical Nursing (PN), Dothan and Eufaula	PN Program Office, Health Science Building, Wallace Campus in Dothan	PN Division Director
Admission—Radiologic Technology (RAD)	RAD Program Office, Health Science Building, Wallace Campus in Dothan	RAD Program Director
Admission—Respiratory Therapist (RPT)	RPT Program Office, Health Science Building, Wallace Campus in Dothan	RPT Program Director

Disclaimer

This catalog includes policies, procedures, and program descriptions in effects at the time of publication. Wallace Community College reserves the right to change or modify information contained herein at any time. For the most up-to-date information, please review the online catalog at catalog.wallace.edu.

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WALLACE COMMUNITY COLLEGE

ASSOCIATE DEGREE NURSING

2022 - 2023

STUDENT HANDBOOK

Associate Degree Nursing
Student Handbook
2022-2023

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Welcome

Welcome to the Associate Degree Nursing (ADN) program at Wallace Community College. We are committed to providing students with a learning environment that is conducive to personal growth. Students are involved as active participants in a variety of guided learning experiences.

Students are fostered by the nursing faculty as they endeavor to reach their optimal potential. As experiences progress from simple to complex, the responsibility of learning is upon the student. Planning, implementation, and evaluation of the curriculum are the responsibility of the nursing faculty.

The Associate Degree Nursing Handbook has been developed to provide information about the nursing program; to clarify policies and to foster communication between students and faculty. It is imperative that the student becomes familiar with this information. Unless otherwise designated in a nursing course syllabus, these policies apply to each nursing course in which you enroll. **If, for any reason, routine progression through the program is interrupted, policies in the *Student Handbook* and *College Catalog* at the time of readmission will apply.**

The WCC College Catalog / Student Handbook (College Catalog) contains additional program information, as well as information and policies of the College. Students in the ADN program must abide by the policies of both the College Catalog and the ADN Student Handbook. Students accepted into the ADN program are responsible for the information in each of the aforementioned documents. Re-reading the College Catalog and ADN Student Handbook each semester is strongly recommended.

Notification of Policy Changes

The ADN program policies and information presented in the ADN Student Handbook are subject to change. If changes are made, all students in the ADN program will be notified in one or more of the following ways: announcement in class, Blackboard posting, email, printed memorandum, bulletin board postings, or U.S. mail.

Program Approval and Accreditation

The Associate Degree Nursing program is approved by the Alabama Board of Nursing (ABN) and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). Mailing addresses, telephone numbers and web addresses for the ABN and the ACEN are:

Alabama Board of Nursing
RSA Plaza, Suite 250
770 Washington Avenue
Montgomery, Alabama 36104
Telephone: (334) 293-5200 Fax: (334) 293-5201
Website: www.abn.alabama.gov

Accreditation Commission for Education in Nursing, Inc.
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
Telephone: (404) 975-5000 Fax: (404) 975-5020
Website: www.acenursing.org

Americans with Disabilities Act (ADA)

It is the desire of the Associate Degree Nursing program to comply with the Americans with Disabilities Act. Students needing disability services or information should contact the Compliance Officer on the applicable campus:

Wallace Campus	Dr. Ryan Spry – (334) 556-2587
Sparks Campus	Ms. Terri Ricks – (334) 556-4270

Nursing students may be denied the right to take the nursing licensure exam or may be penalized by the Alabama Board of Nursing in accordance with the Alabama Law Regulating Practice of Registered and Practical Nursing as stated below:

Alabama Administrative Code
Chapter 610-X-8 Disciplinary Action

610-X-8-.02 Grounds for Denial of a License.

The following may be grounds for denial of an application for initial licensure and/or temporary permit by examination or endorsement:

(1) Failure to meet any requirement or standard established by law or by rules and regulations adopted by the Board.

(2) Engaging in fraud, misrepresentation, deception, or concealment of a material fact in applying for or securing licensure or taking any examination required for licensure.

(3) A course of conduct that would be grounds for discipline under Rule 610-X-8-.03.

(4) Having disciplinary action pending or having had a license, registration, or certification for any health-related profession denied, conditionally issued, fined, reprimanded, censured, restricted, limited, placed on probation, suspended, revoked, or voluntarily surrendered, or otherwise encumbered in any state, territory or country.

(5) Having been court-martialed or administratively discharged by a branch of the United States Armed Forces for any act or conduct that would constitute grounds for discipline in Alabama under Rule 610-X-8-.03.

(6) Having engaged in conduct that is inconsistent with good moral character.

a. The decision as to whether the applicant has engaged in conduct that is inconsistent with good moral character is within the discretion of the Board of Nursing.

b. In determining whether the applicant has engaged in conduct that is inconsistent with good moral character, the Board may consider the applicant's criminal history, pattern of illegal conduct or disregard for the law, or other evidence bearing on the applicant's fitness and capacity for practice as a licensed nursing.

(7) Non-compliance with a monitoring agreement or contract with an alternative to discipline program or order issued in another jurisdiction pertaining to any license, certification, or registration for a health-related profession.

(8) Any other reasons authorized by law.

Author: Alabama Board of Nursing
Statutory Authority: Code of Alabama, 1975, §§ 34-21-21, 34-21-25.
History: Effective September 29, 1982. Amended April 27, 1984.
Repealed and Replaced: Filed January 29, 2002. Effective March 5, 2002.
Repealed and Replaced: Filed May 21, 2010. Effective June 25, 2010. Filed June 24, 2014. Effective July 29, 2014.

ALABAMA BOARD OF NURSING REGULATORY QUESTIONS

It is important for nursing students to know about the Alabama Board of Nursing's regulations on the review of candidates for eligibility for initial and continuing licensure. In order to practice nursing, ADN graduates must make application to a state board of nursing to sit for, and pass, the National Certification for Licensure by Examination (NCLEX-RN). Applicants for licensure in Alabama do this through the Alabama Board of Nursing (ABON). The ABON has provided the following as an example of the questions to which applicants for licensure in the state of Alabama will need to respond to. The Alabama Board of Nursing may deny licensure based on any history of issues as outlined in the following questions. You are strongly encouraged to be honest and completely transparent in your answers. For more information, visit www.abn.alabama.gov.

Students seeking licensure out of state will make application through the professional nursing regulatory agency in the state in which they wish to practice. Similar questions will be asked.

- 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."
- 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?
- Have you ever been arrested or convicted for driving under the influence of drugs/alcohol?
- 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?
- 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?
- 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?
- 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?
- Have you ever been placed on a state and/or federal abuse registry?
- Has any branch of the armed services ever administratively discharged you with any characterization of service besides "Honorable" and/or court-martialed you?

Questions about personal issues that appear to relate to any of the above should be directed to the Alabama Board of Nursing, or to the out-of-state professional nursing regulatory agency.

Wallace Community College is part of The Alabama Community College System (ACCS).

WCC NURSING MISSION STATEMENT

The mission of the nursing programs of the Alabama Community College System is to prepare graduates to practice safe, competent, patient-centered care in an increasingly complex and rapidly changing health care system. We seek to provide full and equal access to opportunities for education success to meet the community needs.

NURSING PHILOSOPHY

We believe that nursing is a dynamic profession, blending science with the use of evidence based practice and clinical reasoning and the art of caring and compassion to provide quality, patient-centered care.

We believe learning is an interactive process in which faculty and students share responsibility to meet program outcomes. We believe in using educational methods that are current and supportive of students in the teaching and learning environment, with the presentation of information from simple to complex.

Nursing is guided by standards of practice and standards of professional performance. Standards reflect the values and priorities of the nursing profession. Therefore, we have integrated competencies from the Quality and Safety Education for Nurses (QSEN) and National League of Nursing (NLN) into our philosophy as part of our core values.

COMPETENCIES

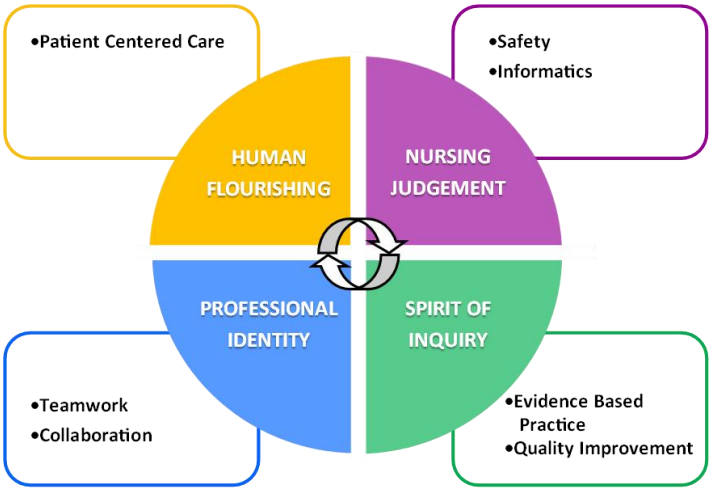
NLN competencies for nursing are central to the conceptual framework. The related QSEN competencies for graduate nurses define the knowledge, skills, and attitudes that the graduate nurse should possess to continuously improve the quality and safety of the healthcare systems within which they work. (QSEN)

- **Human Flourishing** – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. (NLN, 2010)
    - **Patient-Centered Care** – Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs. (QSEN, 2012)
- **Nursing Judgement** – Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patient within the family and community context. (NLN, 2010)
    - **Safety** – Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. (QSEN, 2012)
    - **Informatics** – Use of information and technology to communicate, manage knowledge, mitigate error, and support decision making. (QSEN, 2012)
- **Professional Identity** – Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. (NLN, 2010)
    - **Teamwork and Collaboration** – Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. (QSEN, 2012)
- **Spirit of Inquiry** – Examine the evidence that underlies clinical nursing practice to challenge the status quo, questions underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. (NLN, 2010)
    - **Evidence-based Practice** – Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN, 2012)
        - **Quality Improvement** – Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN, 2012)

CONCEPTUAL FRAMEWORK

The conceptual framework derived, from the philosophy, forms a basis for the organization and structure of the nursing curriculum. This framework serves as a guide for nursing instruction in the attainment of student learning outcomes.

The framework consists of concepts that encompass the qualities of a successful graduate nurse. NLN competencies were chosen because they specifically define the competencies of the graduate Associate Degree Nurse. QSEN competencies reflect current contemporary practice. Concepts interlace NLN and QSEN competencies to achieve the goal of providing graduate nurses with the tools needed to provide holistic care in an ever-changing health care delivery system. Each competency includes knowledge, skills, and attitudes to serve as a basis for consistent performance expectations across academic and practice settings.



EXPECTED NURSING PROGRAM OUTCOMES

1. **Performance on Licensure Exam**: The licensure exam pass rate will be at or above the national mean for first-time writers.
2. **Program Completion**: At least 75% of the students admitted will graduate within 150% of the time of the stated program length beginning with the first required nursing course as delineated below:
    - *Associate Degree Nursing* – eight semesters
    - *LPN-RN Mobility option with NUR200* – six semesters
    - *LPN-RN Mobility option without NUR200* – five semesters
    - *Practical Nursing* – five semesters
    - *Part-time Practical Nursing and ADN options* – one and one half times the semester length of the respective program
3. **Program Satisfaction**: At least 80% of graduates responding to the graduate survey distributed within one year after graduation will indicate satisfaction with the program. At least 80% of employers responding to the employer survey distributed within one year after graduation will indicate satisfaction with the program.
4. **Job Placement**: At least 90% of the graduates seeking employment will be employed one year after graduation in a position for which the program prepared them.

*Individualized end of program student learning outcomes and program learning outcomes will be further defined in each course.

LEVEL OBJECTIVES

The nursing curriculum is based on two levels of objectives. Students in the nursing program are guided through a logical progression of simple to complex. Level one is the application level, while level two incorporates application, analysis, and synthesis. All objectives for nursing courses are written at the comprehensive and application level.

Level I Objectives

At completion of Level I, the associate degree nursing student will be able to:

1. Demonstrate competency in performing basic nursing skills for individuals with common health alterations.
2. Utilize foundational knowledge of the communication process in providing nursing care for clients across the lifespan.
3. Apply foundational knowledge of the nursing process in providing nursing care for clients across the lifespan.
4. Utilize critical thinking skills in formulating a plan of care for clients with common health alterations in a variety of settings.
5. Illustrate a teaching/learning plan for culturally diverse clients with common health alterations in a variety of settings.
6. Develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
7. Utilize relevant technology for client care and documentation.
8. Demonstrate professional behaviors associated with nursing.

Level II Objectives

At completion of Level II, the associate degree nursing graduate will be able to:

1. Demonstrate proficiency in performing advanced nursing skills for individuals with health alterations in a variety of settings.
2. Apply therapeutic communication techniques in providing advanced nursing care for clients throughout the lifespan.
3. Apply foundational knowledge of the nursing process in providing advanced nursing care for clients throughout the lifespan.
4. Utilize critical thinking skills in providing collaborative care for clients with selected health alterations in a variety of settings.
5. Formulate a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of settings.
6. Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
7. Examine relevant technology for client care and documentation.
8. Demonstrate professional behaviors and roles of a registered nurse upon entry into practice.

Communication

Communication is an important part of the Associate Degree Nursing program. Important information is communicated in a variety of ways to include announcements in class, mail, telephone, e-mail, Blackboard, the WCC website, OneACCS/MyWCC, and bulletin boards.

FACULTY

Each semester, faculty members coordinate office hours around their instructional duties. *Students should make appointments to interact with faculty members during these times.* Faculty members can be contacted in person or via Blackboard, phone, or email.

Students are responsible for information given in class or clinical. This information comes from the instructor. Please contact your instructor directly instead of calling the ADN Program Office. In the event that a faculty member is not available for phone calls, they can alternatively be reached through Blackboard or email.

STUDENTS

It is very important that students maintain current contact information in the ADN Program Office. Changes regarding a name, mailing address or phone number must be updated in both the ADN Program Office and the Office of Admissions in Grimsley Hall.

BLACKBOARD

All courses at WCC are web-enhanced using Blackboard. Instructors use Blackboard as a primary means of communication with students.

WCC STUDENT EMAIL

WCC email is assigned for all enrolled students. Students are encouraged to use their student email account. It is recommended that students become familiar with their WCC student email account and check it on a regular basis.

To login to student email go to www.wallace.edu and click on “I Am A ‘Current Student’” then on “Wallace Email”.

For more information or assistance, email helpdesk@wallace.edu or call (334) 556-2464.

EMERGENCIES

If you feel that the situation is life threatening or are uncertain as to the exact nature of the emergency, dial “9-1-1” directly and tell them your location on campus. For non-life threatening situations, contact the closest WCC employee for assistance.

WCC ALERT

Students are encouraged to sign up for “WCC Alert” by visiting www.wallace.edu/wccalert. This alert system provides mass electronic notification of emergency information to the campus community via email, text message, the WCC homepage, etc. Examples of emergencies include weather closings or delays, natural disaster, man-made disaster, active shooter, or other emergency as determined by College administrators. This service is free. (Standard text messaging rates will apply.)

Contact Information

Wallace Community College
1141 Wallace Drive
Dothan, AL 36303
Phone: (334) 983-3521 or (800) 543-2426
www.wallace.edu

ADN Program Office
Phone: (334) 556-2262
Fax: (334) 556-2530

CAMPUS POLICE

Students can contact the campus police at any time by calling **(334) 798-1381**.

ADMINISTRATIVE STAFF

Name	Extension	E-mail
Buntin, Ms. Kathy – Associate Dean, Health Sciences	2292	kbuntin@wallace.edu
McKnight, Ms. Sheila – Associate Dean, Health Sciences Secretary	2448	smcknight@wallace.edu
Spivey, Dr. Jackie - Director, ADN Program	2407	jspivey@wallace.edu
Blackmon, Ms. Michelle - ADN Program Secretary	2262	mblackmon@wallace.edu
Clenney, Ms. Karen – Simulation Center Coordinator	2365	kclenney@wallace.edu
Craig, Ms. Laricia – Health Science Resource Center Coordinator	2504	lcraig@wallace.edu

FACULTY

Name	Extension	E-mail
Aliabadi, Ms. Leighann	6803	laliabadi@wallace.edu
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DuBose, Dr. Wendy	2606	wdubose@wallace.edu
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Williford, Ms. Patricia	2582	pwilliford@wallace.edu
Wynn, Ms. Janice	2384	jwynn@wallace.edu

STUDENT ID POLICY

I. *Purpose*

a. To enhance the safety and security of all personnel on Wallace Community College's campuses, ALL students will be required to obtain a photo identification card.

b. This student ID will serve as the official means of identification for Wallace Community College.
   i. Unless a student loses/misplaces ID card, it will only need to be issued once.
   ii. The first issued student ID is FREE. All replacements will cost $10.
      1. Receipts from the Wallace Community College Business Office must be provided before being issued a replacement ID.

c. Students will be required to wear student ID on their person at all times while on campus. Individuals no wearing proper identification will be asked what business they have on campus:
   i. If the answer is satisfactory (i.e. potential applicant filing for admissions/financial aid, visitors on campus tour), that individual will be allowed to continue with his or her business and immediately leave campus upon completion of that business.
   ii. If individuals claim to be a student, College officials shall ask for their student ID. If none can be provided, the individuals will be asked to leave campus until they can return with a valid WCC student ID. Those who resist will be escorted off campus by the College Police and further disciplinary action may be taken if necessary.

d. This initiative will provide a high quality, single-card system that allows efficient access to all card-related services throughout the college.

e. This will also enable WCC to seek new and expanded uses of the card through improved and advanced technology.

II. *Scope*

a. Students will be required to obtain a student ID card before attendance verification, as faculty will not allow a student to attend class without an ID past this date.
   i. Dates and times of ID drives will correspond with this time frame and will be announced at the beginning of each term.

b. The student ID will also be used for discounts at local businesses on specified days (discount specifics found on back of student ID).

III. *Photo ID Policy*

a. Students will be required to present proper government-issued photo identification before and ID card is issued.

b. For ID pictures, Wallace Community College requires individuals to remove any items not worn as part of their daily appearance. The only exceptions are items worn for cultural or religious purposes.
   i. All bandanas, hats, sunglasses, visors, etc. are to be removed before picture is taken.

Approved: 02-23-2011

TOBACCO-FREE POLICY

Wallace Community College is committed to providing a safe and healthy environment for its employees, students and visitors. The College recognizes the right of persons to make their own decisions about their personal use of tobacco products away from the College. However, in light of findings of the U.S. Surgeon General that exposure to secondhand tobacco smoke and use of tobacco products are significant health hazards, it is the intent of the College to establish a tobacco-free environment on its campuses and in its vehicles. Consequently, the use, distribution, or sale of tobacco products, including the carrying of any lighted smoking instrument, in College buildings or in or upon other College premises or inside College-owned, rented or leased vehicles, is prohibited. Wallace Community College employees, students, and visitors are not permitted to use tobacco products inside their private vehicles while on College property.

For the purposes of this policy, a tobacco product is defined as all tobacco-derived or containing products, including and not limited to, cigarettes (e.g., clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, hookah smoked products, pipes and oral tobacco (e.g., spit and spitless, smokeless, chew, snuff) and nasal tobacco. It also includes any product intended to mimic tobacco products, contain tobacco flavoring or deliver nicotine, to include water vapor emitting products. All College employees, students, visitors, and contractors are required to comply with this policy, which shall remain in force at all times. Any College employee or student found to be in violation of the tobacco-free policy will be subject to a monetary fine. Tickets will be issued by College Police officers for violations of the College tobacco-free policy. Monetary fines will be imposed as listed below, depending on whether the offender is an employee or student. Any visitor or contractor found to be violating the policy shall be asked to discontinue the disallowed activity, and any failure by a visitor or contractor to discontinue the disallowed activity after being requested to do so shall result in the visitor or contractor being escorted off the College premises by the College Police.

Student Fines

Any Wallace student found to have violated this policy shall be subject to the following fines:

- 1st student ticket – Warning
- 2nd student ticket - $25.00 fine

All fines must be paid within 7 days of ticketing. Fines that are not paid within the 7 days shall automatically double in amount. A student who has a pending fine or fines may not register for classes nor have transcripts released until all fines are paid in full. Any student desiring to appeal a fine arising from the finding of a tobacco-free violation under this policy may do so with the appropriate Campus Dean.

AUDITING FOR HEALTH SCIENCE CLASSES

Effective September 12, 2012, as approved by the Health Advisory Committee and as declared by The Alabama Community College System (ACCS), there shall be no auditing allowed for any health science classes.

BACKGROUND SCREENING POLICY FOR STUDENTS IN THE HEALTH SCIENCES

I. **Policy Purpose**

A. Education of Health Science students at Wallace Community College requires extensive collaboration between the institution and its clinical affiliates.

B. The College and clinical affiliates share an obligation to protect, to the extent reasonably possible, recipients of health care from harm.

C. The College desires to ensure that the health and safety of students and patients are not compromised and acknowledges that clinical affiliation agreements exist to provide students with quality clinical education experiences.

II. **Standards of Conduct and Enforcement Thereof**

A. Clinical affiliation agreements for programs within the health sciences contain contractual obligations to comply with the requirements set forth by health care facilities.

B. Student enrolled in a health program at Wallace Community College must conform to the rules, policies, and procedures of the clinical affiliate in order to participate in clinical learning experiences.

C. Wallace Community College requires background screening of all students choosing to enroll in a program within the Health Sciences.

III. **General Guidelines**

A. Any student accepted into, currently attending, or re-admitting to any program within the Health Sciences at Wallace Community College will be required to undergo an initial background screen.

B. Types of screening to be conducted

1. Social Security Number Trace / ID Search to verify that the Social Security Administration issued the number provided by the individual and that it is not listed in the files of the deceased. The SSN trace will also locate additional names and addresses that may assist in locating jurisdictions for additional criminal searches.

2. Unlimited County Criminal Record Verifications to identify criminal convictions for all names and addresses revealed on the Social Security Trace.

3. The Alabama Statewide Search includes criminal convictions since 1987. These records contain information submitted to the State by courts from each county to other criminal justice agencies.

   a) FACIS (Fraud and Abuse Control Information System) Database Searches to identify adverse actions of individuals and entities in the health care field, including information on disciplinary actions ranging from exclusions and debarments to letters of reprimand and probation. Among others, searches include the OIG, GSA, OFAC and National Terrorist Watch List.

   b) Office of the Inspector General (OIG) List of Excluded Individuals/Entities identifies those individuals who have committed offenses deeming them ineligible to care for patients receiving Medicare, Medicaid and other Federal health care benefits.

c) General Services Administration (GSA) Excluded Parties List Service identifies the List of Parties Excluded (EPLS) that identifies those excluded throughout the US Government from receiving Federal contracts and certain types of Federal financial/non-financial assistance/benefits.

d) Office of Foreign Assets Control (OFAC) List of Specially Designated Nationals (SDN) includes individuals associated with terrorism and Narcotics Trafficking.

e) National Terrorist Watch List contains names of international terrorism suspects and those of people who aid them.

4. National Sex Offender Public Registry, maintained by the U. S. Department of Justice, returns complete profiles of sex offenders, including their convictions.

5. Professional License, Certification, or Designation Verification confirms validity of professional license(s) claimed by an individual. Verification usually consists of license type, date of issuance, expiration date, current standing and existing restrictions, if any, on the license. Disciplinary actions or suspensions may also be disclosed based on availability from the licensing authority.

IV. **Student Guidelines**

A. Consent

1. Submission of all information disclosed in the process of requesting a background screening will be the responsibility of the student.

2. The *Disclosure & Authority to Release Information* form required in on-line creation of an account through the College-approved vendor must be signed by the student.

3. A *Background Screening Consent and Release Form* containing appropriate signatures must be submitted to and a copy kept on file in the applicable health program office student file.

4. An *Acknowledgement of Receipt of the Background Screening Policy for Students in the Health Sciences* form containing appropriate signatures must be submitted and a copy kept on file in the applicable health program student file.

B. Procedure Policies

1. Background screens will be scheduled and conducted by a College-designated vendor in accordance with program specific admission deadlines and/or semester start dates. Background screens performed by any other vendor or agency will not be accepted.

2. Students reinstated to a health program after an absence from program coursework of one semester or more, will be required to submit a screening update to the College-approved vendor.

3. All expenses associated with background screening, whether initial screens or updates, are the responsibility of the student.

   a) Any applications of financial aid resources must follow aid-specific guidelines approved by the provider.

   b) Any expenses not applicable to financial aid resources must be provided by the student.

4. Failure to complete the background screen by the published deadline and/or refusing to sign the consent, disclosure, and/or release authorization form(s) will prohibit a student from attending health program courses.

   a) The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.

   b) If the student does not officially withdraw, applicable procedures will be applied, including the use of a "never attend (NA)," "cease to attend (CA)," or "withdrawal failing (WF)" designation.

5. A student who experiences extenuating circumstances that prohibit completion of the background screen by the deadline should contact the Associate Dean, Health Sciences. In the event that a student is allowed to proceed with background screening beyond the designated deadline, he/she will not be allowed to attend any clinical experiences until the full background screen process is completed.

V. **Results**

A. Results of background screening are confidential and will be released only to the individual student and to the approved College designee.

B. If required by affiliate contracts, clinical affiliates will be provided with a copy of negative results for students assigned to the specific agency.

C. Receipt of a positive background screening report will require further review by the College designee and appointed affiliate representatives.

1. Background screens which could render a student ineligible to obtain clinical learning experiences include, but are not limited to:

   a) Certain convictions or criminal charges which could jeopardize the health and safety of patients.

      (1) Crimes against the person, such as battery or assault.

      (2) Crimes based on dishonesty or untruthfulness, such as theft or embezzlement.

   b) Drug or substance abuse-related crimes, including but not limited to, use, manufacture, distribution, possession, and/or purchase of illegal substances

   c) Sanctions or debarment.

   d) Felony or repeated misdemeanor activity.

   e) Office of the Inspector General violations including inclusion of one's name on an excluded party list.

   f) Other crimes as deemed ineligible by appointed affiliate representatives

2. In the event of a positive background screen, the student will be notified of the results by the College designee and the screening vendor.

3. Students will be provided an opportunity to challenge the accuracy of reported findings through the Adverse Action process provided by the College-approved vendor.

4. Students with a positive background screen will not be allowed to participate in clinical assignments pending resolution of the background finding.

5. Students who are unable to resolve positive background findings will not be allowed to continue in a health program at Wallace Community College. The student will be advised by the College designee as to their future eligibility for program re-entry and the mechanisms for readmission application to a health program.

      (1) The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.

      (2) If the student does not officially withdraw, applicable procedures will be applied, including the use of a "never attend (NA)," "cease to attend (CA)," or "withdrawal failing (WF)" designation.

D. Background screening results will be securely filed in the office of the College designee.

E. Any conditions associated with positive background screens, which, upon review by designated clinical affiliate representatives are deemed allowable, may still have licensure implications upon graduation from a health program.

ESSENTIAL FUNCTIONS
FOR ACCS NURSING PROGRAMS

The Alabama Community College System (ACCS) endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective, and social abilities are required in unique combinations to provide safe and effective nursing care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression, and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the nursing programs with or without reasonable accommodations. The nursing programs and/or its affiliated clinical agencies may identify additional essential functions. The nursing programs reserve the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the nursing program, one must possess a functional level of ability to perform the duties required of a nurse. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary by the Alabama Community College System nursing programs. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations made will be determined and applied to the respective nursing program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for nursing program admission, progression, and graduation and for the provision of safe and effective nursing care. **The essential functions include but are not limited to the ability to:**

Performance Category	**Essential Functions**
Sensory Perception	
Visual	• Observe and discern subtle changes in physical conditions and the environment • Visualize different color spectrums and color changes • Read fine print in varying levels of light • Read for prolonged periods of time • Read cursive writing • Read at varying distances • Read data/information displayed on monitors/equipment
Auditory	• Interpret monitoring devices • Distinguish muffled sounds heard through a stethoscope • Hear and discriminate high and low frequency sounds • produced by the body and the environment • Effectively hear to communicate with others
Tactile	• Discern tremors, vibrations, pulses, textures, temperature, shapes, size, location and other physical characteristics
Olfactory	• Detect body odors and odors in the environment
Communication/ Interpersonal Relationships	• Verbally and in writing, engage in a two-way communication and interact effectively with others from a variety of social, emotional, cultural, and intellectual backgrounds • Work effectively in groups • Work effectively independently • Discern and interpret nonverbal communication • Express one's ideas and feelings clearly • Communicate with others accurately in a timely manner • Obtain communications from a computer

Performance Category	Essential Functions
Cognitive/Critical Thinking	• Effectively read, write and comprehend the English language • Consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings • Demonstrate satisfactory performance on written examinations including mathematical computations without a calculator • Satisfactorily achieve the program objectives
Motor Function	• Handle small delicate equipment/objects without extraneous movement, contamination, or destruction • Move, position, turn, transfer, assist with lifting or lift, and carry clients without injury to clients, self or others • Maintain balance from any position • Stand on both legs • Coordinate hand/eye movements • Push/pull heavy objects without injury to client, self, or others • Stand, bend, walk and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the client, self, or others • Walk without a cane, walker, or crutches • Function with hands free for nursing care and transporting items • Transport self and client without the use of electrical devices • Flex, abduct, and rotate all joints freely • Respond rapidly to emergency situations • Maneuver in small areas • Perform daily care functions for the client • Coordinate fine and gross motor hand movements to provide safe effective nursing care • Calibrate/use equipment • Execute movement required to provide nursing care in all health care settings • Perform CPR and physical assessment • Operate a computer
Professional Behavior	• Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance, and a healthy attitude toward others • Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client • Handle multiple tasks concurrently • Perform safe, effective nursing care for clients in a caring context • Understand and follow the policies and procedures of the College and clinical agencies • Understand the consequences of violating the student code of conduct • Understand that posing a direct threat to others is unacceptable and subjects one to discipline • Meet qualifications for licensure by examination as stipulated by the Alabama Board of Nursing • Not to pose a threat to self or others • Function effectively in situations of uncertainty and stress inherent in providing nursing care • Adapt to changing environments and situations • Remain free of chemical dependency • Report promptly to clinicals and remain for 6-12 hours on the clinical unit • Provide nursing care in an appropriate time frame • Accepts responsibility, accountability, and ownership of one's actions • Seek supervision/consultation in a timely manner • Examine and modify one's own behavior when it interferes with nursing care or learning

Upon admission, an individual who discloses a disability can request reasonable accommodations. Individuals will be asked to provide documentation of the disability in order to assist with the provision of appropriate reasonable accommodations. Wallace Community College will provide reasonable accommodations, but is not required to substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the College. In order to be admitted, one must be able to perform all of the essential functions with or without reasonable accommodations.

If an individual's health changes during the program of learning, so that the essential functions cannot be met with or without reasonable accommodations, the student will be withdrawn from the nursing program. The nursing faculty reserves the right at any time to require an additional medical examination at the student's expense, in order to assist with the evaluation of the student's ability to perform the essential functions.

Requests for reasonable accommodations should be directed to:

Wallace Campus	Dr. Ryan Spry	(334) 556-2587
Sparks Campus	Ms. Terri Ricks	(334) 556-4270

HEALTH RECORDS POLICY

Validation and documentation of required health records must be received in the ADN Program Office by all students enrolled in the ADN program. **Students that fail to submit required records by the announced deadline(s) will not be allowed to continue in the program.**

NOTE: Any changes or updates will be communicated, as needed. WCC operates in conjunction with local clinical facilities and all nursing students are subject to the requirements of those facilities in order to complete clinical nursing courses. Examples of this would be requirements for annual flu vaccination or COVID19-related documentation.

All students are required to have a physical examination at the student's expense. The physical examination / health requirements protect the student by identifying any potential or real health problems that may be exacerbated by the demands of the clinical portion of the program.

Health professions are strenuous, both physically and psychologically. The student's ability to handle these demands must be established. It is also imperative that students do not expose clients or agency personnel to communicable disease, or risk their safety due to the inability to handle the physical or psychological stress of client care.

The following are required for ALL students:

1. PHYSICAL EXAMINATION – A **physical examination**, completed within the past year, is required for all new students. The physical must be signed by a licensed physician or nurse practitioner. The examination must be documented on the Program's **standardized health examination form** as required by The Alabama Community College System. New students and any student returning to the Associate Degree Nursing program after an absence of one (1) year must submit current completed health forms.

2. IMMUNIZATIONS / TITERS – It is the student's responsibility to keep all health records current. **Documentation of any required updates should be submitted to the ADN Program Office as soon as possible.** The following are required:

   Tetanus (Tdap) Vaccine Students entering the ADN program must provide documentation of an adult **Tdap vaccine** (tetanus, diphtheria, and pertussis). If the documented Tdap vaccine is over ten (10) years old, documentation of a Td (tetanus and diphtheria) or Tdap booster that is less than ten (10) years old is also required. An update is required every ten (10) years.

TB Skin Test

A **two-step** TB Skin Test is required to enter the ADN program. This consists of one test followed by a second test 7-21 days later. The results cannot be more than four (4) weeks apart. *An annual one-step TB Skin Test is required each subsequent year.*

In lieu of a two-step TB Skin Test, students can present documentation of a **TB blood test**. *An annual TB blood test or one-step TB Skin Test is required each subsequent year.*

Students who are unable to receive the TB skin test due to a previously positive TB result or previous BCG vaccination, must submit documentation stating such along with documentation of a clear **chest x-ray**. Completion of an annual *Tuberculosis Questionnaire* (provided by the WCC health program) will also be required.

MMRV Titer

A **MMRV (Measles, Mumps, Rubella, and Varicella) titer** is required to enter the ADN program.

If any results are negative or non-immune, the student must sign the *MMRV Waiver Form* (provided by the WCC health program) and submit it with the negative or non-immune results. The student is advised to consult with a physician regarding precautions to prevent infection. Results must be within the past five (5) years.

Proof of vaccination is not required and will not be accepted in place of titer results.

Hepatitis B

A **Hepatitis B titer** is required to enter the ADN Program.

If the results are negative or non-immune, the student must sign the *Hepatitis B Waiver Form* (provided by the WCC health program) and submit it with the negative or non-immune results. The student is advised to consult with a physician regarding precautions to prevent infection. Results must be within the past five (5) years.

Proof of vaccination is not required and will not be accepted in place of titer results.

3. CONTINUING HEALTH STATUS – It is a student's responsibility to notify the nursing faculty of any changes in his/her health status, i.e. pregnancy, surgery, injuries, Additional examinations from a health care provider, with documentation of results, may be required by an instructor for any changes in a student's health status.
4. PROFESSIONAL LIABILITY INSURANCE – Students in the ADN program are required to purchase professional liability insurance (malpractice insurance) through the College, each semester they enroll in a nursing course with a clinical component. This fee is added to your course registration as **NUR000** and is to be paid at registration each applicable semester. **The blanket policy only provides coverage for incidents occurring during required clinicals and it expires at the end of each term.**
5. **HEALTH INSURANCE – Wallace Community College and the ADN Program do not provide health insurance coverage for students. Students are responsible for costs incurred as a result of an accident/injury in the clinical or college laboratory. This may include follow-up testing and/or treatment mandated by the program/clinical agency. Students are not entitled to any Workmen's Compensation benefits from agencies. Health insurance coverage is strongly recommended.**

IMPORTANT:

- It is the student's responsibility to ensure that all records are submitted and are up to date. **ANY STUDENT WHO FAILS TO MEET ANNOUNCED DEADLINES FOR EACH SEMESTER WILL BE REMOVED FROM CLASS, LAB, CLINICAL, ETC. AND WILL NOT BE ALLOWED TO RETURN UNTIL ALL RECORDS ARE IN COMPLIANCE.**
- Updates to health records may be required while a student is enrolled in the ADN program, i.e. TB skin test, CPR, Tdap, etc. **ALL UPDATES MUST BE PRESENTED ON THE FIRST DAY OF CLASS AND MUST BE GOOD FOR THE ENTIRE SEMESTER.** For example, TB skin tests are required annually for all students. If the semester begins on January 10th and ends on May 5th, and your TB skin test expires March 3rd, you will have to update your information prior to January 10th in order to have it available for class and to be current for TB throughout the semester.
- **STUDENTS MUST KEEP PERSONAL COPIES OF ALL HEALTH-RELATED RECORDS**. Re-submission of records may be requested by ADN Program personnel at any time. Copies of records WILL NOT be provided back to students. In the event the student requires a copy of any health related record, he or she must seek it from the original source, i.e. the healthcare provider.

WCC ADN SOCIAL MEDIA POLICY

The term Social Media includes, but is not limited to social networking sites such as Facebook, Linked-In, Twitter, Instagram and any other site that is normally considered under social networking.
Students are advised to use social media cautiously. Any disclosure, intentional or unintentional, of information that could lead to the identification of a patient will result in appropriate disciplinary actions up to suspension from the college. Removal of an individual's name, or face, or image is not sufficient to protect identity or confidential information. The use of privacy settings that are available on many social networking sites, does not guarantee that information will not appear in public and is thus not deemed sufficient to protect confidential patient information. There is no such thing as a "private" social media site.
Students are not to make negative, disparaging, or unprofessional remarks about the college, fellow students, instructors, patients (either a generalized or specific group of patients, or an individual), patient visitors, clinical sites or other health care professionals through social media. Students will be held responsible for their postings as well as postings in response to them. Any negative or disparaging remarks, intentional or unintentional, through social media will be considered unprofessional and a form of misconduct. This type of misconduct will be subject to appropriate disciplinary actions. Students should assume that anyone including fellow students, instructors, patients and patient families, as well as employees of the clinical facilities can read any posting.

The following guidelines are to be followed:

- Students may not access or post to social media sites during class, lab or clinical time.
- Students must not save or transmit confidential, identifying or sensitive patient information on your personal computer or other electronic device.
- E-mail or texting correspondence with faculty should be treated as public and should not include patient identifying information.
- Students must comply with clinical agency regulations regarding use of computers, cameras, electronic devices, cell phones and social media while present in the facility.
- Student should report breaches of this policy to an instructor promptly.

SUBSTANCE ABUSE CONTROL POLICY FOR STUDENTS IN THE HEALTH SCIENCES

1) Policy Purpose

a) 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 or employee.
b) As stipulated by agencies with which Wallace Community College contracts for clinical experiences, health program students and faculty must abide by agency policies, including the substance abuse control policy and any subsequent revisions to the policy.

2) Standards of Conduct and Enforcement Thereof

a) Any incident relating to alcohol or drug use by students should be reported to the Associate Dean, Health Sciences.
b) In the event of confirmation of such prohibited possession, use, or distribution by a student, 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, program dismissal, college suspension or expulsion.
c) If any student shall engage in any behavior prohibited by this policy, which is also a violation of Federal, State, or local law or ordinance, that student shall be subject to referral to law enforcement officials for arrest and prosecution.

3) General Guidelines

a) Policies governing substance abuse include pre-clinical drug screening, random drug screening, and reasonable cause drug screening, should the student exhibit behaviors indicative of substance abuse during their participation in courses and/or activities offered by Wallace Community College.
b) Laboratory Requirements
    i) Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
    ii) Laboratories certified by the Substance Abuse and Mental Health Services Administration, U. S. Department of Health and Human Services (HHS), will be used to perform confirmatory drug testing analysis.

c) Persons to be Tested
   i) Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
   ii) Any faculty member, whether full or adjunct, responsible for clinical supervision of students enrolled in a health science program at Wallace Community College will be required to abide by this policy.

4) Student Guidelines

a) Pre-clinical Screening

i) Students granted initial admission to any health science program at Wallace Community College will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
ii) Students transferring into a health science program, readmitting to a health science program, and/or enrolling in individual courses containing a clinical component will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
iii) A signed consent to drug screening will be maintained on file for each health science student. Screening will be scheduled and conducted according to established guidelines at a cost agreed upon by laboratory facility and College representatives. Costs related to admission and random drug testing will be the responsibility of the student.
iv) Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
v) Students failing to complete drug screening as required will be prohibited from participation in and completion of the clinical and/or laboratory component of required courses.
vi) In accordance with policies found in the Wallace Community College Catalog/Student Handbook, students who are unable to complete course requirements due to positive drug screens will be allowed to withdraw from applicable courses.
vii) Readmission to health science programs will follow guidelines established by each health program.

b) Reasonable-Suspicion Screening

i) While participating in clinical experiences and/or College activities, students may be required to submit to reasonable suspicion testing. Reasonable suspicion is defined as follows:
   (a) Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; abnormal conduct or erratic behavior while in class or on the clinical unit; deterioration in performance; a report of drug use provided by reliable and credible sources which has been independently corroborated; evidence of tampering with a drug test; information that the individual has caused or contributed to an incident in a clinical agency; evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on the premises of the College or a clinical agency.
ii) Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

c) Positive Screens

i) No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
ii) Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
iii) Wallace Community College encourages students to seek professional help for a drug related problem. Follow-up treatment will be at the discretion of the student and all expenses incurred will be the responsibility of the student.
iv) With exception of legal actions that require access to test results; all records will be secured in locked files with access limited only to stated College officials and his/her designees.

d) Readmission

i) Students withdrawing from a health science program due to a positive drug screen will be considered for readmission in accordance with standard guidelines stipulated by the applicable program and will have the same rights and responsibilities as those available to other students.
ii) Prior to making application for readmission, students dismissed or withdrawing from a health science program related to a positive drug screen must submit verification of completion of a substance abuse treatment program to the appropriate College designee.
iii) Students readmitted to a health science program following violation of policies aimed at substance abuse prevention for Wallace Community College will be required to submit to an unannounced drug screen at their own expense prior to finalization of the process.
iv) Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
v) Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

ATTENDANCE

Class attendance policies are in effect from the first scheduled class meeting. ***All students in the ADN program are expected to attend all scheduled class meetings, laboratory sessions, and clinicals for their course(s).*** Students in the nursing program should recognize their academic responsibilities by attending class and by being on time.

The grades of students who miss scheduled exams, unscheduled quizzes, deadlines for turning in assignments or projects, or scheduled group projects may be negatively impacted by their absence.

Because of unique circumstances, timing, equipment availability, clinical availability, or faculty schedules, not all missed examinations, quizzes, laboratory work, or projects may be available for make-up. Individual instructors will make decisions regarding excused absences.

Students should be aware that course progression, financial assistance, etc., are influenced by attendance. For detailed information regarding the College Attendance Policy, please refer to the *WCC College Catalog and Student Handbook*.

Students who do not want to continue attending a nursing course or courses are urged to initiate the withdrawal process. Withdrawal deadlines are published online at www.wallace.edu each semester.

DRUG CALCULATION EXAMS

Level I

A Level I Drug Calculation Exam will be administered in NUR104 (Introduction to Pharmacology) or in NUR200 (Nursing Career Mobility Assessment). Dates for the exam will be coordinated by the course instructor.

1. The exam will consist of 20 questions.
2. Students are required to pass the exam with a 90% or higher in order to complete the course requirements. The exam grade is **pass or fail** and is not calculated in the course grade for NUR104 or NUR200.
3. A student will be given the opportunity to remediate and will be allowed one re-test if he/she is not successful on the first attempt. The date for the second attempt will be noted on the course calendar.
4. If a student is unsuccessful after the second attempt at the Level I Drug Calculation Exam, the student will be advised to withdraw from the course. If a student fails to withdraw from NUR104 or NUR200, the overall grade assignment will be 59 (F) regardless of the theory grade.
5. Students that are unsuccessful on the Level I Drug Calculation Exam and choose to withdraw or receive a failing grade will be required to repeat the entire course before continuing in the nursing curriculum.
6. Withdrawal from or failure in NUR104 or NUR200 will count as an unsuccessful attempt in a nursing course, as defined in *The Alabama Community College System's Nursing Program Progression Policy*.

GRADING SYSTEM

The grading system for students accepted to the ADN program varies from the grading system for the College. The grading system will be applied as follows:

- Grades for general education courses will be determined using the grading system for the College as outlined in the *WCC College Catalog.*
- Grades for courses that begin with "NUR" will be determined using the grading scale mandated by The Alabama Community College System.
- Students in the ADN program are required to obtain a "C" or higher (75 or higher) in all nursing courses in order to progress in the curriculum.
- Students are required to complete all courses listed in the ADN curriculum with a "C" or higher.

WCC Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Nursing (NUR) Courses Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = 59 and below

GRADE CALCULATIONS

No rounding of test scores is done, eg. 78.6. Only the final course grade is rounded, eg. 0.5 or higher is raised to the next whole number.

WCC nursing programs will carry all grade computations within a course (exams, quizzes, comprehensive tests, outside activity grades, etc.) to the hundredths place with no rounding applied to intermediate steps.

Final course averages will be rounded to the nearest whole number and the following grading scale applied:

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 60 – 74

F = 59 and below

PROGRESSION, REINSTATEMENT, and TRANSFER POLICIES

PROGRESSION POLICY

In order to progress in the nursing program, the student must:

1. Achieve a grade of C or better in all required general education and nursing courses.
2. Be acceptable by clinical agencies for clinical experiences.
3. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
4. Maintain current CPR at the health care provider level.
5. Students in the WCC LPN-to-RN Mobility program must maintain a current and unencumbered Alabama or multistate LPN license throughout the program.

Nursing Non-Progression

1. Nursing non-progression is defined as failure (D or F) or withdrawal (W) of one or more courses in a semester.
2. Students returning to repeat a course due to failure or withdrawal will be allowed to register for said course(s) on a space available basis.
3. A total of **two** unsuccessful attempts in **two** separate semesters (D, F, or W) in the nursing program will result in dismissal from the program.

Reinstatement

1. Students who experience non-progression in the nursing program and who desire reinstatement in the program must apply for reinstatement to the program.
2. A student may be reinstated to the nursing program only one time. (After the first D, F, or W a student can be reinstated. After the second D, F, or W, in a separate semester, a student is dismissed from the program.)
3. A student must have a 2.0 cumulative GPA at the current institution for reinstatement.
3. A student must request reinstatement within one year from the term of non-progression to be eligible for reinstatement.
4. 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.
5. Selection for reinstatement is based on GPA in nursing program required courses.
6. Students must adhere to nursing curriculum and program policies and procedures in effect at the time of reinstatement. All nursing program admission standards must be met.
7. Reinstatement can be denied due to, but not limited to, any of the following circumstances:
    a. Space unavailability.
    b. Refusal by clinical agencies to accept the student for clinical experiences.
    c. Twelve months have elapsed since the student enrollment in a nursing course.
    d. Unacceptable results on drug and/or background screens.
8. If a student has a documented extenuating circumstance that should be considered related to withdrawal or failure, then the student may request a hearing before the Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.

<u>Criteria for Reinstatement</u>

1. Demonstrate a 2.0 cumulative GPA at WCC.
2. Student has 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. Demonstrate current CPR at the health care provider level.

Process for Reinstatement

1. Students should first schedule an appointment with a nursing faculty/advisor to discuss eligibility for reinstatement.
2. Students must apply for reinstatement to the nursing program and submit the application by published deadlines.
3. Students must 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 nursing 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 between Alabama Community College System institutions. It does not apply to students wishing to transfer from other institutions.

Criteria for Transfer

1. Must meet minimum admission standards for the nursing program.
2. Must 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 GPA at time of transfer.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. Must comply with all program policy requirements at accepting institution.
5. Complete at least 25% of the nursing program required courses for degree /certificate at the accepting institution.
6. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
7. Acceptance of transfer students into nursing programs is limited by the number of faculty and clinical facilities available. Meeting minimal standards does not guarantee acceptance.
8. Student selection for transfer is based on GPA in nursing program required courses.

TRANSIENT STUDENT POLICY

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

Criteria for Transient Status

1. Must meet minimum admission standards for the nursing program.
2. Must 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 GPA.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. A student enrolled at another institution must secure permission from that institution by submitting an application for admission to the College and a Transient Student Form completed by an official (Nursing Program Dean/Director) of the primary institution.
5. Transient students must complete a Transcript Request Form at the end of the term before a transcript will be issued to the primary institution.
6. Must comply with all program policy requirements at accepting institution.
7. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
8. 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.
9. Student selection for transient status is based on GPA in nursing program required courses

ADN TRANSFER TO LPN PROGRAM

Associate Degree Nursing students may apply for admission to the third semester of the Practical Nursing program after they have completed the first two semesters of coursework – MTH 100, ENG 101, BIO 201, BIO 202, NUR 102, NUR 103, NUR 104, NUR 105, and NUR 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/readmission requirements. Students will be admitted on a space available basis to the PN program.

Students in the second level of the ADN program (NUR201, 202, 203, 204) that are dismissed due to two non-progressions may apply to be allowed to enter the third semester of the Practical Nursing (PN) program, provided they meet the current program admission/readmission requirements. These students will be admitted on a space available basis and must contact the PN department for specific requirements.

<u>To be eligible for this option:</u>

1. Student must complete a transfer/readmission form.
2. Have a minimum of a 2.0 cumulative GPA at current institution.
3. Meet clinical record/health record requirements.
4. The last clinical nursing course, in which the student was successful, cannot be more than twelve months old.
5. Student will be ranked on cumulative GPA for the purposes of transfer/readmission to the PN program.
6. Students who have two attempts in the RN program are only allowed one attempt in the PN program.
7. Students who are successful may apply for the LPN-to-RN Mobility Option as outlined in the College Catalog.
8. If unsuccessful in the PN transfer option, the student must meet current admission/ progression requirements.

PROGRESSION POLICY APPEAL PROCESS

A student who entered the ADN program under the Nursing Progression Policy implemented as of Fall 2013 shall have appeals considered on a case by case basis by the Associate Degree Nursing Admissions Committee.

No list of circumstances can cover all contingencies that might arise, however, an extenuating circumstance is one that is unforeseen and impacts the student's ability to continue in the semester. The Committee will review each student's situation will be reviewed by the committee individually; however, this procedure should resolve the following types of circumstances which may be considered extenuating circumstances:

1. Medical illness requiring hospitalization of the student or immediate family (spouse, child).
2. Death of an immediate family member (spouse, child, parent).
3. Domestic violence situations.

If a student feels they have an extenuating circumstance, the steps of the procedure are as follows:

1. If the circumstance allows, students should meet with the course instructor or faculty advisor for information about available assistance, or counsel regarding making up work, improving grades or withdrawal from the course.
2. The student will complete the Appeal Request form as completely as possible. The request should be submitted within 12 calendar days of the end of the semester that the student is appealing.
    a. The student may request a form from their course instructor, faculty advisor, or via email from adnappeals@wallace.edu.
3. The request may be submitted to the student's course instructor, the ADN office mailbox on the second floor of the Health Science building, or may be e-mailed along with attachments to adnappeals@wallace.edu.
4. The Admission committee will meet as needed to consider all appeals that have been received. The decision of the committee will be provided to the student via email, as well as being filed in the student's records.
5. A student will be considered for an appeal only one time throughout their progression in the curriculum.

CLINICAL ATTENDANCE

ADN students are expected to abide by all policies of the health care facility in which they are participating for clinical. When in the clinical area, students are to address all personnel by their proper title.

If a student is unable to report to their assigned clinical area, they must:

a) **Notify their clinical instructor prior to the scheduled time of clinical.**

b) **Notify the clinical area in which they are assigned.**

Contact information will be provided to you by your clinical instructor. A message must reach the clinical instructor prior to the beginning of the clinical. **Failure to contact your clinical instructor will result in unsatisfactory performance for the day.**

Students must be clean and appropriately dressed when attending any clinical. Failure to adhere to this requirement will result in dismissal from clinical activities for the day and could potentially result in a failing grade for the respective nursing course.

CLINICAL EVALUATION

Criteria for clinical evaluation will be outlined in each nursing course syllabus. Students that are unsuccessful in the clinical portion of a course will not receive a passing grade for the course.

CARDIOPULMONARY RESISCITATION (CPR)

Students in the ADN program are required to have current CPR certification at all times. Requirements include:

- Certification must be health care provider status, infant through adult. (BLS)
- Must be renewed in accordance with the date on the issued card/certificate.
- A copy of current CPR certification must be submitted to the ADN Program Office along with health records.
- Any new student who does not have current CPR certification by the required deadline must be enrolled in EMS100 (Cardio Resuscitation I) during their first semester of nursing.
- **No online only CPR certification will be accepted. All CPR certification, to include re-certification, must have both *cognitive and skills* evaluation components**.
- CPR providers must be through the American Heart Association or the American Red Cross.

CONFIDENTIAL INFORMATION

Students will, in the course of clinical assignments, be exposed to information regarding clients, physicians, and others. All such information must be considered as confidential and cannot be discussed with anyone except in the line of duty.

A client's condition may not be discussed with the client, family, or other persons not directly concerned with care of the client. Only the physician or other authorized persons may discuss the condition of the client with others.

All students enrolled in the Associate Degree Nursing program are required to sign a "Statement of Confidentiality". This statement covers confidentiality and Health Insurance Portability and Accountability Act (HIPAA) rules and regulation. Additionally, students may be asked to participate in HIPPA training and/or sign additional statements specific to any health care facilities they may attend for clinical purposes.

INVASIVE PROCEDURE STATEMENT

Students in the WCC ADN program are legally responsible and accountable for all their actions while providing care to patients/clients. Student performance in the clinical area must always be guided by concern to patient/client safety. In the interest of patient/client safety, the performance of invasive procedures, such as parenteral drug administration (injections, IV push medications, secondary or piggy back medications) requires the direct observation of the clinical instructor or the designated registered nurse. Students may be immediately and permanently dismissed from the ADN program for any unsafe practice, such as the failure to secure the required supervision when performing invasive procedures.

NO COMPENSATION POLICY

Students in the ADN program will be enrolled in clinical courses requiring their presence at a health care facility. While in clinical, students **cannot** receive payment or any other form compensation from either the health care facility or the College.

PERSONAL AFFAIRS

Students should not discuss personal problems or business while in the clinical facility. Advisement may be sought from the College counselor or WCC clinical instructor. Students are absolutely prohibited from approaching members of the medical staff in the hospital regarding personal needs, working assignments, conditions, or any other matters not immediately appropriate in the care of his/her client.

Students are expected to adhere to the prescribed dress code for clinical education, and on-campus educational activities including theory and laboratory settings, regarding professional standards and personal appearance. Students should take responsibility for their professional appearance while representing Wallace Community College. In conjunction with the guidelines set forth by the ADN program, students must abide by any additional guidelines and/or standards mandated by policies of clinical facilities.

Good personal hygiene is mandatory. Unclean and/or unkempt appearance, unpleasant body or breath odors, including smoke odors, **are not acceptable**. Strong scents are to be avoided.

Students will come to all classes in uniform. Specifics of classroom attire and requirements will be given by each instructor, as it pertains to the course.

CLINICAL DRESS CODE

Women / Men

- Wine-colored uniform tops and bottoms. (Females are allowed to wear skirts that are knee length or longer).

- **The required brand for scrubs is Dickies. The color code is WIN or WINZ (depending on vendor codes). Students can choose from the following lines:**
  - **Xtreme Flex Stretch** (Females only)
  - **EDS Signature Line** (Females only)
  - **GenFlex Youtility** (Males and Females) – *Only line with the color match for males.*

- Pants should fall on top of shoes (no cuffs).
- White hose should be worn with a skirt.
- White socks (mid-calf length) should be worn with pants.
- Official Wallace Community College ADN Program patch is to be sewn onto upper right side of front of shirt.
- White shoes: NO CANVAS or CLOTH (must be ALL white with clean white shoe laces). No thong type sandal, flip flop, croc style shoes with holes, etc. are permitted. Shoes must be closed-toe.
- A professional white lab coat may be worn over uniform during clinical. The lab coat must have the Wallace Community College ADN Program patch sewn onto the top left sleeve. The student lab coat is not to be worn when the student is an employee role at his/her workplace.

ALL Students in Clinical

Jewelry

- A wedding band, without stone(s), may be worn.
- A non-digital watch may be worn.
- Religious medals may be worn if the chain is long enough that it can be tucked into the uniform.
- No visible body piercings i.e., tongue rings/apparatuses, will be allowed.
- No wrist or ankle bracelets are allowed.
- No earrings are permissible.

Fingernails

- Fingernails are to be kept short, neat, and clean.
- Clear, light/subtle tones of pink polish are allowed.
- APPLIQUES ARE NOT ALLOWED.
- ARTIFICIAL NAILS ARE NOT ALLOWED.

False Eyelashes

- False eyelashes and lash extensions are prohibited.

Tattoos

- All tattoos should be covered. If necessary, students with questions should arrange to meet with an instructor on an individual basis to determine any individual course of action.

Perfume

- NO scented hairspray, perfume, cologne, or lotions are to be worn while in uniform and clinical setting.

Hair

- All students are to wear clean, neat, attractive and appropriate hairstyles (pulled away from the eyes and face) while in uniform.
- Hair that falls past the level of the chin, when bending forward, must be fixed so that the hair does not touch the uniform collar.
- Only plain barrettes or rubber bands are to be worn in hair.
- No scarves or headbands.
- No extreme look or hair color (i.e. neon colors) including shaved heads with designs or symbols is permitted.
- If male students wear beards, they must be neat and clean (no more than 1" from the face).
- If male students have long hair, then they must abide by the guidelines for the female students.

COMMUNITY UNIFORM GUIDELINES

A community uniform is **required** to be worn by all ADN students when participating in **any** required/optional community activity in which the clinical uniform is not worn and the student represents the ADN program.

Community activities include, but are not limited to:

- Spectracare and Altacare clinical experiences.
- Support group activities.
- Picking up assignments at the hospitals (a buttoned up lab coat and name tag must also be worn).
- Participation in health fairs.
- Assisting with blood drives.
- Public travel/attendance associated with professional meetings, seminars, conventions.

The community uniform is limited to the following attire:

- Polo-style shirt (collar required), short or long sleeved, solid color of burgundy or white, loose fitting; the WANS polo shirt may be worn instead.
- Khaki colored tailored trousers, Docker's style (male or female) or knee length skirt (female only). **No jeans styles, no cargo pants, no sweat pants, no decorations or appliqués on pants.**
- Closed-in low-heeled shoes in white, khaki, or black, or plain athletic style (tennis) shoes.
- Jewelry, make-up, and nail polish in accordance with clinical uniform guidelines.
- **No visible cleavage or bellies**.

PRACTICE LAB DRESS CODE

The lab dress code applies to all ADN students when participating in on-campus labs or lab activities.

- A professional lab coat is REQUIRED to be worn to all on-campus lab activities.
- Hair, jewelry, fingernails, and perfume must meet the above criteria as well.

ACADEMIC GRIEVANCES

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 in writing, no later than 12 calendar days following the incident.

2. If an agreement or compromise cannot be achieved within 3 days, take the grievance to the appropriate Division Director (Dr. Jackie Spivey).

3. If an agreement or compromise cannot be achieved within 3 days, take the grievance to the appropriate Associate Dean (Ms. Kathy Buntin, Associate Dean, Health Sciences).

4. If still not satisfied that a fair and equitable solution has been found within 3 days, take the academic grievance to the Dean, Instructional Affairs. If still not satisfied, move to step 5.

5. The student should read the Judgments section of this policy in the *WCC Catalog / Student Handbook* before contacting the Dean, Student Affairs for a hearing before the Admissions and Academic Standards Committee.

6. As a last resort and only after steps 1-5 have been carried out or conscientiously been attempted, a student may take a grievance in writing to the Dean, Student Affairs and the chairperson of the Admissions and Academic Standards Committee. The grievance must be filed within 20 class days of the term following that in which the grievance occurred.

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.

Certain types of grievances should not be brought to the committee, although they may be brought to the attention of the Division Director (Dr. Jackie Spivey) so that an effort may be made to ameliorate problems. Examples of these grievances include:

- Gross differences in grading by instructors teaching separate sections of the same course.
- Personal habits of the instructor that distract students in their attempts to learn course material.
- 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.
- 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.

For the complete Student Academic Grievances policy, please refer to the *WCC Catalog / Student Handbook.*

CONDUCT

Students shall adhere to the Student Code of Conduct found in the WCC Catalog / Student Handbook. Students are likewise expected to behave in a professional and ethical manner while enrolled in the ADN program. Disruptive behavior will not be tolerated.

Examples of inappropriate and unprofessional behavior in the clinical setting are, as follows:

- Chewing gum, eating, etc., in clinical area.
- Smoking in stairwell or restroom, etc. (any unauthorized area).
- Talking loudly, laughing, "horse playing" in hallways or elevators.
- Sitting in nurse's station instead of seeking learning experiences.
- Removing uniform, letting down hair, etc., before leaving the hospital.
- Wearing sweaters or jackets in clinical area or in cafeteria.
- Failing to put client charts in appropriate place.
- Being disrespectful to the client, instructor, other students and/or employees of institution.
- Being dishonest (lying, stealing, charting care not provided).
- Dressing inappropriately (dirty or wrinkled uniforms or nonstandard nursing shoes).
- Displaying repeated mistakes placing client or student in unsafe environment.
- Using profanity or lewd comments anywhere in institution.
- Inappropriate physical contact (shoving, rough handling of client, visitor, staff, or peers).
- Talking in client's room about matters not concerning client (personal or about other clients assigned to students).
- Breaching confidentiality.
- Failing to follow instructions.
- Wearing shorts, flip-flops, mid-drift tops, tank tops, vulgar logos, etc., to pick up clinical assignments. (Students are to look professional when picking up assignments.)
- Tardiness for class or clinical assignments.

Standard Associate Degree Nursing Curriculum

Semester progression requires that nursing (NUR) courses be taken in sequence. All courses listed within a semester must be completed with a "C" or higher before progressing to the next semester. Nursing courses cannot be combined in order to shorten the overall length of the program. General education (non-nursing) courses may be completed at any time prior to the semester listed.

Students must receive a grade of "C" or higher on all courses listed, including general education courses, within the ADN curriculum.

Per College curriculum requirements, the following courses will be required in order to complete your AAS for Nursing and may be worked in at any time:

ORI 101: Orientation to College — 1 credit hour
CIS 146: Microcomputer Applications ***(CLEP is available)*** — 3 credit hours

Course		Semester Hour Credit
FIRST TERM		
MTH 100 Intermediate College Algebra (or higher level math)		3
BIO201 Human Anatomy and Physiology I		4
NUR102 Fundamentals of Nursing		6
NUR103 Health Assessment		1
NUR104 Introduction to Pharmacology		1
	TOTAL Credit Hours	**15**
SECOND TERM		
ENG101 English Composition I		3
BIO202 Human Anatomy and Physiology II		4
NUR105 Adult Nursing		8
NUR106 Maternal and Child Nursing		5
	TOTAL Credit Hours	**20**
THIRD TERM		
PSY200 General Psychology		3
BIO220 General Microbiology		4
NUR201 Nursing Through the Lifespan I		5
	TOTAL Credit Hours	**12**
FOURTH TERM		
SPH106 or SPH107 Speech		3
PSY210 Human Growth and Development		3
NUR202 Nursing Through the Lifespan II		6
	TOTAL Credit Hours	**12**
FIFTH TERM		
HUMANITIES ELECTIVE		3
NUR203 Nursing Through the Lifespan III		6
NUR204 Transition Into Nursing Practice		4
	TOTAL Credit Hours	**13**
Total Program Credit Hours: 72		

Semester progression requires that nursing courses be taken in sequence. Although general education (non-nursing) courses may be completed at any time prior to the semester listed, they must be successfully completed within the semester listed in order to progress in the ADN program.

Students must receive a grade of "C" or higher on all courses listed, including general education courses, within the ADN curriculum.

Course	Semester Hour Credit	
FIRST SEMESTER		
MTH 100 Intermediate College Algebra (or higher level math)		3
***BIO201** Human Anatomy and Physiology I		4
NUR103 Health Assessment		1
NUR104 Introduction to Pharmacology		1
	TOTAL Credit Hours	**15**
SECOND SEMESTER		
BIO202 Human Anatomy and Physiology II		4
NUR102 Fundamentals of Nursing		6
	TOTAL Credit Hours	**10**
THIRD SEMESTER		
ENG101 English Composition I		3
NUR105 Adult Nursing		8
	TOTAL Credit Hours	**11**
FOURTH SEMESTER		
PSY200 General Psychology		3
BIO220 General Microbiology		4
NUR106 Maternal and Child Nursing		5
	TOTAL Credit Hours	**12**
FIFTH SEMESTER		
PSY210 Human Growth and Development		3
SPH106 or SPH107 Speech		3
NUR201 Nursing Through the Lifespan I		5
	TOTAL Credit Hours	**11**
SIXTH SEMESTER		
NUR202 Nursing Through the Lifespan II		6
	TOTAL Credit Hours	**6**
SEVENTH SEMESTER		
HUMANITIES ELECTIVE		3
NUR203 Nursing Through the Lifespan III		6
NUR204 Transition Into Nursing Practice		4
	TOTAL Credit Hours	**13**
Total Program Credit Hours: 72		

Per College curriculum requirements, the following courses will be required in order to complete your AAS for Nursing:

ORI 101: Orientation to College (only if applicable) 1
CIS 146: Microcomputer Applications 3

LPN-to-RN Mobility / Associate Degree Nursing Curriculum

Semester progression requires that nursing (NUR) courses be taken in sequence. All courses listed within a semester must be completed with a "C" or higher before progressing to the next semester. Nursing courses cannot be combined in order to shorten the overall length of the program. General education (non-nursing) courses may be completed at any time prior to the semester listed.

Students must receive a grade of "C" or higher on all courses listed, including general education courses, within the ADN curriculum.

*Students in the LPN-to-RN Mobility program that begin in NUR200 (Nursing Career Mobility Assessment) are conditionally accepted pending the successful completion of NUR200 with a "C" or higher.

Pre-requisite Courses:

MTH100 Intermediate College Algebra (or higher level math)
BIO201 Human Anatomy and Physiology I
BIO202 Human Anatomy and Physiology II
ENG101 English Composition I

Per College curriculum requirements, the following courses will be required in order to complete your AAS for Nursing:

ORI 101: Orientation to College 1 credit hour
CIS 146: Microcomputer Applications ***(CLEP is available)*** 3 credit hours

Course		Semester Hour Credit
FIRST SEMESTER		
**** NUR200*** ***Nursing Career Mobility Assessment***		***5***
	TOTAL Credit Hours	**5**
SECOND SEMESTER		
PSY200 General Psychology		3
BIO220 General Microbiology		4
NUR201 Nursing Through the Lifespan I		5
	TOTAL Credit Hours	**12**
THIRD SEMESTER		
SPH106 or SPH107 Speech		3
PSY210 Human Growth and Development		3
NUR202 Nursing Through the Lifespan II		6
	TOTAL Credit Hours	**12**
FOURTH SEMESTER		
HUMANITIES ELECTIVE		3
NUR203 Nursing Through the Lifespan III		6
NUR204 Transition Into Nursing Practice		4
	TOTAL Credit Hours	**13**
Total Program Credit Hours: 56		

* Students that have graduated from Alabama's Two-year College System's standardized practical nursing curriculum within two (2) years prior to admission to the LPN-to-RN Mobility program are exempt from NUR200.

EMERGENY MEDICAL SERVICES

STUDENT HANDBOOK

2022-2023

Vincent P. Feggins, BSED, NRP

Program Director

334-556-2440

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INTRODUCTION

Welcome to the Emergency Medical Services program at Wallace Community College. The EMS-Paramedic program, was first organized in 1973 by Dr. Stanley Griffin to meet the growing need for skilled paramedical personnel in Southeast Alabama. The program was integrated into the College structure at that time. Presently, the program is administered by a Department Chairman/Director under the Dean of Academic Affairs. The EMS-Paramedic program was accredited by the Joint Review Committee on Educational Programs (JRC) for the EMS-Paramedic in October, 1989, continuing accreditation was awarded on January 16, 2014, by the Commission on Accreditation of Allied Health Education Programs at the recommendation of Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions.
Wallace Community College strongly believes that students should complete the general education courses in conjunction with the EMS courses for the completion of an Associate in Applied Science degree. The additional general education components allow for a more well-rounded graduate as well as a foundation for further education. The minimum of a short certificate for Emergency Medical Technician(EMT) or Advanced Emergency Medical Technician(AEMT) is required to be eligible for National Registry. Paramedic students must either complete the minimum of a long certificate or complete the short certificate to be eligible for National Registry. Certificate and degree requirements are found in the current *Wallace Community College Catalog and Student Handbook.*

The Emergency Medical Services program is both challenging and rewarding. The instructors have been selected by their expertise in the field and their educational training. The goal of the EMS department is "to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels." Each person is committed to your success as a student and an individual. Thank you for selecting the Emergency Medical Services program at Wallace Community College. Together we can do great things!

Vincent P. Feggins, NRP
Program Director
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PHILOSOPHY

Emergency Medical Services education is directed towards men and women who have the capability and interest to become emergency medical technicians (EMTs), advanced emergency medical technicians (AEMTs) and paramedics. EMS educational programs should provide the student with knowledge of the acute, critical differences in physiology, pathophysiology, or clinical symptoms as they pertain to the prehospital emergency medical care of the infant, child, adolescent, adult, and geriatric patient. The EMS program believes in the concept of medical control regarding the actions of EMS providers in the field.

Wallace Community College's EMS program is fully approved by the Alabama Department of Public Health/EMS and Trauma Division, the Alabama Community College System (ACCS), and accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Commission on Accreditation of Educational Programs for the EMS professions (COAEMSP). Our State of Mission is; George C. Wallace Community College – Dothan a comprehensive community college, inspires and facilitates learning to prepare its constituents for current and emerging opportunities and to promote economic and social development. For questions about Wallace Community College's national accreditation or the accreditation agency, please contact CAAHEP directly at 727-210-2350 or mail@caahep.org . Additional information can be found on CAAHEP website at www.caahep.org .

The goal of the EMS department is "to prepare competent entry-level Paramedics in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains with or without exit points at the Advanced Emergency Medical Technician and/or Emergency Medical Technician, and/or Emergency Medical Responder levels."

EMS prehospital practice renders a significant service to health care delivery systems in our society. We believe that emergency medical technicians (EMTs), advanced emergency medical technicians (AEMTs) and paramedics are savers of lives that might otherwise be lost.

From the mission statement of the College and the philosophy of the EMS program, the goals and objectives were derived. The goal of the Wallace Community College Emergency Medical Services program is to prepare individuals as competent entry level EMTs, AEMTs, and Paramedics who provide basic and advanced life support to patients experiencing prehospital emergencies.

Upon successful completion of the EMS program, the student will demonstrate the following objectives:

- Comprehension, application, and evaluation of clinical information relevant to his or her roles as an EMS professional (Cognitive Domain).
- Demonstrate technical proficiency in all skills necessary to fulfill the role of an EMS professional (Psychomotor Domain).
- Demonstrate personal behaviors consistent with professional and employer expectations for the EMS professional (Affective Domain).

ADMISSION REQUIREMENTS

Students are admitted to the EMS program without regard to race, creed, color, marital status, sex, or national origin. Admission is conditional and dependent upon the student's ability to perform the essential functions identified by the Alabama Department of Public Health. A copy of the essential functions is found on page 14 of this document. A Student's program admission is also conditional pending results of both background and drug screening.

According to the National Registry of Emergency Medical Technicians application for licensure to practice as an Emergency Medical Technician, Advanced Emergency Medical Technician, or Paramedic may be denied if a person has been convicted of a felony, is guilty of a crime involving moral turpitude, has unfit personal habits including alcohol or drug abuse, and /or has displayed other grounds for denial as specified by law. More information regarding this and other NREMT policies can be found at www.nremt.org.

The requirements for admission are listed by level:

Emergency Medical Technician:

1. Unconditional admission to the college
2. Age of 18 years within 6 months of completion of the program
3. Ability to complete the program with a minimum of a 2.0 grade point average (GPA).
4. Submissions of required health forms for determination of clinical attendance.

Advanced Emergency Medical Technician:

1. Completion of items 1-4 for EMT
2. Possession of current unencumbered Alabama EMT license (Conditional admission to the program may be allowed for students who have completed an approved EMT training program, but have not received licensure. All AEMT students must have an unencumbered Alabama EMT license prior to mid-term for continued enrollment. AEMT students will not be allowed to participate in clinical activities without an Alabama EMT license.
3. Submission of approved EMS health forms for determination of clinical attendance

Paramedic:

1. Completion of items 1-4 for EMT
2. Current unencumbered Alabama AEMT license (Conditional admission to the program may be allowed for students who have completed an approved AEMT training program, but have not received licensure. All paramedic students must have an unencumbered Alabama AEMT license prior to mid-term for continued enrollment. Paramedic students will not be allowed to participate in clinical activities without an Alabama AEMT license.
3. Submission of approved EMS health forms for determination of clinical attendance

EMS CURRICULUM

Emergency Medical Technician (Short Certificate)

	Semester Hours
EMS118 – Emergency Medical Technician	9
EMS119 – Emergency Medical Technician Clinical (45 clinical hours)	1
Total Program Credit Hours	10

Advanced Emergency Medical Technician (Short Certificate)

	Semester Hours
EMS155 – Advanced Emergency Medical Technician	7
EMS156 – Advanced Emergency Medical Technician Clinical (90 clinical hours)	2
Total Program Credit Hours	9

Emergency Medical Services – Paramedic Short Certificate

	Semester Hours
FIRST SEMESTER*	
EMS 241 - Paramedic Cardiology	3
EMS 242 - Paramedic Patient Assessment	2
EMS 243 - Paramedic Pharmacology	1
EMS 244 - Paramedic Clinical	1
Total Credit Hours	7
SECOND SEMESTER	
EMS 245 - Paramedic Medical Emergencies	3
EMS 246 - Paramedic Trauma Management	3
EMS 247 - Paramedic Special Populations	2
EMS 248 - Paramedic Clinical II	3
Total Credit Hours	11
THIRD SEMESTER	
EMS 253 - Paramedic Transition to the Workforce	2
EMS 254 - Advanced Competencies for Paramedics	2
EMS 255 - Paramedic Field Preceptorship	5
EMS 256 - Paramedic Team Leadership	1
Total Credit Hours	10
Total Program Credit Hours	28

***Valid Alabama Advanced EMT license is required prior to entry into Paramedic level courses.**

Emergency Medical Services – Paramedic Certificate

Semester Hours

FIRST SEMESTER*

CIS146***-Microcomputer Application or Competency ……0-3
EMS 241 - Paramedic Cardiology 3
EMS 242 - Paramedic Patient Assessment 2
EMS 243 - Paramedic Pharmacology 1
EMS 244 - Paramedic Clinical 1
ORI101 or 105* – Orientation to College or Orientation and Student Success 1
MTH100 – Intermediate College Algebra 3
ENG101 – English Composition 3
Total Credit Hours 14-19

SECOND SEMESTER

EMS 245 - Paramedic Medical Emergencies 3
EMS 246 - Paramedic Trauma Management 3
EMS 247 - Paramedic Special Populations 2
EMS 248 - Paramedic Clinical II 3
ORI104 – Work Keys Assessment 1
SPH106/107 – Fundamentals of Communication/Public Speaking 3
Total Credit Hours 15

THIRD SEMESTER

EMS 253 - Paramedic Transition to the Workforce 2
EMS 254 - Advanced Competencies for Paramedics 2
EMS 255 - Paramedic Field Preceptorship 5
EMS 256 - Paramedic Team Leadership 1
Total Credit Hours 10

Total Program Credit Hours ……39

Associate in Applied Science in Emergency Medical Services

Semester Hours

FIRST SEMESTER
EMS118 – Emergency Medical Technician 9
EMS119 – Emergency Medical Technician Clinical (45 clinical hours) 1
ORI101* – Orientation to College 1
ORI104 – Work Keys Assessment 1
MTH100 – Intermediate College Algebra 3
Total Credit Hours 15
*ORI101 if applicable, is required for all first time college students

SECOND SEMESTER
EMS155 – Advanced Emergency Medical Technician 7
EMS156 – Advanced Emergency Medical Technician Clinical (90 clinical hours) 2
BIO201** - Human Anatomy and Physiology 4
CIS146***-Microcomputer Application or Competency 0-3
Total Credit Hours 16
**BIO103 or successful placement on The Alabama Community College System Biology Placement Exam is a prerequisite to BIO201.Successful completion of BIO201 is required prior to entering Paramedic.
*** Or competency in Computer Science passing computer competency exam. Students who fail to demonstrate competency must successfully complete CIS 146 with a grade of C or higher.

THIRD SEMESTER
EMS241 – Paramedic Cardiology 3
EMS242 – Paramedic Patient Assessment 2
EMS243 – Paramedic Pharmacology 1
EMS244 – Paramedic Clinical I (45 Clinical Hours) 1
ENG101 – English Composition 3
BIO202 – Human Anatomy and Physiology II 4
Total Credit Hours 14

FOURTH SEMESTER
EMS245 – Paramedic Medical Emergencies 3
EMS246 – Paramedic Trauma Emergencies 3
EMS247 – Paramedic Special Populations 2
EMS248 – Paramedic Clinical II (135 Clinical Hours) 3
SPH106/107 – Fundamentals of Communication/Public Speaking 3
PSY200 – General Psychology 3
Total Credit Hours 17

FIFTH SEMESTER
EMS253 – Paramedic Transition to the Workforce 2
EMS254 – Advanced Competencies for the Paramedic 2
EMS255 – Paramedic Field Preceptorship (225 Clinical Hours) 5
EMS256 – Paramedic Team Leadership (45 Clinical Hours) 1
Humanities Elective 3
Total Credit Hours 13

Total Program Credit Hours 72

PROGRAM POLICIES

PROGRESSION

Students in EMT, Advanced EMT, and Paramedic must achieve a grade of C or better in all EMS curriculum required courses and a cumulative 2.0 grade point average at Wallace Community College to receive a short certificate, certificate or associate in applied science degree. Prior to unconditional admissions and participation in Advanced EMT clinical training each student must have successfully completed an EMT program and possess an Alabama EMT license. Prior to unconditional admissions and participation in the Paramedic program, students must possess a valid Alabama Advanced EMT license. BIO 201 is a pre-requisite to Paramedic entry into the Paramedic Associate Degree Program. MTH 100, ENG 101, SPH 106/107, and CIS 146 or documented computer competency must be completed prior to entering the last semester of the Paramedic Associate Degree Program. All EMS students must maintain American Heart Association Basic Life Support (BLS) certification. Progression throughout the program requires that students maintain health records as listed in the EMS student health packet.

READMISSION

Students who do not continue in the program for consecutive terms are subject to terms as defined in the *Wallace Community College Catalog and Student Handbook* and State of Alabama Department of Public Health, EMS Division policies for the latest term of admission. No more than 12 months may lapse between attempts at courses in the 200-level paramedic sequence without a repeat of the entire field of concentration curriculum sequence. Students who are removed from the program because of violations of program policy will be reviewed by the EMS Advisory Board for consideration of readmission. Students who are readmitted will be required to update immunization and other health records, background check, and drug screen as required for program admission. Readmission is not guaranteed.

Readmission will be denied for either of the following circumstances:
1. Refusal by clinical agencies to accept the student for clinical experiences.
2. Violation of confidentiality policies.

UNIFORM POLICY

All student enrolled in a Wallace Community College EMS Program are required to wear their respective uniform including student ID at all times while in the classroom, clinical, and laboratory setting. Students enrolled in a one semester program or the first semester of a multi-term program will not be given a grace period after their first semester in the program. The official start date of this policy will be provided by the instructor on the first day of class or during orientation.

Students who are not dressed in accordance with the uniform policy will not be allowed to remain in the classroom, clinical or laboratory setting until they are in full compliance. Any missed work during this period of absence will be addressed by the program's standard attendance and make-up policy. Only the EMS Program Director can make alteration or exceptions to this policy.

DRESS CODE

1. First impressions are very important.
2. Hair must be of a natural color and conservative hairstyle. Long hair must be pulled away from the face and must not extend beyond the collar. Ties used to secure hair must be conservative and of a professional nature to coordinate with the rest of the uniform.
3. Keep jewelry to a minimum. The only allowable jewelry is small stud earrings, a watch, and simple band type wedding rings. No other jewelry is allowed. Specifically forbidden are large earrings, necklaces, multiple rings, rings with large stones, and any other jewelry that are easily grasped by patients or might tear or interfere with personal protective equipment. NOTE: Body piercings that are visible or interfere with speaking are also forbidden during clinical rotations.
4. Keep hair, mustache, and beard neatly trimmed. Hair must not touch the collar. Hair must be of a natural color and conservative hairstyle. Hair should be kept neat.

5. Students are responsible for keeping their shoes neat, clean, and polished. Shoestrings should also be kept clean.
6. Students are required to wear name tags at all times.
7. Fingernails should be kept short and clean.
8. All visible body art must be covered to include the neck, ears, and hairline.
9. No scented hairspray, perfume, cologne, or lotions are to be worn while in uniform and clinical setting.
10. No scarves, headbands or Head coverings **(**such as hats, caps, or "rags") are not permitted unless a documented medical issue or religious belief is provided and approved by the EMS Program Director and Clinical Coordinator.
11. A wedding band, without stone(s), may be worn.
12. Face mask must be free of designs, expressions or gestures. Face mask must conform with uniform. Only medical grade disposable mask or N95 Mask will be worn while in a clinical uniform. Neck gathers are not allowed while wearing clinical uniform.

FOOD AND DRINK

It is the policy of Wallace Community College EMS program that no food or drinks are allowed in laboratories. Food and drinks in classrooms will be at the discretion of the instructor. All drinks must have lids. Students are responsible for any spills or garbage from their materials. No food or drinks are allowed during examinations.

CELL PHONES, PAGERS, RADIOS

All communication devices must be in the silent or off position during class. Communicating by way of "text messaging," "video messaging," or "smart watch" during class is strictly prohibited and may be construed as cheating. **At no time should a student have a cell phone on their person during a clinical or laboratory experience. The taking of pictures or videos is considered a violation of HIPPA and student privacy.**

COMPUTERS AND INTERNET

The use of computers within the Health Science building is considered a privilege. Students should limit the use of the computers to programs and websites to enhance their EMS education. The use of social websites is prohibited during classroom activities. In accordance with college policies students may not alter, download, or reconfigure any College settings or programs on the college's computers.

MAKEUP POLICY

Students are expected to be present, on time, and prepared for all class meetings. If a student is late or absent, that student should notify the instructor of each missed course know via text or email before the start time of the class. For specific course policies, refer to the course syllabus.

RESPONSIBILITY IN TEACHING AND LEARNING

The main purpose of instruction is to promote student learning. This means that teachers direct all matters dealing with courses. This does not mean that teachers bear the sole responsibility for students' education. Students need to follow a teacher's guidance, study, do homework, and prepare for class to master the information and skills being taught. Students should expect to spend 2 hours per day outside class for each hour of scheduled class. Some students will spend additional time based on their personal learning needs.

The ultimate responsibility for learning lies with the student. Although faculty members will teach, guide, assist, and encourage, it is the students who control the outcome. Learning is hard work, and should be considered a top priority in the student's life in order to be successful.

ATTENDANCE

Regular class attendance is important for students to gain and demonstrate competencies in course concepts and skills. Students are expected to attend all classes for which they are registered. Each student should recognize at the beginning of their college career that a mature acceptance of academic responsibilities is a requisite for accomplishment in college; this applies particularly to class attendance. Any class sessions missed, regardless of cause, reduces the academic opportunities of the student. For specific course policies, refer to the course syllabus.

COURSE SYLLABI

Each EMS course has a syllabus that is the student-teacher agreement for that specific course. Syllabi are included each course through the Blackboard interface. The syllabus contains the course objectives, requirements, and evaluations for the course.

EMERGENCY MEDICAL SERVICES

HEALTH RECORDS POLICY

Validation and documentation of required health records must be received by all students enrolled in an allied health program. **Students who fail to submit required records will not be allowed to continue in the program.** *If you have questions concerning this process, contact Shannon McNabb at 334-556-2388.*

All students are required to have a physical examination at the student's expense. The physical examination / health requirements protect the student by identifying any potential or real health problems that may be exacerbated by the demands of the clinical portion of the program.

Health professions are strenuous, both physically and psychologically. The student's ability to handle these demands must be established. It is also imperative that students do not expose clients or agency personnel to communicable disease, or risk their safety due to the inability to handle the physical or psychological stress of client care.

***NOTE*:** Updates to health records such as TB or CPR may be required while a student is enrolled in the program. **Any updates will be due at the beginning of the semester in which they expire.** *For example*, a TB skin test is required annually. If it expires in March of the spring semester, the update will be due no later than the first week of class, in January.

The following are required for ALL students:

1. **PHYSICAL EXAMINATION** – A **physical examination**, completed within the past year, is required for all new students. The physical must be signed by a licensed physician, physician assistant or nurse practitioner. The examination must be documented on the Program's **standardized health examination form** as required by The Alabama Community College System. New students and any student returning to an allied health program after an absence of one (1) year must submit current completed health forms.

2. **IMMUNIZATIONS / TITERS** – It is the STUDENT'S RESPONSIBILITY to keep all health records current. **Documentation of any required updates should be submitted to the allied health secretary as soon as possible.** The following are required:

   - T-dap Vaccine

   Students entering an allied health program must provide documentation of an ***adult*** **Tdap vaccine** (tetanus, diphtheria, and pertussis). If the documented Tdap vaccine is over ten (10) years old, documentation of a Td (tetanus and diphtheria) or Tdap booster that is less than ten (10) years old is also required. An update is required every ten (10) years.

   - TB Skin Test

   The Two-step TB Skin Test is required at the beginning of the program. This consists of one test followed by a second test 7-21 days later. The results cannot be more than four (4) weeks apart. An annual one-step TB Skin Test is required each following year and is YOUR RESPONSIBILITY to provide to the allied health secretary when due. If you have had a positive TB result, submit proof of that result as well as proof of a clear chest x-ray.

- MMRV Titer

A MMRV - Measles, Mumps, Rubella (German Measles), and Varicella (Chicken Pox) titer is required to enter an allied health program.

If any results are negative or non-immune, the student must sign the *MMRV Waiver Form* and submit it with the negative or non-immune results. The student is advised to consult with a physician regarding precautions to prevent infection.

- Hepatitis B

A **Hepatitis B titer is required to enter an allied health program.** If the results are negative or non-immune, the student must sign the *Hepatitis B Waiver Form* to be submitted with these results. The student is advised to consult with a physician regarding precautions to prevent infection.

3. **CONTINUING HEALTH STATUS** – It is a STUDENT'S RESPONSIBILITY to notify the program faculty of any changes in his/her health status, i.e. pregnancy, surgery, injuries, etc. Additional examinations from a health care provider, with documentation of results, may be required by an instructor for any changes in a student's health status.

4. **PROFESSIONAL LIABILITY INSURANCE** – Students in an allied health program are required to purchase professional liability insurance (malpractice insurance) through the College, it is applicable each time a student enrolls in an allied health course. This fee is added to your course registration as **NUR000** and is to be paid at registration each applicable semester.

5. **HEALTH INSURANCE** – Wallace Community College and the allied health programs do not provide health insurance coverage for students. Students are responsible for costs incurred as a result of an accident/injury in the clinical or college laboratory. This may include follow-up testing and/or treatment mandated by the program/clinical agency. Students are not entitled to any Workmen's Compensation benefits from agencies. Health insurance coverage is strongly recommended.

Wallace Community College – Emergency Medical Services

STUDENT INFORMATION / CHECKLIST

Before beginning any EMS Program course, you must submit proof of the following items. NO exceptions can or will be made regarding submission of documentation by a medical professional. Turn in all health record documentation to EMS Program Personnel on the Wallace Campus in Dothan by the required deadline. **Include this form with your health records.**

Student Name: _____ Student ID Number: _____

ITEM	DOCUMENTATION REQUIRED	☑
Essential Functions / Physician's Statement	The *Essential Functions / Physician's Statement Form* must be signed by the student and signed by a **physician, physician's assistant, or a nurse practitioner.** ***Attach completed form.***	
Health Record Form	The *Health Record Form* must be completed and signed by a **physician, physician's assistant, or a nurse practitioner.** ***Attach completed form.***	
Tetanus (Tdap) Vaccine	Documentation of an ***adult*** Tdap vaccine. Any Tdap older than ten (10) years must also be followed by documentation of a Tetanus booster (Td or Tdap) that is less than ten (10) years old. ***Attach medical documentation.***	
PPD or Tuberculosis (TB Skin Test)	Documentation of a *two-step* TB skin test, consisting of one test followed by a *second test 7-21 days later*. The *results cannot be more than four (4) weeks apart*. TB skin tests are good for a period of one (1) year from the administration date. An annual one-step TB skin test will be required thereafter. ***Attach medical documentation.*** **OR** Students who have tested positive for TB in the past or who are unable to receive the TB skin test must submit narrative documentation with a clear chest x-ray. Completion of an annual *Tuberculosis Questionnaire* will also be required. **Attach medical documentation.**	
MMRV Titers	Documentation of **titer** results for MMRV – Measles (Rubeola), Mumps, Rubella (German Measles), and Varicella (Chicken Pox). If results are non-immune (negative) or equivocal, the student is instructed to seek the advice of a medical provider for recommended follow-up and must sign a *Measles, Mumps, Rubella, Varicella Release / Waiver Form*. ***Attach lab data report.***	
Hepatitis B Titer	Documentation of **titer** results for Hepatitis B. Results must be within the past twenty (20) years. If results are non-immune (negative), the student is instructed to seek the advice of a medical provider for recommended follow-up and must sign a *Hepatitis B Vaccination Release / Waiver Form*. **Attach lab data report.**	
CPR *EMS Basic includes CPR training within the program.*	Documentation of current CPR certification by the American Heart Association Basic Life Support (BLS) for Health Care Providers (CPR/AED) or American Red Cross CPR for Professional Rescuer. **Attach a copy of card / certificate**	
Release Form	Read and sign the *Release of Clinical Information* form. **Attach completed form.**	
IMPORTANT: You must attach legible copies of all required documentation. Copies will not be made for you by Program personnel. It is a student's responsibility to maintain a personal file with all health records. Once submitted to the Program, no records will be released back to students. There is a student copier available in the Learning Resource Center.		

_____ _____

Signature Date

Wallace Community College – Emergency Medical Services

HEALTH RECORD FORM

Name:_____ **Student ID #:**_____

Address:_____ **Contact Number:**_____

Emergency Contact Person:_____ **Contact Number:**_____

INSTRUCTIONS: A physician, nurse practitioner, or physician's assistant must complete and sign this form. Copies documenting Tdap vaccination (and booster if applicable), TB and/or chest x-ray, and lab results must accompany this form *when* submitted to *EMS Program personnel.*

Requirements	
Tetanus Vaccine (tetanus, diphtheria, pertussis) *All students must have a documented Tdap vaccine.*	**Date Administered:** ____ - ____ - ____
Td or Tdap Booster *Only applicable if above Tdap vaccine is older than ten (10) years. Adult Tdap must be followed by Td booster every ten years thereafter.*	**Date Administered:** ____ - ____ - ____ **OR** **Not Applicable** _____ (physician's initials)
MMRV Titers ***Titer results are required***. Vaccination records will not be accepted in place of titer results	**Date(s) Drawn / Results:** **Measles** ____ - ____ - ____ / □ Immune □ Not Immune □ Equivocal **Mumps** ____ - ____ - ____ / □ Immune □ Not Immune □ Equivocal **Rubella** ____ - ____ - ____ / □ Immune □ Not Immune □ Equivocal **Varicella** ____ - ____ - ____ / □ Immune □ Not Immune □ Equivocal
Hepatitis B Titer ***Titer results are required***. *Vaccination records* will not *be accepted in place of titer results.*	**Date Drawn / Results:** ____ - ____ - ____ / □ Immune □ Not Immune
2-step TB Skin Test **or Chest X-ray** *Results from the two-step TB skin tests* ***cannot be more than four (4) weeks apart.*** *Results are valid for one year. A one-step TB update will be required thereafter.* ***Students who have tested positive for TB or who are unable to receive the TB skin test must submit narrative documentation of a clear chest x-ray. Documentation of reason for chest x-ray instead of serum is required.***	**1st Step** Lot # _____ Manuf. _____ Exp. Date _____ Time Applied _____ Reader Signature _____ Date Administered: ____ - ____ - ____ Date Read: ____ - ____ - ____ Result: _____ mm of induration Interpretation: □ Positive □ Negative **2nd Step** Lot # _____ Manuf. _____ Exp. Date _____ Time Applied _____ Reader Signature _____ Date Administered: ____ - ____ - ____ Date Read: ____ - ____ - ____ Result: _____ mm of induration Interpretation: □ Positive □ Negative **OR**_____ **Chest X-Ray** Date of CXR: ____ - ____ - ____ / Result: □ Normal □ Abnormal

Healthcare Provider Signature Required: I have reviewed this student's immunization status and have made recommendations regarding any follow-up related to safe practice as a health care provider.

_____

Physician, PA, or NP (Signature) Date Contact Number

_____

Physician, PA, or NP (Printed) Address

Wallace Community College
Emergency Medical Services

ESSENTIAL FUNCTIONS

The Alabama Community College System endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective respiratory therapist care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the emergency medical services program with or without reasonable accommodations. The emergency medical services program and/or its affiliated clinical agencies may identify additional essential functions. The emergency medical services program reserves the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the emergency medical services program one must possess a functional level of ability to perform the duties required of an EMT. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary for the emergency medical services program. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations provided will be determined and applied to the respective emergency medical services program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for emergency medical services program admission, progression and graduation and for the provision of safe and effective emergency medical services care. The essential functions include but are not limited to the ability to:

EMERGENCY MEDICAL SERVICES

ESSENTIAL FUNCTIONS REQUIREMENTS

Essential Functions: Due to the requirements of the State of Alabama for EMS Licensure, no student will be admitted to any Wallace Community College Emergency Medical Services course who cannot meet the essential functions. The EMS student must:

1. have the physical agility to walk, climb, crawl, bend, push, pull, or lift and balance over less than ideal terrain;
2. have good physical stamina, endurance, which would not be adversely affected by having to lift, carry, and balance at times, in excess of 125 pounds (250 pounds with assistance);
3. see different color spectrums;
4. have good eye-hand coordination and manual dexterity to manipulate equipment, instrumentation and medications;
5. be able to send and receive verbal messages as well as operate appropriately the communication equipment of current technology;
6. be able to collect facts and to organize data accurately, to communicate clearly both orally and in writing in the English language (at the ninth grade reading level or higher)
7. be able to make good judgment decisions and exhibit problem solving skills under stressful situations;
8. be able to make good judgment decisions and exhibit problem solving skills under stressful situation;
9. be attentive to detail and be aware of standards and rules that govern practice; and
10 implement therapies based upon mathematical calculation (at the ninth grade level or higher);
11. possess emotional stability to be able to perform duties in life-or-death situations and in potentially dangerous social situations, including responding to calls in districts known to have high crime rates;
12. be able to handle stress and work well as part of a team;
13. be oriented to reality and not be mentally impaired by mind altering substances;
14. not be addicted to drugs or alcohol;
15. be able to work shifts of 24 hours in length;
16. be able to tolerate being exposed to extremes in the environment including variable aspects of weather, hazardous fumes, and noise, and
17. possess eyesight in a minimum of one eye correctable to 20/20 vision and be able to determine directions, according to a map; and students who desire to drive an ambulance must possess approximately 180 degrees peripheral vision capacity, must possess a valid Alabama driver's license (if a resident of another state is employed in Alabama); and must be able to safely and competently operate a motor vehicle in accordance with state law

Wallace Community College
Emergency Medical Services

HEALTH RECORD AND
STATEMENT OF ESSENTIAL FUNCTIONS
SIGNATURE PAGE

STUDENT STATEMENT

I have reviewed the Essential Functions for this program and I certify that to the best of my knowledge, I have the ability to perform these functions. I understand that a further evaluation of my abilities may be required and conducted by the EMS faculty, if deemed necessary, to evaluate my ability prior to admission to the program and for retention and progression through the program.

_____ _____
Student Signature Date

_____
Student's Name (Printed)

PHYSICIAN STATEMENT

Based upon my assessment and evaluation, this person's mental and physical health **is** _____ **is not** _____

sufficient to perform the classroom, laboratory, and clinical duties of an Emergency Medical Services student.

If person is not mentally or physically sufficient to perform, please explain. (Attach additional sheet if necessary)

_____ _____
Physician, PA, or Nurse Practitioner (Signature) Date

_____
Physician, PA, or Nurse Practitioner (Printed)

_____
Address Contact Number

EMERGENCY MEDICAL SERVICES—

EMT, AEMT, PARAMEDIC

Wallace Community College has partnered with Verified Credentials to manage your program's background check requirements.

To access Qualified First go to: http://scholar.verifiedcredentials.com/wallace

If you are accessing this information on-line, click on the link above. If typing it in, make sure you put the link in the address bar at the top of your computer screen—do not put this link in a search engine text box (eg, Google, Bing).

If you have any questions or problems during the information entry process, contact the Client Services Team at Verified Credentials. Call 800-938-6090 or email ClientServices@verifiedcredentials.com.

How It Works:

Enter code for the program you will be attending in the "Get Started!" box on the top right side of the page. Use the first-time code if you are new to the program. The update code is used when one who previously completed a full background screen breaks enrollment for a term and then re-enrolls.

EMT Program	
KMGVP	64877

EMT Program– Update	
HHHDC	44222

AEMT Program	
KKJRW	64782

AEMT Program– Update	
HHTVY	47896

Paramedic Program	
KKKKD	66634

Paramedic Program– Update	
JJWPR	49772

- **Create an account**. Once you have an account, you will sign back in using the same user name and password—remember these!

- **Enter all required information**.

    - Use your **FULL LEGAL NAME** when making your entry. Don't risk being confused with another person and their past!
    - Have your **SOCIAL SECURITY NUMBER** with you when you begin the process.
    - Supply information as accurately and thoroughly as you can.
    - When disclosing events in your past that may raise red flags, do not omit things you consider minor or not necessary just because you paid your fine and/or court charges.
        - All arrests and convictions should be reported, even if ultimately dismissed or resolved by a guilty plea, nolo contendere plea, deferred prosecution, pre-trial diversion, etc. The arrest history will show.
        - Driving violations such as speeding, running a red light, etc. ARE NOT reported—you do not have to disclose these.
        - Driving without a license, driving without insurance on a vehicle, driving while license suspended or revoked, driving under the influence, etc. ARE NOT MINOR AND WILL SHOW ON YOUR REPORT!
- The professional license section is applicable only to those who have completed training, earned credentials, and hold CURRENT licensure/certification in a particular professional field, such as a Licensed Practical Nurse, an EMT, an Advanced EMT, a Certified Nurse Aide, a Real Estate Broker, etc. If your license/certification has expired, do not enter and maintain that it is current. Do not enter your driver's license or CPR certification in this area.
- **Complete payment**. Accepted methods include MasterCard, VISA, or Discover debit or credit cards, pre-paid credit cards, or PayPal. Background screening costs are $45 for the initial screen and $15 for each additional update.

- **Track your progress**. Using your user name and password enter back into your account to track completion. Once complete, your background check will be available for your review and release to the College's designated official. **YOUR SCREENING IS NOT COMPLETE UNTIL YOU REVIEW AND RELEASE RESULTS—PLEASE WATCH THIS CLOSELY.**

- Your results are confidential— DO NOT print a copy for submission to your instructor or to your health program office. If questions or other needs arise, you will be contacted individually through the Health Sciences Associate Dean's Office. Contact Kathy Buntin, Associate Dean, Health Sciences, at kbuntin@wallace.edu with questions or entry problems concerning your report.

WALLACE COMMUNITY COLLEGE

Background Screening Consent and Release Form

I have received and carefully read the Background Screening Policy for Students in the Health Sciences. I understand that compliance with the background screening policy is a requirement to complete my admission to and/or maintain enrollment in a health care program at Wallace Community College.

By signing this document, I am indicating that I have read and understand Wallace Community College's Background Screening Policy for Students in the Health Sciences. My signature also indicates my agreement to complete the requirement and to submit required information to the approved screening vendor. I understand that my enrollment in health program courses is conditional to the provision of negative findings or facility approval upon circumstantial review. In the event of positive findings on my background screen and follow-up denial of access to or declared ineligibility to continue in clinical learning experiences, further attendance in health program courses will not be allowed. I will be offered the opportunity to withdraw from all courses in my health program for which I am enrolled. My failure to withdraw as directed will result in the assignment of the appropriate course grade, whether NA, CA, or WF.

A copy of this signed and dated document will constitute my consent to abide by the College's Background Screening Policy. Upon submission of my personal information to the approved screening vendor, I also consent to approve the release of the original screening results to the approved College designee. A copy of this signed and dated document, along with approval during the information submission process, will constitute my consent for the College to release the results of my background screen to the clinical affiliate(s)' specifically designated person(s). I agree to hold harmless the College and its officers, agents, and employees from and against any harm, claim, suit, or cause of action, which may occur as a direct or indirect result of the background screen or release of the results to the College and/or the clinical affiliates. I understand that should any legal action be taken as a result of the background screen, that confidentiality can no longer be maintained.

I agree to abide by the aforementioned policy. I acknowledge that my signing of this consent and release form is a voluntary act on my part and that I have not been coerced into signing this document. I hereby acknowledge that I will authorize the College's contracted agents to procure a background screen on me. I further understand this signed consent hereby authorizes the College's contracted agents to conduct necessary and/or periodic background screens and/or updates as required by contractual agreements with clinical affiliates.

_____	_____
Student Signature	Witness Signature
_____	_____
Student's Printed Name	Witness' Printed Name
_____	_____
Date	Date

Wallace Community College
Substance Abuse Control Policy for Students in the Health Sciences

I. **Policy Purpose**

A. 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 or employee.

B. As stipulated by agencies with which Wallace Community College contracts for clinical experiences, health program students and faculty must abide by agency policies, including the substance abuse control policy and any subsequent revisions to the policy.

II. **Standards of Conduct and Enforcement Thereof**

A. Any incident relating to alcohol or drug use by students should be reported to the Associate Dean, Health Sciences.

B. In the event of confirmation of such prohibited possession, use, or distribution by a student, 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, program dismissal, college suspension or expulsion.

C. If any student shall engage in any behavior prohibited by this policy, which is also a violation of Federal, State, or local law or ordinance, that student shall be subject to referral to law enforcement officials for arrest and prosecution.

III. **General Guidelines**

A. Policies governing substance abuse include pre-clinical drug screening, random drug screening, and reasonable cause drug screening, should the student exhibit behaviors indicative of substance abuse during their participation in courses and/or activities offered by Wallace Community College.

B. Laboratory Requirements

1. Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
2. Laboratories certified by the Substance Abuse and Mental Health Services Administration, U. S. Department of Health and Human Services (HHS), will be used to perform confirmatory drug testing analysis.

C. Persons to be Tested

1. Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
2. Any faculty member, whether full or adjunct, responsible for clinical supervision of students enrolled in a health science program at Wallace Community College will be required to abide by this policy.

IV. **Student Guidelines**

A. Pre-clinical Screening

1. Students granted initial admission to any health science program at Wallace Community College will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
2. Students transferring into a health science program, readmitting to a health science program, and/or enrolling in individual courses containing a clinical component will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
3. A signed consent to drug screening will be maintained on file for each health science student. Screening will be scheduled and conducted according to established guidelines at a cost agreed upon by laboratory facility and College representatives. Costs related to admission and random drug testing will be the responsibility of the student.
4. Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
5. Students failing to complete drug screening as required will be prohibited from participation in and completion of the clinical and/or laboratory component of required courses.
6. In accordance with policies found in the Wallace Community College Catalog/Student Handbook, students who are unable to complete course requirements due to positive drug screens will be allowed to withdraw from applicable courses.
7. Readmission to health science programs will follow guidelines established by each health program.

B. Reasonable-Suspicion Screening

1. While participating in clinical experiences and/or College activities, students may be required to submit to reasonable suspicion testing. Reasonable suspicion is defined as follows:

   Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; abnormal conduct or erratic behavior while in class or on the clinical unit; deterioration in performance; a report of drug use provided by reliable and credible sources which has been independently corroborated; evidence of tampering with a drug test; information that the individual has caused or contributed to an incident in a clinical agency; evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on the premises of the College or a clinical agency.

2. Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

C. Positive Screens

1. No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
2. Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
3. Wallace Community College encourages students to seek professional help for a drug related problem. Follow-up treatment will be at the discretion of the student and all expenses incurred will be the responsibility of the student.
4. With exception of legal actions that require access to test results, all records will be secured in locked files with access limited only to stated College officials and his/her designees.

D. Readmission

1. Students withdrawing from a health science program due to a positive drug screen will be considered for readmission in accordance with standard guidelines stipulated by the applicable program and will have the same rights and responsibilities as those available to other students.

2. Prior to making application for readmission, students dismissed or withdrawing from a health science program related to a positive drug screen must submit verification of completion of a substance abuse treatment program to the appropriate College designee.
3. Students readmitted to a health science program following violation of policies aimed at substance abuse prevention for Wallace Community College will be required to submit to an unannounced drug screen at their own expense prior to finalization of the process.
4. Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
5. Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

DRUG SCREEN POLICY AGREEMENT

In preparation for participation in clinical/laboratory activities of health science programs or other programs/activities requiring drug screening as outlined in the Wallace Community College Substance Abuse Control Policy, I hereby consent to submit to a urinalysis and/or other tests as shall be determined by Wallace Community College for the purpose of determining substance use. I agree that specimens for the tests will be collected in accordance with guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs and as described in the Wallace Community College Substance Abuse Control Policy Guidelines.

I further agree to, and hereby authorize, the release of the results of said tests to the appropriate designee of Wallace Community College. All positive results will be reviewed by said College designee and followed by a confidential contact with me.

I understand that positive results indicating the current use of drugs and/or alcohol shall prohibit me from participating in clinical, laboratory, or other activities of health science programs requiring that I be drug free. I further understand that clinical/laboratory components of courses within health programs are required curriculum components and that an inability to attend said components may prevent or delay my program completion. I also understand that while participating in clinical activities within outside healthcare agencies, I will be subject to the same rules as the health care employees in said facilities.

I agree to hold harmless Wallace Community College and its designee/s and FMG-PrimeCare and its Medical Review Officer from any liability arising in whole or in part from the collection of specimens, testing, and use of the results from said tests in connection with excluding me from participation in clinical/laboratory activities.

I have carefully read the foregoing and fully understand its contents. I acknowledge that my signing of this consent and release form is a voluntary act on my part and that I have not been coerced by anyone to sign this document. A copy of this signed and dated document will constitute my consent for FMG-PrimeCare to perform the drug screen and to release the results to Wallace Community College.

_____ _____

Signature Date

_____

Printed Name

WALLACE COMMUNITY COLLEGE
EMERGENCY MEDICAL SERVICES

PARTICIPATION DISCLAIMER

I understand that as a student in the Emergency Medical Services Program that I will participate in activities that will require me to act as a patient, as well as, a health care provider. These activities include, but are not limited to, patient assessment, splinting, and spine stabilization. The process of assessing and treating patients/classmates may require observation and touching of the body. I understand that it is my responsibility to demonstrate professionalism at all times and to know the correct application procedures for the devices used in the EMS field. I further understand that I must give prior notification to the instructor if I have a valid reason not to participate in any activity. It is important for all students to recognize that any form of harassment will not be tolerated and will be handled in accordance with Wallace Community College policy as listed in the college catalog. I agree to participate in class, clinical and lab activities and will conduct myself in a professional manner at all times. With this knowledge, I release Wallace Community College and its instructors from any claims that might arise from my participation.

_____
Signature

_____
Printed Name

_____
Date

WALLACE COMMUNITY COLLEGE
EMERGENCY MEDICAL SERVICES PROGRAM

EMS LIABILITY RELEASE FORM

I, _____, hereby acknowledge that I am eighteen years of age or older. I further acknowledge that I fully understand the contents of this release and that I am signing it voluntarily.

As a student of the Emergency Medical Services Program at Wallace Community College, I am aware of the risk of personal injury, illness or death which is inherent in my participating in EMS classroom, laboratory, clinical and field internship activities. I understand that medical insurance and responsibility for payment of medical bills incurred during the program are my responsibility. I further understand that I am responsible for all vaccinations, including hepatitis B, that are required for program admission.

Upon full awareness and consideration of the risks which I might assume in participating in classroom, laboratory, clinical or field internship activities, I hereby agree to release Wallace Community College and its instructors, officials, agents, representatives, clinical sites, and employees from any liability for any type of illness or injury which is incurred to me during my participation in the program. This release will remain in effect for the duration of my enrollment in the Emergency Medical Services Program.

_____ _____
Student Signature Date

_____ _____
Witness Signature Date

WALLACE COMMUNITY COLLEGE
EMERGENCY MEDICAL SERVICES

RELEASE OF CLINICAL INFORMATION

I give Wallace Community College permission to release copies of my personal clinical/program documentation to clinical agencies as required by contractual agreements. These records will only be released to Human Resources or such centrally governed departments and include, **but are NOT limited to**: immunizations, TB skin tests, titer results, CPR, substance abuse screens, background checks, essential functions/physician's statement, and clinical agency training acknowledgements and verifications.

_____ _____
Student Name (Print) WCC Student ID #

_____
Signature

_____
Date

WALLACE COMMUNITY COLLEGE
EMERGENCY MEDICAL SERVICES

EMS Handbook Acceptance

I, _____, have received a copy of the EMS Student Handbook and are fully aware of program needs and information about the Wallace Community College EMS Program. I understand that my admission into the EMS Program is conditional and dependent upon my ability to perform the essential functions identified by the Alabama Department of Public Health, positive background screening, and negative drug screening.

Student Name: _____

Student Signature: _____

Student Number: _____

Date: _____

MEDICAL ASSISTING PROGRAM

STUDENT POLICY MANUAL
2022-2023

WALLACE COMMUNITY COLLEGE

DOTHAN, ALABAMA

Cherie D. Willis, BS, CMA (AAMA)
Program Director
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334-556-2427

Rev 4/2022

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MEDICAL ASSISTING

The Medical Assisting Program Faculty supports the mission, statement of purpose, and goals of Wallace Community College which are as follows:

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.

INSTITUTIONAL GOALS

1. Develop, enhance, and revise curricula to meet the needs of the community.

2. Promote learning through excellence in teaching, support services, and instructional delivery systems.

3. Ensure access and diversity throughout the College.

4. Provide a quality environment for learning and work through open communication, professional development, and support services.

5. Provide quality facilities and equipment to support College programs and services.

6. Refine processes and procedures to enhance quality, to demonstrate effectiveness, and to ensure accountability.

7. Seek additional resources to support the College Mission.

8. Maximize productivity and efficiency through the allocation of available resources.

9. Expand collaborations and partnerships to promote progress in the region.

10. Strengthen community ownership of and support for the College.

In addition, the Program has a two-fold purpose: (1) To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains for the practice of medical assisting, and (2) preparing students to successfully write the American Association of Medical Assistants Certifying Board examination in order to become a certified medical assistant.

The program objectives are in accord with the Standards and Guidelines of the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assisting Education Review Board (MAERB) of the American Association of Medical Assistants. The graduate medical assistant is expected to possess the following competencies starting on page 28 of this manual which have been adopted by the American Association of Medical Assistants.

CODE OF ETHICS

The Code of Ethics of AAMA shall set forth principles of ethical and moral conduct as they relate to the medical profession and the particular practice of medical assisting.

Members of AAMA dedicated to the conscientious pursuit of their profession, and thus desiring the merit of the high regard of the entire medical profession and the respect of the general public which they serve, do pledge themselves to strive always to:

A. Render service with full respect for the dignity of humanity.

B. Respect confidential information obtained through employment unless legally authorized or required by responsible performance of duty to divulge such information.

C. Uphold the honor and high principles of the profession and accept its disciplines.

D. Seek to continually improve the knowledge and skills of medical assistants for the benefit of patients and professional colleagues.

E. Participate in additional service activities aimed toward improving the health and well-being of the community.

CREED

I believe in the principles and purposes of the profession and medical assisting.

I endeavor to be more effective.

I protect the confidence entrusted to me.

I am dedicated to the care and well-being of all people.

I am loyal to my employer.

I am true to the ethics of my profession.

I am strengthened by Compassion, Courage, and Faith.

RULES AND REGULATIONS

I. ADMISSION REQUIREMENTS

Each applicant must meet the following criteria:

A. Be a high school graduate or possess a GED Certificate, or be a high school student eligible for Dual Enrollment.

B. Meet College requirements for admission.

C. All first-time students are assessed in the areas of English, mathematics, and reading through administration of the ACT/ASSET or ACCUPLACER and placed at the appropriate level as indicated by the assessment results. Students who are placed in developmental English, reading, and/or math by the placement exam score will be required to achieve a satisfactory grade in each developmental course taken in order to progress in the MA program.

D. MA and phlebotomy students are required to complete a physical exam prior to admission to the Practicum. The purpose of the physical exam is for evaluation of the student's ability to perform the essential functions of the MA program (pages 24). This record is current for one year only. Any student remaining in the program for more than one (1) year must have this record updated and on file in the student's personal folder. Wallace Community College complies with the Americans with Disabilities Act, 1990 and requests for reasonable accommodations will be considered.

Disability Support Services, located in Room 131 of Grimsley Hall on the Wallace Campus, serves as the central campus resource for student with disabilities. Students are responsible for reporting their needs to the ADA Compliance Officer and providing proper documentation of their disabilities. Early contact is essential to allow sufficient time for evaluating, planning, and arranging needed accommodations and services.

Students meeting the above requirements are admitted in chronological order by date of completion of admission requirements.

II. ATTENDANCE AND ABSENCES

A. Students are expected to attend all scheduled classes. The following regulations are to be followed concerning absences:

1. Instructors are to maintain daily attendance records.

2. A student is absent when the roll is checked, or if he or she leaves before the class is officially dismissed.

3. Students are not to be counted absent until their registration is completed. However, it is the responsibility of the student to make up any missed assignments.

4. Students are expected to attend all scheduled class meetings and laboratory sessions for their courses. The grades of students who miss scheduled exams, unscheduled quizzes, deadlines for turning in assigned projects, or scheduled group projects may be negatively impacted by their absence. Faculty members will make penalties for absences clear to students in their course syllabi or additional handouts.

   Students must attend a full class session during the first week of class. Failure to attend in the first week will result in being dropped from class as a no show. Such students may petition the faculty member for reentry to the course and will be returned to the course roll only with the approval of the faculty member once student attends a class.

   Students who do not wish to continue attending a class or classes are urged to initiate the withdrawal process. It is the student's responsibility to withdraw from the course by using the online withdrawal procedure found online at www.wallace.edu/admissions/withdrawal-

procedures. Students will be responsible for repaying any portion of unearned financial aid that results from their withdrawal.

Likewise, those students who cease to attend classes after the midpoint of the term but do not initiate the withdrawal process will also be negatively impacted by these actions. These students will be considered to have unofficially withdrawn from the College and will receive failing grades for all assignments missed. If students have not completed the withdrawal process by the established withdrawal deadline, they will receive a failing grade for the courses.

These students will also be responsible for repayment of any unearned financial aid as a result of their failure to attend. If a student receives a grade of WF, he/she will have an opportunity to petition the instructor's decision only if it is the result of instructor error. Otherwise, the grade of WF is final.

5. All students are expected to take scheduled examinations. If a scheduled exam is missed due to an unexcused absence, the student will receive a zero. Make-up examinations due to an excused absence will be given the day the student returns from the excused absence or at the convenience of the instructor. Make-up exams may not be the same as the scheduled exam. If the student misses the scheduled make-up exam, he/she must have an excuse for the date of the make-up or receive a zero.

6. The following absences are excused:
   a. Personal illness as documented by doctor's excuse
   b. Serious illness or death in the immediate family as documented by doctor's excuse or obituary
   c. Jury duty or court summons of the student as documented by a letter and/or subpoena
   d. Official College business
   e. Military Obligations: Documentation of the excused absence(s) is subject to verification by the College.

7. If a student must be absent from the practicum area he/she will notify the medical office and instructor at least one (1) hour prior to the scheduled time. If the instructor is not notified, an unexcused absence from practicum will be given for that day.

8. If it becomes necessary to leave the medical office during working hours, advance permission is to be obtained from the instructor or practicum supervisor. Students who leave their practicum premises for personal reasons are required to obtain permission from the instructor or practicum supervisor. Under no circumstances may students visit personnel in the same or other offices when on duty.

III. LIABILITY INSURANCE

A. All MA and phlebotomy students are required to have professional liability (malpractice) insurance.

B. The insurance is available through the College and must be in effect prior to performing any skills and practicum.

IV. SUBSTANCE ABUSE CONTROL POLICY FOR STUDENTS IN THE HEALTH SCIENCES

A. Policy Purpose

1. 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 or employee.

2. As stipulated by agencies with which Wallace Community College contracts for clinical experiences, health program students and faculty must abide by agency policies, including the substance abuse control policy and any subsequent revisions to the policy.

B. Standards of Conduct and Enforcement Thereof

1. Any incident relating to alcohol or drug use by students should be reported to the Associate Dean of Health Sciences.

2. In the event of confirmation of such prohibited possession, use, or distribution by a student, 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, program dismissal, college suspension or expulsion.

3. If any student shall engage in any behavior prohibited by this policy, which is also a violation of Federal, State, or local law or ordinance, that student shall be subject to referral to law enforcement officials for arrest and prosecution

C. General Guidelines

1. Policies governing substance abuse include pre-clinical drug screening, random drug screening, and reasonable cause drug screening, should the student exhibit behaviors indicative of substance abuse during their participation in courses and/or activities offered by Wallace Community College.

2. Laboratory Requirements
   a. Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
   b. Laboratories certified by the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (HHS), will be used to perform confirmatory drug testing analysis.

3. Persons to be Tested
   a. Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
   b. Any faculty member, whether full or adjunct, responsible for clinical supervision of students enrolled in a health science program at Wallace Community College will be required to abide by this policy.

D. Student Guidelines

1. Pre-clinical Screening
   a. Students granted initial admission to any health science program at Wallace Community College will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
   b. Students transferring into a health science program, readmitting to a health science program, and/or enrolling in individual courses containing a clinical component will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
   c. A signed consent to drug screening will be maintained on file for each health science student. Screening will be scheduled and conducted according to established guidelines at a cost agreed upon by laboratory facility and College representatives. Costs related to admission and random drug testing will be the responsibility of the student.
   d. Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
   e. Students failing to complete drug screening as required will be prohibited from participation in and completion of the clinical and/or laboratory component of required courses.
   f. In accordance with policies found in the Wallace Community College Catalog/Student Handbook, students who are unable to complete course requirements due to positive drug screens will be allowed to withdraw from applicable courses.
   g. Readmission to health science programs will follow guidelines established by each health program.

2. Reasonable-Suspicion Screening
   a. While participating in clinical experiences and/or College activities, students may be required to submit to reasonable suspicion testing. Reasonable suspicion is defined as follows:

      Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; abnormal conduct or erratic behavior while in class or in the clinical unit; deterioration in performance; a report of drug use provided by reliable and credible sources which has been independently corroborated; evidence of tampering with a drug test; information that the individual has caused or contributed to an incident in a clinical agency; evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on the premises of the College or a clinical agency.

   b. Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

3. Positive Screens
   a. No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
   b. Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
   c. Wallace Community College encourages students to seek professional help for a drug related problem. Follow-up treatment will be at the discretion of the student and all expenses incurred will be the responsibility of the student.

d. With exception of legal actions that require access to test results, all records will be secured in locked files with access limited only to stated College officials and his/her designees.

4. Readmission
   a. Students withdrawing from a health science program due to a positive drug screen will be considered for readmission in accordance with standard guidelines stipulated by the applicable program and will have the same rights and responsibilities as those available to other students.
   b. Prior to making application for readmission, students dismissed or withdrawing from a health science program related to a positive drug screen must submit verification of completion of a substance abuse treatment program to the appropriate College designee.
   c. Students readmitted to a health science program following violation of policies aimed at substance abuse prevention for Wallace Community College will be required to submit to an unannounced drug screen at their own expense prior to finalization of the process.
   d. Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
   e. Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

V. CONDUCT

A. Students should observe the highest of moral, professional and social standards. Specifically, *there should be no breach of confidentiality, needless complaining, loud talking, boisterous laughter, unprofessional appearance or conduct.*

B. As a vital part of the professional team and the total medical environment, each employee and student is expected to exercise tact, kindness, courtesy, and consideration to fellow employees, patients, and friends. The medical office's reputation and the community's confidence in it are established and maintained by the collective effort of all employees and students. Therefore, personal conduct both on and off the job should be of the highest quality.

C. Students shall abide by AAMA Disciplinary Standards and Code of Student Conduct as outlined in Wallace Community College Student Handbook and with accompanying disciplinary sanctions. Any student violating the Code of Student Conduct (including cheating, smoking in prohibited areas, or falsifying records, etc.) will be reported to the Director of Student Activities. Any student not adhering to the AAMA Disciplinary Standards will be terminated permanently from the MA program.

D. All communication devices must be in the silent or off position during class and lab as well as in the clinical setting. Communicating by way of text messaging, video messaging, or smart watch during class is strictly prohibited and may be construed as cheating. Students should refer to course syllabus in regards to use of cell phones. **The taking of pictures or videos is considered a violation of HIPPA and student privacy.**

E. The use of computers within the Health Science building is considered a privilege. Students should limit the use of the computers to programs and websites to enhance their MAT education. The use of social websites is prohibited during classroom activities as well as during clinical training. In accordance with college policies students may not alter, download, or reconfigure any college settings or programs on the college's computers or the computers of practicum facilities.

VI. CONFIDENTIAL INFORMATION

A. Students will, in the course of work, be exposed to information regarding patients, physicians and others. All such information must be considered as confidential and not to be discussed with anyone except in the line of duty.

B. A patient's condition may not be discussed with the patient, employee, students, or other persons who are not directly concerned with care of the patient. Only the physician, director or supervisor of medical services, or the administration is authorized to discuss the condition of the patient with others.

C. Confidentiality extends to include any information that may be shared via social networking sites (Facebook, Twitter, etc.). Violation of these rules is considered a breach of ethics and can result in disciplinary action, including dismissal from the program.

VII. FIRE/DISASTER DRILLS

Procedures for fire drills and disaster drills are posted in the classrooms.

VIII. FOOD SERVICES

Food is available on campus at the cafeteria in the student center & vending - 1st floor Health Science Building.

IX. PARKING

Free parking is available on campus. All vehicles must be registered and parked in the area designated for student parking. Parking decals must be obtained at the switchboard in the Library Resource Center.

X. SCHOOL TRIPS

Periodically seminars, conventions, field trips, etc. are scheduled as learning experiences. All students are encouraged to participate. Students unable to participate may be given an assignment as designated by the instructor.

XI. GRADING SCALE

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = BELOW 60

1. Each student must achieve 70 in each course in order to progress in the program.

2. Withdrawals are allowed according to College policy. If a student withdraws before one week prior to final exams, a W will be recorded on the transcript. No withdrawals allowed after that date.

3. Students who accumulate a combined total of three failures and/or withdrawals will not be allowed to continue in the program.

4. W will be recorded as withdrawal. F and D will be recorded as failures.

5. In order to graduate, the student must achieve a grade of 70 or above in each course in the Medical Assisting Curriculum (MAT and CIS prefixes) and a cumulative GPA of 2.0 or higher in all courses.

6. Medical Assistants must demonstrate procedure skill proficiency in both the clinical and administrative areas of practice. Students in MAT 111, 125, 211, 215 and 216 are required to perform *Satisfactory* on all mandated clinical skills evaluations (this means the student must successfully complete each *critical step* designated by an asterisk on the Evaluation of Competency Performance Checklist). Failure to complete each *critical step* will result in an *Unsatisfactory*. Students in MAT 120, 121, and 220 Administrative classes will demonstrate proficiency of *Satisfactory* by completing a given *essential* skill with an *error free* completion rate, and will be given an *Unsatisfactory* by completing a given *essential* skill with *less than error free* completion rate.

7. Remediation Policy: Skills Based Courses - MAT111, MAT211 and MAT216

   A. Goals:
   - ❖ To provide a uniform approach and set of expectations for medical assisting students in skills based courses who fail a skills evaluation in any of the above courses.
   - ❖ Progress students forward in the Medical Assisting Program who have demonstrated their competency in all clinical skills areas.
   - ❖ Assist students in obtaining competency in skill areas through the remediation process.

   B. Policies:
   1. Each student must receive a score of "Successful" (S) on a skills evaluation to be deemed Competent in that skill.

   2. Students receiving a score of "Unsuccessful" (U) on a skills evaluation will receive remediation. Students must successfully pass upon second attempt in order to progress in program studies.

   3. Remediation will include extra lab hours, home practice, and instructor assistance when necessary.

   4. If the student requires extra assistance from the instructor, it is the student's responsibility to make an appointment with the instructor during the instructor's available office hours. The instructor will not be available after normal work hours.

   5. Students will be assigned a date for the second attempt at the failed skill. Students must remediate for at least one week before they are allowed to make a second attempt at the failed skill.

   6. If after remediation, the student fails the second attempt, the student will be required to meet with the program director and instructor to begin the withdrawal process from the course.

- ❖ Instructor has the right to amend the remediation policy per course within syllabi.

XII. READMISSION/TRANSFER POLICY

- ❖ Readmitted/transfer students must fulfill all current requirements for admission to the program.

- ❖ Students who have been enrolled in other programs must have a cumulative GPA of 2.0 or higher and are evaluated individually to determine appropriate placement. Validation exams may be required.

- ❖ Syllabi, course outlines, textbooks and catalogs from the former institution must be submitted to the MA department for review.

- ❖ Courses involving skills competencies **must** be taken in the program at the college. No credit will be given for experiential learning.

A. Readmission after failure:
A student who has failed to achieve a final grade of 70 or above in any one course of the MAT program may repeat that course only once more and continue in the program at full-time status upon space available provided the combined total of three withdrawals and/or failures have not been accumulated. If the three have been accumulated, the student may not enroll at any time in the future unless the Department Chair determines there were mitigating circumstances impacting the failure(s).

B. Readmission after withdrawals:
A student may accumulate a combined total of three withdrawals and/or failures. Readmission will not be allowed after any further withdrawals.

C. Readmission after not enrolling for one or more semesters:

1. Students not enrolled for one semester may register for classes on a space available basis.

2. Students not enrolled for 1 calendar year may register for classes after successfully challenging all skill classes previously completed or repeating the skills class. Challenging includes retaking the final exam and scoring a 70 or above plus successfully performing all required skill evaluations according to the course syllabus.

3. Students not enrolled for three semesters or more must retake all skill classes and pharmacology.

D. Priority of registration:
Due to limited class size, readmission into each course will be considered on a first come first serve basis in the following order:

1. Students who are completing the final semester of the program.

2. Students who have completed 32 or more semester hours.

3. Students who have completed 1-32 semester hours.

4. New and transfer students entering the program.

XIII. CELL PHONES AND ELECTRONIC DEVICES

A. Students should limit use of cell phones for during break and meal periods.

B. Please instruct family and friends not to call while in class or in practicum. In case of an emergency, the call should be made to the Switchboard who will transfer the call to the appropriate office. Dial 334-983-3521 and then press 0.

C. Cell phones and all other personal electronics (i.e., laptops, iPads, etc) must be kept turned off during class, skills lab, and clinical experience. Persistence of keeping an electronic device on during class will constitute a dismissal from class and will be assigned as an unexcused absence.

❖ Instructor has the right to amend the cell phone and electronic use policy per course within syllabi.

XIV. UNIFORMS

A. The following dress code will be enforced for all students in the Medical Assisting Program:

1. **Badge:**
   a. Wallace College I.D. will be worn at all times.
   b. Once in practicum, the Student Clinical Badge will be worn at all times.

2. **Uniform:**
   a. Students must wear a clean, Red uniform with white lab jacket/coat with a pen in pocket.
      Description: Cherokee Scrub, All styles approved (I-Flex, Infinity, Revolution, WorkWear)
      Color Code - RED
   b. Students must have their name tag on the front of the uniform or lab jacket/coat.
   *c. WCC MAT Program Patches must be worn on all scrubs and lab coats for ALL students. Patches to be located **left front** scrub top and **right sleeve** on jacket/coat.
   d. Appropriate neutral undergarments and hose or socks must be worn with uniforms. No visible undergarments or lingerie straps (in color or in style) through uniforms.
   e. NO high heels, crocks, sandals, or fabric shoes will be acceptable.
   f. Medical Assisting t-shirt may be worn with red scrub pants on Club Day (Wednesday)

3. **Personal Hygiene:**
   All students are expected to practice good habits of personal and oral hygiene. This includes being clean and free of body odor including tobacco/smoking odors.

4. **Scents/Odors:**
   Students should not use perfume, cologne, fragranced soap and lotion, or body spray. There are those who are sensitive to or have medical conditions affected and/or aggravated by scents.

5. **Make-up:**
   When used, should be moderately applied. No false eyelashes.

6. **Fingernails:**
   a. No artificial nails may be worn. (Artificial nails include but are not limited to acrylic/gel nails or overlays, wraps, dips, tips, shellac polish/bonding, and extensions.)
   b. Nails should be clean, well-manicured and may be no longer than ¼ inch past the fingertips.
   c. Nails should be without nail art/jewelry/embellishments

7. **Hair:**
   a. Hair is to be clean, neatly styled, and natural colored. Excessive or unconventional hairstyles are not permitted. Extremes in dyed hair color and/or unnatural hair colors are not permitted. (Example: blue, green, pink, etc.) Hair should be worn away from the face and secured so it does not interfere with performance.
   b. No head garments will be accepted unless previous approval by Dr. Spry in Student and Campus Services.
   c. Males are required to keep beards, sideburns, and mustaches trimmed and neatly maintained (respirator accommodating).

8. **Jewelry:**
   a. Wedding bands and a watch with a second hand are allowed.
   b. Dangling jewelry, including bracelets, earrings, necklaces, etc. are not allowed.

9. **Visible Body Piercing:**
   a. The only acceptable visible body piercing is in the ear – studs only and limited to two per ear.
   b. No gauges allowed.

10. **Tattoos:** Tattoos are to be covered at all times. If clothing cannot cover, then tattoos must be covered with bandages.

THERE WILL BE NO EXCEPTIONS TO THE DRESS CODE!!!

Attire will be evaluated during scheduled evaluations on campus and at the practicum site. Ten (10) points will be deducted from each evaluation for failure to comply with established rules, and the student will be counseled. Repeated counseling may result in termination from practicum.

- ❖ Instructor has the right to amend the dress code policy per course within syllabi.

* It is the student's responsibility to place the order and purchase a practicum name tag from: Sandra Jean Uniform Shop, 2493 Montgomery Highway, Dothan, AL 36301, 334-792-4553, **or** Scrubs 101 Uniform Boutique, 3074 Ross Clark Circle, Dothan, AL 36303, 334-793-5258.

B. EXAMPLES OF INAPPROPRIATE BEHAVIOR

1. Chewing gum, eating, etc., in clinical area.

2. Loud talking, laughing, "horse playing" in hallways or elevators.

3. Being disrespectful to the client, instructor, other students, and/or employees of institution.

4. Dishonesty (lying, stealing, charting care not provided).

5. Use of profanity or lewd comments anywhere in institution.

6. Disagreeing loudly in public.

7. Inappropriate physical contact (shoving, rough handling of client).

8. Breach of confidentiality.

9. Failure to follow instructions.

XVI. PRACTICUM AND GRADUATION

A. A practicum of 225 hours (MAT 229, MAT 239) is required for graduation from the AAS-MA Program and/or the phlebotomy certificate programs. Courses involving skills competencies must be taken in the program at the college. *NOTE: *Students intending to complete both MAT 229 and MAT 239 for Medical Assisting Technology and Phlebotomy practicums will be required to complete 225 hours per practicum for a total of 450 hours.**

Application must be submitted to Secretary, Allied Health Division, by mid-semester of the semester immediately preceding the practicum semester. Applications are in the MA Program office and may be obtained by contacting Secretary, Allied Health Division, directly at extension 2388 or by calling 334-556-2388.

1. The following are required prior to MAT 229 enrollment:
"C" average or better in MAT 111, MAT 125, MAT 200, MAT 211, MAT 215, MAT 216, and MAT 222. Plus successful completion of 30 additional credit hours of the required Medical Assisting courses and a 2.0 or higher cumulative GPA, current CPR certification, current physical exam, liability insurance coverage, and demonstration of safety in all skills considered potentially physically harmful to the patient.

2. The following are required prior to MAT 239 enrollment:
"C" average or better in MAT 101, 102, 128, 125, and 215. Plus successful completion of an acceptable computer course or instructor permission and a 2.0 or higher cumulative GPA prior to practicum. Liability insurance, physical exam, and CPR certification (American Red Cross CPR for the Professional Rescuer or American Heart for the Healthcare Provider) must be current prior to beginning MAT 239.

B. Students understand they are not promised jobs and will not be paid for their Practicum. It is also the student's responsibility to apply for graduation with the enrollment services office by mid-semester of the semester immediately preceding the semester of graduation. Students may complete the program any semester; however, the graduation ceremony is only held at the end of the spring semester. Therefore, anyone graduating and participating in the ceremony must apply by mid-semester of the fall semester.

XVII. CERTIFICATION EXAM

Students completing the Medical Assistant program may apply to AAMA to sit for the Certified Medical Assistant Examination as well as the American Medical Technologists' AMT certification examination. Applications are available from the Program Director.

Completing and mailing examination application/s with the required fee/s is student's responsibility. Application may be denied for failing to comply with the Disciplinary Standards and Procedure of the AAMA as outlined on the following page. Any student failing to comply with AAMA Disciplinary Standards will be permanently terminated from the MA program.

XVIII. STUDENT GRIEVANCES

Any student affected by a policy of this program wishing to challenge or be an exception of the policy, must follow the College grievance procedure found in the Student Handbook section of the College Catalog.

Disciplinary Standards and Procedures

I. Grounds for denial of eligibility for the Certified Medical Assistant (CMA) credential, or for discipline of Certified Medical Assistants (CMAs)

A. Obtaining or attempting to obtain Certification, or Recertification of the CMA credential, by fraud or deception.

B. Knowingly assisting another to obtain or attempt to obtain Certification or Recertification by fraud or deception.

C. Misstatement of material fact or failure to make a statement of material fact in application for Certification or Recertification.

D. Falsifying information required for admission to the Certification Examination, impersonating another examinee, or falsifying education or credentials.

E. Copying answers, permitting another to copy answers, or providing or receiving unauthorized advice about examination content during the Certification Examination.

F. Unauthorized possession or distribution of examination materials, including copying and reproducing examination questions and problems.

G. Found guilty of a felony, or pleaded guilty to a felony. However the Certifying Board may grant a waiver based upon mitigating circumstances, which may include, but need not be limited to (Effective March 2, 2000):

1. The age at which the crime was committed;

2. The circumstances surrounding the crime;

3. The nature of the crime committed;

4. The length of time since the conviction;

5. The individual's criminal history since the conviction;

6. The individual's current employment references;

7. The individual's character references;

8. Other evidence demonstrating the ability of the individual to perform the professional responsibilities competently, and evidence that the individual does not pose a threat to the health or safety of patients.

H. Violation of any laws relating to medical assisting practices.

I. The possession, use, or distribution of controlled substances or drugs in any way other than for legitimate or therapeutic purposes, or the addiction to or diversion of controlled substances or drugs (including alcohol), the violation of any drug law, or prescribing controlled substances for oneself.

J. Violation of any policies, procedures, and regulations of the American Association of Medical Assistants Certifying Board, including regulations governing the use of the CMA credential.

K. Violation of the American Association of Medical Assistants' (AAMA's) Code of Ethics.

L. Failure to cooperate reasonably with investigation of a disciplinary matter.

II. Procedures for adjudicating alleged violations of Standards

A. The Certified Medical Assistant (CMA) or applicant for the CMA credential shall be informed in writing of the basis for denial of eligibility for the CMA credential, or for discipline of the Certified Medical Assistant.

B. The CMA or applicant shall be given the opportunity to submit written evidence regarding the alleged violations.

C. The CMA or applicant shall be given the opportunity to request a hearing before the Certifying Board.

D. The CMA or applicant shall be given the opportunity to appeal the decision of the Certifying Board to an Appeals Panel established by the Certifying Board.

III. Possible sanctions

A. Denial of eligibility for the Certification Examination

B. Scores invalidated, scores withheld, or scores recalled

C. Probation

D. Reprimand

E. Temporary revocation of the Certified Medical Assistant (CMA) credential

F. Permanent revocation of the CMA credential

OSHA HEPATITIS B VACCINATION PROTECTION

WHAT IS HBV?

Hepatitis B virus (HBV) is a potentially life-threatening blood-borne pathogen. Centers for Disease Control estimates there are approximately 280,000 HBV infections each year in the U.S.

Approximately 8,700 health care workers each year contract hepatitis B, and about 200 will die as a result. In addition, some who contact HBV will become carriers, passing the disease on to others. Carriers also face a significantly higher risk for other liver ailments which can be fatal, including cirrhosis of the liver and primary liver cancer.

HBV infection is transmitted through exposure to blood and other infectious body fluids and tissues. Anyone with occupational exposure to blood is at risk of contracting the infection.

Employers must provide engineering controls; workers must use work practices and protective clothing and equipment to prevent exposure to potential infectious materials. However, the best defense against hepatitis B is vaccination.

WHO NEEDS VACCINATION?

The new OSHA standard covering bloodborne pathogens requires employers to offer the three-injection vaccination series free to all employees who are exposed to blood or other potentially infectious materials as part of their job duties. This includes health care workers, emergency responders, morticians, first-aid personnel, law enforcement officers, correctional facilities staff, launderers, as well as others.

The vaccination must be offered within 10 days of initial assignment to a job where exposure to blood or other potentially infectious materials can be "reasonably anticipated." The requirements for vaccinations of those already on the job take effect July 6, 1992.

WHAT DOES VACCINATION INVOLVE?

The hepatitis B vaccination is a noninfectious, yeast-based vaccine given in three injections in the arm. It is prepared from recombinant yeast cultures, rather than human blood or plasma. Thus, there is no risk of contamination from other bloodborne pathogens nor is there any chance of developing HBV from the vaccine.

The second injection should be given one month after the first and the third injection six months after the initial dose.

More than 90 percent of those vaccinated will develop immunity to the hepatitis B virus. To ensure immunity, it is important for individuals to receive all three injections. At this point it is unclear how long the immunity lasts, so booster shots may be required at some point in the future.

The vaccine causes no harm to those who are already immune or to those who may be HBV carriers. Although employees may opt to have their blood tested for antibodies to determine need for the vaccine, employers may not make such screening a condition of receiving vaccination nor are employers required to provide prescreening.

Each employee should receive counseling from a health care professional when vaccination is offered. This discussion will help an employee determine whether inoculation is necessary.

WHAT IF I DECLINE VACCINATION?

Workers who decide to decline vaccination must complete a declination form. Employers must keep these forms on file so that they know the vaccination status of everyone who is exposed to blood. At any time after a worker initially declines to receive the vaccine, he or she may opt to take it.

WHAT IF I AM EXPOSED BUT HAVE NOT YET BEEN VACCINATED?

If a worker experiences an exposure incident, such as a needle-stick or a blood splash in the eye, he or she must receive confidential medical evaluation from a licensed health care professional with appropriate follow-up. To the extent possible by law, the employer is to determine the source individual for HBV as well as human immunodeficiency virus (HIV) infectivity. The worker's blood will also be screened if he or she agrees.

The health care professional is to follow the guidelines of the U.S. Public Health Service in providing treatment. This would include hepatitis B vaccination. The health care professional must give a written opinion on whether or not vaccination is recommended and whether the employee received it. Only this information is reported to the employer. Employee medical records must remain confidential. HIV or HBV status must NOT be reported to the employer

This is one of a series of fact sheets which discuss various requirements of the Occupational Safety and Health Administration's standard covering exposure to bloodborne pathogens. Single copies of fact sheets are available from OSHA Publications, Room N3101, 200 Constitution Ave. N.W., Washington, D.C. 20210 and from OSHA regional offices.

U.S. Department of Labor, Occupational Safety and Health Administration

MEDICAL ASSISTING DEPARTMENT
HEALTH INSURANCE FORM

It is recommended that all students in the Medical Assisting Program have health insurance. You MUST provide proof of health insurance prior to any clinical or learning lab experience. If you do not provide proof of insurance, you will be required to sign a waiver that will remain in the Medial Assisting Department files.

Name of Insurance Company _____

_____
Student's Signature

_____
Date

WAIVER:

I, _____, have been informed and understand the importance
Name of Student

of obtaining health insurance. I am unable to show proof of health insurance and refuse to obtain any health insurance. I understand that it is my responsibility to pay for all medical expenses that result from illness or injury that may occur while I am a student in the Medical Assisting Program.

I release Wallace Community College, Dothan, Alabama and/or its agents, and any and all affiliate clinical facilities and/or their agents from any liability related to injuries or illness received while a student in the Medical Assisting Program.

_____
Student's Signature

_____
Date

RULES & REGULATIONS STATEMENT OF AGREEMENT

I hereby state that I have read, understand, and agree to abide by the Rules and Regulations of the Medical Assisting Program as outlined in the Student Policy Manual.

_____ _____

Date Student's Signature

Wallace Community College
Drug Screen Policy Agreement

In preparation for participation in clinical/laboratory activities of health science programs or other programs/activities requiring drug screening as outlined in the Wallace Community College Substance Abuse Control Policy, I hereby consent to submit to a urinalysis and/or other tests as shall be determined by Wallace Community College for the purpose of determining substance use. I agree that specimens for the tests will be collected in accordance with guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs and as described in the Wallace Community College Substance Abuse Control Policy Guidelines.

I further agree to, and hereby authorize, the release of the results of said tests to the appropriate designee of Wallace Community College. All positive results will be reviewed by said College designee and followed by a confidential contact with me. I understand that positive results indicating the current use of drugs and/or alcohol shall prohibit me from participating in clinical/laboratory activities of health science programs or other activities requiring that I be drug free. I further understand that clinical/laboratory components of courses within health programs are required curriculum components and that an inability to attend said components may prevent or delay my program completion. I also understand that while participating in clinical activities within outside health care agencies, I will be subject to the same rules as the health care employees in said facilities.

I agree to hold harmless Wallace Community College and its designee(s) and Prime Care and its Medical Review Officer from any liability arising in whole or in part from the collection of specimens, testing, and use of the results from said test in connection with excluding me from participation in clinical/laboratory activities.

I have carefully read the foregoing and fully understand its contents. I acknowledge that my signing of this consent and release form is a voluntary act on my part and that I have not been coerced by anyone to sign this document. A copy of this signed and dated document will constitute my consent for Prime Care to perform the drug screen and to release the results to Wallace Community College.

_____
Student Signature

_____
Student Name (printed)

_____
Date

Background Screening Consent and Release Form

I have received and carefully read the Background Screening Policy for Students in the Health Sciences. I understand that compliance with the background screening policy is a requirement to complete my admission to and/or maintain enrollment in a health care program at Wallace Community College.

By signing this document, I am indicating that I have read and understand Wallace Community College's Background Screening Policy for Students in the Health Sciences. My signature also indicates my agreement to complete the requirement and to submit required information to the approved screening vendor. I understand that my enrollment in health program courses is conditional to the provision of negative findings or facility approval upon circumstantial review. In the event of positive findings on my background screen and follow-up denial of access to or declared ineligibility to continue in clinical learning experiences, further attendance in health program courses will not be allowed. I will be offered the opportunity to withdraw from all courses in my health program for which I am enrolled. My failure to withdraw as directed will result in the assignment of the appropriate course grade, whether NA, CA, or WF.

A copy of this signed and dated document will constitute my consent to abide by the College's Background Screening Policy. Upon submission of my personal information to the approved screening vendor, I also consent to approve the release of the original screening results to the approved College designee. A copy of this signed and dated document, along with approval during the information submission process, will constitute my consent for the College to release the results of my background screen to the clinical affiliate(s)' specifically designated person(s). I agree to hold harmless the College and its officers, agents, and employees from and against any harm, claim, suit, or cause of action, which may occur as a direct or indirect result of the background screen or release of the results to the College and/or the clinical affiliates. I understand that should any legal action be taken as a result of the background screen, that confidentiality can no longer be maintained.

I agree to abide by the aforementioned policy. I acknowledge that my signing of this consent and release form is a voluntary act on my part and that I have not been coerced into signing this document. I hereby acknowledge that I will authorize the College's contracted agents to procure a background screen on me. I further understand this signed consent hereby authorizes the College's contracted agents to conduct necessary and/or periodic background screens and/or updates as required by contractual agreements with clinical affiliates.

_____	_____
Student Signature	Witness Signature
_____	_____
Student's Printed Name	Witness' Printed Name
_____	_____
Date	Date

ESSENTIAL FUNCTIONS FORM
Wallace Community College

Medical Assisting and Phlebotomy

The Alabama Community College System endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective medical assisting care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the medical assisting program with or without reasonable accommodations. The medical assisting program and/or its affiliated clinical agencies may identify additional essential functions. The medical assisting program reserves the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the medical assisting program one must possess a functional level of ability to perform the duties required of a medical assistant. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary for the medical assisting program. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations provided will be determined and applied to the respective medical assisting program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for medical assisting program admission, progression and graduation and for the provision of safe and effective medical assisting care. The essential functions include but are not limited to the ability to:

ESSENTIAL FUNCTIONS FORM
Wallace Community College

Medical Assisting and Phlebotomy

The following essential functions as identified by this department are necessary for participation in this program at Wallace Community College:

1. Must be able to maintain normal balance.
2. Must be able to lift at least 40 pounds.
3. Must be able to hear high and low frequency sounds produced by the body and environment. (Example: heart sounds, telephone, and transcribing)
4. Must be able to visibly detect changes in or around the clinical site.
5. Must have tactile sense to distinguish contrasting structures and vibrations. (Example: palpate pulse, intercostal spaces, veins, and keyboards)
6. Must be able to smell body and environment odors. (Example: electrical equipment burning or infected wounds)
7. Must be able to coordinate eye and hand movements. (Example: releasing a blood pressure cuff valve while observing the blood pressure gauge, focusing microscopes, and word processing)
8. Must be able to coordinate fine and gross motor movements with hands. (Example: able to give injections, perform phlebotomy, and word processing)
9. Must be able to see different color spectrums. (Example: bright red drainage of opposed to serous drainage, distinguish positive and negative urinalysis reactions, and proofreading documents)
10. Must be able to comprehend readings, speak and write the English language legibly. (Example: writing notes in patient's charts, taking telephone messages, giving messages to physicians)
11. Must be able to send familiar message(s) to the receiver and interpret the feedback appropriately. (Example: receiving telephone orders from a physician or obtaining a history from a patient)
12. Must be able to correctly perform simple mathematical computations. (Example: administering drugs, bookkeeping, and formatting documents)
13. Must be able to demonstrate a mentally healthy attitude which is age appropriate and congruent with the local and cultural norms.
14. Must be able to operate devices with gauges, dials, and/or a CRT component.
15. Must be able to participate in all aspects of cardiopulmonary resuscitation.
16. Must be able to move quickly throughout the clinical site.

No recommendation is made or implied with regard to the level of reading or writing required for this program. This is an academic matter which will be discussed with the student after administration of the College placement / compass test and a conference with a counselor or advisor. The instructor reserves the right to amend and augment this listing if, in his/her judgment, the safety of the student or of others in the instructional setting is in jeopardy.

Every effort is made to create a learning environment similar to the actual workplace. However, Wallace Community College cannot predict the essential functions as identified by various employers. The skills identified on this essential functions form are those which the instructor/department think are necessary for participation in the program. No representation regarding industry standard is implied.

Department of Postsecondary Education
Post Office Box 302130
Montgomery, AL 36130-2130
t 334.293.4500
f 334.293.4504
www.accs.cc

New Policy for Health Science

There shall be no auditing allowed for any Health Science Classes.

This policy will go into effect today, September 12, 2012 as approved by the Health Advisory Committee.

Approved 9-12-2012
Health Science Advisory Committee

AAS DEGREE
MEDICAL ASSISTING CHECKLIST
GRADUATION REQUIREMENTS

NAME:_____ Student ID:_____

PERMANENT ADDRESS/PHONE:_____

_____

DATE ENTERED:_____ DATE OF GRADUATION:_____

DATE EMPLOYED:_____ EMPLOYER:_____

BIO 103	4	MAT 101 Medical Terminology	3
CIS 146	3	MAT 102 Medical Assisting Theory I	3
ENG 101	3	MAT 103 Medical Assisting Theory II	3
Humanities	3	MAT 111 Clinical Procedures I	3
MTH 116	3	MAT 120 Administrative Procedures I	3
PSY 200	3	MAT 121 Administrative Procedures II	3
SPH 106	3	MAT 122 Interpersonal Relations	3
ORI 101	1	MAT 125 Laboratory Procedures I	3
EMS100	1	MAT 128 Medical Law & Ethics	3
		MAT 130 Medical Office Communication	3
		MAT 200 Management of Office Emergencies	2
Combined WD & Failure		MAT 211 Clinical Procedures II	3
(Max. of 3)		MAT 215 Laboratory Procedures II	3
_____		MAT 216 Medical Pharmacology	4
_____		MAT 220 Medical Office Insurance	3
_____		MAT 222 Medical Transcription I	2
		MAT 227 Special topics in Medical Assisting	1
		MAT 228 Medical Assistant Review Course	1
		MAT 229 Medical Assistant Practicum	3
		Total Credit Hours	**76**

MAT 239 Phlebotomy Practicum _____ 3

Medical Assisting Program
Associate in Applied Science Degree

Students completing this program will have an associate in science degree (AAS) in Medical Assisting. Graduates are eligible to apply for the Certified Medical Assistant (CMA) examination.

This is the suggested schedule for students interested in completing the Medical Assisting Program. Certain MAT prefix courses have prerequisites to enroll and complete. Please refer to the Wallace Community College Catalog for more details.

Sem.	*Dept/Course #*	*Course Title*	*Theory*	*Lab*	*Credit Hours*	***Completed Course***
1st	MAT 101	Medical Terminology	3	0	3	□
	MAT 102	Medical Assisting Theory I	3	0	3	□
	CIS146	Microcomputer Applications	3	0	3	□
	ENG101	English composition I	3	0	3	□
	MTH116	Mathematical Applications	3	0	3	□
		Total Hours	15	0	15	
2nd	MAT103	Medical Assisting Theory II	3	0	3	□
	MAT120	Administrative Procedures I	2	3	3	□
	MAT122	Interpersonal Relations	3	0	3	□
	MAT125	Laboratory Procedures I	2	3	3	□
	MAT130	Medical Office Communications	3	0	3	□
		Total Hours	13	6	15	
3rd	MAT121	Administrative Procedures II	2	3	3	□
	MAT128	Medical Law & Ethics	3	0	3	□
	MAT111	Clinical Procedures I	2	3	3	□
	Choice	Humanities/Fine Arts Elective	3	0	3	□
	MAT216	**Medical Pharmacology	3	3	4	□
		Total Hours	13	9	16	
4th	MAT211	Clinical Procedures II	2	3	3	□
	MAT200	**Management of Office Emergencies	2	0	2	□
	MAT215	Laboratory Procedures II	2	3	3	□
	MAT220	**Medical Office Insurance	2	3	3	□
	MAT222	Medical Transcription I	1	3	2	□
	MAT227	Special Topics in Medical Assisting	1	0	1	□
	EMS100	Cardiopulmonary Resuscitation	1		1	□
		Total Hours	11	12	15	
5th	BIO103	Principles of Biology	3	3	4	□
	PSY200	General Psychology	3	0	3	□
	SPH106 or 107	Oral Communications	3	0	3	□
	MAT228	Medical Assisting Review Course	1	0	1	□
	MAT229	Medical Assistant Preceptorship	0	15	3	□
		Total Hours	10	18	14	

*****NOT offered Summer Semester***

NOTE: **ORI101 or 105** – Orientation to College is a prerequisite to this degree who enter as first-time college students □

Phlebotomy
Short Certificate

Graduates are eligible to apply for the Phlebotomy Technician (ASCP) certification examination.

This is the suggested schedule for students interested in completing the Phlebotomy short certificate. Certain MAT prefix courses have prerequisites to enroll and complete. Please refer to the Wallace Community College Catalog for more details.

Sem.	*Dept/Course #*	*Course Title*	*Theory*	*Lab*	*Credit Hours*	***Completed Course***
1st	MAT 101	Medical Terminology	3	0	3	□
	MAT 102	Medical Assisting Theory I	3	0	3	□
	MAT122	Interpersonal Relations	3	0	3	□
	MAT125	Laboratory Procedures I	2	3	3	□
		Total Hours	11	3	12	
2nd	MAT103	*Medical Assisting Theory II	3	0	3	□
	MAT128	Medical Law & Ethics	3	0	3	□
	MAT215	Laboratory Procedures II	2	3	3	□
	CIS146	Microcomputer Applications	3	0	3	□
	EMS100	**Cardiopulmonary Resuscitation	1		1	□
		Total Hours	12	3	13	
3rd	MAT239	Phlebotomy Preceptorship	0	15	3	□
		Total Hours	0	15	3	

This course rotates every other semester.

****Or current certification in cardiopulmonary resuscitation (Basic Life Support) at the health provider level***

Appendix B

Core Curriculum for Medical Assistants
Medical Assisting Education Review Board (MAERB)
2015 Curriculum Requirement

Individuals graduating from Medical Assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) must demonstrate knowledge of the subject matters required for competence in the profession. They must incorporate the cognitive (C) knowledge in performance of the psychomotor (P) and affective (A) competencies required in the following academic subjects.

FOUNDATIONS FOR CLINICAL PRACTICE
CONTENT AREA I-IV

CONTENT AREA I: Anatomy & Physiology		
Cognitive (Knowledge) **I.C Anatomy & Physiology**	**Psychomotor (Skills)** **I.P Anatomy & Physiology**	**Affective (Behavior)** **I.A Anatomy & Physiology**
1. Describe structural organization of the human body 2. Identify body systems 3. Describe: a. body planes b. directional terms c. quadrants d. body cavities 4. List major organs in each body system 5. Identify the anatomical location of major organs in each body system 6. Compare structure and function of the human body across the life span 7. Describe the normal function of each body system	1. Measure and record: a. blood pressure b. temperature c. pulse d. respirations e. height f. weight g. length (infant) h. head circumference (infant) 2. Perform: a. electrocardiography b. venipuncture c. capillary puncture d. pulmonary function testing 3. Perform patient screening using established protocols	1. Incorporate critical thinking skills when performing patient assessment 2. Incorporate critical thinking skills when performing patient care 3. Show awareness of a patient's concerns related to the procedure being performed

Cognitive (Knowledge)	Psychomotor (Skills)	Affective (Behavior)
8. Identify common pathology related to each body system including: a. signs b. symptoms c. etiology 9. Analyze pathology for each body system including: a. diagnostic measures b. treatment modalities 10. Identify CLIA waived tests associated with common diseases 11. Identify the classifications of medications including: a. indications for use b. desired effects c. side effects d. adverse reactions 12. Identify quality assurance practices in healthcare 13. List principles and steps of professional/provider CPR 14. Describe basic principles of first aid as they pertain to the ambulatory healthcare setting	4. Verify the rules of medication administration: a. right patient b. right medication c. right dose d. right route e. right time f. right documentation 5. Select proper sites for administering parenteral medication 6. Administer oral medications 7. Administer parenteral (excluding IV) medications 8. Instruct and prepare a patient for a procedure or a treatment 9. Assist provider with a patient exam 10. Perform a quality control measure 11. Obtain specimens and perform: a. CLIA waived hematology test b. CLIA waived chemistry test c. CLIA waived urinalysis d. CLIA waived immunology test e. CLIA waived microbiology test 12. Produce up-to-date documentation of provider/professional level CPR 13. Perform first aid procedures for: a. bleeding b. diabetic coma or insulin shock c. fractures d. seizures e. shock f. syncope	1. Reassure a patient of the accuracy of the test results

CONTENT AREA II: Applied Mathematics		
Cognitive (Knowledge) **II.C Applied Mathematics**	**Psychomotor (Skills)** **II.P Applied Mathematics**	**Affective (Behavior)** **II.A Applied Mathematics**
1. Demonstrate knowledge of basic math computations 2. Apply mathematical computations to solve equations 3. Define basic units of measurement in: a. the metric system b. the household system 4. Convert among measurement systems 5. Identify abbreviations and symbols used in calculating medication dosages 6. Analyze healthcare results as reported in: a. graphs b. tables	1. Calculate proper dosages of medication for administration 2. Differentiate between normal and abnormal test results 3. Maintain lab test results using flow sheets 4. Document on a growth chart	1. Reassure a patient of the accuracy of the test results

CONTENT AREA III: Infection Control		
Cognitive (Knowledge) **III.C Infection Control**	**Psychomotor (Skills)** **III.P Infection Control**	**Affective (Behavior)** **III.A Infection Control**
1. List major types of infectious agents 2. Describe the infection cycle including: a. the infectious agent b. reservoir c. susceptible host d. means of transmission e. portals of entry f. portals of exit 3. Define the following as practiced within an ambulatory care setting: a. medical asepsis b. surgical asepsis 4. Identify methods of controlling the growth of microorganisms 5. Define the principles of standard precautions 6. Define personal protective equipment (PPE) for: a. all body fluids, secretions and excretions b. blood c. non-intact skin d. mucous membranes 7. Identify Center for Disease Control (CDC) regulations that impact healthcare practices	1. Participate in bloodborne pathogen training 2. Select appropriate barrier/personal protective equipment (PPE) 3. Perform handwashing 4. Prepare items for autoclaving 5. Perform sterilization procedures 6. Prepare a sterile field 7. Perform within a sterile field 8. Perform wound care 9. Perform dressing change 10. Demonstrate proper disposal of biohazardous material a. sharps b. regulated wastes	1. Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings

CONTENT AREA IV: Nutrition		
Cognitive (Knowledge) **IV.A Nutrition**	**Psychomotor (Skills)** **IV.P Nutrition**	**Affective (Behavior)** **IV.A Nutrition**
1. Describe dietary nutrients including: a. carbohydrates b. fat c. protein d. minerals e. electrolytes f. vitamins g. fiber h. water 2. Define the function of dietary supplements 3. Identify the special dietary needs for: a. weight control b. diabetes c. cardiovascular disease d. hypertension e. cancer f. lactose sensitivity g. gluten-free h. food allergies	1. Instruct a patient according to patient's special dietary needs	1. Show awareness of patient's concerns regarding a dietary change

APPLIED COMMUNICATIONS
CONTENT AREA V

CONTENT AREA V: Concepts of Effective Communication		
Cognitive (Knowledge) **V.C Concepts of Effective Communication**	**Psychomotor (Skills)** **V.P Concepts of Effective Communication**	**Affective (Behavior)** **V.A Concepts of Effective Communication**
1. Identify styles and types of verbal communication 2. Identify types of nonverbal communication 3. Recognize barriers to communication 4. Identify techniques for overcoming communication barriers 5. Recognize the elements of oral communication using a sender-receiver process 6. Define coaching a patient as it relates to: a. health maintenance b. disease prevention c. compliance with treatment plan d. adaptations relevant to individual patient needs 7. Recognize elements of fundamental writing skills 8. Discuss applications of electronic technology in professional communication 9. Identify medical terms labeling the word parts 10. Define medical terms and abbreviations related to all body systems 11. Define the principles of self-boundaries 12. Define patient navigator 13. Describe the role of the medical assistant as a patient navigator	1. Use feedback techniques to obtain patient information including: a. reflection b. restatement c. clarification 2. Respond to nonverbal communication 3. Use medical terminology correctly and pronounced accurately to communicate information to providers and patients 4. Coach patients regarding: a. office policies b. health maintenance c. disease prevention d. treatment plan 5. Coach patients appropriately considering: a. cultural diversity b. developmental life stage c. communication barriers 6. Demonstrate professional telephone techniques 7. Document telephone messages accurately 8. Compose professional correspondence utilizing electronic technology 9. Develop a current list of community resources related to patients' healthcare needs 10. Facilitate referrals to community resources in the role of a patient navigator	1. Demonstrate: a. empathy b. active listening c. nonverbal communication 2. Demonstrate the principles of self-boundaries 3. Demonstrate respect for individual diversity including: a. gender b. race c. religion d. age e. economic status f. appearance 4. Explain to a patient the rationale for performance of a procedure

Cognitive (Knowledge)	Psychomotor (Skills)	Affective (Behavior)
14. Relate the following behaviors to professional communication: a. assertive b. aggressive c. passive 15. Differentiate between adaptive and non-adaptive coping mechanisms 16. Differentiate between subjective and objective information 17. Discuss the theories of: a. Maslow b. Erikson c. Kubler-ross 18. Discuss examples of diversity: a. cultural b. social c. ethnic	11. Report relevant information concisely and accurately	

MEDICAL BUSINESS PRACTICES
CONTENT AREAS VI-IX

CONTENT AREA VI: Administrative Functions		
Cognitive (Knowledge) **VI.C Administrative Functions**	**Psychomotor (Skills)** **VI.P Psychomotor Functions**	**Affective (Behavior)** **VI.A Administrative Functions**
1. Identify different types of appointment scheduling methods 2. Identify advantages and disadvantages of the following appointment systems a. manual b. electronic 3. Identify critical information required for scheduling patient procedures 4. Define types of information contained in the patient's medical record 5. Identify methods of organizing the patient's medical record based on: a. problem-oriented medical record (POMR) b. source-oriented medical record (SOMR) 6. Identify equipment and supplies needed for medical records in order to: a. create b. maintain c. store 7. Describe filing indexing rules 8. Differentiate between electronic medical records (EMR) and a practice management system 9. Explain the purpose of routine maintenance of administrative and clinical equipment	1. Manage appointment schedule using established priorities 2. Schedule a patient procedure 3. Create a patient's medical record 4. Organize a patient's medical record 5. File patient medical records 6. Utilize an EMR 7. Input patient data utilizing a practice management system 8. Perform routine maintenance of administrative or clinical equipment 9. Perform an inventory with documentation	1. Display sensitivity when managing appointments

Cognitive (Knowledge)	Psychomotor (Skills)	Affective (Behavior)
10. List steps involved in completing an inventory 11. Explain the importance of data back-up 12. Explain meaningful use as it applies to EMR		

CONTENT AREA VII: Basic Practice Finances		
Cognitive (Knowledge) **VII.C Basic Practice Finances**	**Psychomotor (Skills)** **VII.P Basic Practice Finances**	**Affective (Behavior)** **VII.A Basic Practice Finances**
1. Define the following bookkeeping terms: a. charges b. payments c. accounts receivable d. accounts payable e. adjustments 2. Describe banking procedures as related to the ambulatory care setting 3. Identify precautions for accepting the following types of payments: a. cash b. check c. credit card d. debit card 4. Describe types of adjustments made to patient accounts including: a. non-sufficient funds (NSF) check b. collection agency transaction c. credit balance d. third party 5. Identify types of information contained in the patient's billing record 6. Explain patient financial obligations for services rendered	1. Perform accounts receivable procedures to patient accounts including posting: a. charges b. payments c. adjustments 2. Prepare a bank deposit 3. Obtain accurate patient billing information 4. Inform a patient of financial obligations for services rendered	1. Demonstrate professionalism when discussing patient's billing record 2. Display sensitivity when requesting payment for services rendered

CONTENT AREA VIII: Third Party Reimbursement		
Cognitive (Knowledge) **VIII.C Third Party Reimbursement**	**Psychomotor (Skills)** **VIII.P Third Party Reimbursement**	**Affective (Behavior)** **VIII.A Third Party Reimbursement**
1. Identify: a. types of third party plans b. information required to file a third party claim c. the steps for filing a third party claim 2. Outline managed care requirements for patient referral 3. Describe processes for: a. verification of eligibility for services b. precertification c. preauthorization 4. Define a patient-centered medical home (PCMH) 5. Differentiate between fraud and abuse	1. Interpret information on an insurance card 2. Verify eligibility for services including documentation 3. Obtain precertification or preauthorization including documentation 4. Complete an insurance claim form	1. Interact professionally with third party representatives 2. Display tactful behavior when communicating with medical providers regarding third party requirements 3. Show sensitivity when communicating with patients regarding third party requirements

CONTENT AREA IX: Procedural and Diagnostic Coding		
Cognitive (Knowledge) **IX.C Procedural and Diagnostic Coding**	**Psychomotor (Skills)** **IX.P Procedural and Diagnostic Coding**	**Affective (Behavior)** **IX.A Procedural and Diagnostic Coding**
1. Describe how to use the most current procedural coding system 2. Describe how to use the most current diagnostic coding classification system 3. Describe how to use the most current HCPCS level II coding system 4. Discuss the effects of: a. upcoding b. downcoding 5. Define medical necessity as it applies to procedural and diagnostic coding	1. Perform procedural coding 2. Perform diagnostic coding 3. Utilize medical necessity guidelines	1. Utilize tactful communication skills with medical providers to ensure accurate code selection

MEDICAL LAW AND ETHICS
CONTENT AREAS X-XI

CONTENT AREA X: Legal Implications		
Cognitive (Knowledge) **X.C Legal Implications**	**Psychomotor (Skills)** **X.P Legal Implications**	**Affective (Behavior)** **X.A Legal Implications**
1. Differentiate between scope of practice and standards of care for medical assistants 2. Compare and contrast provider and medical assistant roles in terms of standard of care 3. Describe components of the Health Insurance Portability & Accountability Act (HIPAA) 4. Summarize the Patient Bill of Rights 5. Discuss licensure and certification as they apply to healthcare providers 6. Compare criminal and civil law as they apply to the practicing medical assistant 7. Define: a. negligence b. malpractice c. statute of limitations d. Good Samaritan Act(s) e. Uniform Anatomical Gift Act f. living will/advanced directives g. medical durable power of attorney h. Patient Self Determination Act (PSDA) i. risk management 8. Describe the following types of insurance: a. liability b. professional (malpractice) c. personal injury	1. Locate a state's legal scope of practice for medical assistants 2. Apply HIPAA rules in regard to: a. privacy b. release of information 3. Document patient care accurately in the medical record 4. Apply the Patient's Bill of Rights as it relates to: a. choice of treatment b. consent for treatment c. refusal of treatment 5. Perform compliance reporting based on public health statutes 6. Report an illegal activity in the healthcare setting following proper protocol 7. Complete an incident report related to an error in patient care	1. Demonstrate sensitivity to patient rights 2. Protect the integrity of the medical record

Cognitive (Knowledge) X.C Legal Implications	Psychomotor (Skills) X.P Legal Implications	Affective (Behavior) X.A Legal Implications
9. List and discuss legal and illegal applicant interview questions 10. Identify: a. Health Information Technology for Economic and Clinical Health (HITECH) Act b. genetic information c. Americans with Disabilities Act Amendment (ADAAA) 11. Describe the process in compliance reporting: a. unsafe activities b. errors in patient care c. conflicts of interest d. incident reports 12. Describe compliance with public health statutes: a. communicable diseases b. abuse, neglect, and exploitation c. wounds of violence 13. Define the following medical legal terms: a. informed consent b. implied consent c. expressed consent d. patient incompetence e. emancipated minor f. mature minor g. subpoena duces tecum h. respondent superior i. res ipsa loquitor j. locum tenens k. defendant-plaintiff l. deposition m. arbitration-mediation n. Good Samaritan laws		

CONTENT AREA XI: Ethical Considerations		
Cognitive (Knowledge) **XI.C Ethical Considerations**	**Psychomotor (Skills)** **XI.P Ethical Considerations**	**Affective (Behavior)** **XI.A Ethical Considerations**
1. Define: a. ethics b. morals 2. Differentiate between personal and professional ethics 3. Identify the effect of personal morals on professional performance	1. Develop a plan for separation of personal and professional ethics 2. Demonstrate appropriate response(s) to ethical issues	1. Recognize the impact personal ethics and morals have on the delivery of healthcare

SAFETY AND EMERGENCY PRACTICES
CONTENT AREA XII

CONTENT AREA XII: Protective Practices		
Cognitive (Knowledge) **XII.C Protective Practices**	**Psychomotor (Skills)** **XII.P Protective Practices**	**Affective (Behavior)** **XII.A Protective Practices**
1. Identify: a. safety signs b. symbols c. labels 2. Identify safety techniques that can be used in responding to accidental exposure to: a. blood b. other body fluids c. needle sticks d. chemicals 3. Discuss fire safety issues in an ambulatory healthcare environment 4. Describe fundamental principles for evacuation of a healthcare setting 5. Describe the purpose of Safety Data Sheets (SDS) in a healthcare setting 6. Discuss protocols for disposal of biological chemical materials 7. Identify principles of: a. Body mechanics b. Ergonomics 8. Identify critical elements of an emergency plan for response to a natural disaster or other emergency	1. Comply with: a. safety signs b. symbols c. labels 2. Demonstrate proper use of: a. eyewash equipment b. fire extinguishers c. sharps disposal containers 3. Use proper body mechanics 4. Participate in a mock exposure event with documentation of specific steps 5. Evaluate the work environment to identify unsafe working conditions	1. Recognize the physical and emotional effects on persons involved in an emergency situation 2. Demonstrate self-awareness in responding to an emergency situation

PTA STUDENT HANDBOOK

Wallace Community College

Physical Therapist Assistant Program

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Welcome

Congratulations on being accepted into the PTA Program at Wallace Community College. Your acceptance into the Program reflects your hard work and dedication to your education and chosen profession. The next two years should be exciting and rewarding in preparing you for a PTA career.

The faculty and staff of the College will do everything possible to make your education successful and enjoyable. We will strive to provide you with the educational opportunities necessary to become a PTA. You should take full advantage of these opportunities, remembering you only get out of an experience what you put into it.

The choice of a career is a personal decision. However, having chosen this profession, you must now assume the inherent ethics and responsibilities of the profession. You are now taking the responsibility for treating other human beings and influencing their lives. For this reason, the educational process for becoming a PTA will evaluate you not just on your knowledge, but on your work ethics and sense of professionalism, as well.

The next years of study will involve classroom, lab, and clinical work as well as a lot of outside study. The PTA Program has a highly structured curriculum and schedule. You will have limited choices of classes, times and schedules. You must be available for class or clinic when requested, including Fridays, Saturdays and evenings. Meetings outside of regular class times will be scheduled in advance, in consideration of working students; however, attendance will be mandatory.

There is a large component of clinical practice in the curriculum. Some of the clinical sites may not be within traveling distance of your home. You must provide your own transportation to the clinical sites, and you may have to live away from home for up to nine weeks during the program.

This handbook will inform you of policies and procedures particular to the PTA Program. You should keep this readily accessible. Please refer to the *Wallace Community College Catalog/Student Handbook* for other policies.

We welcome you and look forward to a lot of fun, hard work, and new friendships!

Mission of the Physical Therapist Assistant Program

The mission of the Physical Therapist Assistant Program at Wallace Community College is to help students attain education to satisfy requirements of an Associate in Applied Science Degree. In so doing, we will graduate knowledgeable, competent, self-assured, adaptable, and service-oriented paraprofessionals. Graduates will be valuable members of the profession and the health care team, within their scope of work. Graduates of the PTA program at WCC will be qualified to sit for licensure in any state in which they wish to practice and will be prepared to uphold high standards of patient care while helping to meet healthcare needs in our community, state, and region. The program is committed to accomplishing this mission through the use of quality instructional methods, including both traditional and technology-based instruction, whereby students are assisted to achieve the academic knowledge and clinical skills necessary to serve the physical therapy health needs of the public.

Philosophy of the Physical Therapist Assistant Program

Physical therapy is a dynamic profession with an established and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. Physical therapy is defined as the care and services provided by or under the direction and supervision of a physical therapist. Physical therapist assistants work under the direction and supervision of physical therapists to provide physical therapy interventions that require specialized knowledge and skills.

Wallace Community College accepts the responsibility for supplying students with opportunities to learn the necessary information and skills and to obtain clinical practice required for state licensure/regulation and entry-level competence in the field. As educators, faculty model the processes of learning, adapting, and changing as the environment and culture changes in accordance with sound scientific developments in education, instructional delivery methodology, medical science, and physical therapy science. We believe in providing our students with more than just manual skills. We believe that our students should know not only the "how to," but the "why." This should produce thinking individuals who will continue to grow and learn after they graduate and be able to demonstrate respect for the uniqueness of every individual.

It is the student's responsibility, however, to fully utilize the opportunities provided by this educational program. Additionally, the choice of a career is a personal decision, and, having chosen a particular profession, the individual must assume the profession's inherent responsibilities and adhere to established professional ethics and standards of practice. As students, individuals begin the process of becoming physical therapist assistants and must constantly learn and adapt to different situations, patients, treatment techniques, disease processes, and other conditions.

Objectives and Goals of the Physical Therapist Assistant Program

The goals and objectives of the Physical Therapist Assistant Program reflect the mission and philosophy of both the College in general and the PTA program specifically. They are designed to encompass the educational outcomes, the program objectives and curriculum content, and needs of the health care community. The Physical Therapist Assistant Program is committed to students who, upon completion of the program, will:

- Possess entry-level skills as deemed appropriate for the physical therapist assistant by the Commission on Accreditation in Physical Therapy Education.
- Successfully complete the PTA National Licensing Examination as part of the licensure process for the state in which they chose to practice.
- Possess a broad general education background that includes humanities, mathematics, social sciences, biological sciences, and technologies.
- Work under the supervision of a licensed physical therapist in an ethical, legal, safe, and effective manner.
- Demonstrate an understanding of the Alabama Practice Act as it relates to the practice of physical therapy, as well as demonstrate an awareness of the existence of varying practice laws from state to state.
- Develop the skills necessary to pursue lifelong learning needed for personal and professional growth.
- Demonstrate appropriate critical thinking and problem-solving skills in the role as a physical therapist assistant.
- Become integral members of the healthcare team.
- Interact with patients, families, and co-workers in a manner that demonstrates an appreciation of cultural and socioeconomic diversity.
- Be aware of their responsibility in the promotion of the profession through membership in the APTA, attendance at local and national meetings and conferences, and participation in community events.

Human Rights and Non-Discrimination

ADA Compliance Wallace Community College complies with the Americans with Disabilities Act, 1990. Any student requiring reasonable accommodations under this Act should contact the Disabled Student Services Office on the Wallace Campus or the ADA Coordinator at any College location.

Disability Support Services and current staff contact information is located online:
WCC Disability Support Services

Office of Civil Rights for Alabama:
Office of Civil Rights, Atlanta Office
U.S. Department of Education
61 Forsyth Street S.W., Suite 19T10
Atlanta, GA 30303-8927
Phone: (404) 974-9406
Email OCR.Atlanta@ed.gov

PTA Attendance/Tardiness*

(*Additional policies attendance for general academic classes can be found in the college catalog)

A. Students are expected to attend all classes and clinical assignments as scheduled unless there is a serious, contagious illness or an emergency occurs. If absence or tardiness is unavoidable due to any of the above, the student **must** notify the instructor(s) by phone/voicemail or email for each course in which the absence will occur prior to the start of class or the workday; **and if applicable**, the clinical site to which he/she is assigned.

Students are expected to be in their seats, ready to start class at the assigned time. This means textbooks and notebooks open and ready to start.

Students should remember that instructors often serve as references for prospective employers. Dependability in terms of attendance is a big issue for employers. Performance in this area is an excellent indicator for future employers.

B. Students are expected to complete assignments by their respective due dates. Late submissions or assignments will not be accepted unless there are extenuating circumstances; the instructor reserves the right to determine if late/missed work will be accepted. Missed quizzes/tests must be completed the next class period or a grade of zero will be issued.

C. The program is evaluated based on the number of hours that students spend in supervised clinical practice. For this reason, students will be required to complete and submit weekly time sheets to the Clinical Education Coordinator while in clinic. Clinical education courses are professional courses, and the motivated student will strive for perfect attendance during all clinical education experiences. Students are granted one professional leave day during PTA 268, Clinical Practicum if approved by the clinical instructor and/or Clinical Education Coordinator. Professional leave days are designed for students to use if they need to attend a job interview or if a travel day is needed for the clinical education experiences. Program policy for absences during clinical education experiences must be followed. All missed clinical hours must be made up prior to the start of the next semester. Absences that result from attendance at college sponsored events (award ceremonies, etc.) will be made up at the discretion of the Clinical Education Coordinator. Missed clinical hours must be done at the convenience of the clinical instructor and the Clinical Education Coordinator. Any clinical absence will be penalized according to course syllabi. Students will receive an "Incomplete" in the course until the hours are made up. If the hours are not completed prior to the start of the next semester, students will be unable to progress in the program.

Grading System Policies

A. The grading scale used by the PTA program is outlined below:

A = 90-100
B = 80-89
C = 75-79

D = 60-74
F = 59 and below

Grades for full-time clinical practice will be calculated based on scores given by the Clinical Instructor, plus any outside work required for that course. A minimum of 75% average is required for successful course completion and progression in the program.

B. Examinations

Instructors will schedule final examinations based on the College's final exam schedule. Final examinations will be scheduled as closely as possible to the College's schedule for general education courses. A student must notify the instructor at least one week prior to finals, if there is a conflict in examination schedules or if they have more than three finals in one day. Unit examinations and quizzes are scheduled at the discretion of each instructor.

C. Laboratory Skills

Many courses require demonstration of learned skills and procedures. During these tests, students will be required to demonstrate skills and professional behaviors in patient simulated activities. Students must perform each lab skill with a minimum score of 75%, including all identified critical elements, regardless of the grade earned in the theory component of the course. Failure to perform one of the critical elements, or failure to pass a skill with a score of at least 75%, will result in failure of the practical.

A student cannot fail more than 25% of all skills in one course. If the student exceeds that number of failures or fails the same skill twice, he or she will not be allowed to progress in the PTA program. If the last day to withdraw from courses has not yet passed for the semester, the student will need to withdraw from the course. If the failure occurs after the withdraw date for the semester, the student will receive either a course grade of 74 or the actual course grade earned if lower than a 74. If a skill is required to be remediated, the faculty member will determine the remediation activity and the highest possible score that can be earned is 74% on the remediated skill.

D. Critical elements

Critical elements are defined as those parts of the skill that have serious impact on therapist and/or patient rights, safety, or could put a facility in a libelous situation.

Students will be provided with a specific checklist of all items to be tested prior to each lab assessment with the critical elements identified by an *.

E. Clinical

The Clinical Education Coordinator is responsible for assigning grades for clinical performance based on scores given by the Clinical Instructor on the student evaluation form.

The APTA's *Clinical Performance Instrument (CPI)* will be used to assess student clinical education performance during PTA 266 and PTA 268 clinical education experiences. The CI

and student will complete and review the *CPI* at midterm and at completion of the clinical education experiences.

The Clinical Education Coordinator will use a formula to convert these scores to a letter grade, including any outside work required during the clinical practice. Students must score the minimum required score on the clinical evaluation tool which can be found in the course syllabus to progress to the next level regardless of grades received for other assignments in the course. If students fail to meet the minimum score on the clinical evaluation tool in a clinical course, arrangements must be made to repeat the clinical experience. Decisions regarding this repetition will be made on an individual basis. Consideration must be given to the student's overall progress and length of time for the clinical practice to be repeated. The Clinical Education Coordinator, Program Director, and Clinical Instructor will develop a plan of action for the student.

Evaluation forms for PTA 260 and PTA 261 will be disseminated to students prior to the clinical education experiences as this experience is graded differently from the others.

F. Professional Behaviors Grade:

Displaying professional behavior will reward the student with 30 points for the Professional Behaviors Grade in each PTA course. However, as in the workplace, unprofessional behavior does have consequences. The following are examples of unprofessional behaviors and consequences (list is not all-inclusive):

- Failure to notify instructor of absence: -5 (Notification must be received by phone/voicemail or email by the course instructor prior to start of the class. Remind messages are NOT acceptable for this notification)
- Failure to follow established classroom/program policies: -1
- Failure to participate in classroom activities: -1
- Failure to comply with dress code: -1
- Failure to demonstrate general professional behaviors (inappropriate language, respect for others, etc.): -1
- Failure to bring required materials to class (textbooks, notebooks, lab supplies, etc.): -1

G. General Academic Course Work

General academic course work is integrated into the PTA curriculum in order to better prepare students for PTA course work. For this reason, students must either take the general academic courses as outlined in the curriculum design or have completed the course work prior to the time it is required. In addition, failure to complete any of the academic course work with a "C" or higher will mean that the student cannot progress in the program. Students will be allowed to reapply for the program after that course is successfully completed.

All general academic courses must be completed prior to or within the required semester as outlined in the PTA curriculum. Failure to complete courses by the required semester will require the student to withdraw from the program; readmission policies for the Program will be followed if the student desires to be readmitted to the Program. Students must have a 2.0

over-all GPA to graduate from the College. Students must follow the College's regulations for completion of all coursework and maintenance of GPA necessary to show progression.

H. Comprehensive Examinations

Comprehensive exams will be required at the end of each semester and will include material from the current semester as well as all previous semesters. The comprehensive exam will be weighted and placed in one course for the respective semester. The exam score will be weighted as follows based on semester:
1st semester = 20% (PTA 250)
2nd semester = 25% (PTA 232)
3rd semester = 30% (PTA 260)
4th semester = 35% (PTA 266)
5th semester = 40% (PTA 201)

Lab Participation

Students are expected to participate as a subject and as a PTA student in all lab activities unless there are **identified, valid** reasons why they cannot participate. Valid reasons are defined as those that would directly affect the health or safety of a student. This participation includes acting as a model, role playing as a patient, and performing lab activities in a group of students or on a partner. Physical therapist assistant students must practice and become competent in skills in the lab prior to performing the skills with patients. It is also important for students to "receive" therapy, so they will be more aware of the experiences and status of a patient and the effects of treatment. However, students should not participate in any activities that may be harmful or have high risk of injury to themselves or others.

A. The following procedures will be followed concerning student participation in lab activities:

1. Faculty will review Essential Functions and the student's physical history for admitted students.
2. All students will read and sign the lab disclaimer form (attached). If for some reason, the student does not want to sign the lab disclaimer form, he or she should make an appointment to talk to the instructor for the lab regarding possible limited and alternative activities. It is the student's responsibility to notify faculty if, for any reason, he/she should not participate in any activity. If a student has any concern about a topic, it is the student's responsibility to speak to the instructor on the first day that this topic is addressed in the laboratory.
3. Instruction in precautions, contraindications, and correct performance of activities will be given prior to students' participation in the lab, with the exception of problem-solving activities designed by the instructor.
4. The instructor will arrange alternative learning experiences, for identified valid reasons for not participating. The experiences will be scheduled at the convenience of the instructor.
5. The student must complete the alternative learning experiences within the time frame established by the instructor.

6. Students must follow all safety policies for the lab as listed is this *Handbook*.

Program Progression Guidelines

The PTA Program will follow general College policies regarding probation, suspension, or dismissal from the College as indicated in the Wallace Community College Catalog. However, there are specific circumstances that can lead to the interruption of Program progression. Since all students in the Program have successfully competed for admission, steps will be taken to offer remediation before these actions are taken.

As the curriculum of the PTA Program is cumulative and the performance of the skills learned are dependent upon those learned in earlier courses, it is vital that standards be set to make certain that the students have made satisfactory progress in all areas before they are placed in the clinical setting as a student or as a physical therapist assistant.

A. Types of PTA Courses

The program faculty will provide students with reasonable opportunities to successfully complete the Program, while maintaining standards that will allow students to demonstrate competencies necessary to complete each clinical education experiences, successfully complete the licensure examination and be competitive in the job market. Faculty will provide remediation activities for students to increase their demonstration of competency of knowledge and/or skills when students do not meet course progression guidelines. However, students must realize and acknowledge that he or she is an adult learner and accept responsibility for his or her own learning outside of learning opportunities afforded by Program faculty.

1. Lecture Courses
    a. If a student's grade point average is less than that required for progression in the Program after the second examination, the instructor will schedule a counseling session and a Student Conference Summary Report will be completed.
    b. The Student Conference Summary Report Form will provide suggested activities individualized for the student to facilitate successful completion of the course.
    c. It is the student's responsibility to follow through on suggested activities.
    d. Failure to achieve a minimum 75% average in the course will result in an interruption of program progression.

2. Skills Courses
    a. If student fails to pass any single skills assessment during a lab practical with 75% or higher, the student will require remediation on that skill.
    b. If a student fails to complete any identified critical element in a skill, the student will require remediation in that skill.
    c. If a student requires remediation in 25% of skills in any one course during the semester, they will be counseled by the course instructor.

d. The next failure, in excess of 25%, or failure of the same skill a second time, in a semester will result in suspension from the program.
e. Remediation activities will be determined by the instructor and may include a written assignment, a re-test and/or demonstration of skill competency. Remediation activities will be scheduled at the convenience of the instructor

3. Clinical Courses
   a. If a student fails the minimum required score on the clinical evaluation tool, the Clinical Education Coordinator will meet with the student's CI and discuss suggestions for remediation.
   b. It will be the decision of the Clinical Education Coordinator to determine if remediation is needed and how the remediation will be accomplished.
   c. The student will receive an "I" in that course until the remediation is successfully completed.
   d. Remediation must be completed before the student can progress to the next level of training.
   e. If remediation is required for the final clinical education experiences, the student will not be allowed to graduate until the remediation is completed.
   f. Students can only be remediated in one clinical course during the course of the Program.
   g. The second failure will result in an interruption of program progression.

B. Interruption of Program Progression

1. A student's progression in the program may be interrupted if 1) the student fails to meet program progression guidelines or 2) if Program progression is interrupted for any other reason (pregnancy, extended illness, personal reasons, etc.).
2. Faculty member(s) and the student will meet to discuss the reason(s) for interruption in program progression.
3. A written letter explaining the terms and processes to be followed will be given to the student.
4. When an interruption in program progression occurs, the student is **ineligible to enroll** in any additional courses in the PTA Program until readmission to the program occurs.
5. If the student wishes to appeal the suspension, he or she must follow the grievance procedure as listed in the *College Catalog Student Handbook*.
6. If, for any reason, program progression is interrupted during a student's first semester of study, the student must reapply for admission to the program during the next application period. The student is **not** guaranteed acceptance into the program a second time.
7. If program progression is interrupted during any semester other than the first, the student can request readmission the following year for the point in the program in which the interruption occurred. Written notification of the intent to return to the program must be received by the Program Director between the first day and midterm of the semester prior to that which the student wishes to reenter. (i.e., If the student was suspended during Spring Semester 2022 and wants to re-enter the Program in Spring Semester 2023, the notice must be received between the first day and midterm of Fall Semester 2022). Admission will be determined by the PTA Faculty based on availability of space in the next class (not to exceed 30 students) and priority. Priority will be determined by cumulative GPA for completed PTA courses.

8. Students who wish to re-enter the Program will be required to enroll in PTA 293, Directed Study for PTA, during their first semester of returning to the Program. This course is designed to increase students' opportunities for successful completion of the curriculum. Course content will be determined by Program faculty based upon the point in the Program that the interruption in program progression occurred.
9. If program progression is interrupted for more than 1 year or, if a student fails to meet Program progression guidelines a second time, the student will be required to reapply for admission to the program during the next application period if an attempt at Program completion is desired. The student is not guaranteed acceptance into the program a second time. If accepted as a new student, the student must take or retake all PTA program courses.
10. A student who has been unsuccessful in the PTA Program two times, due to grade deficiencies or withdrawal, will be ineligible for re-enrollment unless the Program Director determines there were extenuating circumstances impacting the reason(s) for unsuccessful completion.

Disciplinary Procedures
Disciplinary Actions 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 substantial 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). See the *College Catalog* for 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.

Academic Honesty Code

All students enrolled in the PTA Program are expected to conform to the College's Code of Student Conduct as listed in the *College Catalog/Student Handbook* under the section entitled "Code of Student Conduct" which includes cheating.

A. Cheating: Cheating is defined as:
   1. Dishonesty in completing academic assignments, such as having in one's possession materials other than those specifically approved by one's instructor during tests;
   2. Submission of work that was prepared by someone else to an instructor as one's own work;
   3. Plagiarism, representation of someone else's writing or ideas as one's own;
   4. Assistance in the foregoing practices.

B. Plagiarism: Plagiarism is:

1. The act of using the words and/or work of another author and attempting to pass it on as one's own work.
2. An example of plagiarism includes, but is not limited to, a student 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.
3. 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.

Clinical Assignment Policies

In order for students to be exposed to a wide variety of clinical settings, it is the responsibility of the Clinical Education Coordinator to make clinical assignments. Once the assignment is given to the student, the only changes that will be made will occur if there is a cancellation by the clinical site or if the student feels there is a critical reason for changing the clinical education experiences and the Clinical Education Coordinator deems the change is necessary. The Clinical Education Coordinator will use the student's home address, as well as the student's learning needs, to determine placement. Students should be prepared to live away from home for no longer than nine weeks during the course of the two-year program. Student input will be solicited, but the decision of the Clinical Education Coordinator is final.

With the decreasing number of clinical sites available as well as the increasing number of students vying for the positions, it is important that changes in assignments be minimal and for critical reasons.

A. The following procedures will be followed concerning clinical assignments:

1. During Spring Semester, the Clinical Education Coordinator will distribute a clinical site request form to the students.
2. The Clinical Site Information Form Notebook and the Clinical Survey Forms Notebook are available for review. These notebooks provide general information about each site, as well as previous student evaluations of the site.
3. On an assigned date, prior to spring break, the students will turn in the completed form to the Clinical Education Coordinator, making certain to include notification concerning scholarship to any facility listed in the Clinical Site Information Form Notebook and sites of employment and volunteer hours. Students will not be placed at any site where they have worked, or have a scholarship.
4. The Clinical Education Coordinator will have the assignments for each clinical education experience to the students at least one month prior to the beginning of the experience.
5. If a student feels there is a critical reason for changing a clinical education experiences, a meeting should be scheduled with the Clinical Education Coordinator. The student will need to prepare a letter that outlines the reason a change is justified.
6. The student should not make any attempt to change the schedule on his/her own by contacting another facility or student.
7. The Clinical Education Coordinator will make a decision within 24 hours and inform the student in writing of the decision. This letter will include the reason for the denial if that

is the decision or action that the student must take to facilitate the change.

8. The decision of the Clinical Education Coordinator is final. If the student still feels that he/she is unable to complete the clinical education experiences as assigned, three options are available:

    a. Complete the clinical education experience at another time, which would mean that the student could not progress in the Program until the experience is completed.
    b. Complete the clinical education experience at the next time the course is offered, which is only once per year.
    c. Withdraw from the Program.

Dress Code

A. Lecture Classes

First impressions are important. You are representing the school and your profession even while attending class. It is expected that you dress in a professional manner. All healthcare students at Wallace Community College are expected to wear designated uniforms to class based on their program of study. All PTA students are expected to wear the black WCC PTA polo shirt and khaki slacks to lecture classes, as well as off campus professional activities. (No hats or any type of head coverings are to be worn in lab or classroom)

B. Laboratory Classes

A professional appearance is essential for students in the PTA program. The following dress code applies to PTA lab classes:

1. Shorts must be solid black. Solid black pants must be worn over shorts anytime outside of the lab.
2. Black bicycle shorts must be worn under all shorts to preserve student modesty.
3. Lab shirts are available for purchase in the WCC Bookstore. This is the only approved shirt for PTA lab classes.
4. Females must wear black sports bras with back closure under t-shirts to all labs. A black tank top with thin straps that shows the shoulder and upper back is also recommended. Males may wear a tank top style undershirt if desired.
5. Athletic shoes and socks must be worn except when necessary to be removed during practice.
    a. Flip-flops, clogs, or shoes with greater than 1/2" heels are not allowed.
6. A water-resistant watch with a second hand is required.

Laboratory dress for all labs is expected unless otherwise indicated by the instructor. Failure to dress in proper attire will result in loss of points from the Professional Behaviors grade. Clinical dress code regarding hair, nails, jewelry, perfume, etc., applies to the laboratory as well. No gum chewing is allowed in lab.

C. Clinical Practice

The status of each individual is reflected by the initial image portrayed to others. Studies have shown that professional competency is judged initially on the outward appearance and manner of health care professionals. Trust and acceptance by patients are an important factor in how well they respond to instruction and treatment. Dress regulations, in many instances, serve to protect the patient and the professional, as well as identify the professional to

patients and other health care practitioners. Standards for clinical dress have been established for the well-being of all students participating in clinical educational settings.

1. WCC PTA Program polo shirt and khaki slacks is considered full uniform dress and must be worn at all time when in the clinical setting or representing the college, along with the clinical name tag. Students must wear their uniform at all times so that patients are aware of the fact that a student is treating them.
2. A solid black athletic style jacket is allowed, if needed, for individual temperature control. A solid white or black long sleeve shirt may be worn under the PTA Program polo in lieu of a black jacket.
3. Socks or neutral-colored stockings are to be worn at all times while in the clinic.
4. Shoes are to be low heels with rubber soles. Athletic shoes or walking shoes are appropriate. It is the student's responsibility to maintain an appropriate appearance of footwear. Shoes must be neutral without bold colors or distinguishing marks.
5. No clogs or sandals are allowed.
6. Extravagant jewelry is not allowed. This includes no more than one necklace and no bracelets. Small earrings only are allowable. Nothing that dangles is acceptable. Jewelry for body piercings is not allowed in the lab or in the clinic (tongue, nose, belly button, eyebrow, etc.).
7. Hair must be tied back if longer than shoulder length. Hair, of any length, should be kept out of the face and eyes. Hair should be of a natural tone. Beard or mustache must be neatly trimmed. Male students without a beard or mustache are expected to shave daily.
8. Nails should be clean and neatly trimmed so that tips of nails do not show beyond fingertips. Nail polish must be intact and not be chipped or "wearing off".
9. A water-resistant watch with a second hand is required.
10. Students should have a small notebook and pen with them at all times in the clinic.
11. Each student must be identified by an approved nametag--obtained from an appropriate vendor of the college.
12. Strong perfume, deodorant, hair spray, coffee, and cigarette smoke are offensive to many patients. Therefore, students must ensure against being offensive.
13. No gum chewing is allowed.
14. Students must abide by policies of the Program and clinical facility. If policies are different, students are expected to follow the more restrictive policy.

General Class Procedures

a. Breaks are provided between and during classes as necessary. No eating or drinking is allowed in the lab.
b. Family and friends are not allowed in class or practice sessions in the laboratory. This includes students' children of any age.
c. There will be scheduled times for students to practice lab skills. These times will be provided by the course instructor each semester. Practice times must be scheduled at times when a faculty member is on duty. All safety rules must be followed during these times. The rules will be distributed prior to the start of the first lab class.
d. No materials may be removed from the lab and all must be returned to their proper place.
e. Students are expected to be on time and ready (i.e., appropriately dressed) at the beginning of class.
f. Students should demonstrate respect for the rights and dignity of fellow students and faculty

at all times. Failure to do so can result in loss of points from Professional Behaviors grade.

Faculty Advisement

Each student will be assigned a faculty advisor. The program encourages an open-door policy with respect to student-faculty communication. Faculty will post office hours in the College's learning management system (Blackboard) during which they are available for counseling. Because of heavy faculty schedules and commitments to clinical sites, students are encouraged to make appointments when they want to speak with their advisor.

Emergency Messages

In an emergency, it may become necessary for your family to contact you while you are attending class. If your family member knows your specific class schedule, this task is much easier. For emergencies only, they may call Shannon McNabb, Allied Health Secretary, (334) 556-2388. She will make a valid attempt to locate you. However, no guarantees can be made. Cellular phones must be turned to silent mode or off during class.

Confidentiality

Students have a right to be kept up to date on their performance, both academically and clinically. The faculty of the PTA Program will make certain that students are informed of their grades in all academic courses and will make certain that any problems encountered during clinical education experiences are made known to the student in time for corrective action to occur. Conferences pertaining to students' performance will be held in an office that offers privacy for the student.

During the course of the PTA Program, students will have access to information about patients as well as other students, therapists, and faculty that could be damaging to that person personally and/or professionally. For that reason, anything that occurs or is discussed during class or clinicals is considered privileged information. Clinics operate under strict rules and regulations regarding patient privacy and confidentiality (HIPAA). Students will be instructed in generalized rules, but **MUST** follow clinical rules regarding patient privacy and confidentiality.

Confidentiality extends to include any information that may be shared via social networking sites (Facebook, Twitter, etc.). Violation of these rules is considered a breach of ethics and can result in disciplinary action, including dismissal from the program.

Library Resources

The College Library is a major resource center for support, research, and educational media. Consult the *College Catalog* for Library service policies and procedures. Hours are posted each semester.

Forms

All the following are required:

- Essential Function Form **signed by physician**

- TB Skin Test (two step) or chest x-ray
- Measles/Mumps/Rubella/Varicella Titers
- Hepatitis B Titer
- CPR/First Aid certification for the Healthcare Provider (must include 2-man CPR, 1-man CPR, infant/child CPR, Heimlich maneuver, AED, Bag/Valve/Mask)
- Clinical Site Training Documents
- Hep B and/or MMRV waivers if non-immune

It is the student's responsibility to keep these current. Failure to have these forms on file will mean that you will be unable to begin your clinical experience.

Liability Insurance

Each student is required to pay a fee for liability insurance. This fee is payable during registration each semester. Students will not be allowed into the lab or clinic until confirmation of payment has been obtained.

Substance Abuse and Background Screen Policies

Every student enrolled in a health sciences program at Wallace Community College is required to undergo substance abuse and background screens. Copies of the substance abuse and background screen policies were included in the Program acceptance paperwork.

Safety and Maintenance

The following is a list of safety rules for the laboratory:

1. Locate all safety equipment and supplies in or near the lab. Be familiar with all College safety procedures as listed in the College Catalog and PTA Program Student Handbook. Safety equipment and materials provided on campus include:
   a. MSDS booklet
   b. Fire extinguisher
   c. First aid kit
   d. Disinfectant for lab equipment
   e. Hand sanitizer
   f. Hand washing soap
   g. AED
2. Wear closed-toe shoes and proper lab attire while working in the lab.
3. Frequent hand washing should be practiced. Hands should be washed:
   a. After completion of all work and before leaving the lab,
   b. Before and after all activities which entail hand contact with another person,
   c. Before and after eating, drinking, smoking, applying cosmetics, changing contact lenses, and using lavatory facilities.
4. Eating, drinking, smoking or use of any tobacco product, applying cosmetics or lip balm, and handling contact lenses are prohibited in the lab.
5. All skin defects on the hands and arms, as well as any other health conditions, will be called to the attention of the lab instructor. Depending on the defect or condition, appropriate action will be taken to protect the student, as well as others in the lab. This

may include such things as use of gloves and/or mask during the performance of lab activities.

6. Never work in the lab without an instructor on duty and at least one other person present in the lab.
7. All electrical equipment, except those on thermostat, must be unplugged when not in use.
8. All electrical equipment will be checked by a biomedical specialist annually and should not be used if the date on the machine has expired.
9. Students will be given specific rules as they are needed for dealing with particular areas of work and study. It is the student's responsibility to read and follow these directions, as well as any additional safety rules and requirements that apply to each PTA course. These rules are in effect at any time the student is in the lab, and consequences for failure to follow these rules can be found in the *PTA Program Student Handbook.*
10. Notify instructor immediately if any type of injury occurs. College policies for incidents and emergencies will be followed.
11. Notify the instructor of any observed health or safety hazards or potential hazards, such as defective equipment, frayed electrical cords, or needed supplies.
12. Children of any age are prohibited in the lab at any time.
13. Visitors should not enter the lab at any time without permission of a faculty member and must be accompanied by a student or member of the faculty

B. Incident/Accident Report

In case of an unusual incident involving faculty or students of the PTA program, either during attendance at labs, classes on-campus, or at an off-campus clinical experience, appropriate documentation and follow-up, as necessary, will be completed. Exposure to blood and/or body fluids is an example of an unusual incident.

The purpose of an Incident/Accident Report is to protect the rights and safety of the College, students, faculty, and visitors to the campus while on campus or participating in off-campus events that include clinical education experiences. In general, if the incident occurs on campus, the campus plan will be followed. If the incident occurs at a clinical facility, the procedure of the facility will be followed, but the College must be notified immediately. The individual involved in the incident is responsible for all costs incurred.

Wallace Community College has a comprehensive safety plan that covers many possible emergency situations. If you are involved in, or witness an accident on campus, immediately contact a faculty member or dial "1-1-1" for the switchboard operator. All students should become familiar with emergency exits as well as emergency warning system messages, both of which are posted in all buildings. Additional information is in the *College Catalog*.

1. If the primary responder determines that the emergency situation is life threatening:
    a) Call 9-1-1.

2. If the primary responder determines that the emergency situation is non-life-threatening:
    a) Call the College emergency operator from a campus phone by dialing 1-1-1 (Wallace Campus) or 4-2-1-0 (Sparks Campus). If it is an evening or

weekend, call campus police/security by dialing 334-798-1381 (Wallace Campus) or 334-798-1228 (Sparks Campus).

Guidelines for Lab Usage

The following guidelines have been established for lab usage. This will maintain an atmosphere that is conducive to learning, and will help to train students in the maintenance of an actual physical therapy department.

The lab will be left in the same condition each time it is used. Failure to maintain the orderly condition outlined below will result in a deduction of 1 point from the professional behaviors grade, for each incident, for each student in the lab section. Students' cooperation is highly recommended and greatly appreciated.

1. PLINTHS: Each plinth will have two pillows at the head (next to the wall). Each plinth will have a treatment chair and rolling stool, each maintained in its designated place.

2. CHAIRS: Each plinth will have a chair placed at the head of the plinth with the back to the wall.

3. STOOLS: Rolling stools will be placed at the foot of the plinth.

4. LINEN: Students will be issued a set of linens by the PTA Program at the beginning of 1st semester, which includes 6 towels, 6 washcloths, 2 flat sheets, and 3 pillowcases. Students are responsible for laundry of the linens. Linens will be turned in at the end of the 3rd semester. Students are responsible for replacing any lost linens. Students are responsible for laundering linens regularly.

5. EQUIPMENT**:** All equipment will be returned to the designated area when not in use. This includes all skeletal parts, muscle models, and modality equipment. There will be no "playing" allowed on the bicycle, treadmill, or other pieces of equipment.

6. PERSONAL ITEMS: All book bags, clothes, shoes, purses, and other personal items will be stored in the cubicles at the back of the lab during labs to minimize tripping hazards. Only materials needed will be allowed in the lab.

7. LAB PARTNERS: Students will be required to work with a variety of lab partners to enhance learning experiences. In order to maintain an appropriate learning atmosphere, excessive talking and visiting will not be allowed.

8. DRESS CODE: The student should wear appropriate lab clothes to each lab.

Professional Society

Students are eligible for student membership in the American Physical Therapy Association (APTA). Forms for application are available throughout the year and membership by all students is strongly encouraged; cost is $85 per year.

Participation in events and meetings sponsored by the American Physical Therapy Association and the Alabama Physical Therapy Association are encouraged. Students can earn points by attending these meetings. A maximum of 15 points can be earned—5 points/meeting. Students can add these points to any regular course examination or the Professional Behaviors Grade during the semester in which the meeting was held. The student is responsible for supplying proof of attendance to the appropriate instructor prior to the final examination in the course. The points **cannot** be used for the final comprehensive examination.

Instructors will provide information on scheduled events. As members of the state association, students should also receive notification of all meetings.

Licensing Examination

The Physical Therapist Assistant Licensing Examination has been available in Alabama since 1971 and serves to evaluate the graduate's minimum level of competency. It is mandatory for graduates of the program to become licensed if they want to work in the state of Alabama.

In preparation for this exam, as well as to evaluate minimum level of competency needed to practice, a comprehensive review examination is given at the end of each semester.

Roles and Responsibilities for Clinical Education

PTA Program

- Maintain copies of student's physical examination, immunization records, CPR and Basic First Aid certification in the Program's office. Proof of liability insurance and results of substance abuse screens are maintained in the Office of the Instructional Dean.
- Provide students with a wide variety of quality clinical education.
- The Clinical Education Coordinator will make phone contact with each clinical site and student at least three times during each long-term clinical education experiences.
- Clinical assignments will be made in keeping with departmental policy. Students will receive at least one month's notice for each clinical, unless there is an emergency change necessary.
- Provide each clinical site with an updated *Clinical Education Manual* on a regular basis. This manual will include curriculum outline, course descriptions and competencies that must be reached by the student prior to the start of each clinical education experiences. The manual will also include the evaluation tools to be used by the CI, along with policies to be followed in case of special circumstances.

Clinical Education Coordinator

- Counsels students on a personal basis and offers support and assistance as needed.
- Assists students in obtaining maximal comprehension and benefit from the clinical performance evaluations
- Holds seminars and special sessions with students on topics related to the clinical education experience.
- Assesses student's performance by developing adequate evaluation devices and feedback methods.
- Evaluates the clinical education sites in order to assign relevant clinical education experiences for students.
- Visits the clinical facilities periodically in the students' interests.
- Maintain a current record of the clinical education centers and other background materials that students may need regarding the clinical site.
- Accepts the responsibility for scheduling the students' clinical experiences with consideration to input from the students.
- Discusses with students the criteria for evaluation of their performance, as well as of the facility, and makes available evaluation forms for the same.
- Assists students with any problems that may arise during clinical education experiences.
- Provides students with general information about the clinical education program in terms of philosophy and educational objectives.

Center Coordinator of Clinical Education (CCCE)

- Meet guidelines to serve as CCCE. CCCE can be a PTA, PTA, or a non-PT professional. Anyone who holds the position should possess the skills necessary to organize and maintain an appropriate clinical educational program. The individual can be on site or at corporate headquarters.
- If the CCCE is a PT or PTA, should have experience as a clinician and clinical educator, possess good interpersonal, communication, and organizational skills, be knowledgeable of the clinical center and its resources, and serve as a consultant in the evaluation process.
- If the CCCE is a non-PT professional, the individual should possess the same skills as a PT or PTA and should have a PT/PTA clinical available for CI for consultation in planning clinical educational experiences. Direct clinical supervision will be performed by the CI.
- Demonstrate knowledge of contemporary issues of clinical practice, practice management, clinical education, and scholarship.
- Demonstrate professional and ethical behavior in their field of practice.
- Demonstrate effective communication and interpersonal skills, instructional skills, and supervisory, evaluative, and managerial skills.
- Delegate responsibilities as deemed necessary to the CI.
- Establishes procedures, general guidelines, and manual for the clinical education experiences, and is responsible for scheduling and assignment of students.
- Serves as liaison between the College and the clinical facility to:
    - plan student activities/experiences
    - relate curriculum objectives to clinic for relevant clinical education
    - maintain communication with the center and coordinates evaluations
    - maintain optimal relations between program and clinical staff
    - provide feedback from student evaluations of the clinical facility
    - secure College recognition and appointments for clinical faculty
    - offer consultation to assist faculty in perfecting education and communication skills.

Clinical Instructor (CI)

- Responsible for direct supervision and education of students, under the direct supervision of the CCCE.
- Have an AS or AAS Degree from an accredited PTA program or a minimum of a BS degree in PT from an accredited educational program. Both PT and PTA must have a minimum of one year of clinical experience.
- Facilitate communication with students to define expectations and provide appropriate and timely feedback to students in a positive manner.
- Demonstrate ethical behavior, and serve as a professional role model.
- Plan, implement, and evaluate learning experiences for students.
- Ensure that PTA students are adequately supervised and evaluated in the clinical environment.
- Provide sufficient orientation for students.
- Provide direct patient care with adequate “hands on” practice for optimum development of skills and professionalism.
- Assign and adjust patient caseload as students develop skills.
- Allow students to supervise aides or technicians, as appropriate.

- Perform other related duties as assigned by the Director of Physical Therapy or CCCE.

The Student

- Formulate personal learning objectives for each clinical experience and all other necessary paperwork, and forward all to the CCCE in keeping with established timelines.
- Prepare for patient care during each clinical education experiences. See competencies for each clinical education experience on following pages.
- Follow College policies regarding uniform and supplies for each clinical education experience.
- Complete all assigned projects on time, as established by the facility and/or the Program.
- Be responsible for all personal expenses associated with the clinical education experiences.
- Provide proof of all necessary immunizations and other requirements needed by the site.
- Complete an accurate and objective evaluation of the clinical site and educational experience, and discuss this with the CI during the final performance evaluation process.
- Communicate with the Clinical Education Coordinator, using telecommunication, if necessary in an appropriate manner.
- Abide by all policies and procedures of the clinical site, PTA Program, and Wallace Community College.
- Accept responsibility for his/her own personal safety, as well as the safety of all patients assigned.
- Assume responsibility for any medical expenses that are incurred as the result of personal illness/injury while working at the clinical site.
- Observe and honor all patients' rights of confidentiality and privacy.
- Demonstrate professional behaviors in the areas of dress, punctuality, and attendance.
- Assume responsibility for scheduling any necessary make-up work with the Clinical Education Coordinator, CCCE, and CI. Due to liability issues, make-up work cannot be schedule during school holidays or on weekends.
- Provide own transportation to and from the clinical site.

Additional Policies of Clinical Education

Pregnancy

An uncomplicated pregnancy usually will not prevent completion of clinical courses. However, a complicated pregnancy (one that requires restriction of physical activity) could cause an interruption in program progression. If the student is unable to complete the clinical course, Program policies regarding program progression will be followed.

To continue clinical training after pregnancy is confirmed, the student must obtain **written documentation** from her physician, which clearly states that she is **cleared for necessary physical duties of clinical work.** The note should be obtained as soon as the pregnancy is confirmed to ensure safety for the student and fetus. This note will be maintained in the student's file, the Clinical Education Coordinator will notify the CCCE, and CI for the student involved.

While in the clinic, the student should practice standard infection control precautions and use safe lifting techniques. With regard to clinical settings of clinical responsibilities, facility policies will prevail.

Illness/Injury (Clinical Education Coordinator should be informed of any student illness or injury)

Students are required to submit evidence of good mental and physical health, upon entry to the program. An essential functions form is completed and verified by the student's personal physician. Proof of health insurance or a waiver form is also required and maintained in the student's file. If a student is absent from the clinic due to illness, the Clinical Education Coordinator must be informed of the exact nature of the illness. Routine dental and medical appointments **should not** be made during school or clinical hours.

In the event of a serious illness/injury, the Clinical Education Coordinator should be notified by phone as soon as possible. A follow-up notification in writing should follow within 24 hours. The facility will follow their own policies and procedures concerning emergency procedures. The student will assume all medical expenses related to any injury in the clinic.

Orientation of Students

It is the belief of the PTA Program that students cannot reach their maximum potential unless they are familiar with their environment and aware of the expectations placed upon them. In accordance with this belief, it is requested that **all students have a facility orientation**. Students and CIs are asked to complete a checklist to ensure that all pertinent and applicable areas are covered. A copy of the checklist is enclosed in the Clinical Education Manual.

Substance Abuse

All PTA students undergo a substance abuse screen during the first semester in the Program and randomly throughout the course of study. A positive test results in immediate suspension from the Program.

In the event of suspicion of any substance usage or abuse by a student during clinicals, the Clinical Education Coordinator should be notified immediately. The Clinical Education Coordinator has both a beeper and cell phone, and one of these should be used to make certain that immediate response can be initiated. The student will be immediately removed from the facility in order to ensure the safety of patients and all parties involved. The Program faculty will pursue investigative procedures into the incident. Policies and procedures of both the Program and the College will be followed. A drug test may be required at this time and the cost of this will be the responsibility of the student.

If no evidence of substance abuse is discovered, the student will be returned to the clinical facility, or a similar site, if the original site is no longer available. The CCCE at the facility will be given the option to reinstate the student to complete the clinical education experience at the same facility or to request that the student complete the clinical education experience elsewhere. Notification of the CCCE's decision should be given, in writing, to the Clinical Education Coordinator within 24 hours of the results of the screening procedure. If there is evidence of substance abuse by the student, in keeping with College Policy, the student will be suspended from the program. Readmission to the Program will follow the College's policy.

Attendance

The program is evaluated based on the number of hours that students spend in supervised clinical practice. For this reason, students will be required to complete and submit weekly time sheets to the Clinical Education Coordinator while in clinic. Clinical education courses are professional courses and the motivated student will strive for perfect attendance during all clinical education experiences. Students are granted one professional leave day during PTA 268, Clinical Practicum if approved by the clinical instructor and/or Clinical Education Coordinator. Professional leave days are designed for students to use if they need to attend a job interview or if a travel day is needed for the clinical education experiences. Program policy for absences during clinical education experiences must be followed. All missed clinical hours must be made up prior to the start of the next semester. Absences that result from attendance at college sponsored events (award ceremonies, etc.) will be made up at the discretion of the Clinical Education Coordinator. Missed clinical hours must be done at the convenience of the clinical instructor and the Clinical Education Coordinator. Any clinical absence will be penalized according to course syllabi. Students will receive an "Incomplete" in the course until the hours are made up. If the hours are not completed prior to the start of the next semester, students will be unable to progress in the program.

Absences for personal time off for extra-curricular activities such as weddings, sports competitions or events, children's activities, etc. are ***NOT*** acceptable. Absences that exceed those allowed will be handled on an individual basis between the student, Clinical Education

Coordinator, and Clinical Instructor (if appropriate).

Procedure for Clinical Attendance

1. Clinical Education Coordinator will keep record of attendance using weekly phone calls and/or attendance forms completed by Clinical Instructor.
2. If a student is going to miss clinical hours, s/he must notify the clinical instructor and Clinical Education Coordinator by approved communication method(s) prior to the beginning of the workday or as close as possible. The use of social media is **NOT** an acceptable method of communication.
3. All missed clinical hours must be made up prior to the start of the next semester. Absences that result from attendance at college sponsored events (award ceremonies, etc.) will be made up at the discretion of the Clinical Education Coordinator.
4. Absences that exceed those allowed will be handled on an individual basis between the student, Clinical Education Coordinator, and Clinical Instructor (if appropriate). Appropriate actions may include, but are not limited to, counseling, rescheduling the clinical to be completed at a later date, or withdrawal from the clinical site. The clinical facility has the right to dismiss a student due to attendance.
5. The Clinical Education Coordinator, Program Director, and Clinical Instructor will develop a specific plan of action for each student.

Sample Clinical Contract*

This contract is entered into by and between *Wallace Community College*, hereinafter referred to as the College and _____, hereinafter referred to as the Agency.

WITNESSETH:

WHEREAS, the College has established certain state-approved professional programs in health-related occupations, and such programs require the provision of clinical facilities in which the student can obtain clinical learning experiences set forth by the curricula of the approved programs, and

WHEREAS, the Agency has clinical facilities in which students can acquire certain clinical learning experiences required in the curricula of the aforementioned programs, and

WHEREAS, it is to the mutual benefit of the parties hereto to cooperate in providing clinical education to students of the Physical Therapist Assistant program, therefore

KNOW ALL MEN BY THESE PRESENTS, that the College and the Agency, in consideration of the mutual benefits that will accrue to each from providing clinical facilities for students of the Physical Therapist Assistant program, and for other good and valuable considerations hereby agree and covenant each with the other as follows:

1. Administration of the Physical Therapist Assistant program and governance of clinical learning experiences for students shall be the responsibility of the College and shall be administered by the departmental faculties, and in administering this program, the College shall:

    a. Provide the services of an Academic Coordinator of Clinical Education (ACCE) to act as a liaison between the College and Agency. The ACCE will provide the Agency with appropriate information concerning College policy and procedure for clinical affiliations.

    b. Ensure that all students and faculty are covered by professional liability insurance while they are participating in the program. Furthermore, the College agrees to furnish the Agency with evidence of such insurance at the Agency's request. The limits of professional liability are $1,000,000/$3,000,000.

    c. Require a criminal background check upon entrance into the program and an update criminal background check if student breaks enrollment for an entire semester.

    d. Require a substance abuse screen upon entrance into the program and yearly update every fall semester.

    e. Conduct random substance abuse screen for students enrolled in lab and/or clinical components.

f. Maintain documentation of the following:
   i. Physical examination
   ii. Initial two-step TB skin test and yearly follow-up through single step testing or current chest x-ray, if applicable
   iii. Positive measles, mumps, rubella, and varicella titer or signed waiver
   iv. Current tetanus vaccination
   v. Immune Hepatitis B titer or a signed waiver
   vi. Essential Functions Verification form
   vii. Current CPR certification
   viii. Drug screening according to College policies
   ix. Criminal background checks

g. Provide evidence, upon request of aforementioned documentation for assigned students.

h. Ensure that students are knowledgeable of OSHA's Bloodborne Pathogens Standard, basic safety procedures, and HIPAA regulations.

i. Retain only students whose conduct and performance are in accordance with standards set forth by acceptable educational and professional practice.

j. Plan schedules for student clinical experience, with said plans to have the approval of appropriate department head of the Agency prior to the beginning of the experience period.

k. Notify the Agency, in writing, of the number of students who will be reporting at least two weeks prior to the beginning of the clinical affiliation period.

l. Advise assigned students of their responsibility for complying with existing rules and regulations of the Agency.

m. Prohibit publication by the trainee and faculty or staff members of any material relative to their clinical experience that has not been approved for release for publication by the Agency and the College.

n. Assign grades to the student based on scores assigned by the Clinical Instructor, plus, any other written work scheduled.

2. Administration of physical therapy services and patient care at the Agency shall be the responsibility of and under the control of the Agency and shall be administered through the Agency's staff, and in so doing, they shall:

a. Designate a qualified Center Coordinator of Clinical Education (CCCE) to implement and plan the students' clinical experience.
b. Ensure that the CCCE designates a qualified Clinical Instructor (CI) to supervise and evaluate student progress. Staff so designated shall meet the criteria

established by the American Physical Therapy Association (APTA) as well as any additional criteria established by the College.

c. Give permission for program faculty to monitor students' performance at the Agency.

d. Review with students, during a designated orientation session, all pertinent rules and regulations of the Agency.

e. Allow students and program faculty access to the Agency's library and conference rooms during the term of this agreement. The Agency shall also allow use of available instructional materials and supplies.

f. Assist faculty and students in obtaining emergency medical care in case of illness or accident incurred while at the Agency in keeping with policies of the Agency and the PTA Program. The student will be responsible for all expenses incurred.

g. On request, allow inspection of its clinical and related facilities by agencies charged with responsibility for accreditation of the College or program.

h. Have the CI evaluate each assigned student's performance at the affiliation using form(s) developed by the College. These forms shall be completed and returned to the College no later than one week after completion of the affiliation period.

i. Provide students with learning experiences such as interdisciplinary collaboration, rounds, staff conferences, special lectures, and similar activities at the discretion of the CCCE.

j. Notify the College at the earliest possible time of any situation, problem, or deficit that may threaten a student's successful completion at the affiliation in keeping with policies listed in the Clinical Education Manual.

k. Extend the opportunity, when applicable, for the CI to attend appropriate PTA Program department meetings.

l. Maintain accreditation and/or licensure status by appropriate agency and be prepared to provide evidence of this to the College.

3. Both parties agree to cooperate in implementing provisions described herein to attain an effective clinical education program that is beneficial to both parties and in so doing:

a. Neither party shall discriminate against any student on the basis of race, color, creed, gender, age, sexual orientation, national origin, disability, or marital status.

b. Withdrawal of a student from an assignment may be requested by the Agency or the College should a problem arise in which the student's behavior, health, or action is deemed to jeopardize patient welfare or otherwise seriously impair the Agency's or the College's operations. The party requesting withdrawal shall

notify the other in writing of the request and the reasons for the request. The student may return to the affiliation site when and if the problem is resolved to the mutual satisfaction of the College and the Agency.

c. The College and the Agency will establish clinical education objectives for the affiliation, devise methods for their implementation and evaluate their effectiveness. The College and the Agency will maintain ongoing, regular, and effective communication to coordinate planning and assessment of this program.

d. Neither party will consider the student an employee of the Agency but rather a student in the clinical education phase of his/her professional education.

e. If disputes cannot be resolved by the student, clinical coordinator, and College ACCE, provision shall be made for arbitration through established channels of the appropriate institution as outlined in the College's policy.

f. The CCCE, in conjunction with the ACCE, agrees to be responsible for immediate discipline of the student while at the Agency. The College administrator of the Physical Therapist Assistant program (the program director) is responsible for final discipline of the student.

4. Modification of this agreement shall be made only by mutual consent of both parties. An addendum setting forth modification of this agreement shall be attached hereto and shall include the date and signatures of parties entering into such modification.

5. This agreement shall continue indefinitely and shall be automatically renewed yearly unless either party desires to terminate the agreement. In the event that either party desires to terminate this agreement, such party shall serve written notice of its intention on the other party. Notice of intent to terminate this agreement must be given within 30 days of the beginning of each college semester, provided that any students enrolled and participating in the aforementioned program are given an opportunity to complete such program fully.

IN WITNESS WHEREOF, the College and the Agency have executed these presents by causing their names to be signed by their authorized agents this___day of_____.

WALLACE COMMUNITY COLLEGE

By: _____
President

Agency:

By: _____

Its: _____

WALLACE COMMUNITY COLLEGE

PRACTICAL NURSING

STUDENT POLICY MANUAL

Effective: August 2022

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WELCOME

Welcome to the Wallace Community College (WCC) Practical Nursing (PN) program! You have set your goal to become a Licensed Practical Nurse and have begun a course of study that will take you through concentrated work to successfully achieve your ambition. Your instructors are a major resource and will arrange many learning opportunities for you. Success, however, will depend largely upon how much initiative you demonstrate in utilizing these learning opportunities. You cannot begin too soon establishing the habit of self-directed study in nursing education.

The faculty and staff welcome you to the program and wish you success in your endeavors.

Name	Telephone	E-mail Address
Galloway, Gwyn, Division Director	556-2433	ggalloway@wallace.edu
Bryan, Jennifer, Instructor	556-2401	jbryan@wallace.edu
Bryant, Sandra, Instructor	983-3521 x 2328	sandrabryant@wallace.edu
Hinson, Kara, Instructor	556-2553	khinson@wallace.edu
Kelley, Janice, Instructor	556-2369	jkelley@wallace.edu
McAllister, Kelli	556-2257	kmcallister@wallace.edu
Morris, Jennifer	556-2392	jmorris@wallace.edu
Shelley, Morgan, Instructor	556-2248	mshelley@wallace.edu
Salter, Gail, Instructor	687-3543 x 4286	gsalter@wallace.edu
Yeoman, Shellie, Instructor	556-2405	syeoman@wallace.edu
Mixson, Hannah, Secretary	556-2220	hmixson@wallace.edu

HISTORY

The Wallace Campus PN program was started in February 1952 with one instructor and 15 students. From 1955-1958, the Wallace Hall nursing building functioned as a classroom, as well as, dormitory for female nursing residents. Frazier-Ellis Hospital was the only clinical facility used until 1958 when Jackson Hospital in Montgomery, Alabama was added for pediatric clinicals. A second instructor was added to the faculty in 1960. In 1970, the PN program expanded and additional faculty and students were added.

In 1980, a new health building was constructed and the PN program was moved. As the PN program grew, an additional health building was constructed in 1990, and presently houses the PN program. This building was official named Rane Hall in 2007 in honor of Michael G. Rane, business leader and health care advocate.

In 1985, the PN program was expanded to include a day program at the Fort Rucker Army Base. The base is located about 20 miles from the Wallace Campus. Due to economic factors, a decision was made to no longer offer classes at the Fort Rucker Center after August 13, 2010.

The Sparks Campus PN program opened concurrently with the Sparks Trade School in July 1966. In preparation for the proposed merger and under direction of the Alabama Board of Nursing, the Sparks State Technical College PN program closed on May 15,

2000. Students enrolled at that time transferred to WCC's Sparks Campus in Eufaula Summer 2000.

In January 2017, the PN program, along with all Health Science programs, moved to the new Health Science Building.

In April 2019, the Health Science Building was renamed the Heersink Family Health Science Building.

APPROVAL/ACCREDITATION

The Practical nursing program is approved by the Alabama Board. The Alabama Board of Nursing can be contacted at:

Alabama Board of Nursing
RSA Plaza, Suite 250
770 Washington Avenue
Montgomery, Alabama 36104
Telephone 1-800-656-5318; Fax (334) 293-5201
Website: **http://www.abn.state.al.us**

The Practical nursing program at George C. Wallace Community College in Dothan, Alabama is accredited by the

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Rd NE, Suite 1400 Atlanta, Georgia 30326
(404) 975-5000

STANDARDIZED CURRICULUM

As directed by the Alabama Community College System, a standardized state-wide nursing curriculum was implemented fall 2005 and the PN program at WCC continues to follow this curriculum. Additionally, the standardized state-wide nursing philosophy and organizing framework was adopted and continues to be implemented in the PN program at WCC.

PHILOSOPHY

The philosophy of the nursing programs is consistent with the mission, goals and objectives of The Alabama Community College System. The programs provide curricula to develop the knowledge, skills, and abilities necessary for entry level employment in practical and professional nursing. The nursing faculty endorses the following beliefs:

Maslow's theory is the foundation for the program of learning. According to Maslow, all individuals have similar needs arranged in a hierarchy with higher needs emerging as basic physiological needs are met. Individuals are unique biological, psychosocial and spiritual beings who strive to meet holistic needs. Each individual has the right to make informed decisions about one's health in a technologically changing society. Society, a complex system that influences culture, values, and beliefs, provides direction and meaning to an individual's experiences throughout the lifespan.

Health, which is individually perceived, exists when needs are met. Ranging on a continuum from highest level wellness to death, health is a dynamic state. The goals of health care are to promote, maintain, and restore health.

Nursing is an art, as well as, a science in which the holistic needs of the individual are met through utilization of the nursing process in a variety of settings. The nursing process incorporates scientific principles, interpersonal and psychomotor skills. The practice of nursing takes place in an ever changing health care system and requires caring, critical thinking, competency, legal/ethical accountability, dedication to an evolving body of knowledge, life long learning and client advocacy.

The teaching-learning process is a shared responsibility between faculty and students where faculty serve as facilitators of learning. The successful teaching-learning process requires an environment that promotes learning, considers the needs of the individual, and provides opportunities for student participation and educational goal attainment. The learning process is based on principles of critical thinking and is enhanced by the presentation of information from simple to complex. Learning is achieved when there is evidence of a change in behavior within the cognitive, affective, and/or psychomotor domains. Individuals have the right to achieve self-actualization and society provides educational opportunities.

Nursing education is a learner-centered process which combines general education and nursing courses to prepare the individual for the practice of nursing. Incorporating a program of learning, a variety of instructional methodologies, and available resources, nursing education fosters competency, accountability and continued professional development. Learning is a lifelong process which promotes professionalism and is beneficial for the learner and society.

Threads Integrated Throughout Curriculum

1. Critical Thinking
2. Communication
3. Nutrition
4. Pharmacology
5. Cultural Diversity
6. Lifespan
7. Pathophysiology
8. Technology
9. Teaching / Learning
10. Legal / Ethical
11. Roles of the Nurse

ORGANIZING FRAMEWORK

The schematic diagram presented on the following page is designed to show the complete picture of the program of learning. The description of the schematic drawing that the PN program follows is as:

The umbrella represents a diagrammatic scheme of the nursing programs' organizing framework. In order for an umbrella to function properly, it must be unfurled, have all its

parts connected and its fabric intact. The nursing faculty visualize the organizing framework in a similar manner. The philosophy serves as the handle of the umbrella and is used to unfurl the curriculum. The organizing framework is composed of four major concepts: nursing, nursing process, human needs and the health-illness continuum. These four concepts are depicted by the horizontal bands on the umbrella. The eleven ribs of the umbrella represent the eleven curriculum threads. These threads are based on the philosophy and the four major concepts and connect the fabric of the curriculum to the pinnacle of the umbrella which represents the program outcomes.

OBJECTIVES
END OF PROGRAM STUDENT LEARNING OUTCOMES

At the completion of the practical nursing program, the nursing student will be able to:

1. Demonstrate competency while performing basic nursing skills for individuals with health alterations in a variety of health care settings.
2. Apply therapeutic communication techniques while providing nursing care for clients throughout the lifespan.
3. Apply foundational knowledge of the nursing process while providing holistic nursing care to clients throughout the lifespan.
4. Utilize critical thinking skills while formulating a plan of care for clients with selected health alterations in a variety of health care settings.
5. Utilize a teaching/learning plan for culturally diverse clients with selected health alterations in a variety of health care settings.
6. Demonstrate competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process.
7. Utilize relevant technology for client care and documentation.
8. Demonstrate professional behaviors associated with roles of the practical nurse upon entry into practice.

PRACTICAL NURSING STUDENT ASSOCIATION

ASPN (Association of Student Practical Nurses) is WCC's practical nursing student association. All students enrolled in the PN program are members of ASPN. ASPN is involved in several projects and campus events. Membership reflects a commitment to ones professional development.

STUDENT SUCCESS

The Practical Nursing Division is committed to the success of every student. To facilitate success throughout the program, the College offers resources for each student to succeed. Learning resources include the Learning Resources Center, skills laboratory, computer laboratory, The Health Sciences Resource Center (HSRC), tutoring, and TRiO Student Support Services.

GENERAL POLICIES AND INFORMATION

Admission Policy

Minimum admission standards:

1. Unconditional admission to the college.
2. Receipt of completed application for the Practical Nursing Program.
3. A minimum of 2.50 GPA for the last 24 hours of college credit for students with previous college work.
4. Eligibility for Biology 201, English 101 and Math 116 as determined by college policy.
5. Good standing with the college.
6. Meeting the essential functions or technical standards required for nursing.
7. Completion of the ATI Test of Essential Academic Skills (TEAS ®) taken within three years of the application deadline.

Admission to the Practical Nursing Program is competitive, and the number of students is limited by the number of faculty and clinical facilities available. Meeting minimal requirements does not guarantee acceptance.

Progression Policy

The following policies apply to situations in which a student fails to progress according to the defined Practical Nursing curriculum.

1. A total of **two** unsuccessful attempts in **two** separate semesters (D, F, or W) in the nursing program will result in dismissal from the program.
2. A student may be **reinstated** to the nursing program only one time. The **reinstatement** is not guaranteed due to limitations in clinical spaces. All nursing program admission standards must be met. Reinstatement must occur within one year from the semester of withdrawal or failure.
3. A student must have a 2.0 cumulative GPA at the current institution for **reinstatement.**

4. If the student has a documented extenuating circumstance that should be considered related to a withdrawal or failure, then this student may request a hearing before the Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.

Definitions:

Reinstatement: Students who have a withdrawal or failure in a nursing course and are eligible to return to that course will be considered for reinstatement to the program.

Readmission: Students not eligible for program reinstatement may apply for program admission as a new student. If accepted as a new student, the student must take or retake all nursing program courses.

Reinstatement

Students who experience non-progression in the nursing program and who desire reinstatement in the program must apply for reinstatement to the program. 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 GPA 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 due to, 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 GPA in nursing program required courses.
2. Student has 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. Demonstrate current CPR at the health care provider level.
7. Reinstatement must occur within one year from the semester of withdrawal or failure.

Process for Reinstatement

1. Students should first schedule an appointment with a nursing faculty/advisor to discuss eligibility for reinstatement.
2. Students must apply for reinstatement to the nursing program and submit the application by published deadlines.

3. Students must 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.

Transfer Policy

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

Criteria for Transfer

1. Must meet minimum admission standards for the nursing program.
2. Must 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 GPA at time of transfer.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. Must comply with all program policy requirements at accepting institution.
5. Complete at least 25% of the nursing program required courses for degree / certificate at the accepting institution.
6. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
7. Have no more than twelve months elapse from the last clinical course, in which student was successful.
8. 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.**
9. Selection for transfer is based on GPA in nursing required courses.

Transient Student Policy

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

Criteria for Transient Status

1. Must meet minimum admission standards for the nursing program.
2. Must 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 GPA.
3. Dean/Director of previous nursing program must provide a letter of eligibility for progression in previous nursing program.
4. A student enrolled at another institution must secure permission from that institution by submitting an application for admission to the College and a Transient Student Form completed by an official (Nursing Program Dean/Director) of the primary institution.
5. Transient students must complete a Transcript Request Form at the end of the term before a transcript will be issued to the primary institution.

6. Must comply with all program policy requirements at accepting institution.
7. Must meet acceptability criteria for placement at clinical agencies for clinical experience.
8. 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**.
9. Student selection for transient status is based on GPA in nursing program required courses.

ADN Transfer to PN Program

Associate Degree nursing (ADN) students may apply for admission to the third semester of the Practical Nursing (PN) program after they have completed the first two semesters of coursework – MTH 100, ENG 101, BIO 201, BIO 202, NUR 102, NUR103, NUR104, NUR105, and NUR 106 – with a grade of C or better. Students who elect to transfer to the last semester in the PN program will be required to meet the current program admission/readmission requirements. Students will be admitted on a space available basis to the PN program.

To be eligible for this option:

1. Student must complete a transfer form.
2. Have a minimum of a 2.0 cumulative GPA at current institution.
3. Meet clinical record/health record requirements.
4. The last clinical nursing course, in which the student was successful, cannot be more than twelve months old.
5. Student will be ranked on cumulative GPA for the purposes of transfer to the PN program.
6. Students who have two attempts in the ADN program are only allowed one attempt in the PN program.
7. Students who are successful may apply for the LPN to RN Mobility Option as outlined in the *College Catalog*.
8. If unsuccessful in the PN transfer option, the student must meet current admission/progression requirements.

Auditing Policy

Effective September 12, 2012, there shall be no auditing allowed for any Health Science classes.

Location/Course Availability

Students need to be aware that a minimum number of students are needed for each course section and at each location for classes to be considered. Therefore, placement and progression at a specific site is not guaranteed. If at all possible, consolidation measures will be utilized to prevent and/or decrease any delay in student progression.

Student Academic Grievances

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.

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 procedures. 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 instructional days, take the grievance to the appropriate Division Director.
3. If agreement on or compromise of the problem is not achieved within 3 instructional days, take the grievance to the appropriate Instructional Associate Dean.
4. If still not satisfied that a fair and equitable solution has been found within 3 instructional 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 instructional 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.

Incomplete Grades

Refer to current College Catalog-Student Handbook.

Attendance

Classroom

Students are expected to attend all classes for which they are registered. Each student should recognize at the beginning of his/her college career that a mature acceptance of his/her academic responsibilities is a requisite for accomplishment in college; this applies

particularly to class attendance. Any class sessions missed, regardless of cause, reduces the academic opportunities of the student. When a student is absent, the student is responsible for all materials covered in class and for any assignments made in class. The attendance policy for each course is located in the course syllabi and will be discussed at the beginning of each term.

Clinical

Clinical attendance is mandatory as students must meet the required clinical hours for each course. It is expected the student will assume responsibility for punctual and regular clinical attendance. When it is impossible for the student to attend a clinical session, it is the student's responsibility to call the instructor or the assigned unit at least 60 minutes prior to the beginning of the clinical experience. If the student is to be late, the instructor of assigned unit should be notified as soon as possible. Chronic tardiness is not tolerated. Refer to specific attendance policies in each course with a clinical component.

Inclement Weather

Students should listen for closing announcements on local radio and TV stations. Emergency announcements can also be found on the WCC web site (http://www.wallace.edu/student_services/campus_safety/wcc_alert.aspx). If clinical is canceled due to inclement weather, every effort will be made to notify students in a timely manner. In the event the College is closed for day classes, all scheduled day clinicals are canceled. If the College is open for evening classes then evening clinicals will be held as scheduled. Since students reside in various locations with differing weather patterns and road conditions, it is the responsibility of the student to determine if he/she can travel safely to the clinical site. Clinicals may be rescheduled as deemed necessary.

Health Policy

Health professions are strenuous, both physically and psychologically. The student's ability to handle these demands must be established. It is also imperative that students not expose clients or agency personnel to communicable disease or safety risk due to the student's inability to handle the physical or psychological stress of client care.

PN students must provide validation of health and documentation of up-to-date immunization status in order to participate in clinical experiences. Student Health Forms must be completed and turned in to the Practical Nursing Program Office (Heersink Family Health Science Building, Room 237) by the announced deadline. The student is responsible for the cost of any medical evaluation, titers, immunizations, and/or treatment.

Updates to health records/CPR will be required while a student is enrolled in the PN program. **Any updates will be due prior to the beginning of the next semester in which the student is in enrolling.** For example, a TB skin test is required annually. If the test expires in March of the spring semester, the update will be due no later than the first week of class in January.

The following are required for all students:

1. **Essential Functions / Physician's Statement** - The *Essential Functions / Physician's Statement Form* must be signed by the student and signed by a physician, physician's assistant, or a nurse practitioner. Students returning to the PN program after an absence of one year must update the *Essential Functions / Physician's Statement Form.*

2. **PPD or Tuberculosis (TB Skin Test)** – Documentation of a two-step TB skin test, consisting of one test followed by a second test 7-21 days later. The results cannot be more than four (4) weeks apart. TB skin tests are good for a period of one (1) year from the administration date. An annual one-step TB skin test will be required thereafter. Students who have tested positive for TB in the past or who are unable to receive the TB skin test (example previous receipt of BCG vaccine) must submit documentation of a clear chest x-ray. Completion of an annual *Tuberculosis Questionnaire* will also be required.
3. **Hepatitis B Titer** – Documentation of titer results for Hepatitis B. Results must be within the past twenty (20) years. If results are non-immune (negative), the student is instructed to seek the advice of a medical provider for recommended follow-up and must sign a *Hepatitis B Vaccination Release / Waiver Form*. **Titer results are required. Vaccination records will NOT be accepted in place of titer results.**
4. **MMRV Titers** – Documentation of titer results for MMRV – Measles (Rubeola), Mumps, Rubella, and Varicella (Chicken Pox). If results are non-immune (negative), the student is instructed to seek the advice of a medical provider for recommended follow-up and must sign a *Measles, Mumps, Rubella, Varicella Release / Waiver Form.* **Titer results are required. Vaccination records will NOT be accepted in place of titer results.**
5. **Tetanus (Tdap) Vaccination** – Documentation of an adult Tdap (tetanus, diphtheria, and pertussis) vaccination required. If the vaccination is over ten (10) years old, documentation of a Td (tetanus and diphtheria) or Tdap booster is also required. An update is required every ten (10) years.
6. Additional vaccinations may be required by facilities.

CPR Certification

Students must maintain current cardiopulmonary resuscitation certification throughout the PN program in order to participate in clinical experiences. Certification must be American Heart Association Basic Life Support Provider or American Red Cross CPR for Professional Rescue. Students have two options for obtaining this certification:

1. It may be taken through the College by registering for EMS 100 prior to or concurrent with NUR 102.
2. It may be taken at any other approved agency or facility. Proof of successful completion must be presented prior to registration for NUR 102.
3. Certification must be health care provider status, infant through adult. (BLS)
4. No online only CPR certification will be accepted. All CPR certification, to include re-certification, must have both cognitive and skills evaluation components.

Students MUST submit ALL updated clinical paperwork, including but not limited to, vaccinations, immunizations, titers, and CPR to the PN office prior to the first day of class the subsequent semester in which the student is enrolling.

Health Insurance

WCC does not provide health insurance coverage for students. Students are financially

responsible for any accident, illness or injury occurring in the clinical setting or college laboratory. This includes any follow-up testing or treatment mandated by the program or clinical agency. During clinical rotations, students are not employees of the clinical agency or the college. *If injured during clinical rotations, students are not entitled, and will not receive, workman's compensation from either the institution or the health care facility.* Health insurance coverage is strongly recommended. If you cannot provide proof of insurance, you will be required to sign a waiver that will remain on file in the PN office.

It is the student's responsibility to notify the appropriate nursing faculty member of any changes in the student's health status (i.e., pregnancy, communicable disease, major illness, surgery, or injury). Additional examinations, with documentation of results by a licensed physician (MD or DO), PA or CRNP, may be required prior to returning to clinical.

Liability Insurance

Students are required to maintain professional liability (malpractice) insurance coverage through the College's blanket policy. A fee is paid at registration each semester a student is enrolled in a course with a clinical component. This coverage applies while a student is enrolled in the nursing program and is functioning as a student nurse. Upon graduation, the student is responsible for his/her continuing insurance coverage.

Essential Functions

The Alabama Community College System endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective nursing care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the nursing programs with or without reasonable accommodations. The nursing programs and/or its affiliated clinical agencies may identify additional essential functions. The nursing programs reserve the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the nursing program one must possess a functional level of ability to perform the duties required of a nurse. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary by the Alabama Community College System nursing programs. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations made will termined and applied to the respective nursing program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for nursing program admission, progression and graduation and for the provision of safe and effective nursing care. The essential functions include but are not limited to the ability to the following:

Sensory Perception	a) Visual i) Observe and discern subtle changes in physical conditions and the environment ii) Visualize different color spectrums and color changes iii) Read fine print in varying levels of light iv) Read for prolonged periods of time v) Read cursive writing vi) Read at varying distances vii) Read data/information displayed on monitors/equipment b) Auditory i) Interpret monitoring devices ii) Distinguish muffled sounds heard through a stethoscope iii) Hear and discriminate high and low frequency sounds produced by the body and the environment iv) Effectively hear to communicate with others c) Tactile i) Discern tremors, vibrations, pulses, textures, temperature, shapes, size, location and other physical characteristics. d) Olfactory i) Detect body odors and odors in the environment
Communication/ Interpersonal Relationships	a) Verbally and in writing, engage in a two-way communication and interact effectively with others, from a variety of social, emotional, cultural, and intellectual backgrounds b) Work effectively in groups c) Work effectively independently d) Discern and interpret nonverbal communication e) Express one's ideas and feelings clearly f) Communicate with others accurately in a timely manner g) Obtain communications from a computer

Cognitive/Critical Thinking	a) Effectively read, write, and comprehend the English language b) Consistently and dependably engage in the process of critical thinking in order to formulate and implement safe and ethical nursing decisions in a variety of health care settings c) Demonstrate satisfactory performance on written examinations including mathematical computations without a calculator d) Satisfactorily achieve the program objectives
Motor Function	a) Handle small delicate equipment/objects without extraneous movement, contamination or destruction b) Move, position, turn, transfer, assist with lifting or lift and carry clients without injury to clients, self or others c) Maintain balance from any position d) Stand on both legs e) Coordinate hand/eye movements f) Push/pull heavy objects without injury to client, self or others g) Stand, bend, walk and/or sit for 6-12 hours in a clinical setting performing physical activities requiring energy without jeopardizing the safety of the client, self or others h) Walk without a cane, walker or crutches i) Function with hands free for nursing care and transporting items j) Transport self and client without the use of electrical devices k) Flex, abduct and rotate all joints freely l) Respond rapidly to emergency situations m) Maneuver in small areas n) Perform daily care functions for the client o) Coordinate fine and gross motor hand movements to provide safe effective nursing care p) Calibrate/use equipment q) Execute movement required to provide nursing care in all health care settings r) Perform CPR and physical assessment s) Operate a computer

Professional Behavior	a) Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance and a healthy attitude toward others b) Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client c) Handle multiple tasks concurrently d) Perform safe, effective nursing care for clients in a caring context e) Understand and follow the policies and procedures of the College and clinical agencies f) Understand the consequences of violating the student code of conduct g) Understand that posing a direct threat to others is unacceptable and subjects one to discipline h) Meet qualifications for licensure by examination as stipulated by the Alabama Board of Nursing i) Not to pose a threat to self or others j) Function effectively in situations of uncertainty and stress inherent in providing nursing care k) Adapt to changing environments and situations l) Remain free of chemical dependency m) Report promptly to clinicals and remain for 6-12 hours on the clinical unit n) Provide nursing care in an appropriate time frame o) Accepts responsibility, accountability, and ownership of one's actions p) Seek supervision/consultation in a timely manner q) Examine and modify one's own behavior when it interferes with nursing care or learning

Upon admission, an individual who discloses a disability can request reasonable accommodations. Individuals will be asked to provide documentation of the disability in order to assist with the provision of appropriate reasonable accommodations. The respective College will provide reasonable accommodations but is not required to substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the respective College. In order to be admitted one must be able to perform all of the essential functions with or without reasonable accommodations. If an individual's health changes during the program of learning, so that the essential functions cannot be met with or without reasonable accommodations, the student will be withdrawn from the nursing program. The nursing faculty reserves the right at any time to require an additional medical examination at the student's expense in order to assist with the evaluation of the student's liability to perform the essential functions.

Requests for reasonable accommodations should be directed to Dr. Ryan Spry for the Wallace Campus (334-556- 2587) or Ms. Terri Ricks for the Sparks Campus (334-687-3543 ext 4270).

Background Screening

Wallace Community College
Background Screening Policy for Students in the Health Sciences

I. **Policy Purpose**

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A. Education of Health Science students at Wallace Community College requires extensive collaboration between the institution and its clinical affiliates.

B. The College and clinical affiliates share an obligation to protect, to the extent reasonably possible, recipients of health care from harm.

C. The College desires to ensure that the health and safety of students and patients are not compromised and acknowledges that clinical affiliation agreements exist to provide students with quality clinical education experiences.

II. **Standards of Conduct and Enforcement Thereof**

A. Clinical affiliation agreements for programs within the health sciences contain contractual obligations to comply with the requirements set forth by health care facilities.

B. Student enrolled in a health program at Wallace Community College must conform to the rules, policies, and procedures of the clinical affiliate in order to participate in clinical learning experiences.

C. Wallace Community College requires background screening of all students choosing to enroll in a program within the Health Sciences.

III. **General Guidelines**

A. Any student accepted into, currently attending, or re-admitting to any program within the Health Sciences at Wallace Community College will be required to undergo an initial background screen.

B. Types of screening to be conducted
   1. Social Security Number Trace / ID Search to verify that the Social Security Administration issued the number provided by the individual and that it is not listed in the files of the deceased. The SSN trace will also locate additional names and addresses that may assist in locating jurisdictions for additional criminal searches.
   2. Unlimited County Criminal Record Verifications to identify criminal convictions for all names and addresses revealed on the Social Security Trace.
   3. The Alabama Statewide Search includes criminal convictions since 1987. These records contain information submitted to the State by courts from each county to other criminal justice agencies.
   4. FACIS (Fraud and Abuse Control Information System) Database Searches to identify adverse actions of individuals and entities in the health care field, including information on disciplinary actions ranging from exclusions and

debarments to letters of reprimand and probation. Among others, searches include the OIG, GSA, OFAC and National Terrorist Watch List.

a) Office of the Inspector General (OIG) List of Excluded Individuals/Entities identifies those individuals who have committed offenses deeming them ineligible to care for patients receiving Medicare, Medicaid and other Federal health care benefits.

b) General Services Administration (GSA) Excluded Parties List Service identifies the List of Parties Excluded (EPLS) that identifies those excluded throughout the US Government from receiving Federal contracts and certain types of Federal financial/non-financial assistance/benefits.

c) Office of Foreign Assets Control (OFAC) List of Specially Designated Nationals (SDN) includes individuals associated with terrorism and Narcotics Trafficking.

d) National Terrorist Watch List contains names of international terrorism suspects and those of people who aid them.

5. National Sex Offender Public Registry, maintained by the U. S. Department of Justice, returns complete profiles of sex offenders, including their convictions.
6. Professional License, Certification, or Designation Verification confirms validity of professional license(s) claimed by an individual. Verification usually consists of license type, date of issuance, expiration date, current standing and existing restrictions, if any, on the license. Disciplinary actions or suspensions may also be disclosed based on availability from the licensing authority.

IV. **Student Guidelines**

A. Consent

1. Submission of all information disclosed in the process of requesting a background screening will be the responsibility of the student.
2. The *Disclosure & Authority to Release Information* form required in on-line creation of an account through the College-approved vendor must be signed by the student.
3. A *Background Screening Consent and Release Form* containing appropriate signatures must be submitted to and a copy kept on file in the applicable health program office student file.
4. An *Acknowledgement of Receipt of the Background Screening Policy for Students in the Health Sciences* form containing appropriate signatures must be submitted and a copy kept on file in the applicable health program student file.

B. Procedure Policies

1. Background screens will be scheduled and conducted by a College-designated vendor in accordance with program specific admission deadlines and/or semester start dates. Background screens performed by any other vendor or agency will not be accepted.
2. Students reinstated to a health program after an absence from program coursework of one semester or more, will be required to submit a screening update to the College-approved vendor.

3. All expenses associated with background screening, whether initial screens or updates, are the responsibility of the student.
   a) Any applications of financial aid resources must follow aid-specific guidelines approved by the provider.
   b) Any expenses not applicable to financial aid resources must be provided by the student.
4. Failure to complete the background screen by the published deadline and/or refusing to sign the consent, disclosure, and/or release authorization form(s) will prohibit a student from attending health program courses.
   a) The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.
   b) If the student does not officially withdraw, applicable procedures will be applied, including the use of a "never attend (NA)," "cease to attend (CA)," or "withdrawal failing (WF)" designation.
5. A student who experiences extenuating circumstances that prohibit completion of the background screen by the deadline should contact the Associate Dean, Health Sciences. In the event that a student is allowed to proceed with background screening beyond the designated deadline, he/she will not be allowed to attend any clinical experiences until the full background screen process is completed.

V. **Results**

A. Results of background screening are confidential and will be released only to the individual student and to the approved College designee.

B. If required by affiliate contracts, clinical affiliates will be provided with a copy of negative results for students assigned to the specific agency.

C. Receipt of a positive background screening report will require further review by the College designee and appointed affiliate representatives.
   1. Background screens which could render a student ineligible to obtain clinical learning experiences include, but are not limited to:
      a) Certain convictions or criminal charges which could jeopardize the health and safety of patients.
         (1) Crimes against the person, such as battery or assault
         (2) Crimes based on dishonesty or untruthfulness, such as theft or embezzlement
         (3) Drug or substance abuse-related crimes, including but not limited to, use, manufacture, distribution, possession, and/or purchase of illegal substances.
      b) Sanctions or debarment.
      c) Felony or repeated misdemeanor activity.
      d) Office of the Inspector General violations including inclusion of ones name on an excluded party list.
      e) Other crimes as deemed ineligible by appointed affiliate representatives
   2. In the event of a positive background screen, the student will be notified of the results by the College designee and the screening vendor.

3. Students will be provided an opportunity to challenge the accuracy of reported findings through the Adverse Action process provided by the College-approved vendor.
4. Students with a positive background screen will not be allowed to participate in clinical assignments pending resolution of the background finding.
5. Students who are unable to resolve positive background findings will not be allowed to continue in a health program at Wallace Community College. The student will be advised by the College designee as to their future eligibility for program re-entry and the mechanisms for readmission application to a health program.
    (1) The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.
    (2) If the student does not officially withdraw, applicable procedures will be applied, including the use of a "never attend (NA)," "cease to attend (CA)," or "withdrawal failing (WF)" designation.

D. Background screening results will be securely filed in the office of the College designee.

E. Any conditions associated with positive background screens, which, upon review by designated clinical affiliate representatives are deemed allowable, may still have licensure implications upon graduation from a health program.

Drug Screening

Wallace Community College
Substance Abuse Control Policy for Students in the Health Sciences

I. **Policy Purpose**

A. 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 or employee.
B. As stipulated by agencies with which Wallace Community College contracts for clinical experiences, health program students and faculty must abide by agency policies, including the substance abuse control policy and any subsequent revisions to the policy.

II. **Standards of Conduct and Enforcement Thereof**

A. Any incident relating to alcohol or drug use by students should be reported to the Associate Dean of Health Sciences.
B. In the event of confirmation of such prohibited possession, use, or distribution by a student, 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, program dismissal, college suspension or expulsion.
C. If any student shall engage in any behavior prohibited by this policy, which is also a violation of Federal, State, or local law or ordinance, that student shall be subject to referral to law enforcement officials for arrest and prosecution.

III. **General Guidelines**

A. Policies governing substance abuse include pre-clinical drug screening, random drug screening, and reasonable cause drug screening, should the student exhibit behaviors indicative of substance abuse during their participation in courses and/or activities offered by Wallace Community College.

B. Laboratory Requirements

1. Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
2. Laboratories certified by the Substance Abuse and Mental Health Services Administration, U. S. Department of Health and Human Services (HHS), will be used to perform confirmatory drug testing analysis.

C. Persons to be Tested

1. Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
2. Any faculty member, whether full or adjunct, responsible for clinical supervision of students enrolled in a health science program at Wallace Community College will be required to abide by this policy.

IV. **Student Guidelines**

A. Pre-clinical Screening

1. Students granted initial admission to any health science program at Wallace Community College will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
2. Students transferring into a health science program, readmitting to a health science program, and/or enrolling in individual courses containing a clinical component will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
3. A signed consent to drug screening will be maintained on file for each health science student. Screening will be scheduled and conducted according to established guidelines at a cost agreed upon by laboratory facility and College representatives. Costs related to admission and random drug testing will be the responsibility of the student.
4. Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
5. Students failing to complete drug screening as required will be prohibited from participation in and completion of the clinical and/or laboratory component of required courses.
6. In accordance with policies found in the Wallace Community College Catalog/Student Handbook, students who are unable to complete course requirements due to positive drug screens will be allowed to withdraw from applicable courses.
7. Readmission to health science programs will follow guidelines established by each health program.

B. Reasonable-Suspicion Screening
   1. While participating in clinical experiences and/or College activities, students may be required to submit to reasonable suspicion testing. Reasonable suspicion is defined as follows:

      Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; abnormal conduct or erratic behavior while in class or on the clinical unit; deterioration in performance; a report of drug use provided by reliable and credible sources which has been independently corroborated; evidence of tampering with a drug test; information that the individual has caused or contributed to an incident in a clinical agency; evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on the premises of the College or a clinical agency.
   2. Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

C. Positive Screens
   1. No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
   2. Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
   3. Wallace Community College encourages students to seek professional help for a drug related problem. Follow-up treatment will be at the discretion of the student and all expenses incurred will be the responsibility of the student.
   4. With exception of legal actions that require access to test results, all records will be secured in locked files with access limited only to stated College officials and his/her designees.

D. Readmission
   1. Students withdrawing from a health science program due to a positive drug screen will be considered for readmission in accordance with standard guidelines stipulated by the applicable program and will have the same rights and responsibilities as those available to other students.
   2. Prior to making application for readmission, students dismissed or withdrawing from a health science program related to a positive drug screen must submit verification of completion of a substance abuse treatment program to the appropriate College designee.
   3. Students readmitted to a health science program following violation of policies aimed at substance abuse prevention for Wallace Community College will be required to submit to an unannounced drug screen at their own expense prior to finalization of the process.
   4. Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
   5. Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

Professional Appearance and Uniform Guidelines

Clinical Uniforms

Students are required to be in uniform for clinical activities and must appear neat and professional at all times. Students must adhere to the clinical agency uniform policy as well as:

1. Students will be neat, clean and well-groomed.
2. Hair must be neat, clean and worn off-the-collar style, away from the face and not obscuring vision, the entire time while in uniform. No extreme hair color allowed. Students with hair dyed any color other than that natural to humans will not be allowed to participate in clinical rotations. Neutral-colored headbands (brown, black, white, or off-white) are allowed. No bows, ribbons, scrunchies, or scarves shall be worn.
3. Men should be clean-shaven. Established beards and mustaches are to be always neatly trimmed. Side burns, if any, will be no longer than earlobe length.
4. Fingernails will be clean and short. No nail polish or artificial nails or nail tips can be worn.
5. Perfume, scented hair or body products, or heavy makeup will not be worn.
6. False eyelashes and lash extensions are prohibited.
7. Undergarments must be worn but should not be visible through clothing.
8. No body piercings may be visible.
9. Students should not have a noticeable smoking odor during clinical hours.
10. A clinical ID badge must be worn at all times while on healthcare facility premises.
11. The PN clinical uniform is as required:
    a) Female Students: 1) A short sleeved white uniform dress with a collar, hemmed to length below the knee with full length white hosiery and an official Wallace College PN program patch sewn onto the upper right side of the uniform dress OR 2) A short sleeved white collared female uniform top with official Wallace College PN program patch sewn onto the upper right side of the top and black scrub pants or skirt with white socks or white hosiery. No pants with ankle cuffs allowed. Pants dragging the floor and frayed on the cuffs are not allowed due to safety and infection control measures. Short sleeve tee shirts may be worn under tunic tops. Lab jackets (with official Wallace College PN program patch sewn onto the upper left sleeve of lab jacket) are permissible. Lab jackets must be below the waist and above the knee in length with wrist-length sleeves. No cuff sleeves allowed.
    b) Male Students: A short sleeved white collared male uniform top with an official Wallace College PN program patch sewn onto the upper right side of uniform top and black scrub pants with white socks. Pants dragging the floor and frayed on the cuffs are not allowed due to safety and infection control measures. Short sleeve tee shirts may be worn under tunic tops. Lab jackets with an official Wallace College PN program patch sewn onto the upper left sleeve of lab jacket are permissible. Lab jackets must be below the waist and above the knee in length with wrist-length sleeves.
    c) Shoes must be white leather-like shoes. They must have enclosed toes and heels. No tennis or canvas shoes can be worn.

d) A watch with a second hand must be worn. No smart watches allowed. Other jewelry will not be worn, including rings, earrings, bracelets, and necklaces. The ONLY exception is a plain wedding band.

12. All students must bring to clinical the following items: stethoscope, pen light, bandage scissors, pen, and a copy of ALL required medical documents.
13. To retrieve patient assignment at facility prior to day of clinical activity, uniform, as described above may be worn OR, the approved lab coat as described above over a dress shirt, dress pants, and shoes with enclosed toes and heels, OR the approved classroom uniform with closed-toe shoes may be worn. No shorts or jeans allowed. Skirts/dresses above the knee are not allowed.
15. Pinning Ceremony attire will abide with the aforementioned rules with the following exceptions:
    a) Female students are required to wear a white nursing dress, with a collar, with shoes and hosiery as described for female students in the policy above, without the official Wallace College PN program patch.
    b) Male students are required to wear the same uniform top as described above for male students, without the official Wallace College PN program patch, and white scrub pants.
    c) No tattoos may be visible, must be covered with flesh-toned covering.

Students who fail to meet these guidelines will be considered unsatisfactory and may not be allowed to participate in clinical activities for that day.

Classroom Uniforms

Students are required to be in class uniform for all campus class/lab meetings.

The PN classroom uniform will consist of the following:

- Black scrub top and black scrub pants. A black, long sleeve shirt may be worn under scrub top.
- An official Wallace College PN program patch is required to be sewn onto the front upper right chest area of the top.
- No certain brand is required, but the student should have matching “shades of black” in purchased brand.
- Shoes must have enclosed toes and heels.

Students who fail to meet these guidelines will be considered in violation of the uniform guidelines and will not be allowed to attend class and/or lab activities until the proper uniform is being worn.

Confidentiality

Students will, in the course of clinical assignments, be exposed to information regarding clients, hospitals, physicians, staff, and others. All such information must be considered confidential and will not, under any circumstances, be discussed with anyone except in the line of duty.

A client's condition may not be discussed with the client, staff, students, or any other persons not directly concerned with the care of the client. Only the physician, directors or supervisors of nursing services, or administration are authorized to discuss the condition of the client with others.

All students enrolled in the PN program are required to sign a "Clinical Agency Confidentiality" form. This form covers confidentiality and the Health Insurance Portability and Accountability Act (HIPAA) rules and regulations.

No Compensation

During clinical components at health care facilities, students under the supervision of a clinical instructor provide direct patient care. Students must understand that clinical components are required and that the student is not due compensation from any health care facility or the College. Students will be required to sign a contract with WCC regarding this policy.

Behavior in the Classroom/Clinical/Lab

Students should observe the highest moral, ethical, professional, and social standards. Disruptive behavior in the classroom/clinical/lab will not be tolerated and students responsible for disruptive behavior will be asked to leave the classroom/clinical/lab and will be assigned an unexcused absence.

The use of a cellular telephone, pager, tape player, radio or other electronic device where such activity would interfere with normal activity of the College will constitute a dismissal from class/clinical/lab and will be assigned as an unexcused absence.

As a vital part of the professional team and the total hospital environment each student is expected to exercise tact, kindness, courtesy and consideration to everyone they encounter in the clinical area. The clinical agencies' reputation and the community's confidence in it are established and maintained by the collective effort of all employees and students. Therefore, personal conduct should be of the highest quality. Some examples of inappropriate behavior in the clinical setting are:

1. Chewing gum or eating in the clinical area.
2. Smoking in any unauthorized area.
3. Talking loudly, laughing, or horse playing in hallways or elevators.
4. Sitting in the nurse's station rather than seeking learning experiences.
5. Removing uniform, letting hair down, etc., before leaving the clinical site.
6. Wearing sweaters or jackets in the clinical area or cafeteria.
7. Failing to put client charts in the appropriate place.
8. Being disrespectful to the client, instructor, other students and/or employees of the institution.
9. Being dishonest (i.e., lying, stealing, charting care not provided).
10. Dressing inappropriately (dirty, wrinkled, collarless uniforms or nonstandard nursing shoes).
11. Displaying repeated mistakes placing client or student in unsafe environment.
12. Using profanity or lewd comments anywhere in the institution.
13. Inappropriate physical conduct (shoving, rough handling of client).

14. Talking in client's room about matters not concerning client (personal or about other clients assigned to student).
15. Breaching confidentiality.
16. Failing to follow instructions.
17. Wearing shorts, flip-flops, mid-riff tops, tank tops, vulgar logos, etc., to pick up clinical assignments. Students are to dress professionally when picking up assignments.
18. Behavior considered inappropriate by the instructor.

Students shall abide by the Code of Student Conduct and accompanying disciplinary sanctions as outlined in the student handbook section of the College Catalog.

Communication Channels

. Students should make appointments to interact with faculty members during office hours.

Grading Policy

A minimum grade of "C" (75 or above) is required to successfully complete nursing courses.

No rounding of test scores is done (for example, 78.6 is 78.6). Only the final course grade is rounded (0.5 or higher is raised to the next whole number). WCC nursing programs will carry all grade computations within a course (exams, quizzes, comprehensive tests, outside activity grades, etc.) to the hundredths place with no rounding applied to intermediate steps. Final course averages will be rounded to the nearest whole number and the following grading scale applied:

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

The student must achieve a final grade of 75 in the theory component of all nursing courses. In addition, students enrolled in courses containing lab and/or clinical components, must achieve a "satisfactory" evaluation in order to successfully complete the courses. Course grade will reflect the theory grade.

Comprehensive Assessment

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.

Travel

Off-campus activities, such as seminars, conventions, field trips, etc., are periodically scheduled as student learning experiences. All students are encouraged to participate

in these activities. Students unable to participate will be given an assignment as designated by the instructor. Upon leaving WCC and/or the affiliated hospital facilities of WCC to attend instructor scheduled off-campus activities, WCC, along with its faculty and staff, are not liable for any adverse events which could happen to the student while participating in these activities.

Copy Policy

Students are encouraged to maintain copies of health, medical, or related information which may be in the PN Division's files and needed by the student for future reference; for example, TB skin test results, immunization records, acceptance letters. This must be done prior to submitting document(s) to the PN office. Copies may be made at the student's expense in the Learning Resources Centers on both the Wallace and Sparks Campuses. The PN office will not make copies of any items in your student file.

The PN office will not release health, medical, or related information in a student's file to any persons or agencies for employment or personal needs.

Visitors

Students are not allowed to bring visitors, including children, to regularly scheduled classes, nonscheduled computer lab, or clinical. Any visitors who come to the PN office asking to see a student will be referred to administrative offices. Visitors should report to the administrative offices at the campus or site visited rather than proceeding to instructional areas.

Parking

College: Free parking is available at PN sites. Vehicles must be registered and parked in areas designated for student parking.

Clinical: Students will be assigned parking areas at all clinical facilities. WCC decals must be displayed on vehicles and vehicles must be parked in the designated area.

Telephone

Personal calls may not be made on either College or clinical facility phones. Please instruct family and friends not to call while in the clinical setting. In the case of an emergency, the call should be made to the PN office or a PN instructor who will contact the student. If the PN office or PN instructor does not answer, the WCC switchboard operator can be contacted at 334-983-3521 or toll free at 1-800-543-2426.

Phone Numbers:

College:
Wallace Campus PN Office: 556-2220
Sparks Campus: 687-3543

Clinical Facilities:
Bullock County Hospital, Union Springs: 738- 2140
Crowne Health Care Inc. of Eufaula: 687-6627
Dale Medical Center: 774-2601

Dale Medical Center/New Day: 774-7352
Enterprise Health and Rehabilitation Center: 347-9541
Extendicare Health Center: 793-1177
Flowers Hospital: 793-5000
Encompass Health Rehabilitation Hospital: 712-6333
Henry County Health and Rehabilitation Facility: 585-2241
Medical Center Barbour: 688-7000
Medical Center Enterprise: 347-0584
Oakview Manor Health Care Center: 774-2631
Ozark Health and Rehabilitation: 774-2561
Southeast Health: 793-8111
Wesley Place on Honeysuckle: 792-0921
Westside Terrace Health & Rehabilitation Center: 794-1000
Wiregrass Medical Center and Nursing Home: 684-3655

HUMAN RIGHTS AND NON-DISCRIMINATION

The PN program adheres to the Human Rights and Non-discrimination policy of WCC as stated below:

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.

The PN program includes one additional category to which nondiscrimination applies. This category is veteran status.

APPLICATION FOR NURSING LICENSURE

Application for Alabama licensure is completed on-line at the Alabama Board of Nursing website (**www.abn.state.al.us**). Students who desire to be licensed in a state other than Alabama must obtain NCLEX-PN information and application from that state or apply for a multistate license. Refer to the Alabama Board of Nursing website for regulations regarding initial licensure. Application to sit for the licensing examinations may be denied on the basis of the review of the regulatory questions answered by the candidate.

Applicants who have an arrest record should be aware that they may not be permitted to sit for licensing examination. This determination is made AFTER an individual's application to take the NCLEX-PN for licensure is submitted.

Radiologic Technology Program

Student and Clinical Education Handbook

George C. Wallace Community College

RADIOLOGIC TECHNOLOGY PROGRAM

STUDENT AND CLINICAL EDUCATION HANDBOOK

FOR
RADIOGRAPHY STUDENTS

WALLACE COMMUNITY COLLEGE

DOTHAN, ALABAMA

2022-2023

G. BATES GILMORE, M.A., H.S., R.T. (R)
PROGRAM DIRECTOR

RACHAEL ELLIOTT, M.A., H.S., R.T. (R)(CT)
CLINICAL COORDINATOR

Accredited by:
Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive Suite 2850
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www.jrcert.org

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INTRODUCTION

The purpose of Clinical Education is to acquire mastery of the knowledge and skills required to produce diagnostic radiographs. Mastery of interpersonal skills required to effectively interact with patients and other members of the health care team is another important purpose of clinical education.

PHILOSOPHY

The Radiologic Technology Program is designed to provide the diagnostic imaging team with a member who, under the supervision of the radiologist, investigates function and structure of bodily organ systems, which contribute to diagnosis of disease and injury.

The student will develop technical and social skills through active participation in an organized sequence of classroom, laboratory, and clinical experiences provided in the curriculum.

The student will perform diagnostic imaging with the skill and knowledge of total patient care appropriate to radiology and with total consideration of biological effects.

The highly developed technical abilities of the radiographer will enable the health team to improve community health services in addition to providing upward mobility for the individual's career development.

MISSION STATEMENT

George C. Wallace Community College – Dothan, a comprehensive community college, inspires and facilitates learning to prepare its constituents for current and emerging opportunities and to promote economic and social development.

EDUCATIONAL PROGRAM FUNCTIONAL AREA GOALS

1. To expand and improve the variety, quality, and delivery of instructional programs and learning resources to meet the identified needs of students, citizens, and employers in the College service area.

2. To provide comprehensive academic and career/technical programs and academic support services at each campus that meet identified needs of students, citizens and employers served by the College.

3. To provide developmental education that successfully supports and assists students in acquiring basic learning skills and overcoming identified academic deficiencies.

PROGRAM MISSION STATEMENT

Wallace Community College's Radiologic Technology Program prepares graduates for careers as professional Radiologic Technologists. Graduates have clinical and didactic training in producing and processing radiographs. The program provides learning opportunities that introduce, develop, and reinforce competence in the interpretation of the human anatomy on x-ray film and/or digital imaging systems and professional attitudes required for job acquisition and advancement.

Program Goals and Student Learning Outcomes:

Goal #1 - At the completion of the program, students will be clinically and didactically competent as entry-level radiographers.

Outcome:

1. Students will position patients.
2. Students will use radiation protection methods.
3. Students will provide appropriate patient care.

Goal #2 - Students will develop the necessary communication skills.

Outcome:

1. Students will communicate with patients.
2. Students will demonstrate written communication skills.
3. Students will deliver oral presentations.

Goal #3 - Students will think critically and solve problems in their daily work environment.

Outcome:

1. Students will perform non-routine procedures.
2. Students will appropriately evaluate radiographic images.

Goal #4- Students will demonstrate professionalism.

Outcome:

1. Students will demonstrate professional behavior.
2. Students will understand ethics.

Program effectiveness indicators:

- Graduates will pass the national ARRT certification exam.
- Employers will indicate satisfaction with program graduates.
- Students seeking employment will be able to find employment in the radiologic sciences field.
- Graduates will indicate satisfaction with their preparation as entry-level practitioners.
- Students will complete the program.

THE STUDENT AND CLINICAL EDUCATION HANDBOOK

This Student and Clinical Education Handbook serves as a guide for the students enrolled in the Radiologic Technology Program. The contents contained in this Handbook will be given to matriculating students during clinical orientation. In addition, the department will obtain documentation of receipt and review of the Handbook. A comprehensive review of the information contained in this Handbook will be given before the student begins his/her clinical education to assure each student's complete understanding. Each student will be responsible for maintaining continued knowledge of the information contained in the Handbook.

The Radiologic Technology Program, with the appropriate administrative approval, reserves the right to make policy and procedure changes at any time. Such changes will be distributed for insertion into the appropriate section of the Handbook. All students enrolled in any courses sponsored by the department must comply with such changes at the time specified by the department.

CLINICAL EDUCATION ELIGIBILITY

In order to be assigned to Clinical Education courses and to continue the assignment, the student must meet the following requirements:

1. Be a full-time student in the Radiologic Technology Program.
2. Be certified in cardiopulmonary resuscitation (CPR) prior to clinical rotations in RAD 114 - Clinical Education I and maintain certification throughout the program.
3. Complete all prerequisite radiography courses with a minimum grade of "C."
4. Have and maintain a cumulative grade point average of 2.5 or better.
5. Successfully complete objectives of each phase of the clinical education component of the program prior to entering subsequent phases.
6. Malpractice insurance will be obtained through the Wallace Community College Business Office upon registration for all Radiologic Technology courses.
7. Substance abuse screening will be obtained through the Wallace Community College Business Office upon registration for all Radiologic Technology courses. All currently enrolled students will participate in the screening program as specified by the institution.

STUDENT RESPONSIBILITIES

1. Maintain a professional appearance at all times. This cannot be overemphasized. Students are expected to comply with the Cinical Education Dress Code policies of the Radiologic Technology Program.
2. Establish good working relationships with all personnel with whom you have contact.
3. Be responsible for all equipment and materials used during clinical assigned hours.
4. Gain the respect of your colleagues through professional and dignified posture.
5. Attend and participate in all scheduled clinic activities.
6. Consult with hospital staff, technologists, department supervisors, and/or college faculty for help

with problems.

7. Participate in the evaluation of your clinical progress in conjunction with the clinical staff, clinical instructors, and program faculty.
8. Maintain an accurate, up-to-date record of competency evaluations. Be aware of the number and types of evaluations required during each academic term.
9. Observe the staff of the Radiology Department at work. This is a learning situation with many ideas and suggestions to be gained from watching these individuals.
10. Develop knowledge and background on clinical subject matters by reading the professional literature available.
11. Comply with the American Society of Radiologic Technologist Principles of Professional Conduct and the Patients Bill of Rights.
12. Comply with the ARRT Standards of Ethics for Radiologic Technology.
13 Comply with the Scopes of Practice of Radiography as outlined by the American Society of Radiologic Technologists.

ROLE OF THE RADIOLOGY DEPARTMENT STAFF TECHNOLOGIST

The Radiology Department Staff Technologist is a full-time or part-time employee of the hospital. He/she also shares in the responsibility for the daily guidance of the radiography student. The staff technologist occupies a key role in making the student's clinical experience a successful and meaningful one. He/she works closely with the college faculty and is responsible for the following:

1. Acquire a thorough understanding of the college program, its general philosophy, and objectives.
2. Orient the student to the hospital including key personnel, policies, procedures, and facilities.
3. Provide the student with the information necessary to gain a better understanding of the functions of the radiology facility.
4. Familiarize the student with general procedures of the Radiology Department.
5. Observe and evaluate the student as he/she progresses through each clinical practice rotation.
6. Confer with the clinical instructors and college faculty throughout each academic term regarding the evaluation of the students.

CLINICAL INSTRUCTORS

Clinical Instructors in the Radiologic Technology Program are:

Flowers Hospital-Dothan, Alabama
Mae Marsh, RT (R)
Edward Morrison, RT (R)
Shanica Kelley, RT (R)

Southeast Health-Dothan, Alabama
Kristi Holland, BSRS RT (R)
Windy Hoose, RT (R)

Medical Center Enterprise-Enterprise, Alabama
Natasha Sumblin, RT (R) (M)
Galen Bradshaw, RT (R)
Brooke Sanders, RT (R)
Kathy Snow, RT (R)

Medical Center Barbour-Eufaula, Alabama
Thomas Chase Dixon, RT (R)(CT)
Christopher Lee Spurlock, RT (R)(CT)

Dale Medical Center-Ozark, Alabama
Michael Stinson, BAS RT (R)
Samantha Harris, RT (R)

Southern Bone and Joint Specialists
Kasie Sanchez RT(R)-Dothan, East Location
Christina Brown RT (R) – Enterprise Location
Sheree Golden RT (R)-Dothan, West Location

Wiregrass Medical Center-Geneva, Alabama
Kelli F. Hall, R. T. (R)

Primecare-Dothan, Alabama
Jennifer Hill, R.T. (R)
Caitlin Weatherly, R.T. (R)

Hughston Clinic-Dothan, Alabama
Maryann Dykes, R.T. (R)

Southern Clinic-Dothan, Alabama
Jamie Bass, R.T. (R)(CT)

CLINICAL INSTRUCTOR JOB DESCRIPTION

1 04% Acts as a liaison between the faculty of the Radiologic Technology Program, hospital/clinical staff, supervisors, and management team.

2. 20% Supervises and correlates the clinical instruction of the Radiologic Technology students at the clinical facility.

3. 05% Conducts lectures, discussion activities, and competency-based evaluations of the radiography students at the hospital.

4. 05% Teaches patient care and management, radiation protection, radiographic positioning, radiographic exposure, and radiographic image evaluation at the hospital.

5. 05% Maintains accurate records of attendance, evaluations, consultations, incidents, and competency training evaluations on the Radiography students.

6. 03% Assists in the Radiology Department's quality assurance program.

7. 03% Conducts in-service education of the Radiology Department personnel and attends technically related continuing education instruction as directed by the Program Director.

8. 05% Assists in maintenance of teaching files.

9. 50% When not performing the above work shall make himself / herself available to perform any and all duties of a Radiologic Technologist and perform other work as assigned.

ADVISORY COMMITTEE

To assist in implementing proper program procedures, an advisory committee was developed. Members of the Wallace College Radiologic Technology Program Advisory Committee are:

Mr. Bates Gilmore	Program Director	Wallace Community College
Ms. Rachael Elliott	Clinical Coordinator	Wallace Community College
Mr. Bill Benak	Manager, Radiology Services	Flowers Hospital
Mr. Chris Hughes	Radiologic Technologist	Southern Bone and Joint
Ms. Renee Godbold	Mammography Technologist	Flowers Hospital
Ms. Martina Freeland	Adjunct Instructor	Wallace Community College
Ms. Jacy Tucker	Adjunct Instructor	Wallace Community College
Mr. Jeff Speed	Radiologic Technologist	Retired/Public Member
Ms. Windy Hoose	Radiologic Technologist	Southeast Health
Ms. Tracy Shadell	Biology Teacher	Headland High School
Mr. Steve Walker	CT Technologist	Southeast Health
Ms. Natasha Sumblin	Radiology Manager	Medical Center Enterprise
Ms. Michelle Whitehurst	Assistant Manager	Flowers Hospital
Mr. Michael Holland	RadiologySupervisor	Southeast Health
Ms. Maryann Dykes	Radiologic Technologist	Hughston Clinic
Mr. Lee Spurlock	Radiologic Technologist	Medical Center Barbour
Ms. Kasie Sanchez	Radiologic Technologist	Southern Bone and Joint
Ms. Kelli Hall	Radiologic Technologist	Wiregrass Medical Center
Ms. Kim Casey	CT Technologist	Dale Medical Center
Mr. Jamie Bass	Radiologic Technologist	Southeast Health
Mr. David McKnight	Director of Radiology	Medical Center Barbour
Mr. Chad Smith	Director of Radiology	Mizell Memorial Hospital
Mr. Bill Hobbs	Radiology Director	Southeast Health
1st Year Student	Radiologic Technology	Wallace Community College
2nd Year Student	Radiologic Technology	Wallace Community College

RESPONSIBILITIES OF THE ADVISORY COMMITTEE

The function of the Advisory Committee is to serve as consultants:

1. To program faculty
2. For course content
3. For equipment procurement and donations
4. For policy and program evaluation

STUDENT REPRESENTATIVES

Student Representatives on the Advisory Committee are:

First Year Class: 2024
Second Year Class: 2023

A student from each class will be chosen by the Program Director and faculty to represent each class on the Advisory Committee. At least one representative from each class will be required to attend the Advisory Committee meetings. These students will be allowed to leave the clinical sites to attend the meetings.

RESPONSIBILITIES OF STUDENT REPRESENTATIVES

The functions of the student representatives are to:

1. Present the view and/or concerns of their class to the Advisory Committee.
2. Report the activities of the Committee to their class.

STUDENT ADVISORY COMMITTEE

The Student Advisory Committee members will be selected by their respective classes. This committee will be required to meet periodically with the program faculty to discuss issues relative to the Program.

COMMITTEE ON CLINICAL EDUCATION

The Committee on Clinical Education will include clinical instructors and the Clinical Coordinator. Each clinical affiliate will have its own Committee on Clinical Education. These committees will meet periodically to discuss student's progress and suggest possible program modifications. The committees from each affiliate will meet at least once during the term to ensure uniformity of practices and procedures. The members of the Committee on Clinical Education include:

1. All clinical instructors from each Clinical Education Site.
2. Clinical Coordinator – Rachael Elliott, M.A, H.S., R.T. (R) (CT)

RESPONSIBILITIES OF COMMITTEE ON CLINICAL EDUCATION

The responsibilities of the Committee on Clinical Education are:

1. Discuss students' progress.
2. Identify students' strengths.
3. Identify and suggest possible solutions to individual students' weaknesses.
4. Review program policies including clinical competency evaluation instruments.
5. Recommend disciplinary measures for individual students to the appropriate college officials.
6. Recommend policy modifications to the Advisory Committee.

CLINICAL EDUCATION ASSIGNMENTS

Assignments to the Clinical Education Centers are to correlate didactic and laboratory knowledge with practical skills.

The length of the rotation and shift at each Clinical Education Center will be determined by the Program Director and Clinical Coordinator.

Students assigned to a Clinical Education Center will remain until the end of such rotation unless the Center (with Directors and Clinical Coordinators concurrence) requests a student's removal. Total clinical and classroom hours will not exceed 40 hours per week; assignments on any one day will not exceed eight (8) hours unless otherwise requested by the student and approved by the Director and Clinical Coordinator.

POLICIES GOVERNING STUDENT CLINICAL EDUCATION CENTER ASSIGNMENTS

The Program Director and Clinical Coordinator, in conjunction with the affiliate representative, will schedule the following:

1. Clinical location
2. Room/area assignments
3. Length, days, and hours of assignments

Student's room/area assignments will be based on the following:

1. Students present documented clinical experience and competency level.
2. Student's clinical education needs to reach the highest level of competency in all areas of radiographic procedures.

Changing of the scheduled room/area or staff assignment will be for the enhancement of the student's education experience. Changes are only made with the unanimous agreement by:

1. The College Instructor(s)
2. The Clinical Coordinator
3. The Program Director

CLINICAL AFFILIATE ROTATIONS

Students are assigned to affiliate Clinical Education Centers throughout their clinical education. These assignments are determined by the Program Director and Clinical Coordinator. Students are assigned to clinical affiliate sites in an order which will provide students with a comprehensive clinical education.

RADIOGRAPHY CLINICAL AFFILIATES

The following is a list of approved radiography clinical affiliates:

Flowers Hospital, 4370 W. Main Street, Dothan, AL 36303
Southeast Health, 1108 Ross Clark Cir, Dothan AL 36301
Medical Center Enterprise, 400 N. Edwards Street, Enterprise, AL 36330
Dale Medical Center, 100 Hospital Avenue, Ozark, AL 36360
Southern Bone and Joint Specialists, 1500 Ross Clark Cir, Dothan, AL 36301
Southern Bone and Joint Specialists, 404 N. Main St, Enterprise, AL 30330
Southern Bone and Joint Specialists, Westside Location, 345 Healthwest Dr, Dothan, AL 36301
Wiregrass Medical Center, 1200 Maple Ave, Geneva, AL 36340
Southern Clinic, 201 Doctors Dr, Dothan, AL 36301
FMG-Primecare, 4126 W. Main St, Dothan, AL 36305
Hughston Clinic, 512 N. Shady Ln, Dothan, AL 36303
Medical Center Barbour, 820 W. Washington St, Eufaula, AL 36027

The total number of students assigned to any Clinical Education Affiliate shall be determined by recommendations of the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The student clinical rotations are based on a 1:1 student / qualified technologist ratio.

The student is subject to all rules and regulations of the affiliate Education Center(s). The affiliate has the right to dismiss from that center any student who demonstrates any breech of rules or displays unethical behavior.

If a student is dismissed from any affiliate, the student will be transferred to another site as soon as possible. Should the student be requested to leave the second site, a recommendation for dismissal from the program will be made by the Director and/or Clinical Coordinator. Recommendations for clinical dismissals are subject to the approval of the appropriate college committee.

STUDENT CLINICAL SUPERVISION

All clinical education assignments are structured to ensure that each student is directly supervised by a qualified practitioner until competency is achieved. This policy is enacted and enforced throughout each student's tenure in the Program.

Upon demonstration of clinical competency, students may be allowed to work independently. A qualified practitioner must be in close proximity in order to provide assistance as needed. Students are not allowed to perform portable radiography unless accompanied by a qualified practitioner. These guidelines are also extended to the areas of emergency and surgical radiography.

Direct Supervision

Until a student demonstrates competency in a procedure, that procedure is to be performed under direct supervision. A qualified radiographer must review the requested procedure and patient condition in light

of the student's level of expertise, must be present during the entire procedure and must evaluate and approve the outcome of the procedure.

Indirect Supervision

After a student demonstrates competency in an examination it may be performed under indirect supervision. In this case, a qualified radiographer must be immediately available to assist the student. *Immediately available* to mean that the supervising technologist is in an adjacent room or area or is in the student's immediate physical proximity, regardless of the student's level.

ROOM AND AREA ASSIGNMENTS

Room and area assignments will include the following during Clinical Education I through Clinical Education IV as assigned by the Program Director and Clinical Coordinator. Clinical Education *V* is designed for special area rotations (optional) after the student has completed all assigned routine procedures.

1. General Radiography
2. Fluoroscopy
3. Intravenous Urography
4. Emergency Radiography
5. Surgical Radiography
6. Portable (bedside) Radiography
7. Evening/Night/Weekend Rotations
8. Computerized Tomography
9. Ultrasound*
10. Special Radiographic Procedures*
11. Cardiac Catheterization*
12. Nuclear Medicine*
13. Radiation Therapy*
14. Magnetic Resonance Imaging (MRI)*

*Optional Rotations

CLINICAL EDUCATION HOURS

The number of clinical assignment hours for students is based on eight (8) hours per day. For the safety of students and patients, not more than (10) clinical hours shall be scheduled in any one day. Scheduled didactic and clinical hours combined cannot exceed (40) hours per week. Clinical hours at the affiliate sites will vary from 7:30 am - 4:00 pm; 8:00 am - 11:00 am; and 7:30 am - 2:00 pm depending on the area and/or room assignment. Variations in these hours exist in the following areas: fluoroscopy, intravenous urography, surgical radiography, and portable (bedside) radiography. Students will be informed of changes in shift hours at least two (2) weeks prior to entering any of the afore-mentioned assignments. All clinical assignments for students are limited to not more than ten (10) hours per day and the total didactic and clinical hours combined cannot exceed forty (40) hours per week.

All students may be required to complete evening, night, and weekend rotations beginning with Clinical Education III. Student assignments to evening rotation (3:00 PM -11:00 PM), night rotation (11:00 PM - 7:00 AM) and weekend rotation (7:30 AM - 4:00 PM) will be made by the Program Director and Clinical Coordinator. All evening, night, and weekend rotations will be assigned in advance in order to work with

student's schedules accordingly.

Students will be assigned a meal break which they are required to take each day. The meal break will be commensurate with the practice of the department and area/rotation assignment. The meal break may not be used to make up or accrue time. Meal breaks are required for all students.

GENERAL RULES

Clinical assignments on any day are based on an eight (8) hour shift. However, no student will be permitted to leave a patient during the course of an examination, even if such completion requires remaining on duty beyond the end of the shift. The student is required to complete the examination (this includes getting the films checked for necessary repeats or additional films and seeing that the patient is dismissed from the department).

ATTENDANCE POLICY CONCERNING DEATH IN THE FAMILY

Upon notification of the Clinical Coordinator, students will be allowed a maximum of three (3) days leave of absence for death in the immediate family consisting of parents, grandparents, spouse, brother, sister, or child.

Leave of absence to attend any other funeral arrangements will be granted by special permission of the Clinical Coordinator. Each situation will be given special consideration.

CLINICAL EDUCATION ATTENDANCE POLICY

Students are expected to attend all Clinical Education assigned days. A record of absence and tardiness will be kept by the student and Clinical Coordinator. All time absent from the Clinical Education Centers must be made up before the end of each term. Regular attendance is extremely important in this program. To emphasize this significance and to avoid confusion, program personnel will follow the guidelines listed below. If a student must be absent from clinical assignment, he/she must personally notify:

1. The Clinical Coordinator
2. The Clinical Education Facility

The student is responsible for making arrangements to make up these absences. No Radiology student will be assigned or allowed to make-up clinical education during holidays that are observed by the sponsoring institution which is Wallace College. Refer to Wallace College's calendar for recognition of holidays.

Make-up time must be pre-approved by the Clinical Coordinator. Such sessions will be treated as assigned time and must not be arranged on days or times when the student has scheduled classes.

NOTE: A student must report an intended absence within 30 minutes of the assigned reporting time. A student who does not notify the Clinical Coordinator within the stated 30-minute time frame will be recorded as Absent Without Leave (AWOL). The Clinical Coordinator will counsel the student, using the appropriate form, upon his/her return to the Clinical Education Facility. The importance of reporting in and out will be emphasized at that time. Infractions will result in:

1. 5 percentage points for each infraction up to maximum of 25% of final clinical grade
2. Written counseling

3. Repeated infractions will result in recommendation for dismissal from the Program

LATENESS POLICY

A student signing/clocking in more than seven (7) minutes after assigned time will be considered LATE. A student who is late for three or more clinical education assignments will accumulate an equivalent of one day of absence per three offenses. This day may enter into make-up time provisions and determination of grade. The student will be responsible for completing a lateness form and a make-up time form and submitting it to the Clinical Coordinator.

LATENESS PENALTY

For Clinical Education I-V

1. 5 percentage points for each infraction up to maximum of 25% of final clinical grade
2. Written counseling
3. Repeated infractions will result in recommendation for dismissal from the Program

A student with three (3) or more tardies during Clinical Education I-V will be considered habitually late and a record of written counseling will be placed on file. Any additional infractions may result in clinical probation. Clinical Probation will remain in effect for a minimum of six (6) weeks of clinical education assignments. Should the student incur any additional tardies or unexcused absences during the probation period, he/she will automatically receive a grade of an F in the enrolled clinical course. At that time, the faculty will decide if the student will repeat the entire clinical course or be recommended for dismissal from the program.

ABSENCE POLICY AND PENALTY

A student who has been absent from a clinical education assignment is required to make up all absences. The student is responsible for making arrangements to make up these absences. No Radiology student will be assigned or allowed to make-up clinical education during holidays that are observed by the sponsoring institution which is Wallace College. Refer to Wallace College's calendar for recognition of holidays. Make-up time must be pre-approved by the Clinical Coordinator. Such sessions will be treated as assigned time and must not be arranged on days or times when the student has scheduled classes.

The student's tardiness and absenteeism must be made up by the end of each semester on assigned days. Failure to balance required clinical hours would result in a grade of "I", which will be submitted to the Wallace College Registrars Office for that term.

Students will be required to make up their absences at their Clinical Educational Center where the time was missed.

Any student who is absent while on an evening, night, or weekend rotation will make up the absence(s) during the hours of the shift assigned.

Any student whose unexcused absences total more than 5% of scheduled clinical time will be receiving a 10-point reduction on the final grade and placed on clinical probation for one semester. Dismissal from the program will be recommended should the student incur one tardy or absence during the clinical probation period.

UNEXCUSED ABSENCE POLICY

For Clinical Education I-V

1. 5 percentage points for each lateness infraction up to maximum of 25% of final clinical grade
2. Written counseling
3. Repeated infractions will result in recommendation for dismissal from the Program

PERSONAL TIME POLICY

Students will be allotted a total of four (4) personal days throughout Clinical Education I-V.

Any hours taken in excess of approved personal time must be made up with the approval of the Clinical Coordinator. The Coordinator must be notified twenty-four hours prior to using personal time and the Clinical Education Center must be notified of the student's absence.

All personal time is subject to the approval of the Program Director, Clinical Coordinator, and Faculty.

CLINICAL PROBATION

Clinical probation time will be a determinate of the student's violation. This probation time will be excluding the college-wide time off. During this time a student may not incur an infraction of any rule or regulation as stated in the Clinical Education Handbook and Wallace Community College Catalog and Student Handbook. Any infraction incurred during the probationary period will automatically result in a recommendation of dismissal from the Program.

ACCIDENT OR ILLNESS AT THE CLINICAL EDUCATION CENTER

When a student is injured on the job, he/she will:

1. Report immediately to his/her supervisor.
2. Fill out an accident report describing the accident.
3. Receive a written note from his/her supervisor requesting that the student be seen by an emergency room physician (students will be responsible for payment of their medical expenses).
4. Report to the Emergency Room.
5. Report to his/her supervisor concerning the outcome of the Emergency Room visit.
6. Present a note (to the supervisor or Clinical Coordinator) from the Emergency Room Physician or family physician stating the date the student may resume normal duties.

STUDENTS WILL BE RESPONSIBLE FOR PAYMENT OF THEIR MEDICAL EXPENSES.

CLINICAL EDUCATION DRESS CODE

Students are required to present a professional appearance at all times. It is the patient's right to be treated with dignity and care by clean individuals. It is, therefore, required that each student practice good personal hygiene.

Female students will:

1. Wear female prescribed grey warm-up jacket with program patch affixed on the left shoulder and designated name tags. Under the jacket, the student is required to wear the prescribed program uniform, a grey scrub top and grey scrub pants. The student will be permitted to wear a prescribed undershirt with the scrubs, which is grey and free of any logos or writing. All patches on scrubs and warm-up jackets should be affixed to the left shoulder of the uniform. The top of the patch should be l 1/2 inches below the seam.
2. Do not wear clogs, sandals, open-toe shoes, or any type of shoe other than that prescribed by the Program. (White leather lace up athletic shoes with no color logos)
3. Keep jewelry to a minimum. Earrings are not allowed for male or female students. Numerous chains, rings, and bracelets will not be permitted. No visible body or tongue piercing will be allowed.
4. Hair must be of a natural color and conservative hairstyle. Long hair must be pulled away from the face and must not extend beyond the collar. Ties used to secure hair must be conservative and of a professional nature to coordinate with the rest of the uniform.
5. Wear make-up conservatively.
6. Keep fingernails to a moderate length and use only clear nail polish.

Male students will:

1. Wear male prescribed grey warm-up jacket with program patch affixed on the left shoulder and designated name tags. Under the jacket, the student is required to wear the prescribed program uniform, a grey scrub top and grey scrub pants. The student will be permitted to wear a prescribed undershirt with the scrubs, which is grey and free of any logos or writing. All patches on scrubs and warm-up jackets should be affixed to the left shoulder of the uniform. The top of the patch should be l 1/2 inches below the seam.

2. Keep hair, mustache, and beard neatly trimmed. Hair must not touch the collar. Hair must be of a natural color and conservative hairstyle.
3. Do not wear clogs, sandals, or any type of shoe other than that prescribed by the Program. (White leather lace up athletic shoes with no color logos.)
4. Keep jewelry to a minimum. Earrings are not allowed for male or female students. No visible body or tongue piercing will be allowed.
5. Keep fingernails to a moderate length. Nail polish is not acceptable for male students.

The following regulations will also be applicable:

1. Students are responsible for keeping their shoes neat, clean, and polished. Shoestrings should also be kept clean.
2. Students are required to wear name tags at all times.
3. Fingernails should be kept short and clean.

4. All visible body art must be covered to include the neck, ears, and hairline.
5. No perfume or cologne should be worn.

Any student found out of uniform or inappropriately dressed will be asked to leave the clinical assignment and lose five (**5**) points from the Professional Conduct category of the grading criteria. This will be documented on a record of student counseling. Any time missed from clinical assignment because of inappropriate attire must be made up.

For standardization, all students will be required to purchase their clinical attire from a prescribed vendor. The Program currently uses **Sandra Jean's Uniform Shop**, located at 2493 Montgomery Highway, Dothan, Alabama 36303. The telephone number is (334) 792-4553 and **Scrubs 101 Uniform Boutique**, located at 3074 Ross Clark Circle, Dothan Alabama. The telephone number is (334) 671-9101.

CLINICAL EDUCATION RECORDS

Students are required to keep complete and accurate records on all activities for each clinical day. The records will be monitored by the program faculty during each semester and will be reviewed for accuracy and completeness. The clinical records will be evaluated each semester and will compose a percentage of the student's final clinical education grade in the clinical record category.

Clinical Education Records

10% Clinical Education I
05% Clinical Education II-V

The following information will be required and evaluated at the end of each term:

1. Any information which will enhance the student's clinical education.
2. All patients' measurements (cm).
3. Students will be required to formulate a detailed radiographic technique chart assigned by Clinical Coordinator for each room in which he/she has rotated.
4. Listing of all clinical competencies performed. Student must include date, room, evaluator, procedure, notes, and grade.
5. Information concerning procedures which may be valuable and may be used as a resource in the future.
6. Accurate listing of patient information concerning procedures observed, assisted, and/or individually performed.
7. Any information concerning disease processes, history, diagnosis, and prognosis.

The clinical records database is housed with the Clinical Coordinator at the end of the graduating student's last tour of the clinical practice. It will serve as a permanent and official record of the student's exposure to clinic and practice experience during two years in the Program. The clinical database is a valuable component in the Radiologic Technology Program.

CLINICAL EDUCATION RECORDS SYSTEM

All students are recorded and accessed in the Trajecsys ® program utilized by the program and obtained through the WCC Bookstore. Students are required to keep updated and accurate records of clinical attendance and performance in the system.

STUDENTS FAILING TO COMPLETE THE REQUIRED CLINICAL RECORDS BY THE LAST DAY OF FINAL EXAMINATIONS WILL RECEIVE A GRADE OF "I" WHICH WILL

BE SUBMITTED TO THE WALLACE COLLEGE REGISTRAR'S OFFICE FOR THE TERM WHICH THE RECORDS ARE MISSING.

* The following are required to be present in the Clinical Education Record Database:

A. Listing of location, room assignments, clinical days and clinical hours.

* A list of all clinical days and hours will be presented to each student by the Clinical Coordinator prior to each semester.

B. Student Time System.

* Students are required to clock in at the Clinical Center daily, using the Trajecsys ® program.

C. Student logs for each clinical day.

* Students are required to submit daily logs using the Trajecsys ® program. All logs should be entered within 5 days of the clinical attendance date.
  1. Date: Select the month, day, and year.
  2. Room: Use appropriate room number or room name.
  3. Clinical Education Center: Select the name of the hospital affiliate.
  4. Hours: Hours will be accurately documented by time records.
  5. Status: Indicate whether you observed, were assisted, or performed the examination independently (I). Assisted means the student was helped with some part of the examination.
  6. Identification Information: Fill in the proper identification number by recording the 5 digit key as follows: First letter of first name, last three digits of birth year, first letter of last name.
  7. Examination: Fill in the type of examination performed in the assigned area (e.g. barium enema, skull, spine).

It is important and mandatory for all students to document ALL procedures observed, assisted, or individually performed each day.

In case of an absence, list the first three items above and write *A* absent for item (d). In the case of make-up time, list the first four items above and write *Make-up Time* next to hours.

Students are required to keep a daily log of all examinations observed, assisted with, or done independently during clinical assignment.

This clinical record is a requirement of the Joint Review Committee on Education in Radiologic Technology (JRCERT) for accreditation purposes. There will be no excuse for any student not having a daily record of procedures observed (0), assisted (A), or individually performed (I).

* The observation logs will compose ten (10) percent of the final clinical education grade in Clinical Education I-V.

D. Student evaluation sheets

1. Students are evaluated at the end of each rotation by the technologists using the student performance evaluation located in the Trajecsys ® program.
2. Evaluations will be reviewed by faculty periodically.
3. The student evaluation sheets will compose 15% of the student's final clinical grade during Clinical Education II-V.

E. Clinical competency forms

1. Refer to clinical competency evaluation description which follows.
2. Clinical Competency Evaluations will compose 25% of the final clinical education grade in Clinical Education II-V.

F. **Monthly clinical education procedure count record**
   1. Students are required to keep detailed and accurate procedure counts for various procedure categories.
   2. These forms must be completed on a monthly basis and will be reviewed by the Clinical Coordinator periodically.
   3. The procedure count form will compose 15 percent of the final clinical education grade in Clinical Education I-V.

PROFESSIONAL BEHAVIOR TRAITS AND CHARACTERISTICS

Student radiographers should exhibit professional behavior traits as outlined in the ARRT Standards of Ethics. Can be located at www.arrt.org.

The student radiographer also should exhibit professional traits and characteristics in the following categories:

APPEARANCE	COOPERATION	LOYALTY
INTEREST	MATURITY	MOTIVATION
ATTITUDE	SELF-DISCIPLINE	COMPASSION
PROMPTNESS	POISE	

Refer to Webster's Dictionary for accurate definition of each behavioral trait and characteristic.

COMPETENCY-BASED CLINICAL EDUCATION INTRODUCTION

Competency-based clinical education has been established for students enrolled in the Radiologic Technology Program. It is designed to permit accurate assessment of the knowledge, skills, and abilities of the students in the clinical education component of the Program. Refer to www.arrt.org for competency requirements. After successful completion of the prerequisite didactic courses and clinical practice, the student's clinical competency will be evaluated. These evaluations are completed only by the clinical instructors, faculty members, or any qualified practitioner on-site.

A student who does not perform satisfactorily in the first Clinical Competency Evaluation may be permitted two additional attempts.

Failure to satisfactorily perform the third attempt at competency on a specific procedure/exam will result in a grade of "F" for the enrolled clinical course.

CLINICAL COMPETENCY OBJECTIVES

To assess the student's degree of proficiency while performing a clinical competency exam, the student must be able to perform each of the following:

A. Evaluate the Requisition
   The student will:
   1. Obtain the patient's identity.
   2. Determine the patient's mode of transportation.
   3. Follow the instructions as outlined by the requisition.

4. Discuss incomplete, confusing, or unclear information with the supervisor.
5. Determine the patient positions and projections of the area of interest in relation to the patient's condition.

B. Prepare Radiographic Room

The student will:

1. Assemble the accessory equipment required to perform the particular radiographic procedure specified by the requisition.
2. Set up the examination room for the procedure before the patient enters.
3. Fill syringes with contrast material using sterile technique when appropriate.
4. Assist with preparation of the patient and equipment if procedure is fluoroscopic examination.

C. Verify Correct Identification of Patients

The student will correctly identify the patient for whom the procedure is requisitioned by:

1. Using patient's surname, asking for first name.
2. Checking hospital identification bracelet on in-patients.

D. Introduce Self to Patient

The student will:

1. Welcome patient to the department and tell them his/her name.
2. Respect the patient's privacy and concern.
3. Treat each patient with dignity and concern.
4. Inform patient of what will happen during the procedure(s).
5. Explain the examination to the patient and/or to an accompanying family member.
6. Reassure patient and answer questions as appropriate.
7. Determine information to convey to the patient based on the patient's condition and behavior as well as institutional policy.

E. Verify Correct Preparation of Patient (When Applicable')

The student will:

1. Ascertain that correct preparation procedure was followed.
2. Instruct the patient to remove articles which will be represented on the radiograph as artifacts.
3. Instruct the patient, if necessary, to the appropriate location to remove specific articles of clothing. If the patient requires assistance, respect the patient's right to privacy. If the patient is of the opposite sex, seek the assistance of an individual of same sex.

F. Place Patient on Examination Table

The student will:

1. Transport patient into the examination room without injury to the patient or self.
2. Transport patient on a stretcher or in a wheelchair into the examination room.
3. Assist patient safely from the transportation vehicle to the examination table,
4. Assist patient, allowing him/her to be as comfortable as possible.

G. When Appropriate Measure the Part

The student will:

Measure the patient/part with calipers at the path of central ray or as specified for the requisitioned procedure by the Radiology Department's Procedures Manual.

H. Select the Appropriate Technique

The student will:

1. Determine if the exposure should be made table-top or Bucky.
2. Using calipers to measure the patient/part thickness and a technique chart guide determine and select appropriate minimal exposure factors for projections to be performed which are compatible with diagnostic quality desired.
3. Note radiologist's density preferences or equipment problems to avoid repeat radiographs.
4. Take into consideration the patient's type, size, sex, age, or muscularity and determine the correct technical factors and positioning.
5. Note any pathological conditions which would influence the choice of exposure factors.

I. Select Appropriate Image Receptor Size

The student will:

1. Select the appropriate image receptor size and type based on patient size, area of interest, and number of projections to appear on the film.
2. When using the bucky, place the cassette lengthwise or crosswise in the bucky as indicated by the part.

J. Select and Place Marker(s) Correctly

The student will:

1. Using lead markers (R, L, ERECT, etc.), identify the patient part correctly relative to side, time, and positions of the patient/part appropriate to each Radiology Department's procedure manual.

K. Position Patient Using Positioning Aids and Immobilization Devices

The student will:

1. Utilize items (angle, sponges, etc.) which aid the patient in maintaining the desired position.
2. Select and apply immobilization devices to prevent patient movement without interfering with patient's breathing or circulation.

L. Align Part and Image Receptor

The student will:

1. In positioning the patient, take account of location of suspected fractures, unhealed fractures, presence of foreign bodies, and patient’s overall physical condition; handle patient accordingly.
2. Position the part to be radiographed in the correct relation to the image receptor.
3. Using the bucky, center the patient/part into the midline of the body.
4. Place long axis of the part to coincide with the long axis of the image receptor.
5. When using erect bucky, adjust the height to transverse level of part and center the part to the image receptor.

M. Align Tube and Image Receptor

The student will:

1. Position the x-ray tube with the primary beam entering the area of interest at the angle to project the image needed.
2. Operate controls to establish source to image receptor distance and angulation when necessary.
3. Maneuver the radiographic tube correctly and safely in the presence of the patient.

N. Adjust Collimator Appropriate Field Size

The student will:

1. Collimate the x-ray beam to the size of the part.
2. Operate collimator controls to adjust collimation to expose only the area of interest.

O. Apply Gonadal Shield if Required

The student will:

1. Determine the position of the gonads and provide appropriate shielding based on position of the patient and part projection required.
2. Place shield between patient and path of x-ray beam.
3. Supply shielding to any person(s) other than the patient who may be present in the room during radiographic exposure.
4 Understand the effects of all ionizing radiation and conscientiously conform to safety requirements.

P. Instruct the Patients
The student will:
1. Give breathing instructions appropriate for the part projection performed in accordance with those specified in the Radiology Department's procedure manual.

Q. Making Exposures, Checking Patient and Meters
The student will:
1. Make exposures behind leaded protective barriers.
2. Correctly use the rotor and exposure switches.
3. Carefully note any signs of malfunction of equipment and report immediately.
4. Make sure patient carries out breathing instructions and/or maintains the desired position.

R. Assist Patients from the Radiographic Table
The student will:
1. Assist the patient safely from the radiographic table to the vehicle required for transportation.
2. Make the patient aware of the need to remain in the department until films have been seen by the radiologist.

S. Evaluate Films to Determine Necessity for Repeats
The student will:
1. Safely transport image receptor(s).
2. Review images for technical quality, proper alignment of part/image receptor and tube/image receptor, and correctly placed lead marker.
3. Make certain identification information is readable and accurate.
4. Identify the need for additional or repeat films.

EVALUATION OF CLINICAL COMPETENCY

Competency in a diagnostic procedure is obtained by having a student perform an exam unassisted in the presence of a qualified practitioner.

Procedures/exams performed by a student for competency evaluation will be selected by the student. A maximum of three attempts to prove clinical competency will be permitted for each procedure/exam. If only one projection of a procedure was not acceptable, only that projection must be reevaluated by using the basic evaluation form.

This is documentation of clinical competence and is a basis for the evaluation of success in the clinical education component of the Program. In order for a student to adequately pass each clinical assignment, he/she must show satisfactory evidence of his/her ability to perform radiographic procedures and demonstrate professional traits reasonably consistent with criteria established by Faculty and Clinical Coordinator.

Regardless of the grade obtained on the competency evaluation form, a student will not be allowed to continue in the Program if, at the end of any given term, a cumulative average of less than 75% is

achieved using the competency evaluation form. Should a student receive three consecutive evaluations with an average below 75%, the student will be subsequently placed on probation. If the student continues to score below 75% after being placed on probation, he/she may be recommended for dismissal.

CLINICAL COMPETENCY EVALUATION FORM

1. Student radiographers will be evaluated by a qualified practitioner on procedures which the student feels competent. Students are required to present the qualified radiographer with the competency form prior to the actual performance.
2. A qualified practitioner will review the request for the examination in relationship to the student's achievement.
3. A qualified practitioner evaluates the condition of the patient in relationship to the student's knowledge.
4. A qualified practitioner is present during the conduct of examination and will review and approve the radiographs produced by the radiography student.
5. Program Faculty and Clinical Instructors will review student radiographs periodically and at random to ensure radiographic quality.

The student will be evaluated in the following categories and sub-categories:

I. PATIENT MANAGEMENT
   A. Room Preparation
   B. Procedure Preparation
   C. Patient Preparation
   D. Patient Care

II. RADIOGRAPHIC POSITIONING
   A. Positioning/Projection
   B. Image Receptor
   C. Central Ray
   D. Source Image Receptor Distance

III. RADIOGRAPHIC EXPOSURE
   A. Technique Chart Usage
   B. Equipment Manipulation
   C. Exposure Factors

IV. RADIATION PROTECTION
   A. Patient
   B. Personnel

V. IMAGE EVALUATION BY FACULTY
   A. Patient Identification
   B. Lead Marker Placement
   C. Radiographic Density/Contrast Evaluation
   D. Anatomic Relationships/Projections
   E. Presence of Artifacts
   F. Body/Part Placement
   G. Anatomy Identification
   H. Radiograph Acceptance

All students must pass the competency evaluation by 75% or greater. A score below 75% will signify the student failed to prove competent in the procedure. Minus (10) points will be deducted from the final competency grade for each repeat radiograph. A ten-point reduction will also be made for no/incorrect

lead marker placement evident on the radiograph. (Please refer to lead marker placement policy.)

All competencies will be evaluated and reviewed by Program Faculty. Student's strengths and weaknesses will be determined by the faculty and will be presented to the student performing the competency evaluation.

Students are required to meet an assigned competency exam number per semester. A student failing to achieve the required competency examination numbers per term will receive a minimum of five percent (5%) to a maximum of twenty-five percent (25%) reduction from the clinical competency category of the final clinical grade. The grade reduction will be based on five percentage (5%) points per delinquent examination.

All scores from clinical competency attempts made by a student will be averaged together each semester. This average will determine 25% of the student's final Clinical Education grade excluding Clinical Education I.

Any student exceeding the required number of competency examination for the prescribed semester will be credited the excess numbers for the proceeding semester.

Students are responsible for presenting the competency evalution form to the evaluator at the time when the student wants to prove competent in a particular procedure. These forms are to be completed by the evaluator immediately after evaluation and turned in to the Clinical Instructor/Coordinator for review and final grade.

The Clinical Evaluator must be a qualified practitioner.

RAD 114 - Clinical Education I	0 Competency Examinations required
RAD 124 - Clinical Education II	15 Competency Examinations
RAD 134 - Clinical Education III	25 Competency Examinations
RAD 214 - Clinical Education IV	35 Competency Examinations
RAD 224 - Clinical Education V	27 Competency Examinations *

* Special Rotations will be scheduled upon completion of competency examinations.

Each radiography student must complete a total of 102 competency examinations by the end of RAD 224 - Clinical Education V. Students failing to complete the required competencies will receive the stated point reduction. Students failing to meet this requirement will be counseled by the Clinical Coordinator concerning their continuation in Clinical Education and may be recommended to the Program Director for dismissal from the Radiologic Technology Program. A student who has been unsuccessful in the first attempt to prove competent on a procedure/exam will, when applicable, before a second attempt:

1. Be counseled by the person administering the evaluation to identify areas of weakness.
2. Review the relevant procedure.

It is the student's responsibility to make arrangements with the Clinical Coordinator to schedule the above activities.

A student who has been unsuccessful in the second attempt to prove competency on a procedure/exam will be placed on clinical probation. The probationary period ends when the student successfully passes the competency evaluation. Before the third attempt, the student will, when applicable:

1. Be counseled by the person administering the evaluation to identify areas of weakness.
2. Review the relevant procedure.
3. Request an academic review with image evaluation from the Clinical Coordinator within ten days of the second attempt.
4. Submit to an exam from the Clinical Coordinator covering relevant material. This exam will be given

no more than five class days after the academic review session. Third attempts to prove competency will be evaluated by a radiographer selected by the Clinical Coordinator.

It is the responsibility of the student to make arrangements with the Clinical Coordinator to schedule the above mentioned activities.

A student who fails to pass a competency evaluation on the third attempt will be assigned a grade "F" for the enrolled clinical course.

ARRT PRIMARY CERTIFICATION AND REGISTRATION DIDACTIC AND CLINICAL COMPETENCY REQUIREMENTS

https://www.arrt.org/docs

Additional Optional Rotations (Clinical Education V)
Computerized Tomography (CT)
Magnetic Resonance Imaging (MRI)
Radiation Therapy
Cardiac Catheterization
Special Procedures
Ultrasound
Nuclear Medicine

In addition to the competency requirements listed, students must prove competent in the following Patient Care areas prior to entering RAD 124-Clinical Education II.

CPR (Must prove competent prior to RAD114)
Vital Signs (BP, pulse, respiration, temperature)
Sterile and Aseptic Techniques
Venipuncture
Transfer of Patients
Care of patient medical equipment (e.g., oxygen tank, IV tubing)

Patient Care Competency will be demonstrated in RAD 113 and RAD 114.

EXAMINATION REQUIREMENTS

Category	Category Total	Percentage of Total Procedures
Chest and Thorax	270	12%
Upper Extremity	157	7%
Lower Extremity	157	7%
Head	22	1%

Spine and Pelvis	337	15%
Abdomen	67	3%
Fluoroscopy Studies	247	11%
Mobile C-Arm Studies	90	4%
Mobile Radiographic Studies	180	8%
Pediatric Patient	45	2%
Geriatric Patient	225	10%
Grand Totals	1910	85%

Of the remaining 15%, no more than 75% can be obtained in any one category.

15% = 337 Examinations

Total Number of Examinations Required == <u>2250</u>

CLINICAL OBJECTIVES FOR SPECIAL ROTATION AREAS

The student must complete all assigned diagnostic procedure categories prior to special area rotations. The student radiographer should exhibit professional traits and reach the defined objectives in special rotation areas.

Special Procedures
Nuclear Medicine
Radiation Oncology
Ultrasound
Computerized Tomography
Cardiac Catheterization
Magnetic Resonance Imaging

These special rotation areas are to introduce the student technologists to different imaging modalities. Rotation objectives must be completed during each selected rotation period.

The Clinical Coordinator will assign the rotation length and rotation hours. The student radiographer will select three areas and locations to accomplish special rotation objectives.

Rules and regulations for clinical education are still in effect for special area rotations.

<u>Special Procedures</u>
Upon completion of this rotation, the student radiographer will be able to demonstrate knowledge and

understand the rationale for using contrast media to delineate pathology in the circulatory system. An acceptable level of competence has been attained when the student is able to complete the following:

1. Identify the different examinations performed.
2. Recognize all equipment utilized in specials.
3. Identify aseptic techniques utilized.
4. Identify items included on sterile trays.
5. Identify catheter types, sizes, and lengths. Also be able to identify them with particular exams.
6. Load and unload image receptor/film changer.
7. Load pressure injector with correct type and volume of contrast media and prepare for injection.
8. Program serial timer and set control factors on generator panel for exam.
9. Demonstrate professional behavior and patient care.
10. Select controls for fluoroscopy and diagnostic radiographs.
11. Differentiate the arterial and venous system of the human body.
12. Review textbooks relating to special procedures (Merrill's, etc.).
13. Identify pathology demonstrated on radiographic images.
14. Recognize and identify patient positioning and the normal anatomy demonstrated.
15. Identify contrast media(s) utilized.
16. Identify digital imaging systems utilized.
17. Identify location and implementation of crash cart and emergency equipment.

Radiation Oncology

Upon completion of this rotation, the student radiographer will be able to demonstrate knowledge and understand the rationale for using radiation in the treatment of malignant and selected benign pathology. An acceptable level of competence has been obtained when the student is able to complete the following:

1. Describe the process of radiation production from different energy level therapy units.
2. Assist in positioning of patients for therapy treatment.
3. Recognize mold room and distinguish how lead blocks are formed for each treatment port and patient.
4. Identify the dosimetry room and how treatment plans are created.
5. Identify all equipment utilized in radiation therapy.
6. Demonstrate professional behavior and patient care.
7. Interpret the patient's chart and how to correctly record treatments.
8. Recite terminology utilized in the therapy department.
9. Identify the simulation room and why/how patients are simulated.
10. Be able to duplicate operations of linear accelerators.
11. Identify how different energy level accelerators play a role in therapy.
12. Position and prepare for patient's port film.
13. Assist in the preparation of physical examinations.
14. Assist in storing, filing, and retrieving patient data.
15. Assist in attaching cones and filters as prescribed.
16. Identify with linear accelerators warm-ups.
17. Recognize the emergency equipment in the department.

Computed Tomography

Upon completion of this rotation, the radiography student will be able to demonstrate knowledge and understand the rationale for using computed tomography to determine the presence of pathology. An acceptable level of competence has been obtained when the student is able to complete the following:

1. Turn on and warm up CT scanner.
2. Demonstrate an adequate knowledge of patient positioning for specific examinations.
3. Demonstrate ability to correlate patient information from the chart to the scan area.
4. Review cross sectional anatomy of the human body.

5. Demonstrate professional behavior and patient care.
6. Identify computer parts and operations.
7. Identify memory storage and permanent image formation.
8. Identify emergency equipment in CT department.
9. Identify contrast media(s) utilized in CT imaging.
10. Identify procedures to initiate the scan (obtain correct patient information, breathing instructions; prepare syringes for injection of media, etc.)
11. Identify pathology determined from CT scan.
12. Assist technologist in preparing and initiating scan.
13. Identify operations and type(s) of CT scanners.

Nuclear Medicine

Upon completion of this rotation, the radiography student will be able to demonstrate knowledge and understand the rationale for using radiopharmaceuticals to demonstrate various normal and pathological anatomical areas. An acceptance level of competence has been obtained when the student is able to complete the following:

1. Describe the history and principles of nuclear medicine.
2. Describe and recognize the equipment utilized in nuclear medicine.
3. Identify the operations of each type of equipment in nuclear medicine.
4. Identify the basic computer operations of each type of equipment.
5. Identify with the digital equipment utilized.
6. Identify radioactive material used in nuclear medicine.
7. Identify the hot lab and its components (no radioactive materials are to be handled by the student in the hot lab).
8. Distinguish the radiation protection practices utilized in nuclear medicine.
9. Assist with patient positioning in various examinations.
10. Identify the basic camera operations and parts.
11. Identify emergency equipment and emergency plans.
12. Demonstrate professional behavior and patient care.
13. Identify the methods of organ localization by radiopharmaceutical injection or inhalation.
14. Assist with storage, filing, and retrieval of patient records.
15. Demonstrate a working knowledge of pathology and normal anatomy visualized in nuclear medicine.

Ultrasound

Upon completion of this rotation, the radiography student will be able to demonstrate knowledge and understand the rationale for using ultrasound to demonstrate various anatomical areas and pathology. An acceptable level of competence has been obtained when the student is able to complete the following:

1. Describe ultrasound and the history behind it.
2. Describe the different types of tranducers in relationship to design and specific exams.
3. Explain film type utilized.
4. Describe Real Time imaging.
5. Describe the B scanner and list exams where it is employed.
6. List the exams which ultrasound is employed.
7. Explain why oil or jelly is utilized.
8. Identify equipment utilized in ultrasound.
9. Identify emergency equipment in the ultrasound department.
10. Demonstrate professional behavior and patient care.
11. Identify obvious pathology determined by ultrasound.
12. Identify patient directions given prior to a procedure being performed.
13. Assist with patient care and positioning.

14. Identify portable ultrasound equipment and its capabilities.
15. Correlate the patient's chart in regard to the examination performed.
16. Assist in storage, filing, and retrieval of patient data.

Cardiac Catheterization

Upon completion of this rotation, the radiography student will be able to demonstrate knowledge and understand the rationale for using catheters and contrast medias to demonstrate the heart and great vessels. An acceptable level of competence has been attained when the student is able to complete the following:

1. Explain the different procedures performed.
2. Identify all equipment utilized in the Cardiac Cath. Lab.
3. Identify aseptic techniques utilized.
4. Identify items included on a sterile tray.
5. Identify catheter types, sizes, lengths, and identify each with a particular exam.
6. Load the high pressure injector with correct type and volume of contrast media and prepare for injection.
7. Set control panel for fluoroscopy and cine runs.
8. Identify the heart and great vessel anatomy.
9. Load and unload image receptors/cine film.
10. Identify angioplasty principles.
11. Identify contrast medias utilized in cardiac catheterization.
12. Recognize and identify patient positioning and the normal anatomy demonstrated.
13. Identify pathology demonstrated on cine film.
14. Demonstrate professional behavior and good patient care.
15. Identify all emergency equipment available in the Cardiac Cath. Lab.
16. Identify run times for cine exposures.
17. Identify digital imaging capabilities in the Cardiac Cath. Lab.

Magnetic Resonance Imaging

Upon completion of this rotation, the radiography student will be able to demonstrate knowledge and rationale of MRI scanning. An acceptable level of competence has been reached when the student is able to complete the following:

1. Understand the principles and history behind MRI.
2. Demonstrate an adequate knowledge of patient positioning for specific exams.
3. Demonstrate an ability to correlate patient information from the chart to the area to be scanned.
4. Review cross-sectional anatomy of the human body.
5. Operate tape drive and archive patient information.
6. Demonstrate professional behavior and good patient care.
7. Identify the memory storage and permanent image formation.
8. Distinguish between Tl and T2 weighted scans.
9. Identify contrast medias utilized in MRI.
10. Identify emergency equipment available in MRI.
11. Identify procedures to initiate the scan (obtain the correct patient information, breathing instructions, prepare syringe for injection of media, etc.).
12. Recognize normal anatomy and pathology demonstrated on MRI scan.
13. Assist the technologists in preparing and scanning the patient.
14. Identify the operations and types of MRI scanners.

Magnetic Resonance training and screening is required for all students! Students are mandated to notify the program if there is a status change regarding MRI screening

REPEAT RADIOGRAPH POLICY FOR CLINICAL EDUCATION CENTERS

"NO REPEAT RADIOGRAPHS ARE TO BE MADE BY RADIOGRAPHY STUDENTS EXCEPT IN THE PRESENCE OF A QUALIFIED PRACTITIONER."

****

Any student attempting or performing a repeat radiograph on a patient without the presence of a qualified radiographer may risk violating the American Registry of Radiologic Technologist's Code of Ethics section VII, stating "The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing radiation exposure to the patient, self and other members of the health care team." Additional violations of the ARRT Rules of Ethics may also be applicable. For additional information, visit either www.arrt.org or www.asrt.org. All students are required to follow these principles during their tenure in the program, and are encouraged to utilize these standards throughout their professional career.

Students violating the "REPEAT" policy will:

1st Offense Clinical Probation (6 weeks) for failure to comply with clinical policy
2nd Offense Dismissal from the Radiologic Technology Program

This policy exists for all levels of clinical education training while in the Wallace College Radiologic Technology Program.

IMPROMPTU IMAGE EVALUATIONS/PRESENTATION EVALUATIONS INTRODUCTION

Beginning with RAD 124-Clinical Education II and following completion of the related academic course, laboratory practice, and clinical competency evaluation, the student may be evaluated by faculty and will be required to critique procedures/exams. The choice of the procedures/exams and time of critique will be determined by the Program Faculty.

The Program Faculty may select to perform image evaluations at any time during a clinical visit. The selected student(s) will be expected to produce their Clinical Education Notebook upon request.
Any procedure/exam which has been used for a competency evaluation may be chosen for critique (films produced by another student or technologist may be substituted for the student's actual exam at the discretion of the Clinical Coordinator).

The student will be expected to demonstrate knowledge of technical factors, routine and supplementary positions, radiation protection, and anatomy. The student will be expected to answer oral and/or written questions from the Clinical Coordinator related to the technical quality of the procedure/exam.

Impromptu Image Evaluations and Presentation Evaluations will be averaged together at the end of each semester with the weekly evaluation grades.

IMAGE EVALUATION OBJECTIVES

To correlate the student's technical skills with their realization of what those skills should produce, as well as provide a review of basic technical knowledge, the students will be able to perform a critique of radiographs for technical quality.

The student must be able to assess for each film/procedures whether:

1. Correct patient view and full area of interest are demonstrated.
2. An unnecessarily large area is visible (inappropriate collimation)
3. Appropriate shielding of the patient is evident.
4 Artifacts, blurring, or distortion of the image is present.
5. Adequate detail and definition are present in the image.

6. Adequate density and contrast are present to provide the diagnostic imaging required for the examination.
7. The anatomy and condition of interest are demonstrated satisfactorily for diagnostic purposes, based on review of the requisition and films.
8. Problems were caused by the technologist's performance (improper positioning, centering, immobilization of patient, inappropriate exposure factors, failure to adjust to special circumstances, improper part film alignment or distance, focal film distance or malfunctioning x-ray machine, or image processors are possible).
9. Anatomical structures needed are shown in the image and their relationships are demonstrated appropriately.
10. There is a need for repeats or additional images.

GENERAL STATEMENT OF CONDUCT

All students enrolled in the Radiologic Technology Program at Wallace College will be expected to follow a code of behavior to uphold the reputation of the College. Students will be asked to withdraw from the Program if it has been determined by an ad hoc faculty committee that the individual is guilty of any of the following:

1. Dishonesty such as cheating, plagiarism, or knowingly furnishing false information to the College.
2. Forgery, alteration, or misuse of College and/or Affiliate documents, records, or identification.
3. Violation of any law of the land.
4. Disruption of class session or at the clinical site by the use of abusive or obscene language.
5. Insubordination (defined in the Webster's Dictionary as unwilling to submit to authority; disobedient; rebellious).
6. Fighting at the clinical site or on college premises.
7. Being intoxicated or under the influence of any drugs while on clinical assignments or college premises.
8. Vandalism or stealing.
9. Sleeping while on duty at a clinical assignment.
10. Leaving the clinical assignment or room/area assigned without the supervisor's permission.
11. Failure to notify Clinical Education Center of absence or lateness.
12. Violations of any duly established rule and regulation.

Academic and non-academic misconduct: The penalty for infractions of the standards of conduct established in the Clinical Handbook include the following: verbal warnings (first offense), written warnings (second offense), grade reductions, probation and/or dismissal (third offense and any thereafter).

HOSPITAL JOB ACTIONS OR STRIKES

Anytime there is a strike or job action at an assigned Clinical Education Center, the student will leave the assignment immediately and check with the Department office for further directions.

At no time should a student attempt to cross a picket line to enter a Clinical Education Center.

JURY DUTY

Being selected for jury duty is a situation over which the student has no control. Therefore, he/she is not required to make-up clinic time missed while performing jury duty provided proper documentation is presented to the Clinical Coordinator.

WALLACE COMMUNITY COLLEGE FULL-TIME CLINICAL INSTRUCTOR'S RESPONSIBILITIES

1. 4% Acts as liaison between the Radiologic Technology Program faculty, clinical staff, supervisors, clinical instructors, and management team.
2. 10% Supervises and correlates the clinical instructor of the radiography students at the clinical facility.
3. 6% Conducts lectures, discussion activities, and conducts competency-based evaluation of the radiography students at the hospital.
4. 10% At the hospital, instructs students in patient care and management, radiation protection, radiographic positioning, radiographic exposure, and radiographic image evaluation.
5. 7% Maintains accurate records of attendance, evaluations, consultations, incidents, and competency training evaluations of the radiography students.
6. 9% Ensures radiographic quality of student procedure performance.
7. 4% Assists in maintenance of teaching files.
8. 4% Documentation of meetings with technologists, clinical instructors, and students on a daily basis.
9. 5% Assists Clinical Coordinator in clinically related assignments.
10. 8% Confers with the clinical instructors and clinical staff throughout the semester regarding evaluation of students.
11. 4% Acts as a resource person by suggesting additional material that can be used to enhance the clinical practice.
12. 6% Conducts conferences with the students on clinical matters, responsibilities, and problems.
13. 3% Helps the students to make decisions regarding future plans and goals in a specific clinical area.
14. 20% Assists with program development and didactic instruction as prescribed by the Program Director.

RESPONSIBILITIES OF PROGRAM DIRECTOR

The Program Director is a full-time faculty member of Wallace Community College and his duties consist of organization, administration, periodic review, continual development, and general effectiveness of the Radiologic Technology Program. The Program Director also performs other assigned duties related to clinical education and adheres to all policies and procedures of the College. Program Director's responsibilities and percentage of time are as follows:

1. 5% Program organization.
2. 5% Program development.
3. 15% Program administration.
4. 10% Program evaluation.
5. 50% Program instruction.
6. 5% Other duties assigned by the Dean, Instructional Affairs or President.
7. 10% Evaluation and participation in Clinical Education

The Program Director maintains current knowledge of imaging techniques and educational methodology by attendance and participation in professional development meetings on the local, state, and national level. Qualifications for the Program Director are concurrent with the JRCERT Standards.

RESPONSIBILITIES OF CLINICAL COORDINATOR

The Clinical Coordinator is a full-time faculty member of Wallace Community College who is responsible for the student's clinical education and clinical performance. This person is responsible for:

1. 2% Arranging with the clinical facility for assignment of students.
2. 4% Conducting an individualized Clinical Education Orientation Program for all students and the clinical staff of each clinical education facility.
3. 8% Ensuring that clinical rotations are educationally valid for all students.
4. 5% Maintaining records of the students' progress through the clinical education portion of the curriculum.
5. 5% Conducting conferences with the students on clinical matters, responsibilities, and problems.
6. 6% Visiting the students during clinical practice to secure reasonable, accurate appraisals of their competency in the clinical area.
7. 6% Conferring with the hospital staff on student problems.
8. 4% Encouraging conferences between the staff technologists and the students to increase the effectiveness of the clinical practice.
9. 3% Acting as a resource person by suggesting additional material that can be used to enhance the clinical practice.
10. 7% Conferring with the staff technologist throughout the semester regarding the evaluation of the students.
11. 1% Assigning the final grade for clinical practice.
12. 2% Helping the students to make decisions regarding future plans and goals in a specific clinical area.
13. 3% Maintaining good public relations between the clinical facilities and Wallace Community College.
14. 40% Helping with the program development and didactic instruction as prescribed by the Program Director.
15. 2% The Clinical Coordinator will meet with the clinical instructors on a timely basis to determine student progress. Periodic meetings between the clinical staff and Clinical Coordinator will be conducted to ensure clinical efficiency.

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CLINICAL EDUCATION GRADING CRITERIA

1. Clinical Education I
   This course provides an orientation to clinical education facilities, policies, procedures, and certification in Cardiopulmonary Resuscitation. Under the direct supervision of a qualified practitioner, the student will observe, assist, and perform general radiographic procedures.

2. Clinical Education II-V
   These courses provide the student with the opportunity to correlate previous instruction with applications in the clinical setting. Under direct and (indirect supervision*) of a qualified practitioner, students will utilize the proper equipment, techniques, and accessories to observe, assist, and perform radiographic procedures.

   * After validating competence.

   Clinical Education I

   35% Records and policies:

   - 10% Policy and procedure adherence and documentation
   - 15% Log sheets
   - 10% Submission of Radiation exposure reports, policy agreements, student performance evaluation completion requests, semester end skill summary submission

   40% Professional Behavior:

   - 15% Attendance (AWOL, E & UE absences, improper attendance documentation)
   - 15% Late (5 points reduction per occurrence)
   - 10% Behavioral Grid

   25% Competency grades & Student performance evaluations:

   100% Total

   Clinical Education II-V

   35% Records and policies

   40% Professional Behavior:

   - 15% Attendance (AWOL, E & UE absences, improper attendance documentation)
   - 15% Late (5 points reduction per occurrence)
   - 10% Behavioral Grid

   25% Competency grades & Student performance evaluations:

   - 15% Competency goals & Competency grades (to include CSA in 214)

10% Student Performance evaluations

100% Total

Factors Affecting or Altering Grade

1. Absenteeism
   A student that is absent during a semester in an excess of five (5) percent of the assigned clinical time may receive a minimum of a letter grade drop from the final Clinical Education grade.

   All clinical time missed must be made up before the next semester begins. Also time will be made up on weekends and holidays with the approval of the Clinical Coordinator. All students are required to document absenteeism.

   Example:
   324 x 5% = 16 hours

2. Lateness
   A student signing/clocking-in more than seven (7) or more minutes after assigned time will be considered LATE.

   Clinical Education I-V
   a. 5 percentage points for each lateness infraction up to maximum of 25% of final clinical grade
   b. Written counseling
   c. Repeated infractions will result in recommendation for dismissal from the Program

3. Clinical Education Log Sheets
   Clinical Education logging records are required to be kept detailed and accurate. All records will be evaluated each semester and will compose a percentage of the student's final clinical education grade in the clinical record category.

4. Clinical Competency Numbers
   Students are required to meet an assigned competency exam number per semester. A student failing to achieve the required competency examination numbers per term will receive a minimum of five percentage (5%) points to a maximum of twenty-five percentage (25%) point's reduction from the clinical competency category of the final clinical grade. The grade reduction will be based on five percentage (5%) points per delinquent examination.

COMPETENCY REQUIREMENTS

RAD 114 - Clinical Education I	0 Competency Examinations
RAD 124 - Clinical Education II	15 Competency Examinations
RAD 134 - Clinical Education III	25 Competency Examinations
RAD 214 - Clinical Education IV	35 Competency Examinations
RAD 224 - Clinical Education V	27 Competency Examinations *

* Special Rotations will be scheduled upon completion of competency examinations.

Each radiography student must complete a total of 102 competency examinations by the end of RAD 224 - Clinical Education V. Students failing to complete the required competencies will receive the stated point reduction.

Grading Scale:

A = 90-100
B = 80-89
C = 75-79
D = 60-74
F = 0-59

A final grade of 75 or higher and a cumulative average of 2.5 or higher on a 4.0 scale on program course work are necessary to continue in the Radiologic Technology Program. In addition, all students must complete general education requirements with a minimum of 2.0 on a 4.0 scale.

5 Attendance and Punctuality

A. Attendance is expected in all courses for which a student is registered and plays a major role in the student's success in the program.
B. Due to the importance of clinical education for the successful completion of this program, it is mandatory to complete all clinical education rotations unless excused by the faculty.
C. Refer to the previously listed policies concerning absenteeism and lateness.

COMMUNICABLE DISEASE POLICY

Students exposed to or contracting a communicable disease must notify the Program Director and Clinical Coordinator immediately.

The Program Director and Clinical Coordinator will arrange a meeting with the student to discuss the situation of exposure and any follow-up which has occurred to date. The student will be counseled and will be recommended to organize an appointment with a physician for continued follow-up, analysis, and treatment as needed.

If the student is subsequently diagnosed as having a communicable disease, the following policy applies:

Student must notify Program Director and Clinical Coordinator immediately, and the student will be counseled in concert with the advice of the diagnosing physician. Counseling will be focused on the welfare of the student involved as well as individuals with whom he/she will be associated with educationally. Listed below are some of the most common communicable diseases or conditions which hospital workers might be exposed to or contract:

HIV/AIDS	Pneumonia
Chicken Pox	Meningococcal Disease

Mumps
Measles
Rubella
Whooping Cough (Pertussis)
Hepatitis A
Hepatitis B
Tuberculosis
Salmonella
Food Poisoning
COVID-19 (Coronavirus)
Streptococcal Disease
Staph Positive Infections
Poliomyelitis
Typhoid Fever
Scabies
Pediculosis
Herpes
Gonococcal Disease
Syphilis

Draining lesions (such as super-infected poison ivy)
Diarrhea (of more than 24 hours' duration)
Conjunctivitis (infectious)

Should a student be diagnosed as having any of the above, or any other communicable disease, he/she must report such diagnosis to the Program Director and Clinical Coordinator.

In the event the student is unable to attend a clinical assignment because he/she has been diagnosed as having a communicable disease, the student is still required to make-up clinical time missed.

In the event of excessive absenteeism, the Clinical Coordinator will make every effort to schedule make-up clinic time. However, it may not be possible and may result in a failing grade.

HEPATITIS B VACCINATION POLICY

All students enrolled in the clinical education phase of the Radiologic Technology Program will be required to provide evidence of vaccination and immunity against Hepatitis B. Any student unable to provide this documentation must sign a waiver of liability releasing Wallace College, Clinical affiliates, and agents from any responsibility from contraction of this disease.

HEALTH INSURANCE POLICY

ALL RADIOGRAPHY STUDENTS ARE STRONGLY ENCOURAGED TO PURCHASE HEALTH INSURANCE. THE CLINICAL EDUCATION CENTERS, WALLACE COLLEGE, AND THE RADIOLOGIC TECHNOLOGY PROGRAM ARE NOT RESPONSIBLE FOR ANY COST INCURRED DUE TO ILLNESS OR INJURY.

RADIOLOGIC TECHNOLOGY
WALLACE COMMUNITY COLLEGE
STUDENT PREGNANCY POLICY

As a student radiographer, you may be exposed to more radiation than the general public. The Nuclear Regulatory Commission (NRC) Guide #8.13 has established a basic exposure limit for all occupationally exposed adults of 25 millirem per calendar quarter, e.g., (January February, & March) or 100 millirem per calendar year. Because it is required that radiation levels in the clinical facility be kept as low as reasonably achievable, there is no significant health risk to individual adult students.

The development of radiation exposure standards reflects sensitivity of cells to radiation damage. This radiation sensitivity is related to the reproductive activity of the cells: embryos and fetuses are more radiosensitive than children and adults; Because of the sensitivity of the unborn fetus, the National Council on Radiation Protection (NCRP), (Report Number 105, p. 13, 1989), has recommended that the dose equivalent limit to the unborn fetus from occupational radiation exposure of the expectant mother be limited to 500 millirem for the entire pregnancy.

IT IS THE OPTION OF THE STUDENT TO INFORM PROGRAM OFFICIALS OF HER PREGNANCY. IF THE STUDENT CHOOSES TO VOLUNTARILY INFORM PROGRAM OFFICIALS OF HER PREGNANCY, IT MUST BE IN WRITING AND INDICATE THAT YOU ARE A "DECLARED" PREGNANT STUDENT AND INDICATE THE EXPECTED DELIVERY DATE. IT IS THE STUDENT'S RIGHT TO RESCIND THE DECLARATION OF PREGNANCY (IN WRITING).

It is your responsibility to decide whether the exposure you may receive is sufficiently low to protect your unborn child. The advice of the radiation safety officer may be obtained to determine whether the radiation levels are high enough that the unborn child could receive 500 millirem or more before birth. The alternatives you might want to consider if you are now pregnant or expect to become pregnant include the following:

a. You may continue in your current status as student radiographer without modification or interruption with the understanding that the radiation exposure to the fetus must be limited to 500 millirems during the 9-month gestation period. This option may be selected-only if prior badge readings indicate that less than 500 millirem should be accumulated over the 9-month period. You should reduce your exposure as much as possible by decreasing the amount *of time* you spend in the clinical radiation areas, increasing your ***distance*** from the radiation source, and using proper ***shielding.***

b. You could decide not to continue assignments or modify assignments in the areas where radiation is present which could affect your graduation date. Should you choose this option, you may ask the program director or clinical coordinator to reassign you to areas involving less exposure to radiation. Didactic and clinical schedules shall be modified to enable you to continue in the program while minimizing exposure to ionizing radiation.

c. If the above options are not possible, you might consider taking a leave of absence until the child is born which, again, could affect your graduation date- You may also choose to withdraw from the program until such time as your physician permits you to return. You will be allowed to re-enter the program at the point in which you left, providing no more than one year has passed since the time you left or withdrew. If you desire to continue your education after one year has elapsed, you will have to re-apply for admission to the program.

Whatever alternative you select, you should do so without delay. The unborn fetus is more sensitive to radiation during the first three months of your pregnancy.

I have read and understand the above information and have received a copy of the NRC guide #8.13. I further understand the potential health risks to my unborn child should I become pregnant and choose to remain in the program.

SSN	Estimated Delivery Date If Applicable	Signature	Date

The following student has received a copy of the NRC guide #8.13 as indicated by her signature and date of receipt.

RAD Program Director	Signature	Date
RAD Clinical Coordinator	Signature	Date

RADIATION SAFETY POLICY

All radiology students are to follow the ALARA concept. ALARA is an acronym for **A**s **L**ow **A**s **R**easonably **A**chievable. This is a radiation safety principle for minimizing radiation doses and releases of radioactive materials by employing all *reasonable methods*. ALARA is not only a sound safety principle, but is a ***regulatory requirement*** for all radiation safety programs. **Students are prohibited from holding patients or image receptors during a radiographic exposure.**

Dosimetry Monitors

Safety Precautions for Dosimetry Monitors:

Student Dosimeters are Instadose Plus, single detector direct ion storage, from MIRION Technologies.

1. Never leave radiation monitor in an area where external radiation is being used.
2. Never expose radiation monitor to intense sunlight or extreme temperatures.
3. Never wash or dry radiation monitor.
4. Always remove radiation monitor before having any type of radiographic studies.
5. Never place radiation monitor on top of television.

Radiation Monitoring Rules:

1. Each student is responsible for wearing the radiation monitors in the Clinical Education Center and in laboratory classes. No student will be allowed in the Clinical Education Center or in the laboratory classes without properly dated radiation monitors appropriately worn.
2. It is the responsibility of each student that if their monitor is lost or damaged, it must be reported to the Clinical Coordinator immediately so that a new monitor can be ordered. If the radiation monitor is lost or damaged and if there is no dosimetry device available for that individual, he/she must not continue to work in the Clinical Education Center where he/she may be exposed to radiation.
3. Each student is responsible for having their radiation monitors read bi-monthly at the assigned times. Monitors should be turned in at the end of each semester.
4. The Clinical Coordinator receives a dosimetry report from Flowers Hospital, which has been reviewed by the Radiation Safety Officer. The report is posted in the WCC Blackboard Learning Management System within 30 days of receipt of the data. It is the responsibility of each student to review their personal dosimetry report and complete the acknowledgement in Trajecsys.
5. The reports are reviewed by the Clinical Coordinator and Radiation Safety Officer to ensure students do not exceed the maximum permissible dose to occupationally exposed persons.
6. The radiation report for a student must not exceed the maximum permissible dosage to occupationally exposed persons as established by state and federal agencies for radiologic health. The Radiography Program has identified a threshold dose well below those identified in federal guidelines. Student radiation reports exceeding 50 mrems/month (whole body deep) will be counseled by the clinical coordinator. A record of student counseling will be maintained.
7. In-services will be held on proper reading and exchange of radiation monitor for monitoring students.

LEAD MARKER PLACEMENT POLICY

Any second year Radiography student that accumulates five or more images that are not correctly marked will be suspended from the Clinical Education for a minimum of one (8 hr) day.

Any Clinical Education time missed due to suspension will be made up by the student on weekends, holidays, or before the end of current term. Make-up time will be arranged by the Clinical Coordinator. These suspensions will be treated as an unexcused absence.

Radiographs not properly marked are defined as:

Radiographs which the Radiography student presents to quality control and contains no lead marker visible on the image(s). Also images which have the lead marker representing the wrong anatomical side of the body. This also includes lead markers that were annotated on digital imaging systems.

The accumulation count will be conducted by Technologists, Clinical Instructors, Radiologists and Program Faculty. The accumulation count will be recorded in the student's Clinical Education Record Book.

PROFESSIONAL LIABILITY INSURANCE POLICY

Professional liability insurance through the Wallace College Radiography Program is mandatory for all students registered for all radiography courses. This liability insurance cannot be waived.

This professional liability insurance policy is purchased through the Wallace College Business Office at a group rate. The current carrier of this policy is American Casualty Company of Reading, PA. This professional liability policy is for $2,000,000 per occurrence, and $5,000,000 aggregate coverage. The current rate is $32.00 per student per semester. This cost will be assessed in addition to tuition and other College fees. This fee is subject to change in accordance with college policies and procedures.

The student will be notified by the institution prior to any policy cost change. Students who are employed by affiliating or other radiology facilities are not covered under this policy for employment practices.

STUDENT EMPLOYMENT POLICY

At no point in the education of the radiologic technology students can employment interfere with clinical, laboratory, and/or didactic schedules.

Under no circumstances will student's Clinical Educational activities be substituted for inadequate staffing at the Clinical Education Centers.

Students who are employed by the Clinical Education Centers will not be given credit for work experience or compensated in any manner during Clinical Education hours. Moreover, no student will be given collegiate credit for experiences obtained during employment practices.

The Radiologic Technology Faculty closely monitors the clinical and didactic activities to ensure that non-educational related activities do not interfere with student progress.

SUBSTANCE ABUSE CONTROL POLICY FOR STUDENTS IN THE HEALTH SCIENCES

I. **Policy Purpose**

A. 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 or employee.

B. As stipulated by agencies with which Wallace Community College contracts for clinical experiences, health program students and faculty must abide by agency policies, including the substance abuse control policy and any subsequent revisions to the policy.

II. **Standards of Conduct and Enforcement Thereof**

A. Any incident relating to alcohol or drug use by students should be reported to the Coordinator of Health Sciences.

B. In the event of confirmation of such prohibited possession, use, or distribution by a student, 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, program dismissal, college suspension or expulsion.

C. If any student shall engage in any behavior prohibited by this policy, which is also a violation of Federal, State, or local law or ordinance, that student shall be subject to referral to law enforcement officials for arrest and prosecution.

III. **General Guidelines**

A. Policies governing substance abuse include pre-clinical drug screening, random drug screening, and reasonable cause drug screening, should the student exhibit behaviors indicative of substance abuse during their participation in courses and/or activities offered by Wallace Community College.

B. Laboratory Requirements

1. Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
2. Laboratories certified by the Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services (HHS), will be used to perform confirmatory drug testing analysis.

C. Persons to be Tested

1. Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
2. Any faculty member, whether full or adjunct, responsible for clinical supervision of students enrolled in a health science program at Wallace Community College will be required to abide by this policy.

IV. **Student Guidelines**

A. Pre-clinical Screening

1. Students granted initial admission to any health science program at Wallace Community College will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
2. Students transferring into a health science program, readmitting to a health science program, and/or enrolling in individual courses containing a clinical component will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College. A signed consent to drug screening will be maintained on file for each health science student. Screening will be scheduled and conducted according to established guidelines at a cost agreed upon by laboratory facility and College representatives. Costs related to admission and random drug testing will be the responsibility of the student.
3. Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
4. Students failing to complete drug screening as required will be prohibited from participation in and completion of the clinical and/or laboratory component of required courses.
5. In accordance with policies found in the Wallace Community College Catalog/Student Handbook, students who are unable to complete course requirements due to positive drug screens will be allowed to withdraw from applicable courses.
6. Readmission to health science programs will follow guidelines established by each health program.

B. Reasonable-Suspicion Screening

1. While participating in clinical experiences and/or College activities, students may be required to submit to reasonable suspicion testing. Reasonable suspicion is defined as follows:

> Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; abnormal conduct or erratic behavior while in class or on the clinical unit; deterioration in performance; a report of drug use provided by reliable and credible sources which has been independently corroborated; evidence of tampering with a drug test; information that the individual has caused or contributed to an incident in a clinical agency; evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on the premises of the College or a clinical agency.

2. Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

C. Positive Screens

1. No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
2. Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
3. Wallace Community College encourages students to seek professional help for a drug related problem. Follow-up treatment will be at the discretion of the student and all expenses incurred will be the responsibility of the student.
4. With exception of legal actions that require access to test results; all records will be secured in locked files with access limited only to stated College officials and his/her designees.

D. Readmission

1. Students withdrawing from a health science program due to a positive drug screen will be considered for readmission in accordance with standard guidelines stipulated by the applicable program and will have the same rights and responsibilities as those available to other students.
2. Prior to making application for readmission, students dismissed or withdrawing from a health science program related to a positive drug screen must submit verification of completion of a substance abuse treatment program to the appropriate College designee.
3. Students readmitted to a health science program following violation of policies aimed at substance abuse prevention for Wallace Community College will be required to submit to an unannounced drug screen at their own expense prior to finalization of the process.
4. Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
5. Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

WALLACE COMMUNITY COLLEGE
DRUG SCREEN POLICY AGREEMENT

In preparation for participation in clinical/laboratory activities of health science programs or other programs/activities requiring drug screening as outlined in the Wallace Community College Substance Abuse Control Policy, I hereby consent to submit to a urinalysis and/or other tests as shall be determined by Wallace Community College for the purpose of determining substance use. I agree that specimens for the tests will be collected in accordance with guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs and as described in the Wallace Community College Substance Abuse Control Policy Guidelines.

I further agree to, and hereby authorize, the release of the results of said tests to the appropriate designee of Wallace Community College. All positive results will be reviewed by said College designee and followed by a confidential contact with me.

I understand that positive results indicating the current use of drugs and/or alcohol shall prohibit me from participating in clinical, laboratory, or other activities of health science programs requiring that I be drug free. I further understand that clinical/laboratory components of courses within health programs are required curriculum components and that an inability to attend said components may prevent or delay my program completion. I also understand that while participating in clinical activities within outside healthcare agencies, I will be subject to the same rules as the health care employees in said facilities.

I agree to hold harmless Wallace Community College and its designee/s and PrimeCare and its Medical Review Officer from any liability arising in whole or in part from the collection of specimens, testing, and use of the results from said tests in connection with excluding me from participation in clinical/laboratory activities.

I have carefully read the foregoing and fully understand its contents. I acknowledge that my signing of this consent and release form is a voluntary act on my part and that I have not been coerced by anyone to sign this document. A copy of this signed and dated document will constitute my consent for PrimeCare to perform the drug screen and to release the results to Wallace Community College.

_____

Signature

_____

Printed Name

_____

Date

THE PATIENT'S BILL OF RIGHTS

The American Hospital Association presents a Patients Bill of Rights with the expectation that observance of these rights will contribute to more effective patient care and greater satisfaction for the patient, his physician, and the hospital organization. Further, the Association presents these rights in the expectation that they will be supported by the hospital on behalf of its patients as an integral part of the healing process. It is recognized that a personal relationship between the physician and the patient is essential for the provision of proper medical care. The traditional physician-patient relationship takes on a new dimension when care is rendered within an organizational structure. Legal precedent has established that the institution itself also has a responsibility to the patient. It is in recognition of these factors that these rights are affirmed.

1. The patient has the right to considerate and respectful care.
2. The patient has the right to obtain from his/her physician complete and current information concerning his diagnosis, treatment, and prognosis in terms the patient can be reasonably expected to understand. When it is not medically advisable to give such information to the patient, the information should be made available to an appropriate person in his/her behalf. He/she has the right to know by name the physician responsible for coordinating his/her care.
3. The patient has the right to receive from his/her physician information necessary to give informed consent prior to the start of any procedure and/or treatment. Except in emergencies, such information for informed consent should include but not necessarily be limited to the specific procedure and/or treatment, the medically significant risks involved, and the probable duration of incapacitation. Where medically significant alternatives for care or treatment exist, or when the patient requests information concerning medical alternatives, the patient has the right to such information. The patient also has the right to know the name of the person responsible for the procedures and/or treatment.
4. The patient has the right to refuse treatment to the extent permitted by law, and to be informed of the medical consequences of his/her action.
5. The patient has the right to every consideration of his/her privacy concerning his/her own medical care program. Case discussion, consultation, examination, and treatment are confidential and should be conducted discreetly. Those not directly involved in his/her care must have the permission of the patient to be present.
6. The patient has the right to expect that all communications and records pertaining to his/her care should be treated as confidential.
7. The patient has the right to expect that within its capacity, a hospital must make reasonable response to the request of a patient for services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically permissible, a patient may be transferred to another facility only after he/she has received complete information and explanation concerning the needs for and alternatives to such a transfer. The institution to which the patient is to be transferred must first have accepted the patient for transfer.
8. The patient has the right to obtain information as to any relationship of his hospital to other health care and educational institutions insofar as his/her care is concerned. The patient has the right to obtain information as to the existence of any professional relationships among individuals, by name, which is treating him/her.
9. The patient has the right to be advised if the hospital proposes to engage in or perform human experimentation affecting his/her care or treatment. The patient has the right to refuse to participate in such research projects.

10. The patient has the right to expect reasonable continuity of care. He/she has the right to know in advance what appointment times and physicians are available and where. The patient has the right to expect that the hospital will provide a mechanism whereby he/she is informed by his/her physician or a delegate of the physician of the patient's continuing health-care requirements following discharge.
11. The patient has the right to examine and receive an explanation of his/her bill regardless of source of payment.
12. The patient has the right to know what hospital rules and regulations apply to his/her conduct as a patient.

No catalogue of rights can guarantee for the patient the kind of treatment he has a right to expect. A hospital has many functions to perform, including the prevention and treatment of disease, the education of both health professionals and patients, and the conduct of clinical research.

All these activities must be conducted with an overriding concern for the patient and, above all, the recognition of his dignity as a human being. Success in achieving this recognition assures success in the defense of the rights of the patient*

* "A Patient's Bill of Rights," American Hospital Association, Chicago, 1973. Reprinted with the permission of the American Hospital Association.

American Registry of Radiologic Technologists®

Standards of Ethics

Last Revised: July 1, 2005
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PREAMBLE

The *Standards of Ethics* of the American Registry of Radiologic Technologists shall apply solely to persons holding certificates from ARRT who either hold current registrations by ARRT or formerly held registrations by ARRT (collectively, "Registered Technologists"), and to persons applying for examination and certification by ARRT in order to become Registered Technologists ("Candidates"). Radiologic Technology is an umbrella term that is inclusive of the disciplines of radiography, nuclear medicine technology, radiation therapy, cardiovascular-interventional radiography, mammography, computed tomography, magnetic resonance imaging, quality management, sonography, bone densitometry, vascular-sonography, cardiac-interventional radiography, vascular-interventional radiography, breast sonography and radiologist assistant. The *Standards of Ethics* are intended to be consistent with the Mission Statement of ARRT, and to promote the goals set forth in the Mission Statement.

A. CODE OF ETHICS

The Code of Ethics forms the first part of the *Standards of Ethics.* The Code of Ethics shall serve as a guide by which Registered Technologists and Candidates may evaluate their professional conduct as it relates to patients, health care consumers, employers, colleagues and other members of the health care team. The Code of Ethics is intended to assist Registered Technologists and Candidates in maintaining a high level of ethical conduct and in providing for the protection, safety and comfort of patients. The Code of Ethics is aspirational.

1. The radiologic technologist conducts herself or himself in a professional manner, responds to patient needs and supports colleagues and associates in providing quality patient care.

2. The radiologic technologist acts to advance the principal objective of the profession to provide services to humanity with full respect for the dignity of mankind.

3. The radiologic technologist delivers patient care and service unrestricted by the concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion, or socioeconomic status.

4. The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purposes for which they were designed, and employs procedures and techniques appropriately.

5. The radiologic technologist assesses situations; exercises care, discretion and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.

6. The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.

7. The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice, and demonstrates expertise in minimizing radiation exposure to the patient, self, and other members of the health care team.

8. The radiologic technologist practices ethical conduct appropriate to the profession and protects the patient's right to quality radiologic technology care.

9. The radiologic technologist respects confidences entrusted in the course of professional practice, respects the patient's right to privacy, and reveals confidential information only as required by law or to protect the welfare of the individual or the community.

10. The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues, and investigating new aspects of professional practice.

B. RULES OF ETHICS

The Rules of Ethics form the second part of the *Standards of Ethics.* They are mandatory standards of minimally acceptable professional conduct for all present Registered Technologists and Candidates. Certification is a method of assuring the medical community and the public that an individual is qualified to practice within the profession. Because the public relies on certificates and registrations issued by ARRT, it is essential that Registered Technologists and Candidates act consistently with these Rules of Ethics. These Rules of Ethics are intended to promote the protection, safety and comfort of patients. The Rules of Ethics are enforceable. Registered Technologists and Candidates engaging in any of the

following conduct or activities, or who permit the occurrence of the following conduct or activities with respect to them, have violated the Rules of Ethics and are subject to sanctions as described hereunder:

1. Employing fraud or deceit in procuring or attempting to procure, maintain, renew, or obtain reinstatement of certification or registration as issued by ARRT; employment in radiologic technology; or a state permit, license, or registration certificate to practice radiologic technology. This includes altering in any respect any document issued by the ARRT or any state or federal agency, or by indicating in writing certification or registration with the ARRT when that is not the case.

2. Subverting or attempting to subvert ARRT's examination process. Conduct that subverts or attempts to subvert ARRT's examination process includes, but is not limited to:

(i) conduct that violates the security of ARRT examination materials, such as removing or attempting to remove examination materials from an examination room, or having unauthorized possession of any portion of or information concerning a future, current or previously administered examination of ARRT; or disclosing information concerning any portion of a future, current, or previously administered examination of ARRT; or disclosing what purports to be, or under all circumstances is likely to be understood by the recipient as, any portion of or "inside" information concerning any portion of a future, current, or previously administered examination of ARRT;

(ii) conduct that in any way compromises ordinary standards of test administration, such as communicating with another Candidate during administration of the examination, copying another Candidate's answers, permitting another Candidate to copy one's answers, or possessing unauthorized materials; or

(iii) impersonating a Candidate or permitting an impersonator to take the examination on one's own behalf.

3. Convictions, criminal proceedings, or military courtmartials as described below:

(i) Conviction of a crime, including a felony, a gross misdemeanor, or a misdemeanor, with the sole exception of speeding and parking violations. All alcohol and/or drug related violations must be reported. Offenses that occurred while a juvenile and that are processed through the juvenile court system are not required to be reported to ARRT.

(ii) Criminal proceeding where a finding or verdict of guilt is made or returned but the adjudication of guilt is either withheld, deferred, or not entered or the sentence is suspended or stayed; or a criminal proceeding where the individual enters a plea of guilty or nolo contendere (no contest),

(iii) Military court-martials that involve substance abuse, any sex-related infractions, or patient-related infractions.

4. Failure to report to the ARRT that:

(i) charges regarding the person's permit, license, or registration certificate to practice radiologic technology or any other medical or allied health profession are pending or have been resolved adversely to the individual in any state, territory, or country, (including, but not limited to, imposed conditions, probation, suspension or revocation); or

(ii) that the individual has been refused a permit, license, or registration certificate to practice radiologic technology or any other medical or allied health profession by another state, territory, or country.

5. Failure or inability to perform radiologic technology with reasonable skill and safety.

6. Engaging in unprofessional conduct, including, but not limited to:

(i) a departure from or failure to conform to applicable federal, state, or local governmental rules regarding radiologic technology practice; or, if no such rule exists, to the minimal standards of acceptable and prevailing radiologic technology practice;

(ii) any radiologic technology practice that may create unnecessary danger to a patient's life, health, or safety; or

(iii) any practice that is contrary to the ethical conduct appropriate to the profession that results in the termination from employment. Actual injury to a patient or the public need not be established under this clause.

7. Delegating or accepting the delegation of a radiologic technology function or any other prescribed health care function when the delegation or acceptance could reasonably be expected to create an unnecessary danger to a patient's life, health, or safety. Actual injury to a patient need not be established under this clause.

8. Actual or potential inability to practice radiologic technology with reasonable skill and safety to patients by reason of illness; use of alcohol, drugs, chemicals, or any other material; or as a result of any mental or physical condition.

9. Adjudication as mentally incompetent, mentally ill, a chemically dependent person, or a person dangerous to the public, by a court of competent jurisdiction.

10. Engaging in any unethical conduct, including, but not limited to, conduct likely to deceive, defraud, or harm the public; or demonstrating a willful or careless disregard for the health, welfare, or safety of a patient. Actual injury need not be established under this clause.

11. Engaging in conduct with a patient that is sexual or may reasonably be interpreted by the patient as sexual, or in any verbal behavior that is seductive or sexually demeaning to a patient; or engaging in sexual exploitation of a

patient or former patient. This also applies to any unwanted sexual behavior, verbal or otherwise, that results in the termination of employment. This rule does not apply to pre-existing consensual relationships.

12. Revealing a privileged communication from or relating to a former or current patient, except when otherwise required or permitted by law.

13. Knowingly engaging or assisting any person to engage in, or otherwise participating in, abusive or fraudulent billing practices, including violations of federal Medicare and Medicaid laws or state medical assistance laws.

14. Improper management of patient records, including failure to maintain adequate patient records or to furnish a patient record or report required by law; or making, causing or permitting anyone to make false, deceptive, or misleading entry in any patient record.

15. Knowingly aiding, assisting, advising, or allowing a person without a current and appropriate state permit, license, or registration certificate or a current certificate of registration with ARRT to engage in the practice of radiologic technology, in a jurisdiction which requires a person to have such a current and appropriate state permit, license, or registration certificate or a current and appropriate certification of registration with ARRT in order to practice radiologic technology in such jurisdiction.

16. Violating a rule adopted by any state board with competent jurisdiction, an order of such board, or state or federal law relating to the practice of radiologic technology, or any other medical or allied health professions, or a state or federal narcotics or controlled substance law.

17. Knowingly providing false or misleading information that is directly related to the care of a former or current patient.

18. Practicing outside the scope of practice authorized by the individual's current state permit, license, or registration certificate, or the individual's current certificate of registration with ARRT.

19. Making a false statement or knowingly providing false information to ARRT or failing to cooperate with any investigation by ARRT or the Ethics Committee.

20. Engaging in false, fraudulent, deceptive, or misleading communications to any person regarding the individual's education, training, credentials, experience, or qualifications, or the status of the individual's state permit, license, or registration certificate in radiologic technology or certificate of registration with ARRT.

21. Knowing of a violation or a probable violation of any Rule of Ethics by any Registered Technologist or by a Candidate and failing to promptly report in writing the same to the ARRT.

22. Failing to immediately report to his or her supervisor information concerning an error made in connection with imaging, treating, or caring for a patient. For purposes of this rule, errors include any departure from the standard of care that reasonably may be considered to be potentially harmful, unethical, or improper (commission). Errors also include behavior that is negligent or should have occurred in connection with a patient's care, but did not (omission). The duty to report under this rule exists whether or not the patient suffered any injury.

C. ADMINISTRATIVE PROCEDURES

These Administrative Procedures provide for the structure and operation of the Ethics Committee; they detail procedures followed by the Ethics Committee and by the Board of Trustees of ARRT in handling challenges raised under the Rules of Ethics, and in handling matters relating to the denial of an application for certification (for reasons other than failure to meet the criteria as stated in Article II, Sections 2.03 and 2.04 of the *Rules and Regulations* of ARRT, in which case, there is no right to a hearing) or the denial of renewal or reinstatement of a registration. All Registered Technologists and Candidates are required to comply with these Administrative Procedures; the failure to cooperate with the Ethics Committee or the Board of Trustees in a proceeding on a challenge may be considered by the Ethics Committee and by the Board of Trustees according to the same procedures and with the same sanctions as failure to observe the Rules of Ethics.

1. Ethics Committee
(a) Membership and Responsibilities of the Ethics Committee.
The President, with the approval of the Board of Trustees, appoints at least three Trustees to serve as members of the Ethics Committee, each such person to serve on the Committee until removed and replaced by the President, with the approval of the Board of Trustees, at any time, with or without cause. The President, with the approval of the Board of Trustees, will also appoint a fourth, alternate member to the Committee. The alternate member will participate on the Committee in the event that one of the members of the Ethics Committee is unable to participate. The Ethics Committee is responsible for (1) investigating each alleged breach of the Rules of Ethics and determining whether a Registered Technologist or Candidate has failed to observe the Rules of Ethics in the Standards, and determining an appropriate sanction; and (2) periodically assessing the Code of Ethics, Rules of Ethics and Administrative Procedures in the Standards and

recommending any amendments to the Board of Trustees.

(b) The Chair of the Ethics Committee. The President, with the approval of the Board of Trustees, appoints one member of the Ethics Committee as the Committee's Chair to serve for a term of two years as the principal administrative officer responsible for management of the promulgation, interpretation, and enforcement of the *Standards of Ethics*. The President may remove and replace the Chair of the Committee, with the approval of the Board of Trustees, at any time, with or without cause. The Chair presides at and participates in meetings of the Ethics Committee and is responsible directly and exclusively to the Board of Trustees, using staff, legal counsel, and other resources necessary to fulfill the responsibilities of administering the *Standards of Ethics.*

(c) Preliminary Screening of Potential Violation of the Rules of Ethics. The Chair of the Ethics Committee shall review each alleged violation of the Rules of Ethics that is brought to the attention of the Ethics Committee. If in the sole discretion of the Chair (1) there is insufficient information upon which to base a charge of a violation of the Rules of Ethics, or (2) the allegations against the Registered Technologist or Candidate are patently frivolous or inconsequential, or (3) the allegations if true would not constitute a violation of the Rules of Ethics; the Chair may summarily dismiss the matter. The Chair may be assisted by staff and/or legal counsel of ARRT. The Chair shall report each such summary dismissal to the Ethics Committee.

(d) Alternative Dispositions. At the Chair's direction and upon request, the Executive Director of ARRT shall have the power to investigate allegations and to enter into negotiations with the Registered Technologist or Candidate regarding the possible settlement of an alleged violation of the Rules of Ethics. The Executive Director may be assisted by staff members and/or legal counsel of ARRT. The Executive Director is not empowered to enter into a binding settlement, but rather may recommend a proposed settlement to the Ethics Committee. The Ethics Committee may accept the proposed settlement, make a counterproposal to the Registered Technologist or Candidate, or reject the proposed settlement and proceed under these Administrative Procedures.

(e) Summary Suspensions. If an alleged violation of the Rules of Ethics involves the occurrence, with respect to a Registered Technologist, of an event described in paragraph 3 of the Rules of Ethics, or any other event that the Ethics Committee determines would, if true, potentially pose harm to the health, safety, or well being of any patient or the public, then, notwithstanding anything apparently or expressly to the contrary contained in these Administrative Procedures, the Ethics Committee may, without prior notice to the Registered Technologist and without a prior hearing, summarily suspend the registration of the Registered Technologist pending a final determination under these Administrative Procedures with respect to whether the alleged violation of the Rules of Ethics in fact occurred. Within five working days after the Ethics Committee summarily suspends the registration of a Registered Technologist in accordance with this provision, the Ethics Committee shall, by certified mail, return receipt requested, give to the Registered Technologist written notice that describes (1) the summary suspension, (2) the reason or reasons for it, and (3) the right of the Registered Technologist to request a hearing with respect to the summary suspension by written notice to the Ethics Committee, which written notice must be received by the Ethics Committee not later than 15 days after the date of the written notice of summary suspension by the Ethics Committee to the Registered Technologist. If the Registered Technologist requests a hearing in a timely manner with respect to the summary suspension, the hearing shall be held before the Ethics Committee or a panel comprised of no fewer than three members of the Ethics Committee as promptly as practicable, but in any event within 30 days after the Ethics Committee's receipt of the Registered Technologist's request for the hearing. The applicable provisions of paragraph 2 of these Administrative Procedures shall govern all hearings with respect to summary suspensions, except that neither a determination of the Ethics Committee, in the absence of a timely request for a hearing by the affected Registered Technologist, nor a determination by the Ethics Committee or a panel following a timely requested hearing is appealable to the Board of Trustees.

2. Hearings

Whenever the ARRT proposes to take action in respect to the denial of an application for certification (for reasons other than failure to meet the criteria as stated in Article II, Sections 2.03 and 2.04 of the *Rules and Regulations* of ARRT, in which case there is no right to a hearing) or of an application for renewal or reinstatement of a registration, or in connection with the revocation or suspension of a certificate or registration, or the censure of a Registered Technologist for an alleged violation of the Rules of Ethics, it shall give written notice thereof to such person, specifying the reasons for such proposed action. A Registered Technologist or a Candidate to whom such notice is given shall have 30 days from the date the notice of such proposed action is mailed to make a written request for a hearing. The written request for a hearing must be

accompanied by a nonrefundable hearing fee in the amount of $100. In rare cases, the hearing fee may be waived, in whole or in part, at the sole discretion of the Ethics Committee. Failure to make a written request for a hearing and to remit the hearing fee (unless the hearing fee is waived in writing by the ARRT) within such period shall constitute consent to the action taken by the Ethics Committee or the Board of Trustees pursuant to such notice. A Registered Technologist or a Candidate who requests a hearing in the manner prescribed above shall advise the Ethics Committee of his or her intention to appear at the hearing. A Registered Technologist or a Candidate who requests a hearing may elect to appear by a written submission which shall be verified or acknowledged under oath. Failure to appear at the hearing or to supply a written submission in response to the charges shall be deemed a default on the merits and shall be deemed consent to whatever action or disciplinary measures which the Ethics Committee determines to take. Hearings shall be held at such date, time, and place as shall be designated by the Ethics Committee or the Executive Director. The Registered Technologist or the Candidate shall be given at least 30 days' notice of the date, time, and place of the hearing. The hearing is conducted by the Ethics Committee with any three or more of its members participating, other than any member of the Ethics Committee whose professional activities are conducted at a location in the approximate area of the Registered Technologist or the Candidate in question. In the event of such disqualification, the President may appoint a Trustee to serve on the Ethics Committee for the sole purpose of participating in the hearing and rendering a decision. At the hearing, ARRT shall present the charges against the Registered Technologist or Candidate in question, and the facts and evidence of ARRT in respect to the basis or bases for the proposed action or disciplinary measure. The Ethics Committee may be assisted by legal counsel. The Registered Technologist or Candidate in question, by legal counsel or other representative if he or she desires (at the sole expense of the Registered Technologist or Candidate in question), shall have the right to call witnesses, present testimony, and be heard in his or her own defense; to hear the testimony of and cross-examine any witnesses appearing at such hearing; and to present such other evidence or testimony as the Ethics Committee shall deem appropriate to do substantial justice. Any information may be considered which is relevant or potentially relevant. The Ethics Committee shall not be bound by any state or federal rules of evidence. A transcript or an audio recording of the hearing is made. The Registered Technologist or Candidate in question shall have the right to submit a written statement at the close of the hearing. In a case where ARRT proposes to take action in respect to the denial of an application for certification (for reasons other than failure to meet the criteria as stated in Article II, Sections 2.03 and 2.04 of the *Rules and Regulations* of the ARRT) or the denial of renewal or reinstatement of a registration, the Ethics Committee shall assess the evidence presented at the hearing and make its decision accordingly, and shall prepare written findings of fact and its determination as to whether grounds exist for the denial of an application for certification or renewal or reinstatement of a registration, and shall promptly transmit the same to the Board of Trustees and to the Registered Technologist or Candidate in question. In the case of alleged violations of the Rules of Ethics by a Registered Technologist, the Ethics Committee shall assess the evidence presented at the hearing and make its decision accordingly, and shall prepare written findings of fact and its determination as to whether there has been a violation of the Rules of Ethics and, if so, the appropriate sanction, and shall promptly transmit the same to the Board of Trustees and to the Registered Technologist in question. Potential sanctions include denial of renewal or reinstatement of a registration with ARRT, revocation or suspension of a certification or registration or both with ARRT, or the public or private reprimand of a Registered Technologist. Unless a timely appeal from any findings of fact and determination by the Ethics Committee is taken to the Board of Trustees in accordance with paragraph 3 below, the Ethics Committee's findings of fact and determination in any matter (including the specified sanction) shall be final and binding upon the Registered Technologist or Candidate in question.

3. Appeals

Except as otherwise noted in these Administrative Procedures, the Registered Technologist or Candidate may appeal any decision of the Ethics Committee to the Board of Trustees by submitting a written request for an appeal within 30 days after the decision of the Ethics Committee is mailed.

American Registry of Radiologic Technologists®
1255 Northland Drive
St. Paul MN 55120
(651) 687-0048, ext. 580

The written request for an appeal must be accompanied by a nonrefundable appeal fee in the amount of $250. In rare cases, the appeal fee may be waived, in whole or in part, at the sole discretion of the Ethics Committee. In the event of an appeal, those Trustees who participated in the hearing at the Ethics Committee shall not participate in the appeal. The remaining members of the Board of Trustees shall consider the decision of the Ethics Committee, the files and records of

ARRT applicable to the case at issue, and any written appellate submission of the Registered Technologist or Candidate in question, and shall determine whether to affirm or to overrule the decision of the Ethics Committee or to remand the matter to the Ethics Committee for further consideration. In making such determination to affirm or to overrule, findings of fact made by the Ethics Committee shall be conclusive if supported by any evidence. The Board of Trustees may grant re-hearings, hear additional evidence, or request that ARRT or the Registered Technologist or the Candidate in question provide additional information, in such manner, on such issues, and within such time as it may prescribe. All hearings and appeals provided for herein shall be private at all stages. It shall be considered an act of professional misconduct for any Registered Technologist or Candidate to make an unauthorized publication or revelation of the same, except to his or her attorney or other representative, immediate superior, or employer.

4. Publication of Adverse Decisions

Final decisions that are averse to the Registered Technologist or Candidate will be communicated to the appropriate authorities of all states and provided in response to inquiries into a person's registration status. ARRT shall also have the right to publish any adverse decisions and the reasons therefore. For purposes of this paragraph, a "final decision" means and includes: a determination of the Ethics Committee relating to a summary suspension, if the affected Registered Technologist does not request a hearing in a timely manner; a non-appealable decision of the Ethics Committee or a panel relating to a summary suspension that is issued after a hearing on the matter; an appealable decision of the Ethics Committee from which no timely appeal is taken; and, in a case involving an appeal of an appealable decision of the Ethics Committee in a matter, the decision of the Board of Trustees in the matter.

5. Procedure to Request Removal of a Sanction

Unless a sanction imposed by ARRT specifically provides for a shorter or longer term, it shall be presumed that a sanction may only be reconsidered after at least three years have elapsed since the sanction first became effective. At any point after a sanction first becomes eligible for reconsideration, the individual may submit a written request ("Request") to ARRT asking the Ethics Committee to remove the sanction. The Request must be accompanied by a nonrefundable fee in the amount of $250. A Request that is not accompanied by the fee or which is submitted before the matter is eligible for reconsideration will be returned to the individual and will not be considered. In rare cases, the fee may be waived, in whole or in part, at the sole discretion of the Ethics Committee. The Request, the fee, and all documentation in support of the Request must be received by ARRT at least 45 days prior to a meeting of the Ethics Committee in order to be included on the agenda of that meeting. If the Request is received less than 45 days before the meeting, the Request will be held until the following meeting. The Ethics Committee typically meets three times a year. The individual is not entitled to make a personal appearance before the Ethics Committee in connection with a request to remove a sanction. Although there is no required format, the Request must include compelling reasons justifying the removal of the sanction. It is recommended that the individual demonstrate at least the following: (1) an understanding of the reasons for the sanction, (2) an understanding of why the action leading to the sanction was felt to warrant the sanction imposed, and (3) detailed information demonstrating that his or her behavior has improved and similar activities will not be repeated. Letters of recommendation from individuals who are knowledgeable about the person's current character and behavior, including efforts at rehabilitation, are advised. If a letter of recommendation is not on original letterhead or is not duly notarized, the Ethics Committee shall have the discretion to ignore that letter of recommendation. Removal of the sanction is a prerequisite to applying for reinstatement of certification and registration. If the Ethics Committee, in the exercise of its sole discretion, removes the sanction, the individual will be allowed to pursue reinstatement via the policies and procedures in place at that time, which may require the individual to take and pass the current certification examination.

There is a three-attempt limit for passing the examination and a three-year limit within which the three attempts must be completed. Individuals requesting reinstatement will not be allowed to report CE credits completed while under sanction in order to meet the CE requirements for Registration ARRT reserves the right to change its policies and procedures from time to time and without notice to anyone who is under a sanction or is in the process of seeking to remove a sanction. If the Ethics Committee denies removal of the sanction, the decision is not subject to a hearing or to an appeal, and the Committee will not reconsider removal of the sanction for as long as is directed by the Committee.

BILL OF RIGHTS

- The patient has the right to considerate and respectful care.
- The patient has the right and is encouraged to obtain from

physicians and other direct caregivers relevant, current, and understandable information about his or her diagnosis, treatment, and prognosis.

- Except in emergencies when the patient lacks the ability to make decisions and the need for treatment is urgent, the patient is entitled to a chance to discuss and request information related to the specific procedures and/or treatments available, the risks involved, the possible length of recovery, and the medically reasonable alternatives to existing treatments along with their accompanying risks and benefits.

- The patient has the right to know the identity of physicians, nurses, and others involved in his or her care, as well as when those involved are students, residents, or other trainees. The patient also has the right to know the immediate and long-term financial significance of treatment choices insofar as they are known.

- The patient has the right to make decisions about the plan of care before and during the course of treatment and to refuse a recommended treatment or plan of care if it is permitted by law and hospital policy. The patient also has the right to be informed of the medical consequences of this action. In case of such refusal, the patient is still entitled to appropriate care and services that the hospital provides or to be transferred to another hospital. The hospital should notify patients of any policy at the other hospital that might affect patient choice.

- The patient has the right to have an advance directive (such as a living will, health care proxy, or durable power of attorney for health care) concerning treatment or designating a surrogate decision-maker and to expect that the hospital will honor that directive as permitted by law and hospital policy.

- Health care institutions must advise the patient of his or her rights under state law and hospital policy to make informed medical choices, must ask if the patient has an advance directive, and must include that information in patient records. The patient has the right to know about any hospital policy that may keep it from carrying out a legally valid advance directive.

- The patient has the right to privacy. Case discussion, consultation, examination, and treatment should be conducted to protect each patient's privacy.

- The patient has the right to expect that all communications and records pertaining to his/her care will be treated confidentially by the hospital, except in cases such as suspected abuse and public health hazards when reporting is permitted or required by law. The patient has the right to expect that the hospital will emphasize confidentiality of this information when it releases it to any other parties entitled to review information in these records.

- The patient has the right to review his or her medical records and to have the information explained or interpreted as necessary, except when restricted by law.

- The patient has the right to expect that, within its capacity and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically appropriate and legally permissible, or when a patient has so requested, a patient may be transferred to another facility. The institution to which the patient is to be transferred must first have accepted the patient for transfer. The patient also must have the benefit of complete information and explanation concerning the need for, risks, benefits, and alternatives to such a transfer.

- The patient has the right to ask and be told of the existence of any business relationship among the hospital, educational institutions, other health care providers, and/or payers that may influence the patient's treatment and care.

- The patient has the right to consent to or decline to participate in proposed research studies or human experimentation or to have those studies fully explained before they consent. A patient who declines to participate in research or experimentation is still entitled to the most effective care that the hospital can otherwise provide.

- The patient has the right to expect reasonable continuity of care and to be informed by physicians and other caregivers of available and realistic patient care options when hospital care is no longer appropriate.

- The patient has the right to be informed of hospital policies and practices that relate to patient care treatment, and responsibilities. The patient has the right to be informed of available resources for resolving disputes, grievances, and conflicts, such as ethics committees, patient representatives, or other mechanisms available in the

institution. The patient has the right to be informed of the hospital's charges for services and available payment methods.

The collaborative nature of health care requires that patient and/or their families and surrogates participate in their care. The effectiveness of care and patient satisfaction with the course of treatment depends, in part, on the patient's fulfilling certain responsibilities:

- Patients are responsible for providing information about past illnesses, hospitalizations, medications, and other health-related matters.

- Patients must take responsibility for requesting additional information or clarification about their health status or treatment when they do not fully understand the current information or instructions.

- Patients are responsible for making sure that the health care institution has a copy of their written advance directive if they have one.

- Patients are responsible for informing their physicians and other caregivers if they anticipate problems in following prescribed treatment.

- Patients also should be aware that the hospital has to be reasonably efficient and equitable in providing care to other patients and the community. The hospital's rules and regulations are designed to help the hospital meet this obligation.

- Patients and their families are responsible for being considerate of and making reasonable accommodations to the needs of the hospital, other patients, medical staff, and hospital employees.

- Patients are responsible for providing necessary information for insurance claims and for working with the hospital as needed to make payment arrangements.

- A patient's health depends on much more than health care services. Patients are responsible for recognizing the impact of their lifestyles on their personal health.

Last revised: Dec 11, 2003 Date of last revision
Please send comments to
kellogg@is.dal.ca

ASRT Code of Ethics

(American Society of Radiologic Technologists)

Preamble

Ethical professional conduct is expected of every member of the American Society of Radiologic Technologists and every individual registered by the American Registry of Radiologic Technologists. As a guide, the ASRT and the ARRT have issued a code of ethics for their members and registrants. By following the principles embodied in this code, radiologic technologists will protect the integrity of the profession and enhance the delivery of patient care.

Adherence to the code of ethics is only one component of each radiologic technologist's obligation to advance the values and standards of their profession. Technologists also should take advantage of activities that provide opportunities for personal growth while enhancing their competence as caregivers. These activities may include participating in research projects, volunteering in the community, sharing knowledge with colleagues through professional meetings and conferences, serving as an advocate for the profession on legislative issues and participating in other professional development activities.

By exhibiting high standards of ethics and pursuing professional development opportunities, radiologic technologists will demonstrate their commitment to quality patient care.

Code of Ethics

The radiologic technologist conducts himself or herself in a professional manner, responds to patient needs and supports colleagues and associates in providing quality patient care.

The radiologic technologist acts to advance the principal objective of the profession to provide services to humanity with full respect for the dignity of mankind.

The radiologic technologist delivers patient care and service unrestricted by concerns of personal attributes or the nature of the disease or illness, and without discrimination on the basis of sex, race, creed, religion or socio-economic status.

The radiologic technologist practices technology founded upon theoretical knowledge and concepts, uses equipment and accessories consistent with the purpose for which they were designed and employs procedures and techniques appropriately.

The radiologic technologist assesses situations; exercises care, discretion and judgment; assumes responsibility for professional decisions; and acts in the best interest of the patient.

The radiologic technologist acts as an agent through observation and communication to obtain pertinent information for the physician to aid in the diagnosis and treatment of the patient and recognizes that interpretation and diagnosis are outside the scope of practice for the profession.

The radiologic technologist uses equipment and accessories, employs techniques and procedures, performs services in accordance with an accepted standard of practice and demonstrates expertise in minimizing radiation exposure to the patient, self and other members of the health care team.

The radiologic technologist practices ethical conduct appropriate to the profession and protects the patient's right to quality radiologic technology care.

The radiologic technologist respects confidences entrusted in the course of professional practice, respects the patient's right to privacy and reveals confidential information only as required by law or to protect the welfare of the individual or the community.

The radiologic technologist continually strives to improve knowledge and skills by participating in continuing education and professional activities, sharing knowledge with colleagues and investigating new aspects of professional practice.

CAMPUS REGULATIONS

As stated in the Wallace College Student Handbook/Catalog,
Sanctions and Appeals process is as follows:

Code of Student Conduct
As members of the learning community at the institution, students have a number of rights, privileges, and responsibilities. Those rights and privileges include the right to sound and professionally presented instructional programs and the right to due process in instances involving disciplinary actions or academic grievances. The Code of Student Conduct is the standard of conduct by which students and organizations are expected to abide. They shall be aware of the Code and know they will be held accountable for its provisions. By enrollment at the College, a student or organization neither relinquishes rights nor escapes responsibilities of local, state, or federal laws and regulations. The College has an interest in maintaining a campus environment that is conducive to the educational mission in addition to the safety, health, and well-being of all students and other individuals on campus. Students and organizations are obligated to abide by the rules and policies established by the College. Students at the College are considered responsible adults, serious of purpose, and enrolled for the primary purpose of furthering educational goals. It is assumed that students enrolling at the College are mature, have a desire for constructive learning, and are attending with that purpose in mind. Common courtesy and cooperation are expected of all students. Interference, injury, or intentional attempt to injure or interfere with the personal or property rights of any person, whether a student member of the College community or a visitor to the College, is strictly prohibited.

Note: Faculty and staff members (including College counselors) and students should note that any expectation of confidentiality does not include any illegal act. Faculty and staff members (including College counselors) are required to notify law enforcement and College officials when they learn of a criminal act.

Application. The Code of Student Conduct applies to individual students and student organizations and is applicable to on- and off-campus College functions. Any student or group involved in unacceptable or prohibited conduct shall be disciplined in a manner commensurate with the nature and severity of the act of misconduct. Any indication of facts that could cause imminent danger or harm to the health, safety, and welfare of the accused, students, faculty members, other individuals, or College property, or any indication of mental or physical harassment of students (hazing) by an organization or student may result in immediate interim suspension of the organization or student by the designated College official on each campus. This interim suspension may continue only for a period of 72 hours until such time as a disciplinary hearing is held to consider the matter. Imposition of the sanctions stated above may be stayed pending appeal, at the discretion of the President of the College, on written request by the student or organization.

Misconduct. Student conduct is expected to be in accordance with standards of common decency and decorum, with recognition of and respect for personal and property rights of others and the educational mission of the College. A student shall be subject to disciplinary action by the College, up to and including permanent expulsion, for misconduct on any property owned or controlled by the College; or off College property at any function that is authorized, sponsored, or conducted by the College; or in parking lots adjacent to areas or buildings where College functions are being conducted. Such misconduct shall include, but is not limited to, the commission of or attempt to commit any of the following acts:

01. 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 instruments of identification with intent to defraud (cheating is defined as dishonesty in completing academic assignments, such as having in one's possession materials other than those specifically approved by one's instructor during tests; submission of work that was prepared by someone else to an instructor as one's own work; plagiarism, representation of someone else's writing or ideas as one's own; and assistance in the foregoing practices). Plagiarism is the act of using the words and/or work of another author and attempting to pass it on as one’s own work. Examples of plagiarism include, but are not limited to, a student’s submitting,

under his/her own name, an essay, report, research paper, or some other assignment that has been written in part or in whole by another person. Plagiarism also occurs when a pattern exists of failing to document and punctuate materials from research sources appropriately (as designated by the instructor and the research style that the instructor requires and publishes to his/her students) and/or the consistent failure to document accurately and in proper style any material that is not common knowledge, which the student has included in an assignment.

02. Forging, altering, or misusing College documents, records, or identification.
03. Issuing a worthless check made payable to the College or to its Bookstore. A student will be notified by the Business Office when a check for tuition, books, fees, or other charges is returned for insufficient funds. The student will have 72 hours in which to satisfy that obligation. If the obligation is not satisfied in that time the student's enrollment will be voided.
04. Failure to properly comply with any reasonable direction given by a College official acting within the capacity and performance of his/her position.
05. Violation of written College rules, policies, or regulations.
06. Obstruction or disruption of teaching, research, administration, service, disciplinary procedures or policies and/or procedures of clinical affiliates while at their sites, other College activities, or other activities on College premises. An instructor has the obligation to maintain order in the classroom to preserve the integrity of the learning environment. If a student's behavior disturbs or otherwise interferes with instruction, the student will be asked to leave the class. The student may be allowed to return to the next class meeting after consultation with the instructor and a third party. The third party may be another faculty member, division director, or a dean. The instructor may have a consultation with the division director and the Dean, Student Affairs and Sparks Campus to determine if the student should appear before the Judiciary Committee.
07. Destruction, damage, or misuse of College, public, or private property (the student is responsible for any damage done to College property).
08. 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.
09. Conviction of any misdemeanor or felony that adversely affects the educational environment of the College.
10. Obtaining College services by false pretenses including, but not limited to, misappropriation or conversion of College funds, supplies, equipment, labor, material, space, facilities, or services.
11. Hazing, i.e., any mental or physical requirement or obligation placed on a person by a member of any organization, or by an individual or group of individuals that could cause discomfort, pain, or injury or that violates any legal statute or College rule, regulation, or policy. ***Hazing*** has been defined as, but is not limited striking, laying open hand on, treating with violence, or offering to do bodily harm to a person with intent to punish or injure the individual, or other treatment of a tyrannical, abusive, shameful, insulting, or humiliating nature. Hazing is any action 117 taken or situation created, whether on or off College premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule, including servitude often called *personal favors*. The College does not approve of or condone hazing; thus, activities of this nature shall be dealt with promptly and sternly.
12. Lewd, obscene, licentious, or indecent conduct or verbal or written threat of such action against another person, **including sexual harassment/misconduct**.
13. Harassment, intimidation, bribery, physical assault, etc., or any other means, implied or explicit, to influence any member of a judicial body named in the Code, including witnesses, faculty members, staff members, and students before, during, or after a hearing. Organizations shall be responsible for the actions of their individual members, alumni, advisors, etc. in this type of situation.
14. Possession of firearms or weapons (including hunting guns, bows, crossbows, etc.), ammunition, explosives, fireworks, or any other dangerous instruments.

15. Intoxication from, or the possession and/or consumption of, any alcoholic beverage or non-prescribed controlled substance.
16. Unauthorized manufacture, sale, delivery, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law.
17. Theft, accessory to theft, and/or possession and/or transportation and/or sale of stolen property.
18. Physical abuse, threat of violence, intimidation, and physical or mental harassment.
19. Trespassing or unauthorized entry.
20. Entering false fire alarms, tampering with fire extinguishers, alarms, or other safety equipment.
21. Publishing, aiding in publishing, circulating, or aiding in circulation of anonymous publications or petitions of a libelous, slanderous, scurrilous, or unduly offensive nature.
22. Smoking or using any tobacco product in classrooms, laboratories, library-media buildings, gymnasiums, or other locations where prohibited (including clinical sites).
23. Playing a device such as a tape player, radio, or other electronic device in hallways, classrooms, or any other place where such activity would interfere with normal activity of the College.
24. Any form of illegal activity defined by state or federal law or municipal ordinance.
25. Disruptive or disorderly conduct that interferes with the rights and opportunities of those who attend the College to use and enjoy College facilities.
26. Failure to obtain clearance from an instructor to leave a class, lab, clinical, or campus during class/clinical hours.
27. Failure to wear appropriate dress for the department in which the student is enrolled.
28. Participation in any form of gambling.
29. Unauthorized possession of a key to any College facility or vehicle.

If a student violates any of the provisions listed above while engaged as a representative of a student organization, the organization will be subject to having its approval suspended or terminated.

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. If still not satisfied, move to step 5.
5. The student should read the Judgments section of this policy carefully before contacting the Dean, Student Affairs for a hearing before the Admissions and Academic Standards Committee.

As a last resort and only after steps 1-5 have been carried out or conscientiously attempted, a student may take a grievance in writing to the Dean, Student Affairs and the chairperson of the Admissions and Academic Standards Committee. The grievance must be filed within 20 class days of the term following that in which the grievance occurred. No instructor or administrator shall be allowed to delay resolution of an academic

grievance by failing to hold a consultation with a student within a reasonable length of time of the initial request. Normally such consultation should occur immediately after receipt of the student request, unless bona fide reasons such as illness, personal emergency, or campus absences for professional reasons make the time limit unreasonable. In some instances, when the personalities or problem involved would make starting at the level of the complaint too awkward or embarrassing; students may initiate a complaint at the next higher level listed.

Types of Grievances. No list of grievance types could cover all contingencies that might arise. However, this procedure should be able to resolve the following types of grievances, which are among those expressed most often by students:

1. Errors in calculating or recording quiz or other grades.
2. Improper lowering of grade on basis of an alleged violation of an attendance policy.
3. Failure of a faculty member to follow College policies in conduct of classes or examinations.
4. Capricious or unreasonable actions by a faculty member or administrator that intimidate students or adversely affect their performance.
5. Failure of a faculty member to grade, return, and discusses assigned work within a reasonable time, e.g. before subsequent assigned work is scheduled for completion or before a subsequent examination.
6. Failure of a faculty member to provide student with copies of grading policies, course requirements, course procedures, and changes in announced policies without due notice and explanation. Certain types of grievances should not be brought to the committee, although they may be brought to the attention of the Department Chairperson and, if necessary, the appropriate dean so that a continuing administrative effort may be made to ameliorate problems. Examples of these grievances include:

    - Gross differences in grading by instructors teaching separate sections of the same course.
    - Personal habits of the instructor that distract students in their attempts to learn course material.
    - 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.
    - Unannounced quizzes will not be considered a grievance, unless they are contrary to the class syllabus or information provided to the class by the instructor.

Role of the Admissions and Academic Standards Committee. There shall be 9 voting members of one or more academic standard committees to be appointed by the President of the College as follows: 7 professional employees and 2 students. A simple majority of members present may rule on any request or issue before the committee. The role of the Admissions and Academic Standards Committee shall be to hear academic grievances, to hear academic appeals for students who have been suspended from the College for academic reasons, and to provide input on College policies. The chairperson shall be the administrative officer of the committee. The chairperson's duties shall include arranging for appropriate times and places for committee meetings and hearings; informing committee members of the times and places of committee meetings and hearings; informing, in writing, all interested parties of the times and places of committee hearings that they are requested to attend and supplying them with a statement of alleged grievances; informing all other interested parties that a grievance is pending; securing and distributing to the committee written material appropriate for its consideration; arranging for recording of committee proceedings; maintaining committee records that are to be kept on permanent file in the Office of the Dean, Student Affairs; and informing, in writing, appropriate individuals of the decisions of the committee. Members of the committee may at any time disqualify themselves from consideration of any given case or cases because of personal bias. In such a case, a replacement member will be appointed by the President. Either party to the hearing may request of the chairperson, in writing, that any member or members of the committee be excluded from consideration of the case. Such a request must be for just cause and be brought to the chairperson's attention as the first step in the hearing. In the event a member is disqualified by majority vote of the committee from consideration of a case, the President shall appoint a replacement. The replacement must meet the general requirements of regular committee members.

Procedures for Hearing. Each Admissions and Academic Standards Committee may establish and publish its own procedures in accordance with provisions for academic due process and in accordance with the stipulation stated below: The only people present at meetings of the committee shall be committee members, parties to the action being considered by the committee and their representatives (not to exceed 2), witnesses actually testifying before the committee, and 2 representatives of the Student Affairs Division. The College and the complainant may have an attorney present during the hearing. The attorneys may only advise. They may not cross examine, question, or address the committee in any way. The committee, as a whole, shall arrange for a swift and comprehensive investigation of the matter under consideration. It shall then decide, on the basis of written statements and discussions presented by the complainant and respondent, and review of evidence, whether or not there are sufficient grounds to hear a case and whether or not the committee will accept written statements in lieu of personal appearances by witnesses. If the committee decides that there are not sufficient grounds to hear a case and closes the case, it shall notify the complainant and respondent in writing as to the reasons for its actions. If the committee determines that the case merits further consideration, the parties involved shall be informed in writing; consulted as to the possibility of correcting the situation; and, if a hearing is still required, be advised in writing of the scheduled time and place of the hearing. At the hearing, the complainant, individuals directly involved, and witnesses may testify and be questioned by the opposite party and committee members. Only evidence presented in the hearings may be considered in the final judgment. Written statements by witnesses in lieu of personal appearance shall not be allowed except in rare instances. A record of the hearing, tape recorded or otherwise preserved, shall be reserved for reference and review until the case has been finally resolved.

Judgments. Committee members shall arrive at a judgment in consultation among themselves after the parties have been dismissed. Only members of the committee who have been present during all of the meetings and who have heard all testimony relating to the alleged grievance may vote on the case. A majority vote of such qualified members shall constitute a judgment. A decision of the committee relating to redress of grievances is final insofar as the committee is concerned. The committee has been delegated by the President the authority to change or direct changes in student grades, faculty conduct, or other disputed areas. A course of action deemed appropriate by the committee shall be carried out unless the student or faculty member chooses to appeal the committee's decision to the President of the College or designee. The appeal must be made in writing to the President or designee no later than 7 calendar days after the date of the committee's decision and must be resolved within a maximum of 30 calendar days. If redress requires a policy change or if a policy change appears advisable or necessary, the committee shall refer its recommendations to the President of the College or appropriate administrator.

How to Reference JRCERT Standards for an Accredited Educational Program in Radiology

Wallace Community College Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), whereas the program must comply with JRCERT Standards for an Accredited Educational Program in Radiology. These standards can be referenced on-line at www.jrcert.org Go to www.jrcert.org then Program and Faculty then JRCERT Standards in Radiology.

Procedure for Allegations of Non-Compliance with JRCERT Standards

Students obtain the right to submit allegations against a Joint Review Committee on Education in Radiologic Technology (JRCERT)-accredited program if there is some reason to believe that the program has acted contrary to JRCERT accreditation standards or those conditions at the program appears to jeopardize the quality of instruction or the general welfare of its students.

The student must **first** attempt to resolve any formal/program grievance with institution/program officials by following the grievance procedure outlined in the institution/program. If the student is unable to resolve complaint with institution/program officials or believes that the concerns have not been properly addressed, he or she may then submit allegations of non-compliance directly to the JRCERT. The institution/program grievance policy can be located in the *College Catalog*, *Class Syllabi* and *Clinical Education Handbook*. The Joint Review Committee on Education in Radiologic Technology (JRCERT) can be accessed at www.jrcert.org.

ACKNOWLEDGEMENT OF CLINICAL EDUCATION HANDBOOK

I have received and have thoroughly read the Student and Clinical Education Handbook for student radiographers at Wallace College. I understand the policies and regulations contained therein and the responsibilities to be undertaken.

I understand that failure to comply with the established policies may result in suspension or withdrawal from the Radiologic Technology Program.

Student agreement of compliance will be verified and recorded for all students through Trajecsys®.

Respiratory Therapist Program
Wallace Community College

Student Handbook

Revised 02/2021

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INTRODUCTION

The purpose of this manual is to provide information regarding policies and procedures within the Respiratory Therapist Program of Wallace Community College, so as to provide consistent and equitable treatment throughout the Respiratory Therapy Program.

Any revisions or addendum to this handbook will be provided in writing to each student and will become effective at the time specified on the written notice.

The faculty of the Respiratory Therapist Program welcomes each student and encourages each one in attaining his/her career goals. It is the intent of the faculty to support the success of each student by providing additional help and cooperation as needed. The faculty is available to answer any questions and assist with any problems that may arise.

Ms. Judith L. Harrell, MHS, BS, RRT
Program Director
Respiratory Therapist Program
Wallace Community College
jharrell@wallace.edu

RESPIRATORY THERAPY

A. Health Profession in Demand

The field of Respiratory Therapy, one of the fastest growing, medical professions, needs dynamic, motivated individuals to serve the needs of critically-ill adults, children, and newborns. In addition Respiratory Care professionals play an integral part in the rehabilitation of patients suffering from a variety of cardiopulmonary diseases.

Whether in the intensive care unit, emergency room, rehabilitation clinic or even the patient's home, the respiratory care practitioners will be called upon to administer various treatment modalities/medications, perform diagnostic procedures, and/or manage sophisticated life support equipment.

Although the majority of Respiratory Therapists are employed by hospitals, opportunities to practice outside of the standard hospital setting are in demand. Other opportunities for the Respiratory Therapist include emergency transport and education.

II. Goals and Objectives

The overall goal of the Associate in Applied Science Degree in Respiratory Therapy is "To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs)" as defined by the CoARC. A respiratory therapist is responsible for the administration, under physician's prescription, of many types of breathing therapeutics, utilizing specialized breathing equipment, aerosol, and humidity administration. The respiratory therapist works closely with the physician and also directly with the patient in the treatment situation, an attractive feature of this career.

The Respiratory Therapist Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC).

III. Required Competencies

Respiratory Therapist Students must demonstrate numerous competencies representing all three learning domains: the cognitive, psychomotor, and affective domains. Students learn, practice, and verify these competencies in a number of settings including the classroom, laboratory, and clinic. Respiratory therapy laboratories provide students with the opportunity to view demonstrations, evaluate and practice with medical devices, and perform simulated clinical procedures. In addition to the cognitive skills required in the class room, students must demonstrate psychomotor skills in manipulation of patients and equipment, as well as general professional behaviors, like team-building and interpersonal communications. To satisfy laboratory and clinic requirements, students must perform all procedures without critical error.

Wallace Community College
RESPIRATORY THERAPIST PROGRAM

Wallace Community College will provide reasonable accommodations for students with special needs. Students are responsible for reporting their needs to the ADA Compliance Office and providing proper documentation of their disabilities. For detailed information on available services and eligibility, contact the ADA Compliance officer on the Wallace Campus at 334-556-2587; by fax at 334-556-2575; or in writing to ADA Compliance Officer, Wallace Community College, 1141 Wallace Drive, Dothan, AL 36303.

The following functions are the **Minimum Physical Abilities** required in order to fulfill the duties of a Respiratory Therapist student.

ESSENTIAL FUNCTIONS FORM
Wallace Community College

Respiratory Therapist Program

The Alabama Community College System endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective and social abilities are required in unique combinations to provide safe and effective respiratory therapy care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the respiratory therapist program with or without reasonable accommodations. The respiratory therapist program and/or its affiliated clinical agencies may identify additional essential functions. The respiratory therapist program reserves the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the respiratory therapist program one must possess a functional level of ability to perform the duties required of a respiratory therapist. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary for the respiratory therapist program. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations provided will be determined and applied to the respective respiratory therapist program and may vary from reasonable accommodations made by healthcare employers.

The essential functions delineated below are necessary for respiratory therapist program admission, progression and graduation and for the provision of safe and effective physical therapy care. The essential functions include but are not limited to the ability to:

WALLACE COMMUNITY COLLEGE
Respiratory Therapist Program
ESSENTIAL FUNCTIONS VERIFICATION
(To be completed and turned in after acceptance at New Student Orientation)

DIRECTIONS:

Read each function and the example of behavioral criteria for each. Respond in the appropriate column as to whether you fully meet the criteria (100%) or are unable to fully meet the criteria (less than 100%) You **need to be very honest about your responses.** If you respond **LESS** than 100% to any criterion, please explain in the space provided or enclose additional information. You must read and respond to **EACH** criterion and signify your status on the last page. **YOUR PHYSICIAN MUST ALSO VERIFY YOUR STATUS ON THE LAST PAGE.**

DISCLAIMER

The following statement of criteria is not intended as a complete listing of RPT practice behaviors but is a sampling of the types of abilities needed by the RPT student to meet program objectives and requirements. The RPT Program or its affiliated agencies may identify additional critical behaviors or abilities needed by students to meet program or agency requirements. The RPT Program reserves the right to amend this listing based on the identification of additional standards of criteria for RPT students.

FUNCTIONS	EXAMPLES OF CRITERIA	100%	LESS	EXPLANATION
Cognitive and critical thinking abilities are sufficient to make clinical judgments and meet laboratory objectives and requirements.	1. Can comprehend new knowledge and apply it in RPT practice 2. Can analyze situations and identify cause-effect relationships 3. Can organize, program-solve, and make decisions 4. Can meet mental competency requirements of the Alabama Board of Respiratory Therapy. 5. Can compute mathematical problems 6. Can operate a computer after an orientation			
Interpersonal abilities are sufficient to interact purposefully and effectively with others.	1. Can establish rapport with individuals 2. Can interchange ideas in a group 3. Can perceive emotions displayed by others 4. Can convey sensitivity, respect, tact, and a mentally healthy attitude in interpersonal relationships			
Fine motor skills and hand/eye coordination are sufficient to safely fulfill laboratory objectives and requirements.	1. able to manipulate small objects and dials on equipment 2. Can manipulate objects without extraneous motions, tremors or jerking 3. Can write the English language legibly, Using correct grammar and syntax.			
Auditory ability is sufficient to communicate effectively with others, to monitor and assess patient status, and to fulfill all laboratory objectives and requirements.	1. Can hear high and low frequency sounds, such as telephones, monitor alarms, emergency signals, weak cries of infants and weak calls for help			
FUNCTIONS	**EXAMPLES OF CRITERIA**	**100%**	**LESS**	**EXPLANATION**

Visual ability is sufficient to monitor and assess patient status and to fulfill laboratory objectives and requirements Instruments to enhance or correct vision are portable, usable in small spaces and in varying levels of light and do not disrupt care or cause discomfort to patients.	1. Am able to discern the full spectrum of colors and to distinguish color changes 2. Can accurately read numbers and letters in fine print, such as would appear on therapist or monitoring equipment in varying levels of light (daylight to very dim light) 3. Can read for long periods of time 4. Can read cursive writing such as would be found on patient's charts 5. Can detect changes in the Environment			
Tactile ability and sense of smell are sufficient to assess patients and the environment.	1. Can palpate and count pulses 2. The use of a stethoscope to obtain blood pressure and breath sounds. 3. Can discern physical characteristics through touch, such as texture, shape, size, location, and others 4. Can smell body and environmental odors, such as infected wounds or burning electrical equipment			
Communication abilities are sufficient to convey thoughts in verbal and written form so that they are understood by others.	1. Has sufficient English language abilities to understand printed materials, classroom lectures; instructional, medical, or other directives; and patient questions and/or responses 2. Has sufficient English language abilities to be understood in verbal and written communications 4. Can teach a concept and test for understanding 5. Can interpret feedback or messages			
Physical mobility is sufficient to fulfill classroom, clinical, and program objectives safely and effectively.	1. Can maintain balance in any position and can stand on both legs for long periods of time. Move from room to room in a timely manner, maneuver in small spaces, & climb stairs. 2. Can freely move all joints through functional range of motion 3. Can achieve certification in cardiopulmonary resuscitation at the BCLS (Basic Cardiac Life Support) level			
Strength (gross motor skills) and endurance are sufficient to safely fulfill clinical laboratory objectives and requirements.	1. Can stand and walk for 10 hours or more in a clinical situation 2. Can position, lift, and transfer patients from all surfaces without injury to the patient, self, or others 3. Can push or pull heavy objects, such as occupied hospital bed, without injury to patient, self, or others			

Student's Name (please print) Student's Signature Date

Respiratory Therapist Program

HEALTH RECORD AND
STATEMENT OF ESSENTIAL FUNCTIONS
SIGNATURE PAGE

STUDENT STATEMENT

I have reviewed the Essential Functions for this program and I certify that to the best of my knowledge, I have the ability to perform these functions. I understand that a further evaluation of my abilities may be required and conducted by the RPT faculty, if deemed necessary, to evaluate my ability prior to admission to the program and for retention and progression through the program.

Student Signature Date

Student's Name (Printed)

PHYSICIAN STATEMENT

Is this person's mental and physical health sufficient to perform the classroom, laboratory, and clinical duties of the respiratory therapist student?

YES_____ NO_____

If no, please explain. (attach additional sheet if necessary)

Physician Signature Date

Physician's Name (Printed) Address Contact Number

THE RESPIRATORY THERAPIST CODE OF CONDUCT

The Respiratory Therapist Student Code of Professional Conduct is **supplementary** to the "Student Code of Conduct" published in the Wallace Community College Catalog. The faculty members of this program at Wallace Community College have an academic, legal and ethical responsibility to protect the public and health care community from inappropriate unprofessional conduct or unsafe behaviors in the practice of healthcare. Acceptance into the program commits the individual to abide by the Code of Professional Conduct. Each student will:

- Attain personal mastery of knowledge and skill in their designated health area through honest effort;
- Relate to those who receive your services with compassion, truthfulness, and respect;
- Relate to peers, teachers, and other caregivers in a spirit of collaboration and mutual respect;
- Recognize and honor privileged information from both patients and colleagues;
- Conduct him/herself in accordance with program policy and Wallace Community College policies.

Examples of unprofessional or unethical conduct include, but are not limited to:

- Conduct as determined by the faculty to be unbecoming or unethical in a person training to practice in a health related field or detrimental to the interests of the public, patients, students;
- Fraud or misrepresentation of themselves for obtaining medical information on persons outside their realm of clinical/fieldwork experience;
- Making false or misleading statements regarding one's level of skill or ability to treat persons;
- Use of any false, fraudulent or deceptive statement in any document connected with field of study;
- Engaging in inappropriate conduct with a patient;
- Impersonating another person licensed to practice in the health field;
- Use of substance(s) which impairs cognitive function and/or decision making;
- Conduct which is likely to deceive, and with potential to harm the public;
- Obtaining any payment for services by fraud or misrepresentation;
- Being found mentally incompetent or insane by a court of competent jurisdiction;
- Any offenses resulting in arrest which jeopardizes required cleared background check.

Unprofessional or Unethical conduct could mean immediate dismissal from the program.
I have carefully read the Wallace Community College Respiratory Therapist Professional Code of Conduct and hereby declare that I will adhere to this code from the time of signing and throughout my enrollment in a health program at Wallace Community College.

Student Signature_____ Witness Signature_____

Student (Print)_____ Witness Printed Name_____

Date_____ Date_____

RESPIRATORY THERAPIST PROGRAM
POLICIES AND PROCEDURES

In addition to program specific policies the Respiratory Therapist student is expected to abide by general student policies as stated in the WCC College Catalog and Student Handbook.

All respiratory therapist program students must maintain a grade of "C" in all courses in the curriculum in order to progress to the next term of instruction or to graduate. Students who fail to achieve a "C" or above in a major required course cannot progress and must withdraw from the Program but can apply for readmission. **A minimal grade of 75 constitutes a "C" in Respiratory Therapist courses.**

As outlined in the catalog all RPT students must achieve a grade of 80% or greater on each **Clinical Proficiency Examination** in order to progress to the next term of instruction or to graduate from the program. Only one retest per term will be permitted. However, the original grade will be used for the overall average for that course. The Clinical Proficiency Examination will be scheduled well in advance of the testing date, and will usually be preceded by a review session.

A course syllabus for each respiratory therapist course will be provided to each student stating the grading policy for that specific course. The grading policy for each course is based upon the discretion of each individual instructor as stated in the course syllabus.

IV. RPT Courses and Grades

A. Grading System

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

B. Course taught by the RPT Program.

1. The student receives a grade according to his/her level of performance in each course. Patient care demands at least a minimal level of competence; therefore, the student must achieve a "C" level of performance for progression to the next respiratory care sequential course. If a student scores less than the minimum required passing score, he/she will be allowed to retest only once after a conference for remediation with the Program Director and Director of Clinical Education. If the student scores less than the required minimum passing score on the retest the student will not be able to successfully complete the course objectives and a grade of "F" will be assigned at the end of the term unless the student initiates a course withdrawal request according to current college policy.

2. The student must perform all of the criteria for RPT laboratory practical with a minimal competency grade of "C". A student receiving a grade of "D" or below for his/her performance on the laboratory practical must withdraw from the RPT program. Students who withdraw or are unable to progress in the RPT program may apply for readmission the following year.

   The faculty reserves the right to require that a student demonstrate the minimally acceptable achievement in all portions of the program whether this be a unit of work within a course or the total course content. NOTE: ALL Clinical Proficiency Exams REQUIRE a minimum passing score of 80%.

3. If a student develops a pattern of poor practical exams, intervention from the course instructor to remediate the situation may be as follows:
    a. **The student** will schedule a conference with the instructor to discuss the student's grade and possibly determine reasons for the failing grade.
    b. After the instructor and student determine reason(s) for the grade, if appropriate, the instructor and student will make remediation plans regarding the student's grade. This will be done in one or several ways, such as:
        1) Read material pertaining to laboratory practical again, as well as additional material for better understanding.
        2) Write report or case study on material field.
        3) Other variables in assisting student to improve:
    c. The instructor has the final decision in how remediation should be handled.
        1) If the student cannot or will not comply with the instructors intervention or if the student receives a "D" or below, the student must withdraw from the RPT program.
        2) If a student receives a grade of "D" or below in any RPT course he/she must withdraw from the RPT program

V. Attendance

A. **Class**

NOTE: Students are expected to be in class EVERY CLASS DAY AND ON TIME.
Students are expected to attend all classes for which they are registered. Students should recognize at the beginning of their college career that a mature acceptance of their academic responsibilities is a requisite for accomplishment in college work; this applies particularly in the area of class attendance. Policies on workbooks, assignments, in-class projects and missed exams are addressed on each course syllabus. Allied Health Programs are extremely demanding of student time and energy and even one missed class day can result in academic difficulty. In order to meet the requirements for program completion in a CoARC accredited Respiratory Therapy Program and to be eligible for NBRC exams students are required to have sufficient quality and duration to meet program goals and acquire the competencies needed to practice in the Respiratory Therapy profession.

B. **Absence**

Upon **the Second absence** in any given course or clinical, the student will be referred to the Program Director and/or Director of Clinical Education for counseling.

C. **Clinical**

See Attendance policy under clinical policies and procedures

VI. Guidelines Concerning Attendance in RPT Lab Courses

Attendance for laboratory practice is strongly encouraged. The laboratory instructor will keep daily records to include absence, tardiness, and early departures. Success in the courses and the program are strongly related to laboratory participation.

NOTE: **Students are required to wear their clinical uniform (scrubs & Lab coats) to all labs**.

VII. Guidelines Concerning Examinations, Quizzes, and Make-Up Work

A. Daily quizzes, pop-tests, laboratory assignments, or other work which generates a daily grade **will not qualify** for make-up work. If an absence results in a missed daily grade, then the daily grade will stand as a **zero**. The decision to make exceptions to this rule rests with the individual instructor and individual situations would be considered only in light of "special circumstances".

B. **Major Examinations** are those examinations that count more than 20% of the final grade as a single test grade and will follow the RPT course calendar in blackboard. **Major Examinations** qualify for make-up work if the absence is considered excused**.** It is the responsibility of the student to schedule a make-up examination with the instructor immediately upon return to school. The request for make-up work should be rendered in writing. If the student does not schedule make-up with the instructor within **TWO days** after their return to classes, then the instructor may not allow a make-up examination and the grade will stand as a zero. **The highest possible score on a major exam that must be rescheduled due to absence is 85%.**

Major Examinations will always be scheduled well in advance, therefore if an absence is anticipated on an exam date; the student should notify the instructor in advance of the date of testing.

VIII. Program Completion/Readmission Policy

A. It is neither implied nor stated that a student enrolled in the Respiratory Therapist Program will complete their degree in a two year period. Actual program completion time will be determined by successful fulfillment of **all** program requirements. The time required for program completion will be affected by successful completion of all program requirements on a timely basis, student's course load per semester, and the availability of faculty, classes and laboratory competencies.

B. 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, 1141 Wallace Drive, Dothan, AL, 36303. 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 (80%) 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.

IX. Attitude

Students are expected to demonstrate interest, ability, and aptitude for responsibilities as a RPT student. Unsatisfactory conduct may be considered grounds for probation or dismissal from the RPT Program or the college. Disregard for patient's welfare, disinterest in studies (as shown by frequent tardiness and absences), failure to cooperate in class assignments and discussions, being disruptive in the classroom, and dishonesty on written examinations are examples of behaviors that can be interpreted as unsatisfactory conduct. All instructors reserve the right to dismiss a student from the classroom if disrespectful or disruptive behavior is exhibited toward the instructor(s) or fellow students.

X. Student Regulations

The RPT Program abides by the policies and procedures set forth by Wallace Community College and the Respiratory Therapist Program.

XI. Physical and/or Mental Disability

In the event that a student incurs a physical and/or mental disability while in the RPT Program, the student will be maintained only if the disability does not inhibit the effectiveness of the student in the clinical areas and does not present a safety hazard for patients, other students, or personnel. If an individual's health changes during the program of learning, so that the essential functions cannot be met with or without reasonable accommodations, the student will be withdrawn from the respiratory therapy program. The

respiratory therapy faculty reserves the right at any time to require an additional medical examination at the student's expense, in order to assist with the evaluation of the student's ability to perform the essential functions.

XII. Pregnancy Policy

Wallace Community College students must all adhere to the absentees/tardy policies of the school (see WCC catalog). Should a student need time off due to pregnancy, that student can continue in the regular curriculum sequencing should no more than three weeks total be missed during pregnancy, to include postpartum. All work and/or clinical must be made up before the end of that semester. If not, the student will receive a grade of "I" that must be resolved within the first six weeks of the next semester.

In the event of, but not limited to, such circumstances as pregnancy and delivery, hospitalization, prolonged illness, injury, or surgery, the student will be required to submit an updated Essential Functions Form from an approved health care provider that he/she is fit for duty prior to a return to the clinical area. Pregnant students must submit this verification at the beginning of each academic semester during the pregnancy and following delivery. Failure to do so may result in withdrawal from the clinical area.

Should the student be absent for more than three weeks, that student must withdraw and follow the readmission policy and guidelines. Special cases will be reviewed on an individual basis.

XIII. Disruptions

Cell phones, pagers, and other electronic communication devices are prohibited at clinical or during classroom or laboratory instruction. Students are not allowed personal use of the telephones at clinical sites.

Class should never be interrupted by activation of these devices. Use of these devices in Respiratory Therapist professional courses is considered unprofessional behavior. An emergency situation must be approved by the instructor before class.

XIV. Clinical Attendance

The student is expected to attend **ALL** clinical rotations at their scheduled times. Tardiness or absenteeism is not acceptable. The attendance habits developed in this program will carry over into the student's professional life after completion of the program. The hospitals take note of the attendance patterns of the students and this is a determining factor regarding potential employees. The attendance policy will be adhered to without exception.

Each student receives a daily grade on each assigned clinical day. These daily grades will not qualify for make-up work. Therefore, any clinical absence will result in a zero for the daily grade until makeup policy has been followed and makeup day completed.

Students enrolled in the respiratory therapy program clinical courses are subject to failing to successfully complete the clinical course objectives when they accumulate **more than** the following number of absence

RPT 210	1 CLASS MEETING
RPT 220	1 CLASS MEETING
RPT 230	1 CLASS MEETING
RPT 240	1 CLASS MEETING

Students who accumulate more than the allowable NUMBER of absences will be unable to complete course objectives and therefore a grade of "F" will be awarded upon course completion unless the appropriate make-up procedures are followed or the student initiates a request for withdrawal according to current college policy.

If the absence is of an excusable nature (as determined by program faculty) make-up time <u>MAY</u> be allowed. This would allow the student to continue in the program.

Application for make-up time must be made to the Clinical Director utilizing an appropriate request form.

A. Any absence must be reported to the clinical instructor 30 minutes prior to the scheduled time. The Director of Clinical Education (DCE) must be notified as well. Failure to notify the clinical instructor and DCE will result in the student being placed on probation. The second occurrence may result in the student being dismissed from the program.
B. Any student that arrives after the schedule clinical and lab time will be sent home, receive a zero for the day and will have to follow the make-up policy for clinical and lab absences. For all RPT on campus theory classes, students are expected to attend all classes and be on TIME!

C. The DCE must document that each student attends all of the clinical time they are assigned each semester. Therefore, **all clinical time missed must be made up.**

D. **<u>All</u>** make-up days must be approved through the Director of Clinical Education (DCE). The student must make-up time missed within two weeks of the absence.

E. If a student fails to attend a make-up day, another absence will be recorded in the attendance record and the student will be placed on probation. Upon the second occurrence of this nature the student will be dismissed from the program. **It is the student's responsibility to see that all make-up days are approved through the DCE's office.**

F. Although making up missed clinical time is required, it will not remove the absence from the student's attendance record. The day missed could still adversely affect the student's clinical grade.

G. If the student <u>must</u> leave the clinical site early, the time must be made up within the following week. The student will not be allowed to stay past the designated clinical time to leave early at a future date. Missed hours can only be made up after they are missed.

H. Students are not permitted to contact the clinical sites directly regarding clinical schedule changes. They must be coordinated through the Director of Clinical Education. Failure to comply will result in an absence for the day(s) affected.

I. Failure to follow the assigned clinical schedule times and locations without prior faculty approval will result in an **absence** for the day(s) and **Clinical Suspension**. Upon the second occurrence the student will be dismissed from the program.

J. Any clinical days missed due to disciplinary action will be subject to a reduction in the clinical grade as per policy for daily grades in clinical or lab.

K. All Respiratory Therapy seminars or meetings attended in lieu of clinical days will be documented with a paper written by the student describing the content of the event. The paper is to be attached to a daily evaluation form and turned in as usual on the next day of class.

XV. Application for make-up time must be made to the Clinical Director utilizing the appropriate request form.

The following procedure **<u>must</u> be strictly followed** in order to ensure that make-up time is allowed. If the student fails to complete the make-up procedure according to policy, they will be unable to meet course

objectives and would be awarded the grade of "F" at the end of the term unless they initiate a withdrawal request according to current college policy.

A. **FORM "A"** documenting a clinical absence and requesting make-up must be submitted to the Director of Clinical Education on the **FIRST** day the student returns to classes. **Failure to submit FORM "A" on the first day of return to classes** will result in the student being unable to make-up the absence and a grade of "F" will be issued at the completion of the course unless the student initiates a course withdrawal according to current college policy.

B. **FORM "A"** should be used by the student to **explain** why the absence should be considered "excused". Excused status is not automatic and absences which are not considered excused will not qualify for make-up. Students should be specific in the information provided on **FORM "A"** since this information will be used by program faculty to determine if the absence should be considered excused.

C. **FORM "A"** must be completed by the student and submitted to the Director of Clinical Education in order to obtain **FORM "B"** (CLINICAL MAKE-UP DOCUMENTATION).

   All make-up hours must be **scheduled** with a clinical instructor using **FORM "B"**. Any make-up hours not verified by a clinical instructor **will not** be accepted. **FORM "B"** must be submitted to the clinical instructor at the clinical site **BEFORE** any make-up work will be allowed. Form A and Form B are included in the student handbook.

D. Approved make-up hours will be completed within two weeks of the first day the student returns to classes, at the time scheduled by the Director of Clinical Education. Make-up time will be scheduled on the shift and on days at the convenience of the clinical instructor.

E. Once make-up time is scheduled with the clinical instructor the student must complete the make-up hours as scheduled.

F. Clinical instructors will verify make-up hours using **FORM "B"**. **FORM "B"** must be completed and submitted with a completed clinical log sheet at the end of the clinical session.

G. Exceptions to this strict policy will be made only in rare circumstances. The decision to modify any of these policy provisions rests with the Director for Clinical Education and Program Director.

H. Students must submit a **written request** for consideration of any exception on the calendar day of their return from absence.

FORM "A"
JUSTIFICATION FOR CLINICAL ABSENCE
AND
REQUEST FOR MAKE-UP

Student Name: _____

Current Date: _____

Date of Absence: _____

Reason for Absence:

_____

_____

_____

_____

_____

Supporting Documentation:

_____

_____

_____

_____

Doctor's Excuse yes no (please attach)
Court Summons yes no (please attach)
Other yes no (please attach)

Number of clinical absences this semester: _____
Number of total clinical absences this semester: _____
Conference required: yes no
Date and time of conference: _____ N/A
Make-Up approved: yes no

Signature of Clinical Director: _____ Date: _____

Signature of Student: _____ Date: _____

FORM “B”

CLINICAL MAKE-UP DOCUMENTATION

Name: _____

Student Number: _____

Date: _____

Clinical Make-Up Site: _____

Date for Clinical Make-Up: _____

Faculty Signature: _____

Documentation of Clinical Activity
(Attach clinical log sheet as necessary)

Signature of Clinical Instructor/Preceptor: _____

Date: _____

Time In: _____

Time Out: _____

Comments:

Student Signature: _____

XVI. Competencies/Evaluations

A. Each student will complete the prescribed clinical competencies as noted in their syllabi each semester, and a master list of the RPT competencies is provided below. The student must assure that these are completed. The proper sequence will be covered by the clinical director. It is the student's responsibility to see that all competencies are completed in the laboratory each semester. Clinical competencies are to be completed in accordance with the clinical course syllabi and the clinical core competencies master document.

B. If the student receives an evaluation that is unsatisfactory, or less than satisfactory they will be counseled. Upon the second unsatisfactory evaluation, the student is on probationary status and re-evaluated by the Director of Clinical Education. Upon the third unsatisfactory evaluation, the student will be dismissed from clinical resulting in dismissal from the program. No Exceptions!

C. Failure to safely perform a critical skill in the clinical setting will result in remediation of the student. Upon the second failure the student will be dismissed from the program.

D. Evaluations are turned in to the designated faculty weekly. These evaluations are to be completed by the preceptor. Any information that is forged will result in expulsion from the program.

RPT CLINICAL COMPETENCIES

Adjunctive Breathing Techniques
Arterial Line Monitoring
Arterial Line Sampling
Arterial Puncture
Bacteriologic Surveillance
Basic Spirometry
Bedside Pulmonary Function
Breath Sounds
Bronchoscopy Assisting
Capillary Sampling
Changing ventilator circuit
Chest Percussion and Postural Drainage
Chest Tubes
Chest X-Ray Interpretation
CPAP
CVP and PAP Monitoring
DPI Administration
ECG
Endotracheal Suctioning
End-Tidal Monitoring
Equipment processing
Extubation
Flutter Valve Therapy
Hand Washing

Vest Airway Clearance System
Incentive Spirometry
Initiation of Mechanical Ventilation
Initiation on Newborn Mechanical Ventilation
Intrapulmonary Percussive Ventilation
Intubation
Isolation Procedures
Manual Resuscitation
MDI Administration
Monitoring Mechanical Ventilation
Monitoring Cuff Pressure
Monitoring Newborn Mechanical Ventilation
Nasotracheal Suctioning
NON-Invasive Mechanical Ventilation
Oxygen Administration
Oxygen Concentrations
Oxygen Supply Systems
PEP Mask Therapy
Physical Assessment
Pressure Support
Pulse Ox Monitoring
Small Volume Neb Therapy
Spontaneous Breathing Parameters
Tracheostomy and Stoma care
Transcutaneous Monitoring
Vital Signs
Wave Form Analysis

XVII. Clinical Grades and Evaluation Tools

All students are recorded and accessed in the Trajecsys ® program utilized by the program and obtained through the WCC Bookstore. Students are required to keep updated and accurate records of clinical attendance and performance in the system. Students are required to clock in at the Clinical Center daily, using the Trajecsys ® program.

Each student receives a daily grade. The grade consist of the daily evaluation tool which includes the clinical log sheet of activities performed during the clinical rotation for each assigned clinical day. These documents are provided for the student in this handbook to assess prior to beginning clinical rotations. Clinical absence will result in a zero for the daily grade until makeup policy has been followed and makeup day completed.

Each student will be evaluated by the clinical instructor who was in charge during the student's clinical rotations for each particular clinical area. Grade computation may vary from semester-to-semester. Grade composition for each semester will be provided to the student at the beginning of each semester.

Students are accountable for completing all components of the clinical grade. The student will receive a grade of "I" until all components are completed. If after six (6) weeks the grade is not changed, it becomes an "F".

Wallace Community College and the Respiratory Therapist Program are **adult** educational programs. Students are expected to conduct themselves as adults and attend classes in a responsible manner. When absences do occur, the student must understand the impact they may have on academic progress within the program.

WALLACE COMMUNITY COLLEGE
ALABAMA COLLEGE SYSTEM
RPT FIRST YEAR CLINICAL EVALUATION TOOL

Psychomotor Task Evaluation
Clinical faculty routinely uses the following scoring system when evaluating student performance of specific tasks in **5 categories**, for which there is a **total of 100 points possible**.

Each category is worth:
0 points to 20 points.

A task score of 0 in the safety task may result in the student's removal from the clinical site and/or a mandatory remedial counseling session with the DCE and/or Program Director.

Failure of the clinical component of the course will occur if a student incurs "0's" on three different days throughout the clinical experience. The student must also meet the requirements for the number of successful care plan as determined by the Director of Clinical Education. Care plans that are not submitted on time per the clinical instructor's requirements will receive a grade of 0 as per the rubric.

Student Signature _____ **Student Name (printed)** _____

Date_____

WALLACE COLLEGE
RPT
FIRST YEAR CLINICAL EVALUATION TOOL

Student Name: _____ Clinical site: _____

Unit/Floor: _____Semester/Year _____

Competency										
I. Professionalism: Demonstrates professionalism: 1. Maintains appropriate professional interactions at all times to include, dress code, punctuality, confidentiality and personal integrity. 2. **If a score of 0 applies student will be sent home with no makeup rotation according to the policy of the Respiratory**										
II. Safety: 1. Safely and **c**onsistently performs all aspects of patient care while keeping the clinical instructor informed of patient status.										
III. Clinical paperwork to include clinical log sheet: 1. Complete and submitted on time per clinical instructor requirements. **Documentation:** 2. Begins to document patient care correctly, and in a timely manner. Student begins to use computer charting, and use patient data base.										
IV. Assessment: 1. Begins to collect and apply appropriate subjective/objective patient data to physical patient assessment and all body systems.										

2. Begins to identify potential/actual patient diagnoses for selected patients.										
V. Critical Thinking **1.** Begins to demonstrate the ability to transfer learning from one situation to another. **2.** Begins to incorporate suggestions into the learning experience.										
TOTAL										

Date:

.

Students Initials											
Instructors Initials											

Student initials indicate that student has read the evaluation and has had the opportunity to discuss it with the instructor

Clinical Progress Notes

Student Comments **Instructor Comments (REQUIRED)**

WALLACE COMMUNITY COLLEGE
ALABAMA COLLEGE SYSTEM
SECOND YEAR RPT CLINICAL EVALUATION TOOL

Psychomotor Task Evaluation
Clinical faculty routinely uses the following scoring system when evaluating student performance of specific tasks in **5 categories**, for which there is a **total of 100 points possible**.

Each category is worth:
0 points to 20 points.

A task score of 0 in the safety task may result in the student's removal from the clinical site and/or a mandatory remedial counseling session with the DCE and/or Program Director.

Failure of the clinical component of the course will occur if a student incurs "0's" on three different days throughout the clinical experience. The student must also meet the requirements for the number of successful care plan as determined by the Director of Clinical Education. Care plans that are not submitted on time per the clinical instructor's requirements will receive a grade of 0 as per the rubric.

Student Signature _____ **Student Name (printed)** _____

Date_____

WALLACE COLLEGE
SECOND YEAR RPT
CLINICAL EVALUATION TOOL

Student Name: _____ Clinical site: _____ Unit/Floor: _____Semester/Year _____

Date:

Competency												
I. Professionalism: Demonstrates professionalism: 3. Maintains appropriate professional interactions at all times to include, dress code, punctuality, confidentiality and personal integrity. 4. **If a score of 0 applies student will be sent home with no makeup rotation according to the policy of the Respiratory Program**												
II. Safety: Safely and **c**onsistently performs all aspects of patient care while keeping the clinical instructor informed of patient status.												
III. Clinical paperwork to include Clinical Log Sheet: 1. Completes and submits on time per clinical instructor requirements. 2. Organizes and carries out clinical assignment in timely manner 3. Documents patient care correctly and in a timely manner, with adequate use of computer charting, and use of patient's data base.												

IV. Assessment: 1. Collects appropriate subjective/objective patient data to physical patient assessment and all body systems. 2. Identifies potential/actual patient diagnosis for selected patients.												
V. Critical Thinking 1. Demonstrates ability to transfer learning from one situation to another. 2. Incorporates suggestions into learning experience												
TOTAL												

Students Initials												
Instructors Initials												

Student initials indicate that student has read the evaluation and has had the opportunity to discuss it with the instructor

Clinical Progress Notes

Student Comments **Instructor Comments (REQUIRED)**

Clinical Log Sheet

PATIENT ASSESSMENT	Observe	Perform	Total
INTRODUCTION			
VITAL SIGNS			
INSPECTION			
ASCULTATION			
INTERVIEW			
INSPECT CHEST X-RAY			
a)Verify ETTube Placement			
b)Abnormal Findings			

AEROSOL DRUG ADMINISTRATION	Observe	Perform	Total
JET NEB			
BAN NEB			
CONTINUOUS NEB			
IN-LINE NEB			
MDI			
DPI			

PEDIATRICS	Observe	Perform	Total
AEROSOL TX			
a)Jet Neb			
b)Ban			
c)Continuous Neb			
O_2 ADMINISTRATION			
PULMONARY HYGIENE			
a)Artificial Airway Suction			
b)NTS			

PULMONARY HYGIENE	Observe	Perform	Total
CPT			
HIGH FREQUENCY VEST PERCUSSION			
SPUTUM INDUCTION			
SUCTION (In-Line vent)			
SUCTION (Kit)			
NASOTRACHIAL SUCTION			
VAPORIZER			

PROTOCOLS	Observe	Perform	Total
O_2			
CPT			
AERO			
IS			
NTS			

ADJUNTIVE THERAPY	Observe	Perform	Total
FLUTTER VALVES			
PEP THERAPY			
BEDSIDE MECHANICS			

AIRWAY PLACEMENT & MANAGEMENT	Observe	Perform	Total
PLACEMENT OF ORALPHARYNX AIRWAY			
PLACEMENT OF NASALPHARYNX AIRWAY			
SPUTUM INDUCTION			
CHECK ET TUBE PLACEMENT			
STABALIZE ET TUBE			
CHECK CUFF PRESSURE			
VERIFY TRACH SIZE AND MAKE/CLEANING			
PLACEMENT OF PMV			
PERF. EXTUBATION PROCEDURE			
CO2 DETECTION			
BAG-VALVE-MASK			

MECHANICAL VENT	Observe	Perform	Total
VENT TESTING & TROUBLESHOOTING			
VENT Setup			
VENT ASSESSMENT			
WEANING/ PRESSURE SUPPORT			
BIPAP			
CPAP			

DIAGNOSTICS	Observe	Perform	Total
HEMODYNAMIC MONITORING			
Bronchoscopy			
Hyperbaric Medicine			

INFECTION CONTROL	Observe	Perform	Total
HAND WASHING/FOAMING			
EQUIPMENT PROCESSING			
ISOLATION PROCEDURES			

	Observe	Perform	Total
ER PROCEDURES			
OBSERVE EMERGENCY INTUBATION			

EDUCATION	Observe	Perform	Total
ASTHMA EDUCATION			
SMOKING CESSATION			
PRE-OP TEACHING FOR CABG			

HYPERINFLATION THERAPY	Observe	Perform	Total
INCENTIVE SPIROMETRY			
IPV			

O_2 ADMINISTRATION	Observe	Perform	Total
NASAL CANNULA			
SIMPLE MASK			
PARTIAL REBREATHER			
NON-REBREATHER			
HIGH FLOW CANNULA			

a)Ve with Wrights			
b)Vital Capacity			
c)NIF			
RAPID SHALLOW BEATHING INDEX			

ABG	Observe	PerformTotal	Total
Arterial Blood Gas (Puncture)			
A-line Arterial Blood Gas			
Infant Arterial Blood Gas			
Capillary Bllod Gas			

HIGH FLOW OXY MASK			
VENTURI MASK			
AFM			
AFT			
TRACH COLLAR			
T-TUBE			
HIGH FLOW DEVICE (OPTIFLOW)			

O2 CYLINDERS	Oserve	PerformTotal	Total
E SIZE CYLINDER			
PATIENT TRANSPORT WITH O_2			
USE & MAINT. OF O2 ANALYZ. & CAL.			

NEONATAL	Observe	Peform	Total
O2 Administration			
Suction			
Transcutaneous Monitoring			
Mechanical Ventilation			
Non-Invasive Ventilation			
CPAP			
BIPAP			

Preceptor Signature_____

Student Signature_____

Instructor Signature_____

DAILY PERFORMANCE EVALUATION:

Excellent_____

Acceptable_____

Unacceptable_____

XVIII. Clinical Policies and Procedures: The following policies are applicable to the Respiratory Therapist Program at Wallace Community College. Any breach of these policies may lead to failure of the course in which the student is registered; dismissal from the program; dismissal and/or expulsion from the Health Division or College based on the severity of the breach. All offenses are categorized according to severity, and penalties are assigned according to the category of offense. A copy of the Wallace College, Dothan Respiratory Therapist Program Student Counselling report is included in this handbook to acquaint each student with its content.

XIX. Affiliate Specific Orientation (Aso)

Although Respiratory Therapy is fairly standardized, each clinical affiliate may have specific guidelines that must be recognized. Therefore, each clinical rotation may also require an "Affiliate Specific Orientation" which must be completed prior to attending clinical.

Dress Code:

Approved WCC, Dothan Uniforms (white lab coat with collar, Cherokee Revolution scrubs/Grape, and white clinical shoes) and identification badges are to be worn for all learning lab, clinical rotations and lectures or library activity on non-clinical days. If a student is out of uniform or does not have the identification badge, they will be sent home, and required to make-up the clinical time at a later date.

ALL CLINICAL SHOES MUST BE COMPLETELY WHITE. ABSOLUTELY NO CLINICAL SHOES WITH BRIGHT COLORS ALLOWED.

NOTE: THE APPROVED RESPIRATORY THERAPY CLINICAL UNIFORM MUST BE WORN ANYTIME A STUDENT IS AT A CLINICAL SITE OR ON CAMPUS FOR LAB/SKILLS SCHEDULED TESTING DATES. IF REPRESENTING THE PROGRAM FOR A SPECIAL EVENT, UNIFORM MUST BE WORN FOR THESE OCCASSIONS.

Make-up should be kept to a minimum. **THE ONLY JEWELRY THAT STUDENTS ARE ALLOWED TO WEAR DURING CLINICAL AND LAB ARE WEDDING RINGS**. No necklace, bracelets, earrings, etc. Only one second hand watch will be allowed in the clinical setting. Nail polish is not permitted. Fingernails should be kept clean and professional during clinical rotations! No long or acrylic nails.

ABSOLUTELY NO EARRINGS OR OTHER BODY PIERCING ARE ALLOWED.

Conservative tastes should be your guide to discretion. Hair must be worn up off the collar. All TATOOS must be covered up and not visible in the hospital or other clinical setting.

Personal Appearance

A. Good Personal Hygiene
B. Beard and/or moustache should be well groomed.
C. Hair should be kept neat. If hair exceeds shoulder length, it must be confined while in the clinical area to promote safety and prevent contamination.
D. Fingernails must be kept clean and trimmed to moderate length. Only clear fingernail polish is permitted. (False nails are not permitted)
E. Jewelry is restricted for all students to a watch with a second hand, wedding rings. No decorative necklaces, bracelets, program insignia, or other pins are allowed to be worn. ***Medic Alert jewelry may be worn if necessary. Medic Alert necklaces that can be tucked under the uniform are preferred.***
F. The use of tobacco products while on College property as well as Clinical Site property is strictly prohibited. In accordance with the College's Tobacco-Free Policy, a *tobacco product*

is defined as all tobacco-derived or containing products, including and not limited to, cigarettes (e.g., clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, hookah smoked products, pipes and oral tobacco (e.g., spit and spit less, smokeless, chew, snuff) and nasal tobacco. It also includes any product intended to mimic tobacco products, contain tobacco flavoring or deliver nicotine, to include water vapor emitting products.

G. No perfumes or colognes permitted.

Violation of any of the above policies will result in the student being sent home from the clinical site and will be counted absent.

Repeated counseling concerning the dress code can result in the student being dismissed from the clinical course. This would require that the student withdraw from the course according to college policy or be awarded the grade of "F" at the completion of the course for failure to meet course requirements.

Student Responsibilities

All students are expected to act in a mature, self-disciplined manner at all times. This behavior is necessary for the promotion of academic excellence and is outlined thoroughly in the Wallace Community College Catalog. It is suggested that the student take the time to review the Wallace Community Catalog issued by the College and available on the WCC website.

Professional Code of Conduct for Students in the RPT Clinical Phase

The student who is involved in the clinical education phase is responsible not only to Wallace Community College, but to the hospital; and ultimately to the patient as well. Students must be aware that the clinical agency has the contractual right to prohibit a RPT student from being placed at the agency. If the program is unable to place the student for completion of course or program requirements, the student will be required to withdraw (or will be administratively withdrawn) from the course/program.

NOTE: The instructor reserves the right to alter or modify these policies and guidelines in order to be in compliance with CoARC and the NBRC.

A. Student Behavior

While at the clinical sites, all students are expected to behave in a professional manner. Conduct should never be disruptive to patients or employees. Loud talking, horseplay, profanity, abusive language, or the use of alcohol or other drugs will not be tolerated. The use of tobacco products (including smoke-less tobacco) while at clinical is strictly prohibited. During school or clinical time a student who engages in inappropriate conduct will be asked by the designee to leave the hospital premises and will receive disciplinary action according to the Wallace Community College Student Handbook section in the College Catalog.

B. **Student/Preceptor Relationship**

Students are expected to maintain a respectful attitude toward the preceptor and/or the designated staff member(s). Students should follow the directions as given unless the student feels uncomfortable or lacks the skill(s) to perform the services. Students should seek clarification of any procedure that he/she feels is unfamiliar.

The ultimate responsibility for patient care lies with the staff of the rotation site. If a conflict arises between the student and anyone at the rotation site, the student will immediately retire from the conflict and notify the Director of Clinical Education or Clinical Instructor as soon as possible or no later than the completion of the shift.

C. **Falsification Of Records**
Dishonesty, cheating, or stealing, in any form, will not be tolerated. Students falsifying information, to include documentation on patient's records or student's records, will receive disciplinary action according to the Wallace Community College Catalog.

D. **Student/Patient Privacy**
All Respiratory Therapist students are held to the professional, legal, and ethical parameters of the Health Information Privacy and Accountability Act (HIPAA). Students must always respect the rights of the patients. These rights include the right to privacy, the right to dignity, the right to confidentiality of information, and the right to a sympathetic and compassionate understanding of the fears and insecurities which go along with being ill and hospitalized. The patient should always be treated as an individual of worth and dignity. The behavior of the student should inspire calm and confidence in the patient and should never be abrupt, hostile, condescending, or in any way unsettling to the patient.

E. **Disruptions**
Students are not allowed to have visitors during clinical hours. Electronic Communication devices are **Strictly Prohibited** in the clinical areas. The clinical supervisor (instructor, preceptor) or the clinical contact identified by the Program Director or Clinical Education Director is the emergency contact for the student's family or significant other.

F. **Smoking / Eating / Drinking**
Eating, or drinking is allowed in certain approved areas. Wallace Community College is a Tobacco free campus. **ABSOLUTELY NO SMOKING ALLOWED ON CAMPUS OR AT ANY CLINICAL SITE. No exceptions.**

G. **Identification**
All students are required to have a photo identification badge to utilize clinical agencies. The student is responsible for the cost of the photo ID and any replacement. Students will be dismissed for the day from the clinical experience if he/she does not have the ID badge in full sight while in the clinical agency.

H. **RPT Courses Cannot Be Taken As Audit**
It is now the policy of the Respiratory Therapist Program that no courses within the RPT curriculum will be made available for audit. This policy is effective as of February 7, 2002. Courses within the curriculum must be taken for credit even if a student chooses to repeat a course that has already been successfully completed.

I. **Repeating RPT Course For Credit**
If a student chooses to repeat an RPT course, that student is responsible for adherence to all rules, requirements, policies, and procedures. Failure to comply can result in counseling. Repeated counseling will result in the student being dismissed from the RPT program without the possibility of readmission. These guidelines and policies apply to all courses within the respiratory care curriculum. Other rules may apply to certain courses and the student is directed to each individual course's syllabus for more specific information concerning each individual course.

J. **Standards of Professionalism**
If at any time, a student disregards standards of professionalism or engages in behavior which endangers their self or others, he/she may be immediately removed from the clinical site. In this event, the student and the designee should contact the Director of Clinical Education.

Students who are deemed clinically incompetent will be removed from the clinical area. Repercussions are dependent on review of the allegations, demonstration by the student of the skills at the expected level of performance, and evaluation of the student's progress in the program. Repercussions are at the discretion of the reviewer(s).

K. **Drug Testing**

All RPT students must submit to initial and continuing drug testing at specified intervals, for cause or at random. Should the student refuse to abide by agency/WCC policy he/she will be administratively withdrawn from the course and may be denied readmission to the same or any other WCC health program.

L. **Clinical Rotation Compensation**

Each student will be required to sign the Student Clinical Rotation Contract prior to starting clinical rotations (see Student Clinical Rotation Contract form below)

Wallace Community College

Associate Degree Respiratory Therapist Program

STUDENT CLINICAL ROTATION CONTRACT

Student Name: _____

Student ID #: _____

I, _____, understand that the primary
(Student Name)
objective of the Respiratory Therapist program at Wallace Community College is to prepare program graduates to perform competently as a safe, professional respiratory therapist. In order to achieve this objective, it is necessary that each student complete _____ hours of clinical experience in a health care facility. Such experience is educational in nature and is designed to develop each student's professional skills in order that each student may demonstrate specific entry-level competencies upon program completion. Program objectives and entry-level competencies are stated in the College catalog.

As a condition for enrolling in the Respiratory Therapist program and subsequently participating in clinical experiences at

_____ to satisfy the requirements of
(Health Care Facility)

_____ during the _____
(Course Name and Number) (Semester)

semester, I, _____, understand that:
(Student Name)

1. I am a student at the College, enrolled in a clinical course requiring my presence at a health care facility;
2. I am not acting as an employee of the institution or of the health care facility
3. I am not expecting and will not receive compensation for participation in the clinical course from either the institution or the health care facility;
4. I have not been promised and am not expecting to be offered a job at the health care facility as a result of participation in the clinical course.

_____ _____
Student Signature Department/Division Chairperson Signature

_____ _____
Date Date

_____
Witness Signature

_____
Date

AARC Code of Ethics

As health care professional engaged in the performance of respiratory care, Respiratory Care Practitioners must strive, both individually and collectively, to maintain the highest personal and professional standards.

The principles set forth in this document define the basic ethical and moral standards to which each member of the American Association for Respiratory Care should conform.

The respiratory care practitioner shall practice medically acceptable methods of treatment and shall not endeavor to extend his/her practice beyond his/her competence and the authority vested in him/her by the physician.

The respiratory care practitioner shall continually strive to increase and improve his/her knowledge and skill and render to each patient the full measure of his/her ability. All services shall be provided with respect for the dignity of the patient, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The respiratory care practitioner shall be responsible for the competent and efficient performance of his/her assigned duties and shall expose incompetence and illegal or unethical conduct of members of the profession.

The respiratory care practitioner shall hold in strict confidence all privileged information concerning the patient and refer all inquiries to the physician in charge of the patient's medical care.

The respiratory care practitioner shall not accept gratuities for preferential consideration of the patient. He/She shall guard against conflicts of interest.

The respiratory care practitioner shall uphold the dignity and honor of the profession and abide by its ethical principles. He/She should be familiar with existing state and federal laws governing the practice of respiratory care and comply with those laws.

The respiratory care practitioner shall cooperate with other health care professional and participate in activities to promote community and national efforts to meet the health needs of the public.

#

AARC

Role Model Statement
For Respiratory Care Practitioners

As health care professionals engaged in the performance of cardiopulmonary care, the practitioners of this profession must strive to maintain the highest personal and professional standards. A most important standard in the profession is for that practitioner to serve as a role model in matters concerning health.

In addition to upholding the code of ethics of this profession by continually striving to render the highest quality of patient care possible, the respiratory care practitioner shall set himself/herself apart as a leader and advocate of public respiratory health.

The respiratory care practitioner shall participate in activities leading to awareness of the causes and prevention of pulmonary disease and the problems associated with the cardiopulmonary system.

The respiratory care practitioner shall support the development and promotion of pulmonary disease awareness programs, to include smoking cessation programs, pulmonary function screenings, air pollution monitoring, allergy warnings, and other public education programs.

The respiratory care practitioner shall support research in all areas where efforts could promote improved health and could prevent disease.

The respiratory care practitioner shall provide leadership in determining health promotion and disease prevention activities for students, faculty, practitioners, patients, and the general public.

The respiratory care practitioner shall serve as a physical example of cardiopulmonary health by abstaining from tobacco use and shall make a special personal effort to eliminate smoking and the use of other tobacco products form his/her home and work environment.

The respiratory care practitioner shall uphold himself as a model for all members of the health care team by demonstrating his/her responsibilities and shall cooperate with other health care professionals to meet the health needs of the public.

Revised Fall 2018

ACKNOWLEDGEMENT

I have received a copy and reviewed the Wallace Community College Respiratory Therapy Program general departmental policies. I understand this policy and agree to abide by the rules of the College and the program. I also understand that failure to abide by the rules could result in dismissal from the RPT program without the possibility of readmission.

Student Name (printed) _____

Signature: _____ Date: _____

Director, Clinical Education: _____ Date: _____

Program Director: _____ Date: _____

Surgical Technology Program

Wallace Community College

STUDENT HANDBOOK

Dennis M Davis, BA, CST, CSFA
Surgical Technology Instructor, Program Director
Heersink Family Health Science Building, Office 268C
334-556-6906
ddavis@wallace.edu

WALLACE COMMUNITY COLLEGE (334) 983-3521
TOLL FREE: 1-800-543-2426

Associate Degree Surgical Technology
Student Handbook
2022-2023

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Welcome

Welcome to the Surgical Technology (ST) program at Wallace Community College. We are committed to providing students with a learning environment that is conducive to personal growth. Students are involved as active participants in a variety of guided learning experiences.

Students are fostered by the surgical technology faculty as they endeavor to reach their optimal potential. As experiences progress from simple to complex, the responsibility of learning is upon the student. Planning, implementation, and evaluation of the curriculum are the responsibility of the surgical technology faculty.

The Surgical Technology Handbook has been developed to provide information about the surgical technology program; to clarify policies and to foster communication between students and faculty. It is imperative that the student becomes familiar with this information. Unless otherwise designated in a surgical technology course syllabus, these policies apply to each surgical technology course in which you enroll. **If, for any reason, routine progression through the program is interrupted, policies in the *Student Handbook* and *College Catalog* at the time of readmission will apply.**

The WCC College Catalog / Student Handbook (College Catalog) contains additional program information, as well as information and policies of the College. Students in the ST program must abide by the policies of both the College Catalog and the ST Student Handbook. Students accepted into the ST program are responsible for the information in each of the fore mentioned documents. Re-reading the College Catalog and ST Student Handbook each semester is strongly recommended.

Notification of Policy Changes

The ST program policies and information presented in the ST Student Handbook are subject to change. If changes are made, all students in the ST program will be notified in one or more of the following ways: announcement in class, Blackboard posting, email, printed memorandum, bulletin board postings, or U.S. mail.

Americans with Disabilities Act (ADA)

It is the desire of the Associate Degree Surgical Technology program to comply with the Americans with Disabilities Act. Students needing disability services or information should contact the Compliance Officer on the applicable campus:

Wallace Campus	Mr. Ryan Spry – (334) 556-2587
Sparks Campus	Mr. Earl Bynum - (334) 687-3543, ext. 4270

Program Accreditation and Graduation Requirements

ACCREDITATION:

Accreditation and Eligibility for Certification

The Surgical Technology program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, www.caahep.org), 9355-113th Street, North, 7709 Seminole, Florida 33775 (727-210-2350), on the recommendation of the ARC/STSA Review Board, 19751 East Main Street, Suite #339, Parker, CO 80138, (303) 694-9262.

Students who complete the Surgical Technology program are required to sit for the National Certification Exam. The exam will be given prior to the completion of the program at the college.

The National Board of Surgical Technology and Surgical Assisting (NBSTSA)
6 West Dry Creek Circle, Ste. 100 Littleton, CO 80120
Toll Free: 1.800.707.0057 FAX: 303.325.2536

GRADUATION REQUIREMENTS:

Comply with all formal procedures for graduation in accordance with College policy. See College Catalog. Completion of all course curriculum (See Curriculum) and clinical requirements.

Graduates are required to take the National Certification Exam from the National Board of Surgical Technology and Surgical Assisting

Establishing Eligibility to Test

The National Board of Surgical Technology and Surgical Assisting (NBSTSA) retains the sole authority to establish eligibility requirements and make all final decisions regarding eligibility.

Before testing, individuals must first establish eligibility by submitting the appropriate examination application form along with the correct fees. NBSTA does not refund processing fees for ineligible candidates.

Once approved the NBSTA will provide the Program Director with the Testing information which will allow the student to test for their CST prior to graduating. Once a student graduates and all documents are sent to NBSTA test scores will be released to the Program Director and Student.

NBSTA accepts all properly completed applications from qualified applicants regardless of the applicant's age, sex, race, religion, marital status, disability, or national origin.

Certified Surgical Technologist (CST) - Content Outline for Certification Exam

I) ***Perioperative Care:*** *105 items (Recall - 42, Application - 59, Analysis - 4)*
   A) *Preoperative Preparation: 29 items (Recall - 10, Application - 17, Analysis - 2)*
   B) *Intraoperative Procedures: 66 items (Recall - 28, Application - 36, Analysis - 2)*
   C) *Postoperative Procedures: 10 items (Recall - 4, Application - 6, Analysis - 0)*

II) ***Additional Duties:*** *20 items (Recall - 6, Application - 12, Analysis - 2)*
   A) *Administrative and Personnel: 10 items (Recall - 2, Application - 7, Analysis - 1)*
   B) *Equipment Sterilization and Maintenance: 10 items (Recall - 4, Application -5, Analysis - 1)*

III) ***Basic Science:*** *50 items (Recall - 20, Application - 30, Analysis - 0)*
   A) *Anatomy and Physiology: 30 items (Recall - 12, Application - 18, Analysis - 0)*
   B) *Microbiology: 10 items (Recall - 4, Application - 6, Analysis - 0)*
   C) *Surgical Pharmacology: 10 items (Recall - 4, Application - 6, Analysis - 0)*

Mission and Philosophy

Wallace Community College is part of The Alabama Community College System (ACCS).

WCC Surgical Technology MISSION STATEMENT

The mission of this Surgical Technology Program at Wallace Community College is to provide didactic and clinical instruction which will enable individuals to perform as competent, entry-level Surgical Technologists. The Surgical Technology Program at Wallace Community College is committed to accomplishing this mission through the use of quality instructional methods, including both traditional and technology based instruction, whereby students are assisted to achieve the academic knowledge and clinical skills necessary to perform and satisfy the need for Surgical Technologists in local and regional communities; while also preparing the students to sit for the certification exam.

Surgical Technology PHILOSOPY

The Surgical Technologists are significant participants on the health care team. The Surgical Technologist provides technical care of patients during surgery with awareness of the human dignity, individual uniqueness, physical, emotional, and spiritual needs. The Surgical Technologist should possess the competence in the technical phases of Surgical Technology and a sound understanding of the scientific principles of Surgical Technology. The Surgical Technologist is responsible for setting up the sterile field, supplying the appropriate supplies and instruments. The Surgical Technologist also functions as a "scrub" during surgical procedures in a variety of health care settings. The Surgical Technologist should develop the ability to make independent clinical judgments within the limits of the Surgical Technologist's responsibilities. The Surgical Technologist should exhibit strong ethical behaviors and attitudes.

Wallace Community College accepts the responsibility for supplying students with opportunities to learn the necessary information and skills and to obtain clinical practice required for national certification/regulation and entry-level competence in the field. As educators, faculty model the processes of learning, adapting, and changing as the environment and culture changes in accordance with sound scientific developments in education, instructional delivery methodology, medical science, and surgical technology science. We believe in providing our students with more than just manual skills. We believe that our students should know not only the "how to," but the "why." This should produce thinking individuals who will continue to grow and learn after they graduate and be able to demonstrate respect for the uniqueness of every individual.

It is the student's responsibility, however, to fully utilize the opportunities provided by this educational program. Additionally, the choice of a career is a personal decision, and, having chosen a particular profession, the individual must assume the profession's inherent responsibilities and adhere to established professional ethics and standards of practice.

Communication

Communication is an important part of the Associate Degree Surgical Technology program. Important information is communicated in a variety of ways to include announcements in class, mail, telephone, e-mail, Blackboard, the WCC website, myWCC, and bulletin boards.

FACULTY

Each semester, faculty members coordinate office hours around their instructional duties. *Students should make appointments to interact with faculty members during these times.* Faculty members can be contacted in person or via Blackboard, phone, or email.

Students are responsible for information given in class, lab or clinical. This information comes from the instructor. Please contact your instructor directly instead of calling the ST Program Office. In the event that a faculty member is not available for phone calls, they can alternatively be reached through Blackboard or email.

STUDENTS

It is very important that students maintain current contact information in the ST Program Office. Changes regarding a name, mailing address or phone number must be updated in both the ST Program Office and the Office of Admissions in Grimsley Hall.

BLACKBOARD

All courses at WCC are web-enhanced using Blackboard. Instructors use Blackboard as a primary means of communication with students.

WCC STUDENT EMAIL

WCC email is assigned for all enrolled students. Students are encouraged to use their student email account. It is recommended that students become familiar with their WCC student email account and check it on a regular basis.

The student email address if your first initial, last name, and last four digits of your social security number, all lower case, @student.wallace.edu.

Example: jdoe1234@student.wallace.edu

To login to student email visit www.wallace.edu and click on “Student Email”. Information regarding how to set up and use your student email account can be found on the WCC website at www.wallace.edu. Helpful information is located under “Current Students” then “Student Email Information”.

For more information or assistance, students should email its@wallace.edu or call (334) 556-2464.

EMERGENCIES

If you feel that the situation is life threatening or are uncertain as to the exact nature of the emergency, dial “9-1-1” directly and tell them your location on campus. For non-life threatening situations, contact the closest WCC employee for assistance.

WCC ALERT

Students are encouraged to sign up for “WCC Alert” by visiting www.wallace.edu/wccalert. This alert system provides mass electronic notification of emergency information to the campus community via email, text message, the WCC homepage, etc. Examples of emergencies include weather closings or delays, natural disaster, man-made disaster, active shooter, or other emergency as determined by College administrators.
This service is free. (Standard text messaging rates will apply.)

Contact Information

Wallace Community College
1141 Wallace Drive
Dothan, AL 36303
Phone: (334) 983-3521 or (800) 543-2426
www.wallace.edu

ST Program Office
Phone: (334) 556-6906
Fax: (334) 556-2530

CAMPUS POLICE
Students can contact the campus police at any time by calling **(334) 798-1381**.

ADMINISTRATIVE STAFF

Name	Extension	E-mail
Buntin, Ms. Kathy – Associate Dean, Health Sciences	2292	kbuntin@wallace.edu
McKnight, Ms. Sheila – Associate Dean, Health Sciences Secretary	2448	smcknight@wallace.edu
Davis, Mr. Dennis - Director/ Instructor, ST Program	6906	ddavis@wallace.edu
McNabb, Ms. Shannon – Allied Health Secretary	2388	smcnabb@wallace.edu
Clenney, Ms. Karen – Faculty Support/Simulation Center Coordinator	2365	kclenney@wallace.edu
Craig, Ms. Laricia – Retention Lab Coordinator	2504	lcraig@wallace.edu

Wallace Community College Policies

STUDENT ID POLICY

I) *Purpose*
   A. To enhance the safety and security of all personnel on Wallace Community College's campuses, ALL students will be required to obtain a photo identification card.
   B. This student ID will serve as the official means of identification for Wallace Community College.
      1. Unless a student loses/misplaces ID card, it will only need to be issued once.
      2. The first issued student ID is FREE. All replacements will cost $10.
         - Receipts from the Wallace Community College Business Office must be provided before being issued a replacement ID.
   C. Students will be required to wear student ID on their person at all times while on campus. Individuals not wearing proper identification will be asked what business they have on campus:
      1. If the answer is satisfactory (i.e. potential applicant filing for admissions/financial aid, visitors on campus tour), that individual will be allowed to continue with his or her business and immediately leave campus upon completion of that business.
      2. If individuals claim to be a student, College officials shall ask for their student ID. If none can be provided, the individuals will be asked to leave campus until they can return with a valid WCC student ID. Those who resist will be escorted off campus by the College Police and further disciplinary action may be taken if necessary.
   D. This initiative will provide a high quality, single-card system that allows efficient access to all card-related services throughout the college.
   E. This will also enable WCC to seek new and expanded uses of the card through improved and advanced technology.

II) *Scope*
   A. Students will be required to obtain a student ID card before attendance verification, as faculty will not allow a student to attend class without an ID past this date.
      1. Dates and times of ID drives will correspond with this time frame and will be announced at the beginning of each term.
   B. The student ID will also be used for discounts at local businesses on specified days (discount specifics found on back of student ID).

III) *Photo ID Policy*
   A. Students will be required to present proper government-issued photo identification before an ID card is issued.
   B. For ID pictures, Wallace Community College requires individuals to remove any items not worn as part of their daily appearance. The only exceptions are items worn for cultural or religious purposes.
      1. All bandanas, hats, sunglasses, visors, etc. are to be removed before picture is taken.

Approved: 02-23-2011

TOBACCO-FREE POLICY

Wallace Community College is committed to providing a safe and healthy environment for its employees, students and visitors. The College recognizes the right of persons to make their own decisions about their personal use of tobacco products away from the College. However, in light of findings of the U.S. Surgeon General that exposure to secondhand tobacco smoke and use of tobacco products are significant health hazards, it is the intent of the College to establish a tobacco-free environment on its campuses and in its vehicles. Consequently, the use, distribution, or sale of tobacco products, including the carrying of any lighted smoking instrument, in College buildings or in or upon other College premises or inside College owned, rented or leased vehicles, is prohibited. Wallace Community College employees, students, and visitors are not permitted to use tobacco products inside their private vehicles while on College property.

For the purposes of this policy, a tobacco product is defined as all tobacco-derived or containing products, including and not limited to, cigarettes (e.g., clove, bidis, kreteks), electronic cigarettes, cigars and cigarillos, hookah smoked products, pipes and oral tobacco (e.g., spit and spitless, smokeless, chew, snuff) and nasal tobacco. It also includes any product intended to mimic tobacco products, contain tobacco flavoring or deliver nicotine, to include water vapor emitting products. All College employees, students, visitors, and contractors are required to comply with this policy, which shall remain in force at all times. Any College employee or student found to be in violation of the tobacco-free policy will be subject to a monetary fine. Tickets will be issued by College Police officers for violations of the College tobacco-free policy. Monetary fines will be imposed as listed below, depending on whether the offender is an employee or student. Any visitor or contractor found to be violating the policy shall be asked to discontinue the disallowed activity, and any failure by a visitor or contractor to discontinue the disallowed activity after being requested to do so shall result in the visitor or contractor being escorted off the College premises by the College Police.

Student Fines

Any Wallace student found to have violated this policy shall be subject to the following fines:

- **1st student ticket – Warning**
- **2nd student ticket - $25.00 fine**

All fines must be paid within 7 days of ticketing. Fines that are not paid within the 7 days shall automatically double in amount. A student who has a pending fine or fines may not register for classes nor have transcripts released until all fines are paid in full. Any student desiring to appeal a fine arising from the finding of a tobacco-free violation under this policy may do so with the appropriate Campus Dean.

Health Science Program Policies

AUDITING FOR HEALTH SCIENCE CLASSES

Effective September 12, 2012, as approved by the Health Advisory Committee and as declared by The Alabama Community College System (ACCS), there shall be no auditing allowed for any health science classes.

BACKGROUND SCREENING POLICY FOR STUDENTS IN THE HEALTH SCIENCES

I **Policy Purpose**

A Education of Health Science students at Wallace Community College requires extensive collaboration between the institution and its clinical affiliates.
B The College and clinical affiliates share an obligation to protect, to the extent reasonably possible, recipients of health care from harm.
C The College desires to ensure that the health and safety of students and patients are not compromised and acknowledges that clinical affiliation agreements exist to provide students with quality clinical education experiences.

II **Standards of Conduct and Enforcement Thereof**

A Clinical affiliation agreements for programs within the health sciences contain contractual obligations to comply with the requirements set forth by health care facilities.
B Student enrolled in a health program at Wallace Community College must conform to the rules, policies, and procedures of the clinical affiliate in order to participate in clinical learning experiences.
C Wallace Community College requires background screening of all students choosing to enroll in a program within the Health Sciences.

III **General Guidelines**

A Any student accepted into, currently attending, or re-admitting to any program within the Health Sciences at Wallace Community College will be required to undergo an initial background screen.
B Types of screening to be conducted
1. Social Security Number Trace / ID Search to verify that the Social Security Administration issued the number provided by the individual and that it is not listed in the files of the deceased. The SSN trace will also locate additional names and addresses that may assist in locating jurisdictions for additional criminal searches.
2. Unlimited County Criminal Record Verifications to identify criminal convictions for all names and addresses revealed on the Social Security Trace.
3. The Alabama Statewide Search includes criminal convictions since 1987. These records contain information submitted to the State by courts from each county to other criminal justice agencies.
   - FACIS (Fraud and Abuse Control Information System) Database Searches to identify adverse actions of individuals and entities in the health care field, including information on disciplinary actions ranging from exclusions and debarments to letters of reprimand and probation. Among others, searches include the OIG, GSA, OFAC and National Terrorist Watch List.
   - Office of the Inspector General (OIG) List of Excluded Individuals/Entities identifies those individuals who have committed offenses deeming them ineligible to care for patients receiving Medicare, Medicaid and other Federal health care benefits.
   - General Services Administration (GSA) Excluded Parties List Service identifies the List of Parties Excluded (EPLS) that identifies those excluded throughout the US Government from receiving Federal contracts and certain types of Federal financial/non-financial assistance/benefits.

- Office of Foreign Assets Control (OFAC) List of Specially Designated Nationals (SDN) includes individuals associated with terrorism and Narcotics Trafficking.
- National Terrorist Watch List contains names of international terrorism suspects and those of people who aid them.

4. National Sex Offender Public Registry, maintained by the U. S. Department of Justice, returns complete profiles of sex offenders, including their convictions.
5. Professional License, Certification, or Designation Verification confirms validity of professional license(s) claimed by an individual. Verification usually consists of license type, date of issuance, expiration date, current standing and existing restrictions, if any, on the license. Disciplinary actions or suspensions may also be disclosed based on availability from the licensing authority.

IV **Student Guidelines**

A Consent

1. Submission of all information disclosed in the process of requesting a background screening will be the responsibility of the student.
2. The *Disclosure & Authority to Release Information* form required in on-line creation of an account through the College-approved vendor must be signed by the student.
3. A *Background Screening Consent and Release Form* containing appropriate signatures must be submitted to and a copy kept on file in the applicable health program office student file.
4. An *Acknowledgement of Receipt of the Background Screening Policy for Students in the Health Sciences* form containing appropriate signatures must be submitted and a copy kept on file in the applicable health program student file.

B Procedure Policies

1. Background screens will be scheduled and conducted by a College-designated vendor in accordance with program specific admission deadlines and/or semester start dates. Background screens performed by any other vendor or agency will not be accepted.
2. Students reinstated to a health program after an absence from program coursework of one semester or more, will be required to submit a screening update to the College-approved vendor.
3. All expenses associated with background screening, whether initial screens or updates, are the responsibility of the student.
   - Any applications of financial aid resources must follow aid-specific guidelines approved by the provider.
   - Any expenses not applicable to financial aid resources must be provided by the student.
4. Failure to complete the background screen by the published deadline and/or refusing to sign the consent, disclosure, and/or release authorization form(s) will prohibit a student from attending health program courses.
   - The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.
   - If the student does not officially withdraw, applicable procedures will be applied, including the use of a “never attend (NA),” “cease to attend (CA),” or “withdrawal failing (WF)” designation.
5. A student who experiences extenuating circumstances that prohibit completion of the background screen by the deadline should contact the Associate Dean, Health Sciences. In the event that a student is allowed to proceed with background screening beyond the designated deadline, he/she will not be allowed to attend any clinical experiences until the full background screen process is completed.

V **Results**

A Results of background screening are confidential and will be released only to the individual student and to the approved College designee.

B If required by affiliate contracts, clinical affiliates will be provided with a copy of negative results for students assigned to the specific agency.

C Receipt of a positive background screening report will require further review by the College designee and appointed affiliate representatives.

1. Background screens which could render a student ineligible to obtain clinical learning experiences include, but are not limited to:
   - Certain convictions or criminal charges which could jeopardize the health and safety of patients.
     (a) Crimes against the person, such as battery or assault.
     (b) Crimes based on dishonesty or untruthfulness, such as theft or embezzlement.
   - Drug or substance abuse-related crimes, including but not limited to, use, manufacture, distribution, possession, and/or purchase of illegal substances
   - Sanctions or debarment.
   - Felony or repeated misdemeanor activity.
   - Office of the Inspector General violations including inclusion of one's name on an excluded party list.
   - Other crimes as deemed ineligible by appointed affiliate representatives
2. In the event of a positive background screen, the student will be notified of the results by the College designee and the screening vendor.
3. Students will be provided an opportunity to challenge the accuracy of reported findings through the Adverse Action process provided by the College-approved vendor.
4. Students with a positive background screen will not be allowed to participate in clinical assignments pending resolution of the background finding.
5. Students who are unable to resolve positive background findings will not be allowed to continue in a health program at Wallace Community College. The student will be advised by the College designee as to their future eligibility for program re-entry and the mechanisms for readmission application to a health program.
   (a) The student will be advised to officially withdraw from registration in any courses within the applicable health program prefix.
   (b) If the student does not officially withdraw, applicable procedures will be applied, including the use of a "never attend (NA)," "cease to attend (CA)," or "withdrawal failing (WF)" designation.
   (c) Background screening results will be securely filed in the office of the College designee.
   (d) Any conditions associated with positive background screens, which, upon review by designated clinical affiliate representatives are deemed allowable, may still have licensure implications upon graduation from a health program.

ESSENTIAL FUNCTIONS FOR SURGICAL TECHNOLOGY PROGRAMS

A Surgical Technologist is a healthcare professional whose primary responsibility is to maintain the sterile field, understand the procedure being performed, anticipate the needs of the surgeon, maintain a current knowledge base, maintain quality patient care during the operative procedure, and maintain constant vigilance regarding the adherence of aseptic technique by all members of the surgical team and their surroundings. They handle the instruments, supplies, and equipment necessary before, during, and after the surgical procedure. In addition to the technical aspects of the profession, the technologist must always be aware of the patient's condition and needs.

Special Qualifications:

In addition to minimum requirements regarding Reading, Writing, and Math skills, the student must, unassisted:

1. Demonstrate ability to comprehend and interpret written material.

2. Be able to make appropriate judgment decisions.
3. Follow written and oral/verbal instructions in English. Possess short-term and long-term memory sufficient to perform tasks, e.g., mentally tracking surgical supplies and performing anticipation skills during the operation.
4. Synthesize information from written material and apply the knowledge to various situations.
5. Demonstrate the use of positive coping skills during patient, staff, and faculty interactions.

Psychomotor Qualifications:

1. Vision – normal, corrected. Demonstrate sufficient visual ability to load a fine (10-0) suture onto needles and needle holders with/without corrective lenses and while wearing safety glasses. Demonstrate sufficient peripheral vision to anticipate and function while in the sterile surgical environment.
2. Hearing – normal, corrected, or aid able. Hear and understand muffled communication without visualization of the communicator's mouth/lips and within 20 feet. Hear activation/warning signals on equipment.
3. Smell – able to detect odors sufficient to maintain environmental safety and patient needs.
4. Touch – normal tactile sensitivity. Manipulate instruments, supplies, and equipment with speed, dexterity, and good eye-hand coordination.

Physical Qualifications:

1. Able to stand, bend, stoop, and/or sit for long periods of time in one location with minimum / no breaks.
2. Able to lift a minimum of 20 pounds.
3. Able to refrain from nourishment or restroom breaks for periods up to 6 hours.
4. Ambulate/move around without assistive devices.
5. Able to assist with and/or lift, move, position, and manipulate patient who is unconscious with/without assistive devices.
6. Successfully complete a CPR certification course.

Communication Qualifications:

1. The ability to interact and verbally communicate with others. Demonstrate positive interpersonal skills during patient, staff, and faculty interactions.
2. Demonstrate calm and effective responses, especially in emergency situations.
3. Knowledge of basic written, grammar, and spelling skills.
4. Ability to communicate and understand fluent English both verbally and in writing.

The Alabama Community College System (ACCS) endorses the Americans' with Disabilities Act. In accordance with College policy, when requested, reasonable accommodations may be provided for individuals with disabilities.

Physical, cognitive, psychomotor, affective, and social abilities are required in unique combinations to provide safe and effective care. The applicant/student must be able to meet the essential functions with or without reasonable accommodations throughout the program of learning. Admission, progression, and graduation are contingent upon one's ability to demonstrate the essential functions delineated for the surgical technology programs with or without reasonable accommodations. The surgical technology program and/or its affiliated clinical agencies may identify additional essential functions. The surgical technology program reserves the right to amend the essential functions as deemed necessary.

In order to be admitted and to progress in the surgical technology program, one must possess a functional level of ability to perform the duties required of a surgical technologist. Admission or progression may be denied if a student is unable to demonstrate the essential functions with or without reasonable accommodations.

The essential functions delineated are those deemed necessary by the Alabama Community College System surgical technology program. No representation regarding industrial standards is implied. Similarly, any reasonable accommodations made will be determined and applied to the respective surgical technology program and may vary from reasonable accommodations made by healthcare employers.

Upon admission, an individual who discloses a disability can request reasonable accommodations. Individuals will be asked to provide documentation of the disability in order to assist with the provision of appropriate reasonable accommodations. Wallace Community College will provide reasonable accommodations, but is not required to substantially alter the requirements or nature of the program or provide accommodations that inflict an undue burden on the College. In order to be admitted, one must be able to perform all of the essential functions with or without reasonable accommodations.

If an individual's health changes during the program of learning, so that the essential functions cannot be met with or without reasonable accommodations, the student will be withdrawn from the surgical technology program. The surgical technology faculty reserves the right at any time to require an additional medical examination at the student's expense, in order to assist with the evaluation of the student's ability to perform the essential functions.

Requests for reasonable accommodations should be directed to:

Wallace Campus	Mr. Ryan Spry	(334)556-2587
Sparks Campus	Mr. Early Bynum	(334)687-3543

HEALTH RECORDS POLICY

Validation and documentation of required health records must be received in the ST Program Office by all students enrolled in the ST program. **Students that fail to submit required records by the announced deadline(s) will not be allowed to continue in the program.**

All students are required to have a physical examination at the student's expense. The physical examination / health requirements protect the student by identifying any potential or real health problems that may be exacerbated by the demands of the clinical portion of the program.

Health professions are strenuous, both physically and psychologically. The student's ability to handle these demands must be established. It is also imperative that students do not expose clients or agency personnel to communicable disease, or risk their safety due to the inability to handle the physical or psychological stress of client care.

The following are required for ALL students:

1. PHYSICAL EXAMINATION – A **physical examination**, completed within the past year, is required for all new students. The physical must be signed by a licensed physician or nurse practitioner. The examination must be documented on the Program's **standardized health examination form** as required by The Alabama Community College System. New students and any student returning to the Associate Degree Surgical Technology program after an absence of one (1) year must submit current completed health forms.

2. IMMUNIZATIONS / TITERS – It is the student's responsibility to keep all health records current. **Documentation of any required updates should be submitted to the ST Program Office as soon as possible.** The following are required:

   Tetanus (Tdap) Vaccine Students entering the ST program must provide documentation of an adult **Tdap vaccine** (tetanus, diphtheria, and pertussis). If the documented Tdap vaccine is over ten (10) years old, documentation of a Td (tetanus and diphtheria) or Tdap booster that is less than ten (10) years old is also required. An update is required every ten (10) years.

TB Skin Test

A **two-step** TB Skin Test is required to enter the ST program. This consists of one test followed by a second test 7-21 days later. The results cannot be more than four (4) weeks apart. *An annual one-step TB Skin Test is required each subsequent year.*

In lieu of a two-step TB Skin Test, students can present documentation of a **TB blood test** (TB Gold). *An annual TB blood test or one-step TB Skin Test is required each subsequent year.*

Students who are unable to receive the TB skin test due to a previously positive TB result or previous BCG vaccination, must submit documentation stating such along with documentation of a clear **chest x-ray**. Completion of an annual *Tuberculosis Questionnaire* (provided by the WCC health program) will also be required.

MMRV Titer

A **MMRV (Measles, Mumps, Rubella, and Varicella) titer** is required to enter the ST program.

If any results are negative or non-immune, the student must sign the *MMRV Waiver Form* (provided by the WCC health program) and submit it with the negative or non-immune results. The student is advised to consult with a physician regarding precautions to prevent infection. Results must be within the past five (5) years.

Proof of vaccination is not required and will not be accepted in place of titer results.

Hepatitis B

A **Hepatitis B titer** is required to enter the ST Program.

If the results are negative or non-immune, the student must sign the *Hepatitis B Waiver Form* (provided by the WCC health program) and submit it with the negative or non-immune results. The student is advised to consult with a physician regarding precautions to prevent infection. Results must be within the past five (5) years.

Proof of vaccination is not required and will not be accepted in place of titer results.

3. CONTINUING HEALTH STATUS – It is a student's responsibility to notify the surgical technology faculty of any changes in his/her health status, i.e. pregnancy, surgery, injuries, Additional examinations from a health care provider, with documentation of results, may be required by an instructor for any changes in a student's health status.

4. PROFESSIONAL LIABILITY INSURANCE – Students in the ST program are required to purchase professional liability insurance (malpractice insurance) through the College, each semester they enroll in a surgical technology course with a clinical component. This fee is added to your course registration and is to be paid at registration each applicable semester. **The blanket policy only provides coverage for incidents occurring during required clinicals and it expires at the end of each term.**

5. HEALTH INSURANCE – Wallace Community College and the ST Program do not provide health insurance coverage for students. Students are responsible for costs incurred as a result of an accident/injury in the clinical or college laboratory. This may include follow-up testing and/or treatment mandated by the program/clinical agency. Students are not entitled to any Workmen's Compensation benefits from agencies. Health insurance coverage is strongly recommended.

IMPORTANT:

- It is the student's responsibility to ensure that all records are submitted and are up to date. **ANY STUDENT WHO FAILS TO MEET ANNOUNCED DEADLINES FOR EACH SEMESTER WILL BE REMOVED FROM CLASS, LAB, CLINICAL, ETC. AND WILL NOT BE ALLOWED TO RETURN UNTIL ALL RECORDS ARE IN COMPLIANCE.**

- Updates to health records may be required while a student is enrolled in the ST program, i.e. TB skin test, CPR, Tdap, etc. **ALL UPDATES MUST BE PRESENTED ON THE FIRST DAY OF CLASS AND MUST BE GOOD FOR THE ENTIRE SEMESTER.** For example, TB skin tests are required annually for all students. If the semester begins on January 10th and ends on May 5th, and your TB skin test expires March 3rd, you will have to update your information prior to January 10th in order to have it available for class and to be current for TB throughout the semester.
- **STUDENTS MUST KEEP PERSONAL COPIES OF ALL HEALTH-RELATED RECORDS**. Re-submission of records may be requested by ST Program personnel at any time. Copies of records WILL NOT be provided back to students. In the event the student requires a copy of any health related record, he or she must seek it from the original source, i.e. the healthcare provider.

WCC ST SOCIAL MEDIA POLICY

The term Social Media includes, but is not limited to social networking sites such as Facebook, Linked-In, Twitter, Instagram and any other site that is normally considered under social networking.

Students are advised to use social media cautiously. Any disclosure, intentional or unintentional, of information that could lead to the identification of a patient will result in appropriate disciplinary actions up to suspension from the college. Removal of an individual's name, or face, or image is not sufficient to protect identity or confidential information. The use of privacy settings that are available on many social networking sites, does not guarantee that information will not appear in public and is thus not deemed sufficient to protect confidential patient information.

There is no such thing as a "private" social media site. Students are not to make negative, disparaging, or unprofessional remarks about the college, fellow students, instructors, patients (either a generalized or specific group of patients, or an individual), patient visitors, clinical sites or other health care professionals through social media. Students will be held responsible for their postings as well as postings in response to them. Any negative or disparaging remarks, intentional or unintentional, through social media will be considered unprofessional and a form of misconduct. This type of misconduct will be subject to appropriate disciplinary actions. Students should assume that anyone including fellow students, instructors, patients and patient families, as well as employees of the clinical facilities can read any posting.

The following guidelines are to be followed:

- Students may not access or post to social media sites during class, lab or clinical time.
- Students must not save or transmit confidential, identifying or sensitive patient information on your personal computer or other electronic device.
- E-mail or texting correspondence with faculty should be treated as public and should not include patient identifying information.
- Students must comply with clinical agency regulations regarding use of computers, cameras, electronic devices, cell phones and social media while present in the facility.
- Student should report breaches of this policy to an instructor promptly.

SUBSTANCE ABUSE CONTROL POLICY FOR STUDENTS IN THE HEALTH SCIENCES

I Policy Purpose

A. 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 or employee.

B. As stipulated by agencies with which Wallace Community College contracts for clinical experiences, health program students and faculty must abide by agency policies, including the substance abuse control policy and any subsequent revisions to the policy.

II Standards of Conduct and Enforcement Thereof

A. Any incident relating to alcohol or drug use by students should be reported to the Associate Dean, Health Sciences.

B. In the event of confirmation of such prohibited possession, use, or distribution by a student, 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, program dismissal, college suspension or expulsion.
C. If any student shall engage in any behavior prohibited by this policy, which is also a violation of Federal, State, or local law or ordinance, that student shall be subject to referral to law enforcement officials for arrest and prosecution.

III General Guidelines

A. Policies governing substance abuse include pre-clinical drug screening, random drug screening, and reasonable cause drug screening, should the student exhibit behaviors indicative of substance abuse during their participation in courses and/or activities offered by Wallace Community College.
B. Laboratory Requirements
   1. Drug screening will be conducted according to the guidelines established in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.
   2. Laboratories certified by the Substance Abuse and Mental Health Services Administration, U. S. Department of Health and Human Services (HHS), will be used to perform confirmatory drug testing analysis.
C. Persons to be Tested
   1. Any student admitted to a health science program at Wallace Community College will be required to abide by this substance abuse control policy.
   2. Any faculty member, whether full or adjunct, responsible for clinical supervision of students enrolled in a health science program at Wallace Community College will be required to abide by this policy.

IV Student Guidelines

A. ***Pre-clinical Screening***
   1. Students granted initial admission to any health science program at Wallace Community College will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
   2. Students transferring into a health science program, readmitting to a health science program, and/or enrolling in individual courses containing a clinical component will be provided information regarding and will be expected to adhere to the substance abuse control policy of Wallace Community College.
   3. A signed consent to drug screening will be maintained on file for each health science student. Screening will be scheduled and conducted according to established guidelines at a cost agreed upon by laboratory facility and College representatives. Costs related to admission and random drug testing will be the responsibility of the student.
   4. Students scheduled for random screening will be individually notified and required to report for testing at a designated location by a designated time.
   5. Students failing to complete drug screening as required will be prohibited from participation in and completion of the clinical and/or laboratory component of required courses.
   6. In accordance with policies found in the Wallace Community College Catalog/Student Handbook, students who are unable to complete course requirements due to positive drug screens will be allowed to withdraw from applicable courses.
   7. Readmission to health science programs will follow guidelines established by each health program.

V *Reasonable-Suspicion Screening*

A. While participating in clinical experiences and/or College activities, students may be required to submit to reasonable suspicion testing. Reasonable suspicion is defined as follows:
B. Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; abnormal conduct or erratic behavior while in class or on the clinical unit; deterioration in performance; a report of drug use provided by reliable and credible sources which has been independently corroborated; evidence of tampering with a drug test; information that the individual has caused or contributed to an incident in a clinical agency; evidence of

involvement in the use, possession, sale, solicitation, or transfer of drugs while on the premises of the College or a clinical agency.

1. Costs incurred for reasonable-suspicion screening will be the responsibility of the student involved.

VI *Positive Screens*

A. No student drug-screening sample will be reported as positive before a Certified Medical Review Officer has reviewed results.
B. Upon receipt of a positive drug screen notification, the College designee will counsel the student as to course/program eligibility status and treatment options.
C. Wallace Community College encourages students to seek professional help for a drug related problem. Follow up treatment will be at the discretion of the student and all expenses incurred will be the responsibility of the student.
D. With exception of legal actions that require access to test results; all records will be secured in locked files with access limited only to stated College officials and his/her designees.

VII *Readmission*

A. Students withdrawing from a health science program due to a positive drug screen will be considered for readmission in accordance with standard guidelines stipulated by the applicable program and will have the same rights and responsibilities as those available to other students.
B. Prior to making application for readmission, students dismissed or withdrawing from a health science program related to a positive drug screen must submit verification of completion of a substance abuse treatment program to the appropriate College designee.
    1. Students readmitted to a health science program following violation of policies aimed at substance abuse prevention for Wallace Community College will be required to submit to an unannounced drug screen at their own expense prior to finalization of the process.
    2. Students readmitted to a health science program may repeat courses as guided by program policies and offerings.
    3. Following readmission, a second positive drug screen will result in program dismissal and terminate all eligibility for readmission.

Surgical Technology Program Policies

ATTENDANCE

Class attendance policies are in effect from the first scheduled class meeting. ***All students in the ST program are expected to attend all scheduled class meetings, laboratory sessions, and clinicals for their course(s).*** Students in the surgical technology program should recognize their academic responsibilities by attending class and by being on time.

The grades of students who miss scheduled exams, unscheduled quizzes, deadlines for turning in assignments or projects, or scheduled group projects may be negatively impacted by their absence.

Because of unique circumstances, timing, equipment availability, clinical availability, or faculty schedules, not all missed examinations, quizzes, laboratory work, or projects may be available for make-up. Individual instructors will make decisions regarding excused absences. ***All missed clinical days must be made-up, in order to complete a clinical course. Failure to do so will result in an Incomplete being assigned until the missed time is made-up.***

Students should be aware that course progression, financial assistance, etc., are influenced by attendance. For detailed information regarding the College Attendance Policy, please refer to the *WCC College Catalog and Student Handbook*.

Students who do not want to continue attending a surgical technology course or courses are urged to initiate the withdrawal process. Withdrawal deadlines are published in the *WCC Class Schedule* each semester.

GRADING SYSTEM

The grading system for students accepted to the ST program varies from the grading system for the College. The grading system will be applied as follows:

- Grades for general education courses will be determined using the grading system for the College as outlined in the *WCC College Catalog.*
- Grades for courses that begin with "SUR" will be determined using the grading scale mandated by The Alabama Community College System.
- Students in the ST program are required to obtain a "C" or higher (75 or higher) in all surgical technology courses in order to progress in the curriculum.
- Students are required to complete all courses listed in the ST curriculum with a "C" or higher.

Wallace Community College Grading Scale		**Surgical Technology (SUR) Courses Grading Scale**	
A	=90-100	**A**	=90-100
B	=80-89	**B**	=80-89
C	=70-79	**C**	**=75-79**
D	=60-69	**D**	**=60-74**
F	*=59 and below*	*F*	*=59 and below*

GRADE CALCULATIONS

No rounding of test scores is done, eg. 78.6. Only the final course grade is rounded, eg. 0.5 or higher is raised to the next whole number.

WCC surgical technology programs will carry all grade computations within a course (exams, quizzes, comprehensive tests, outside activity grades, etc.) to the hundredths place with no rounding applied to intermediate steps.

Final course averages will be rounded to the nearest whole number and the following grading scale applied:

A =90-100

B =80-89

C =75-79

D =60-74

F= 59 and below

PROGRESSION, REINSTATEMENT, AND TRANSFER POLICIES

In order to progress in the surgical technology program, the student must:

- Achieve a grade of C or better in all required general education and surgical technology courses.
- Be acceptable by clinical agencies for clinical experiences.
- Maintain ability to meet essential functions for Surgical Technology with or without reasonable accommodations.
- Maintain current CPR at the health care provider level.

SURGICAL TECHNOLOGY NON-PROGRESSION

- Surgical Technology non-progression is defined as failure (D or F) or withdrawal (W) of one or more courses in a semester.
- Students returning to repeat a course due to failure or withdrawal will be allowed to register for said course(s) on a space available basis.
- A total of **two** unsuccessful attempts in **two** separate semesters (D, F, or W) in the surgical technology program will result in dismissal from the program.

Reinstatement

- Students who experience non-progression in the surgical technology program and who desire reinstatement in the program must apply for reinstatement to the program.
- A student may be reinstated to the surgical technology program only one time. (After the first D, F, or W a student can be reinstated. After the second D, F, or W, in a separate semester, a student is dismissed from the program.)
- A student must have a 2.5 cumulative GPA at the current institution 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 surgical technology program.
- Selection for reinstatement is based on GPA in surgical technology program required courses.
- Students must adhere to surgical technology curriculum and program policies and procedures in effect at the time of reinstatement. All surgical technology program admission standards must be met.
- Reinstatement can be denied due to, but not limited to, any of the following circumstances:
    - Space unavailability.
    - Refusal by clinical agencies to accept the student for clinical experiences.
    - Twelve months have elapsed since the student enrollment in a surgical technology course.
    - Unacceptable results on drug and/or background screens.

If a student has a documented extenuating circumstance that should be considered related to withdrawal or failure, then the student may request a hearing before the Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program.

Criteria for Reinstatement

- Demonstrate a 2.5 cumulative GPA at WCC.
- Student has had no more than one non-progression since program admission.
- Demonstrate acceptable skills proficiency.
- Meet acceptability criteria for placement at clinical agencies for clinical experiences.
- Demonstrate ability to meet essential functions for Surgical Technology with or without reasonable accommodations.
- Demonstrate current CPR at the health care provider level.

Process for Reinstatement

- Students should first schedule an appointment with a surgical technology faculty/advisor to discuss eligibility for reinstatement.
- Students must apply for reinstatement to the surgical technology program and submit the application by published deadlines.
- Students must apply for readmission to the College if not currently enrolled. College readmission must be accomplished by published deadlines.
- Update all drug testing and background screening according to Surgical Technology program policy.

Readmission

Students not eligible for program reinstatement may apply for program admission as a new student. If accepted, all surgical technology program courses (SUR prefix) will have to be taken.

TRANSFER POLICY

The transfer policy applies only to students desiring to transfer between Alabama Community

College System institutions. It does not apply to students wishing to transfer from other institutions.

Criteria for Transfer

- Must meet minimum admission standards for the surgical technology program.

- Must possess a grade of C or better in all surgical technology program required courses taken at another institution and possess a minimum of a 2.5 cumulative GPA at time of transfer.
- Dean/Director of previous surgical technology program must provide a letter of eligibility for progression in previous surgical technology program.
- Must comply with all program policy requirements at accepting institution.
- Complete at least 25% of the surgical technology program required courses for degree at the accepting institution.
- Must meet acceptability criteria for placement at clinical agencies for clinical experience.
- Acceptance of transfer students into surgical technology program 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 GPA in surgical technology program required courses.

TRANSIENT STUDENT POLICY

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

Criteria for Transient Status

- Must meet minimum admission standards for the surgical technology program.
- Must possess a grade of C or better in all surgical technology program required courses taken at another institution and possess a minimum of a 2.5 cumulative GPA.
- Dean/Director of previous surgical technology program must provide a letter of eligibility for progression in previous surgical technology program.
- A student enrolled at another institution must secure permission from that institution by submitting an application for admission to the College and a Transient Student Form completed by an official (Surgical Technology Program Dean/Director) of the primary institution.
- Transient students must complete a Transcript Request Form at the end of the term before a transcript will be issued to the primary institution.
- Must comply with all program policy requirements at accepting institution.
- Must meet acceptability criteria for placement at clinical agencies for clinical experience.
- Acceptance of transient student into a surgical technology 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 GPA in surgical technology program required courses.

PROGRESSION POLICY APPEAL PROCESS

A student who entered the Surgical Technology program under the Surgical Technology Progression Policy implemented as of Fall 2019 shall have appeals considered on a case by case basis by the Associate Degree Surgical Technology Admissions Committee.

No list of circumstances can cover all contingencies that might arise, however, an extenuating circumstance is one that is unforeseen and impacts the student's ability to continue in the semester.

The Committee will review each student's situation individually; however, this procedure should resolve the following types of circumstances which may be considered extenuating circumstances:

- Medical illness requiring hospitalization of the student or immediate family (spouse, child).
- Death of an immediate family member (spouse, child, parent).
- Domestic violence situations.

If a student feels they have an extenuating circumstance, the steps of the procedure are as follows:

- The student will complete the **Appeal Request Form** as completely as possible. The request should be submitted within 12 calendar days of the occurrence. The form may be obtained from the course leader or faculty advisor.

- The request may be submitted to the student's course instructor, or the ST office mailbox on the second floor of the Health Science building.
- A student must demonstrate appropriate decision-making and cannot wait until the end of the semester after they have been unsuccessful in the course. It is expected that a student has been in contact with the course instructor.
- The Admission committee will meet once a month to consider all appeals that have been received. The decision of the committee will be provided to the student in writing, as well as being filed in the student's records.
- A student will be considered for an appeal only one time throughout their progression in the curriculum.

Clinical Related Policies and Information

CLINICAL ATTENDANCE

Surgical Technology students are expected to abide by all policies of the health care facility in which they are participating for clinical. When in the clinical area, students are to address all personnel by their proper title.

If a student is unable to report to their assigned clinical area, they must:

- Notify their clinical instructor prior to the scheduled time of clinical.
- Notify the clinical facility in which they are assigned**.**

Contact information will be provided to you by your clinical instructor. A message must reach the clinical instructor prior to the beginning of the clinical. Failure to contact your clinical instructor could result in appropriate disciplinary action up to and including suspension from the surgical technology program.

Students must be clean and appropriately dressed when attending any clinical. Failure to adhere to this requirement will result in dismissal from clinical activities for the day and could potentially result in a failing grade for the respective surgical technology courses.

CARDIOPULMONARY RESISCITATION (CPR)

Students in the ST program are required to have current CPR certification at all times. Requirements include:

- Certification must be health care provider status, infant through adult.
- Must be renewed in accordance with the date on the issued card/certificate.
- A copy of current CPR certification must be submitted to the ST Program Office along with health records.
- Any new student that does not have current CPR certification by the required deadline must be enrolled in EMS100 (Cardio Resuscitation I) during their Second semester of surgical technology.
- **No online only CPR certification will be accepted. All CPR certification, to include recertification, must have both *cognitive and skills* evaluation components**.
- CPR providers must be through the American Heart Association or the American Red Cross.

CONFIDENTIAL INFORMATION

Students will, in the course of clinical assignments, be exposed to information regarding clients, physicians, and others. All such information must be considered as confidential and cannot be discussed with anyone except in the line of duty.

A client's condition may not be discussed with the client, family, or other persons not directly concerned with care of the client. Only the physician or other authorized persons may discuss the condition of the client with others.

All students enrolled in the Associate Degree Surgical Technology program are required to sign a "Statement of Confidentiality". This statement covers confidentiality and Health Insurance Portability and Accountability Act (HIPAA) rules and regulation. Additionally, students may be asked to participate in HIPPA training and/or sign additional statements specific to any health care facilities they may attend for clinical purposes.

CLINICAL EVALUATION

Criteria for clinical evaluation will be outlined in each surgical technology clinical course syllabus. Students that are unsuccessful in the clinical portion of a course will not receive a passing grade for the course.

Clinical Surgical Rotation Case Requirements:

I. The surgical technology program is required to verify through the surgical rotation documentation the students' progression in the scrub role in surgical procedures of increased complexity as he/she moves towards entry-level graduate competency.

II. Students must complete a minimum of 120 cases as delineated below.

A. General Surgery cases

(i) Students must complete a minimum of 30 cases in General Surgery; 20 which must be performed in the First Scrub Role.

(ii) The remaining 10 cases may be performed in either the First or Second Scrub Role.

B. Specialty cases

1. Students must complete a minimum of 90 cases in various surgical specialties, excluding General Surgery; 60 which must be performed in the First Scrub Role. The additional 30 cases may be performed in either the First or Second Scrub Role.

- A minimum of 60 surgical specialty cases must be performed in the First Scrub Role and distributed amongst a minimum of four surgical specialties.

(a) A minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of four surgical specialties (40 cases total required).

(b) The additional 20 cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties.

- The remaining 30 surgical specialty cases may be performed in any surgical specialty either in the First or Second Scrub Role.

C. Optional surgical specialties

1. Diagnostic endoscopy cases and vaginal delivery cases are not mandatory. However, up to 10 diagnostic endoscopic cases and 5 vaginal delivery cases can be counted toward the maximum number of Second Scrub Role cases.

1) Diagnostic endoscopy cases must be documented in the category of "Diagnostic Endoscopy", rather than by specialty.

2) Vaginal delivery cases must be documented in the category of "Labor & Delivery" rather than in the OB/GYN specialty.

D. Case experience in the Second Scrub Role is not mandatory.

E. Observation cases must be documented, but do not count towards the 120 required cases.

First Scrub Role: Student shall perform the following duties with proficiency.

- Verify supplies and Equipment Needed for the surgical procedure
- Set-up the sterile field with instruments, supplies, equipment, medication(s) and solutions needed for the procedure.
- Perform counts with the circulator prior to procedure and before the incision is closed.
- Pass instruments and supplies to the sterile surgical team members during the procedure.
- Maintain Sterile Technique as measured by recognized breaks in technique and demonstrate knowledge of how to correct with appropriate technique.

Second Scrub Role: defined as the student who is at the sterile field who has not met the criteria for the first scrub role, but actively participates in the surgical procedure by completing any of the following:

- Sponging

- Suctioning
- Cutting Suture
- Holding Retractors
- Manipulating endoscopic camera

Observation Role: the student who is in the OR performing roles that do not meet the criteria for First or Second scrub role.

These observations must be documented, but are not included in the 120 required cases.

How to count/record cases:

- Student must meet the five criteria in order to count/document the case in the First Scrub Role.
- If one of the five criteria is not met, the case must be recorded in the Second Scrub Role as long as the five criteria for Second Scrub Role are met, or it would then be documented as observation.
- Cases will be counted and documented according to surgical specialty (exception being diagnostic endoscopic cases; refer to above).
- Examples of counting cases
    - Trauma patient requires a splenectomy and repair of a Lefort I fracture.
    - Two cases can be counted and documented since the splenectomy is general surgery specialty and repair of LeFort I is oral-maxillofacial surgical specialty.
    - Patient requires a breast biopsy followed by mastectomy. It is one pathology, breast cancer, and the specialty is general surgery; therefore, it is counted and documented as one procedure – one case.

Endoscopic cases that convert to an open case (e.g.: Laparoscopic Cholecystectomy converted to an Open Cholecystectomy) are counted and documented as one (1) procedure—one case.

Case Requirements:

Surgical Specialty	Total # of Cases Required	Minimum # of First Scrub Cases Required	Maximum # of Second Scrub Cases That Can Be Applied Towards 120 Cases
General Surgery	30	20	10
Cardiothoracic ENT/ORL Opthalmic GU Neuro OB-Gyn Oral/Maxillofacial Orthopedics Peripheral-Vascular Plastics Procurement/Transplant	60 Must be in a minimum of 4 specialties.	60 (40) Minimum of 10 cases in the First Scrub Role must be completed in each of the required minimum of **four (4)** surgical specialties. (20) Cases in the First Scrub Role may be distributed amongst any one surgical specialty or multiple surgical specialties. Remaining 30 surgical specialty cases may be performed in any surgical specialty either in the First or Second Scrub Role.	30
Diagnostic Endoscopy Bronchoscopy Colonoscopy Cystoscopy EGD, ERCP Laryngoscopy Panendoscopy Sinoscopy Ureteroscopy			10 diagnostic endoscopy cases may be applied toward the Second Scrub Case count.
Labor & Delivery			5 Vaginal Deliveries may be applied toward the Second Scrub Case count.
Totals	**120**	**80**	**40**

INJURY DURING CLINICAL

If you are injured during clinical experiences (needle stick, back injury, etc.), you must:

- Notify your clinical instructor immediately.
- Complete all appropriate incident report/ or variance report required by the agency.

You will be referred to the hospital's Emergency Room to be examined by a physician. The hospital will provide immediate care.

Students who incur a needle stick or any other type of direct risk exposure with a patient may be advised by the clinical agency, to begin immediate treatment for HIV. For most effective results, treatment must be started within two (2) hours of exposure. The cost for laboratory tests and medications (until test results are obtained) may be as high as $1000.00.

The student is financially responsible for any illness or injury occurring during clinical rotations; therefore, it is recommended that students have health, hospitalization, and accident insurance. During clinical rotations, students are not employees of the clinical agency or the college. If injured during clinical rotations, students are not entitled, and will not receive, workman's compensation from either the institution or the health care facility.

SAFETY-Potential Health and/or Safety Hazards: The nature of a healthcare education is such that one may be exposed to potential health and/or safety hazards while participating in clinical rotations. With that knowledge and understanding, and on behalf of myself, my heirs, and administrators, I hereby release Wallace Community College, its employees, officials, agents, and representatives from any claim of liability for injury, loss, damage, or death that may result or arise from my experience as a student in the clinical agency. I further understand that, if injured at a clinical agency while participating in clinical activities, the clinical agency is not responsible for providing workman's compensation benefits.

STUDENT CLINICAL REQUIREMENT

Students are required to keep a copy of their clinical health requirements. The school does not keep copies on file. Therefore, the school will not provide copies to clinical agencies after the student graduates. The student is responsible for keeping copies of clinical requirements as part of the portfolio for career to work.

CLINICAL PAPERWORK

Requirements for satisfactory completion of clinical paperwork vary with each Health Sciences course. See each course syllabus for requirements. Clinical paperwork is to be submitted on the determined due date. Paperwork that is not submitted by the due date may be considered unsatisfactory.

NO COMPENSATION POLICY

Students in the ST program will be enrolled in clinical courses requiring their presence at a health care facility. While in clinical, students cannot receive payment or any other form compensation from either the health care facility or the College.

PERSONAL AFFAIRS

Students should not discuss personal problems or business while in the clinical facility. Advisement may be sought from the College counselor or WCC clinical instructor. Students are absolutely prohibited from approaching members of the medical staff in the hospital regarding personal needs, working assignments, conditions, or any other matters not immediately appropriate in the care of his/her client.

Uniform and Professional Appearance Policies

Students are expected to adhere to the prescribed dress code for clinical education, and on-campus educational activities including theory and laboratory settings, regarding professional standards and personal appearance. Students should take responsibility for their professional appearance while representing Wallace Community College. In conjunction with the guidelines set forth by the ST program, students must abide by any additional guidelines and/or standards mandated by policies of clinical facilities.

Good personal hygiene is mandatory. Unclean and/or unkempt appearance, unpleasant body or breath odors, including smoke odors, **are not acceptable**. Strong scents are to be avoided.

CLINICAL DRESS CODE

Women / Men

- Caribbean Blue uniform tops and bottoms. (Females are allowed to wear skirts that are knee length or longer).
- Pants should fall on top of shoes (no cuffs).
- White hose should be worn with a skirt.
- Official Wallace Community College ST Program patch is to be sewn onto upper right side of front of shirt.
- White or black shoes: NO CANVAS or CLOTH. No thong type sandal, flip flop, croc style shoes with holes, etc.

are permitted. Shoes must be closed-toe and closed back.
- A professional white lab coat may be worn over uniform during clinical. The lab coat must have the Wallace Community College ST Program patch sewn onto the top left sleeve. The student lab coat is not to be worn when the student is in an employee role at his/her workplace.
- Caribbean Blue Polo with Surgical Technology Patch and Kahki pants (no jeans, no shorts) must be worn for professional events and in cases where the Hospital requires you to bring your Wallace Community College Surgical Technology uniform to change for surgery.

ALL Students in Clinical

Jewelry

- No jewelry is to be worn to the clinical sites
- Religious medals may be worn if the chain is long enough that it can be tucked into the uniform.
- No visible body piercings i.e., tongue rings/apparatuses, will be allowed.
- No gaged earrings are allowed
- No wrist or ankle bracelets or watches are allowed.
- No earrings are permissible.

Fingernails

- Fingernails are to be kept short, neat, and clean.
- Clear, light/subtle tones of pink polish are allowed.
- APPLIQUES ARE **NOT ALLOWED**.
- ARTIFICIAL NAILS ARE **NOT ALLOWED**.
- GEL NAILS ARE **NOT ALLOWED**.

Tattoos

- All tattoos should be covered. If necessary, students with questions should arrange to meet with an instructor on an individual basis to determine any individual course of action.

Perfume

- NO scented hairspray, perfume, cologne, or lotions are to be worn while in uniform and clinical setting.

Hair

- All students are to wear clean, neat, attractive and appropriate hairstyles (pulled away from the eyes and face) while in uniform.
- Hair that falls past the level of the chin, when bending forward, must be fixed so that the hair does not touch the uniform collar.
- Only plain barrettes or rubber bands are to be worn in hair.
- No scarves or headbands.
- No extreme look or hair color (i.e. neon colors) including shaved heads with designs or symbols is permitted.
- If male students wear beards, they must be neat and clean (no more than 1” from the face).
- If male students have long hair, then they must abide by the guidelines for the female students.

COMMUNITY UNIFORM GUIDELINES

A community uniform is **required** to be worn by all Surgical Technology students when participating in **any** required/optional community activity in which the clinical uniform is not worn and the student represents the ST program. Community activities include, but are not limited to:

- Support group activities
- Participation in health fairs
- Public travel/attendance associated with professional meetings, seminars, conventions

The community uniform is limited to the following attire:

- Caribbean Blue Polo shirt; short or long sleeved, loose fitting.
- Khaki colored pants or knee length skirt (female only). **No jeans styles, no cargo pants, no sweat pants, no decorations or appliqués on pants**.
- Closed-toe and closed heel shoes in white or black or plain athletic style (tennis) shoes.
- Jewelry, make-up, and nail polish in accordance with clinical uniform guidelines.
- **No visible cleavage or bellies**.

PRACTICE LAB DRESS CODE

The lab dress code applies to all Surgical Technology students when participating in on-campus labs or lab activities.

- Surgical Technology REQUIRED scrubs
- A professional lab coat is REQUIRED to be worn to all on-campus lab activities.
- Hair, jewelry, fingernails, and perfume must meet the above criteria as well.

MISCELLANEOUS INFORMATION

ACADEMIC GRIEVANCES

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 in writing, no later than 12 calendar days following the incident.
2. If an agreement or compromise cannot be achieved within 3 days, take the grievance to the appropriate Division Director (Ms. Brandie Yeomans).
3. If an agreement or compromise cannot be achieved within 3 days, take the grievance to the appropriate Associate Dean (Ms. Kathy Buntin, Associate Dean, Health Sciences).
4. If still not satisfied that a fair and equitable solution has been found within 3 days, take the academic grievance to the Dean, Instructional Affairs. If still not satisfied, move to step 5.
5. The student should read the Judgments section of this policy in the WCC Catalog / Student Handbook before contacting the Dean, Student Affairs for a hearing before the Admissions and Academic Standards Committee.
6. As a last resort and only after steps 1-5 have been carried out or conscientiously been attempted, a student may take a grievance in writing to the Dean, Student Affairs and the chairperson of the Admissions and Academic Standards Committee. The grievance must be filed within 20 class days of the term following that in which the grievance occurred.

In some instance 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.

Certain types of grievances should not be brought to the committee, although they may be brought to the attention of the Division Director (Ms. Brandie Yeomans) so that an effort may be made to ameliorate problems. Examples of these grievances include:

- Gross differences in grading by instructors teaching separate sections of the same course.
- Personal habits of the instructor that distract students in their attempts to learn course material.
- 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.
- 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.

For the complete Student Academic Grievances policy, please refer to the WCC Catalog / Student Handbook.

CONDUCT

Students shall adhere to the Student Code of Conduct found in the WCC Catalog / Student Handbook. Students are likewise expected to behave in a professional and ethical manner while enrolled in the Surgical Technology program. Disruptive behavior will not be tolerated.

Examples of inappropriate and unprofessional behavior in the clinical setting are, as follows:

- Chewing gum, eating, etc., in clinical area.
- Smoking in stairwell or restroom, etc. (any unauthorized area).
- Talking loudly, laughing, "horse-playing" in hallways or elevators.
- Sitting in lounge, front desk, or nurse's station instead of seeking learning experiences.
- Removing uniform, letting down hair, etc., before leaving the hospital.
- Wearing sweaters or jackets in clinical area or in cafeteria.
- Failing to put client charts in appropriate place.
- Being disrespectful to the client, instructor, other students and/or employees of institution.
- Being dishonest (lying, stealing, charting care not provided).
- Dressing inappropriately (dirty or wrinkled uniforms).
- Displaying repeated mistakes placing client or student in unsafe environment.
- Using profanity or lewd comments anywhere in institution.
- Inappropriate physical contact (shoving, rough handling of client, visitor, staff, or peers).
- Talking in client's room about matters not concerning client (personal or about other clients assigned to students).
- Breaching confidentiality.
- Failing to follow instructions.
- Wearing shorts, flip-flops, mid-drift tops, tank tops, vulgar logos, etc., to pick up clinical assignments. (Students are to look professional when picking up assignments.)
- Tardiness for class or clinical assignments.

STANDARD ASSOCIATE DEGREE SURGICAL TECHNOLOGY CURRICULUM

SURGICAL TECHNOLOGY PROGRAM AAS CURRICULUM

Students may complete some or all of the general education (non-SUR) courses prior to admission to the Surgical Technology program. The following course of study should serve as a guideline for registration and program completion. Placement testing in English, math, and reading or appropriate ACT/SAT scores is required for all entering freshmen. Placement determines the starting point for college-level courses. It is strongly suggested that interested students make an appointment with program faculty prior to application to review general education requirements. Acceptance into the Surgical Technology program is required prior to enrolling in any SUR-prefix course. SUR courses are sequential and cannot be combined to shorten the length of the program. All courses listed in the SUR curriculum must be completed with a "C" or higher.

First Term (Fall Semester I)

BIO201	Human Anatomy and Physiology I	4
ENG101	English Composition I	3
HPS105	Medical Terminology	3
SUR101	Intro to Surgical Technology	3
SUR102	Applied Surgical Technology	4
	TOTAL Credit Hours	**17**

Second Term (Spring Semester)

BIO202	Human Anatomy and Physiology II	4
MTH100 or higher	Intermediate College Algebra	3
SUR103	Surgical Procedures	5
SUR108	Pharmacology for the Surgical Technologist	2
	TOTAL Credit Hours	**14**

Third Term (Summer Term)

CIS146*	Microcomputer Applications or Computer Competency	0-3
PSY200	General Psychology	3
BIO220	General Microbiology	4
SUR104	Surgical Practicum I	4
	TOTAL Credit Hours	**11-14**

Fourth Term (Fall Semester II)

PSY210	Human Growth and Development	3
SUR105	Surgical Practicum II	5
SUR203	Surgical Procedures II	1
SPH107	Fundamentals of Public Speaking	3
	TOTAL Credit Hours	**12**

Fifth Term (Spring Semester II)

	Humanities/Fine Arts Elective	3
SUR204	Surgical Practicum III	4
SUR205	Surgical Practicum IV	5
	TOTAL Credit Hours	**12**

Total Program Credit Hours: 69

Student Signature Form

I have read the policies set forth in the Wallace Community College Surgical Technology Handbook. I understand that by signing below indicates that I have read, understand, and agree to abide by each of the policies outlined and listed below. In addition, my initials by each individual statement provides documentation that I have been informed and understand the consequences of not following each of the policies which are required to participate in the **Surgical Technology Program at Wallace Community College**.

Students Signature: _____ Date _____

Students Printed Name: _____

Potential Health and/or Safety Hazards I understand that the nature of a surgical technology education is such that I may be exposed to potential health and/or safety hazards while participating in clinical rotations. With that knowledge and understanding, and on behalf of myself, my heirs, and administrators, I hereby release Wallace Community College, its employees, officials, agents, and representatives from any claim of liability for injury, loss, damage, or death that may result or arise from my experience as a student in the clinical agency. I further understand that, if injured at a clinical agency while participating in clinical activities, the clinical agency is not responsible for providing workman's compensation benefits.

Student's signature_____Date_____

Clinical Rotations I understand that it is necessary that I complete clinical hours in a healthcare facilities, simulation center, and those experiences are educational in nature and are designed to develop skills necessary for entry-level competencies. I further understand that (1) I am not expecting and will not receive compensation for participation in clinical courses from either the institution or the health care facility; (2) I have not been promised, and I am not expecting, a job at the health care facility as a result of participation in clinical experiences at a health care facility, and (3) I will be withdrawn from the program if refused by a clinical agency.

Representation as Surgical Technology Students: Students may not represent themselves as Surgical technology students or engage in client/patient care except as part of an assigned, planned learning activity in a practice/clinical setting.

Student's signature _____ Date_____

RELEASE OF CLINICAL INFORMATION

I give Wallace Community College permission to release information regarding my clinical and classroom performance to clinical agencies, including those with whom I apply for employment. **I also give permission for required clinical documentation such as but not limited to the following: immunizations, TB skin test, CPR, and criminal background checks to be released to the clinical agencies as requested.**

Student's signature _____ ***Date*** _____

Student Work Policy

_____The student shall not be substituted for paid personnel during the clinical component of the program.

_____The student shall not be paid by the clinical affiliation site during the clinical component of the program.

Student's signature _____ ***Date***_____

RELEASE OF INFORMATION

I give permission for _____ to write a letter of recommendation to:
(***Instructor***)

(Name)_____***(Address)***_____

_____ has my permission to include any and all information,
(***Instructor***)

including my grades, GPA, attendance, and class rank in this letter.

I waive / do not waive my right to review a copy of this letter at any time in the future.

Student's Signature _____ ***Date*** _____

Print Name _____

Criminal Justice Fundamentals, STC

Program: Criminal Justice
Type: Short Certificate

Area V: Required Field of Concentration Courses

Item #	Title	Credits
CRJ 100	Introduction to Criminal Justice	3
CRJ 147	Constitutional Law	3
CRJ 220	Criminal Investigation	3
CRJ 290	Selected Topics - Seminar in Criminal Justice	3
	Total credits:	**Total Credits 12**

Course Sequencing

First Semester Suggested Course Sequence

Item #	Title	Credits
CRJ 100	Introduction to Criminal Justice	3
CRJ 147	Constitutional Law	3
CRJ 220	Criminal Investigation	3
CRJ 290	Selected Topics - Seminar in Criminal Justice	3

Eligible Credential - FAA 107 Remote Pilot