



WALLACE  
COMMUNITY  
COLLEGE

Dothan • Eufaula

2025-26

College Catalog  
& Student Handbook



[catalog.wallace.edu](http://catalog.wallace.edu)

# Wallace Community College Quick Reference Directory



**WALLACE  
COMMUNITY  
COLLEGE**  
Dothan • Eufaula

[www.wallace.edu](http://www.wallace.edu)

## Wallace Campus

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

## Sparks Campus

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: 556-2561, 6822  
Counseling Services: 556-2281, 2294  
Disability Support Services: 556-2587  
Dual Enrollment: 556-2423  
Emergencies: 983-3521  
Financial Aid/Veterans Affairs: 556-2476  
Foundations Office: 556-2426  
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: 556-2561, 6822  
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

## Welcome from the President



Welcome to the Wallace Community College Family—where we are proud to call you a **Gov** and even prouder to help you succeed! At Wallace, everything we do is centered on **YOU—your education, your**

**growth, and your future.** We are delighted you chose WCC, and we thank you for allowing us to be part of your journey toward a high-demand career or the next step in your academic path.

To prepare you for graduation and beyond, our dedicated faculty and staff are committed to providing exceptional instruction, guidance, and support. Our top priorities are your **education, career readiness, and well-being.** Just as important, we want your time at Wallace to be rich with opportunities for leadership, involvement, and fun through student organizations, clubs, athletics, and campus events.

When you graduate from WCC, you will be well-prepared—whether you are transferring to a university to pursue a bachelor’s degree or entering the workforce. We are here to connect you with scholarships, internships, and job placement assistance while you are a student and after graduation.

As you begin this exciting chapter, please use our **Student Catalog and Handbook** and lean on the expertise of your academic advisor and your instructors as valuable resources for planning your course of study. And know this—I look forward to supporting you however I can.

It is my great honor and joy to serve you as your president. Welcome to Wallace Community College-Dothan, and Go Gobs!

**Dr. Kathy L. Murphy**  
President, Wallace Community College

# Table of Contents

Wallace Community College Quick Reference Directory | Page 2

Welcome from the President | Page 3

2025-2026 Calendar | Page 8

## Accreditations | Page 10

Primary Accreditor | Page 10

Other Accreditors | Page 10

Changes in Programs and Catalogs | Page 10

Human Rights and Non-Discrimination | Page 11

Family Educational Rights and Privacy Act | Page 11

## Statements of Mission, Role and Scope, Values, and Vision | Page 13

Statement of Mission | Page 13

Statement of Role and Scope | Page 13

Statement of Values | Page 13

Statement of Vision | Page 13

Strategic Initiatives | Page 13

History of the College | Page 14

## Campus Maps | Page 15

Wallace Campus Map | Page 15

Sparks Campus Map | Page 16

## Student Affairs | Page 17

Student Affairs | Page 17

Career Development Center/Career Lab | Page 18

Advising Services | Page 18

Disability Support Services | Page 18

General Testing | Page 18

Job Listings | Page 19

ACCUPLACER (Placement) Inventory | Page 19

New Student Advising and New Student Experience | Page 19

Student Activities | Page 20

TRiO Programs | Page 21

Student Support Services | Page 21

Talent Search | Page 22

Upward Bound | Page 22

## General Information | Page 23

Accident or Illness | Page 24

Bookstores | Page 24

College Police | Page 24

Emergencies on Campuses | Page 25

Foundations | Page 25

Health and Wellness Support | Page 25

Instructional Support | Page 25

Lost and Found | Page 26

Parking Regulations | Page 26

Public Relations and Marketing | Page 26

Student Membership on College Committees | Page 26

Telephones and Messages | Page 26

Tobacco-Free Policy | Page 26

Video Surveillance Policy | Page 27

Visitor Policy | Page 27

Restroom Policy | Page 27

Adult Education & Workforce Education | Page 28

Workforce Development | Page 28

Continuing and Community Education | Page 29

WorkKeys® Services | Page 30

State Authorization Regarding Distance Education | Page 30

Gainful Employment Disclosure | Page 30

## Admission Policies and Procedures | Page 31

Admission Policies and Procedures | Page 31

Admission Requirements | Page 32

Unconditional Admission – First-Time College Students | Page 32

Conditional Admission – First-Time College Students | Page 32

Non-Graduate/Non-GED | Page 32

Unconditional Admission – Transfer Students | Page 33

Conditional Admission – Transfer Students | Page 33

Initial Academic Status of Transfer Students | Page 33

General Principles for Transfer of Credit | Page 33

Unconditional Admission – Transient Students | Page 34

Students Seeking Readmission | Page 34

Audit Students | Page 34

Accelerated High School Students | Page 34

Dual Enrollment/Dual Credit Students | Page 35

Corporate And Continuing Education Students | Page 35

Health Programs Students | Page 35

Senior Adult Scholarship Program Students | Page 35

Student Assessment | Page 35

In-State Residency | Page 36

International Students | Page 36

## Tuition, Fees, and Financial Aid | Page 37

Tuition and Fees | Page 38

Qualifications for In-State Tuition | Page 38

Fees | Page 39

Tuition Refunds – Withdrawal Procedures | Page 40

Tuition Refunds – Complete Withdrawal | Page 40

Tuition Refunds – Partial Withdrawal | Page 41

Active Duty Military Withdrawal | Page 41

Ineligibility for Refund | Page 41

Title IV Refunds – General | Page 41

Calculation of Earned Title IV Assistance | Page 42

Return of Unearned Aid—Responsibility of the College | Page 42

Return of Unearned Aid—Responsibility of the Student | Page 42

Pell Withdrawals and Mini Terms | Page 42

Other Refunds: Books and Supplies | Page 43

Financial Aid | Page 43

Applying for Federal Financial Aid | Page 43

Eligibility | Page 44

Verification of Eligibility | Page 44

Course Load Requirements - Enrollment Intensity | Page 44

Payment Procedures | Page 45

Financial Aid Overpayment Policy | Page 45

Financial Aid Satisfactory Academic Progress Policy | Page 45

Student Rights and Responsibilities Regarding Financial Aid | Page 46

Alabama Student Assistance Program (ASAP) | Page 47

Federal Pell Grant | Page 47

Federal Supplemental Educational Opportunity Grant (FSEOG) | Page 47

Federal Work-Study (FWS) | Page 47

## Veterans' Benefits | Page 48

Veterans' Benefits | Page 49

Alabama GI Dependents' Scholarship Program | Page 49

Forever GI Bill® – Harry W. Colmery Veterans Educational Assistance Act | Page 50

Survivors' and Dependents' Educational Assistance Program (Chapter 35) | Page 50

Montgomery GI Bill®—Active Duty Educational Assistance Program (Chapter 30) | Page 51

Montgomery GI Bill®—Selected Reserve Educational Assistance Program (Chapter 1606) | Page 51

Vocational Rehabilitation (Chapter 31) | Page 52

The Post-9/11 GI Bill ® (Chapter 33) | Page 52  
Marine Gunnery Sergeant John David Fry Scholarship | Page 52  
Tuition Assistance (TA) | Page 53  
My Career Advancement Account Scholarship (MYCAA) | Page 54  
Required Standards of Satisfactory Academic Progress for Veterans | Page 55  
Certification of Veterans | Page 55  
Advance Pay | Page 55  
Prior Credit | Page 56  
Military Education and Training Resources | Page 56  
The Ace Military Guide | Page 56  
Military Transcripts | Page 56  
PL 115-407 Sec. 103 | Page 56  
Complaint Policy for Veteran Affairs (VA) Students | Page 56

## **Scholarships and Other Forms of Financial Assistance | Page 57**

Scholarships | Page 58  
State Vocational Rehabilitation | Page 58  
The Trade Adjustment Act (TAA) | Page 58  
Workforce Innovation and Opportunity Act (WIOA) | Page 59  
Loans | Page 59

## **General Policies | Page 60**

General Policies | Page 60  
Maximum and Minimum Course Loads | Page 61  
Credit for Non-Traditional Learning | Page 61  
Advanced Placement (AP®) Credit | Page 61  
Career and Technical Education Credit Awarded for Articulation | Page 61  
Challenge and Validation Examinations | Page 61  
College-Level Examination Program (CLEP®) Policy | Page 62  
Experiential, Specialized, Or Occupational Training | Page 62  
Military Training | Page 62  
Police Academy | Page 63  
Awarding Credit Through Prior Learning Assessment | Page 63  
Professional Certification, Licensure, Or Registry | Page 63  
Sophomore Status | Page 63  
Credit Hour Definition | Page 63  
Grades | Page 63  
Quality Points | Page 64  
Grade Challenges | Page 65  
Term Grades | Page 65  
Dropping and Adding Classes | Page 65  
Name and Address Changes | Page 65  
Changes in Major or Catalog | Page 65  
Identification Verification | Page 65  
Final Examinations | Page 65  
Standards of Academic Progress | Page 66  
Standards of Progress Policy | Page 66  
Intervention for Student Success | Page 66  
Application of Standards of Progress | Page 66  
Process of Appeal for Readmission | Page 67  
Standards of Academic Progress – Transfer Students | Page 67  
Academic Bankruptcy | Page 67  
Course Forgiveness | Page 68  
Transient Authorization | Page 68  
Transcripts of Records | Page 68  
Attendance Policy | Page 68  
Student Identity Verification | Page 69  
Degrees | Page 69  
Degree Requirements | Page 69  
Program and Short Certificates | Page 70  
Certificate Requirements | Page 70  
Graduation Honors for Degrees | Page 70  
Graduation Honors for Certificates | Page 71

Dean's List | Page 71  
President's List | Page 71  
All-USA and All-Alabama Academic Teams | Page 71  
Honors Day Convocations | Page 71  
President's Award | Page 72  
Who's Who in American Colleges And Universities | Page 72  
Career Readiness Certificate | Page 72

## **Educational Options | Page 73**

Programs of Study | Page 74  
Modes of Delivery | Page 74  
General Education Courses and Outcomes | Page 74  
Transfer Credits | Page 75  
Undecided Transfer Students | Page 75  
Faculty Advising | Page 75  
University-Parallel Programs | Page 75  
Academic | Page 76  
Career and Technical | Page 76  
Health Sciences | Page 77

## **Degree Requirements | Page 69**

Associate in Arts Degree and Associate in Science Degree | Page 78  
Associate in Applied Science Degree | Page 79  
Program Certificates (Greater Than 29 Hours) | Page 81  
Short Certificates (Less Than or Equal To 29 Hours) | Page 81

## **Instructional Programs | Page 84**

Alabama Transfers Guide Information | Page 86

## **Degrees & Certificates | Page 156**

Associate in Applied Science Degree and Certificate Programs | Page 156  
Programs by Location | Page 158  
Programs by Discipline | Page 159  
Air Conditioning/Refrigeration | Page 161  
Automotive Technology | Page 166  
Business Technologies | Page 174  
Child Development | Page 180  
Computer Information Science | Page 184  
Cosmetology | Page 190  
Criminal Justice | Page 192  
Electrical Technology | Page 196  
Emergency Medical Services | Page 199  
Engineering Graphics | Page 209  
Esthetics Technology | Page 217  
Industrial Systems Technology | Page 218  
Masonry | Page 224  
Medical Assisting | Page 224  
Mental Health Technician | Page 233  
Nail Technology | Page 234  
Nursing – Associate Degree in Nursing | Page 235  
Physical Therapist Assistant | Page 252  
Practical Nursing | Page 256  
Radiologic Technology | Page 261  
Respiratory Therapist | Page 267  
Surgical Technology | Page 272  
Welding Technology | Page 275

## **Course Descriptions | Page 282**

Accounting Courses | Page 282  
Agriculture Production Courses | Page 282  
Air Conditioning/Refrigeration Courses | Page 283  
Anthropology Courses | Page 285  
Art Courses | Page 285

Automotive Technology Courses | Page 289  
 Biology Courses | Page 291  
 Business Technologies Courses | Page 294  
 Chemistry Courses | Page 296  
 Child Development Courses | Page 297  
 Computer Information Science Courses | Page 299  
 Cosmetology Courses | Page 304  
 Criminal Justice Courses | Page 307  
 Economics Courses | Page 309  
 Electrical Technology Courses | Page 309  
 Emergency Medical Services Courses | Page 312  
 Engineering Graphics Courses | Page 315  
 English Courses | Page 317  
 English, Introductory – Career and Technical Courses | Page 320  
 Esthetics Technology Courses | Page 320  
 Geography Courses | Page 322  
 Health Courses | Page 322  
 Health Sciences Courses | Page 322  
 History Courses | Page 323  
 Horticulture Courses | Page 324  
 Humanities Courses | Page 325  
 Industrial Systems Technology Courses | Page 326  
 Industrial Systems Technology - FAME Advanced Manufacturing Courses | Page 330  
 Masonry Courses | Page 332  
 Mathematics Courses | Page 333  
 Mathematics – Career and Technical Courses | Page 337  
 Medical Assisting Courses | Page 337  
 Mental Health Technician Courses | Page 341  
 Music Courses | Page 342  
 Music – Performance Courses | Page 352  
 Nursing – Associate Degree in Nursing Courses | Page 354  
 Office Administration Courses | Page 356  
 Organizational Leadership Courses | Page 357  
 Orientation Courses | Page 357  
 Orientation – Career and Technical Courses | Page 358  
 Philosophy Courses | Page 358  
 Physical Education Courses | Page 358  
 Physical Science Courses | Page 359  
 Physical Therapist Assistant Courses | Page 360  
 Physics Courses | Page 364  
 Political Science Courses | Page 365  
 Practical Nursing Courses | Page 365  
 Psychology Courses | Page 367  
 Radiologic Technology Courses | Page 368  
 Religion Courses | Page 371  
 Respiratory Therapist Courses | Page 372  
 Sociology Courses | Page 376  
 Spanish Courses | Page 376  
 Speech Courses | Page 376  
 Speech – Career and Technical Courses | Page 377  
 Surgical Technology Courses | Page 377  
 Theater Courses | Page 379  
 Welding Technology Courses | Page 380  
 Workplace Skills Courses | Page 384

## **College Personnel | Page 386**

Administration and Control | Page 386  
 ACCS Board of Trustees | Page 386

The Administration | Page 386  
 The Faculty | Page 387  
 The Professional Staff | Page 391  
 The Support Staff | Page 393

## **Student Handbook | Page 0**

Student Affairs Philosophy | Page 397  
 Student Rights and Responsibilities | Page 397

## **Activities and Organizations | Page 397**

Student service on College committees | Page 397  
 Athletics | Page 397  
 Extracurricular Activities | Page 398  
 Student Publications | Page 398  
 Student-Developed Intellectual Property | Page 398  
 Procedures for Approval Of Off-Campus Activities | Page 398  
 Social Functions | Page 398  
 Organizations | Page 398  
 Expressive Activities Policy | Page 399

## **Campus Regulations | Page 402**

Student ID Policy | Page 402  
 Code of Student Conduct | Page 402  
 Application | Page 402  
 Misconduct | Page 403  
 Acceptable Use Policy | Page 404  
 User Responsibilities | Page 404  
 System Administrators' Responsibilities | Page 405  
 Violations | Page 405

## **Disciplinary Procedures | Page 405**

Disciplinary Procedures | Page 405  
 Student Conduct | Page 406  
 Sanctions | Page 408  
 Disciplinary Procedures by Judiciary Committee | Page 409  
 Appeals Process | Page 410

## **Student Academic Grievances | Page 411**

Student Academic Grievances | Page 411  
 Types of Grievances | Page 411  
 Role of the Admissions and Academic Standards Committee | Page 412  
 Procedures for Hearing | Page 412  
 Judgments | Page 413

## **ADA, Other Civil Rights, and Title IX Complaint and Grievance Policies and Procedures | Page 413**

ADA, Other Civil Rights, and Title IX Complaint and Grievance Policies and Procedures | Page 413  
 Consumer Complaint Information | Page 413  
 Compliance Coordinators | Page 413  
 ADA, Other Civil Rights, and Title IX Policy | Page 414  
 Complaint and Grievance Procedures | Page 414  
 Complaint Procedures - ADA, Other Civil Rights, and Title IX | Page 414  
 Grievance Procedures | Page 415  
 Hearing Procedures | Page 415  
 Report of Findings | Page 416  
 Non-Retaliation | Page 416  
 Filing a False Report | Page 416  
 Contact Persons and Compliance Coordinators | Page 416  
 Pregnancy Policy | Page 416

## **Sexual Misconduct Policy | Page 417**

Title IX Sexual Harassment Introduction | Page 417  
 Title IX Policy | Page 418  
 Definitions Relating to Sexual Harassment | Page 418  
 Definitions of Sexual Based Offenses | Page 418  
 Complaint Process | Page 420

Formal Complaint Process | Page 420

Notice of Allegations | Page 422

Investigation Procedure | Page 422

Live Hearing Procedure | Page 423

Appeal Procedure | Page 424

Retaliation Prohibited | Page 425

Title IX Sanctions for Students | Page 425

Title IX Sanctions for Employees | Page 426

Title IX Sanctions for Individuals Other than Employees or Students | Page 426

Informal Resolution | Page 426

Title IX Grievance Summary | Page 426

Title IX Coordinators | Page 426

### **General Complaint and Grievance Procedures | Page 427**

General Complaint and Grievance Procedures | Page 427

Complaints or Grievances Relating to the Instructional Division | Page 427

Complaints or Grievances Relating to Other College Divisions | Page 428

### **Policies and Procedures For Privacy Of Student Educational Records | Page 428**

Policies and Procedures For Privacy Of Student Educational Records | Page 428

Student Access to Educational Records | Page 429

Challenge of the Contents of Educational Records | Page 429

Disclosure of Educational Record Information | Page 430

Annual Notification of FERPA Rights | Page 431

Facsimile (FAX) Records | Page 431

Computer Access to Records | Page 431

Students Rights After Ceasing Attendance or After Graduation | Page 431

Privacy Rights of Deceased Students | Page 431

Drug and Alcohol Abuse – Standards of Conduct and Enforcement | Page 431

Reporting a Possible FERPA Violation | Page 432

### **Drug and Alcohol Abuse – Standards of Conduct and Enforcement, Public Notice Policy | Page 432**

Drug and Alcohol Abuse – Standards of Conduct and Enforcement | Page 431

Public Notice Policy | Page 432

### **Motor Vehicle Regulations | Page 432**

General Rules and Regulations | Page 432

Traffic Regulations | Page 433

Violations and Fines | Page 433

### **State Student Complaint Process | Page 434**

State Student Complaint Process | Page 434

### **Location of Student Records | Page 435**

Location of Student Records | Page 435

Disclaimer | Page 436

# 2025-2026 Calendar

## Fall Semester 2025

April 22 – August 19	Fall Registration Online
August 13 – 15	Instructor In-Service
August 18 – 19	Regular Registration
August 20	Classes Begin for Full-Term and First Mini-Term
August 20 – 21	Late Registration, Drop/Add Full-Term and First Mini-Term
September 1	Labor Day (College Closed)
April 22 – September 9	Late Start Term Registration
September 10	Late Start Term Begins Late Start Drop/Add Tuition Payment Late Start Term, 4:00 pm
April 22 – October 14	Registration for Second Mini-Term
October 14	Final Exams, 1 <sup>st</sup> Mini-Term
October 15	2 <sup>nd</sup> Mini-Term Begins 2 <sup>nd</sup> Mini-Term Drop/Add
October 15	Tuition Deadline, 2 <sup>nd</sup> Mini-Term, 4:00 pm
November 11	Veterans Day (College Closed)
November 24 – 26	Instructor In-Service (College Open)
November 27 – 28	Thanksgiving Holiday (College Closed)
December 10 – 16	Final Exam Dates for Full-Term, Late Start, 2 <sup>nd</sup> Mini-Term
December 16	End of Term
December 17 – 18	Instructor In-Service (No Classes)
December 19 – 22	Faculty Holiday (College Open)
December 23 – January 1	Holidays (College Closed)

## Spring Semester 2026

January 2 – 5	Instructor In-Service (No Classes)
January 6 – 7	Regular Registration
January 8	Classes Begin for Full-Term and First Mini-Term
January 8 - 9	Late Registration, Drop/Add Full-Term and First Mini-Term
January 19	Dr. Martin Luther King, Jr. Day (College Closed)
January 22 – 28	Registration for Late Start Term
January 29	Classes begin for Late Start Term
January 29	Drop/Add for Late Start Term
March 4	Final Exam for First Mini-Term
February 25 – March 4	Registration for 2 <sup>nd</sup> Mini-Term
March 5	Classes Begin for 2 <sup>nd</sup> Mini-Term
March 5	Drop/Add for 2 <sup>nd</sup> Mini-Term
March 30 – April 3	Spring Break (No Classes)
April 29 – May 5	Final Exam Dates for Traditional, Late-Start, and 2 <sup>nd</sup> Mini-Term
May 5	End of Term
May 6 – 12	Instructor In-Service (No Classes)
May 11	Wallace Campus Graduation
May 12	Sparks Campus Graduation
May 13 – 15	Faculty Holiday (College Open)

## Summer Semester 2026

May 18	Instructor In-Service (College Open)
May 19 – 20	Registration
May 21	Classes Begin for Full-Term and 1 <sup>st</sup> Mini-Term
May 21 - 22	Drop/Add for Full-Term and 1 <sup>st</sup> Mini-Term
May 25	Memorial Day (College Closed)
May 28 – June 3	Registration for Late Start Term
June 4	Classes Begin for Late Start Term
June 4	Drop/Add for Late Start Term
June 19	Juneteenth (College Closed)
June 26	Final Exam for 1 <sup>st</sup> Mini-Term
June 22 – 26	Registration for 2 <sup>nd</sup> Mini-Term
June 29	Classes Begin for 2 <sup>nd</sup> Mini-Term
June 29	Drop/Add for 2 <sup>nd</sup> Mini-Term
July 4	Independence Day (College Closed)
July 29 – August 3	Final Exams for Full-Term, Late Start, and 2 <sup>nd</sup> Mini-Term

**Summer Semester 2026**

August 3	End of Term
August 4	Instructor In-Service (College Open)
August 5 – 7	Faculty Holiday (College Open)

# Accreditations

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## 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](http://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](http://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](http://www.nccer.org).

The **Medical Assisting** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, [www.caahep.org](http://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), 2339 N. California Avenue, #47138, Chicago, Illinois 60647.

The **Paramedic** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, [www.caahep.org](http://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](mailto:accreditation@apta.org), [www.capteonline.org](http://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](http://www.jrcert.org).

The Wallace Community College **Respiratory Therapy Program**, CoARC program number 200248, awards an Associate in Applied Science degree in Dothan, AL, and is accredited by the Commission on Accreditation for Respiratory Care (CoARC) ([www.coarc.com](http://www.coarc.com)).

The **Surgical Technology** program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, [www.caahep.org](http://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 shall not be discriminated against on the basis of any impermissible criterion or characteristic including, but not limited to race, creed, religion, color, age, national origin, disability, marital status, sex (including pregnancy, sexual orientation, and gender identity), or any other protected class as defined by federal and state law. 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; *Section 504 of the Rehabilitation Act*; and *The Americans with Disabilities Act of 1990*. Wallace Community College is an Affirmative Action, Equal Employment and Educational Opportunity Institution.

*Title IX of the Education Amendments of 1972*, as amended, prohibits discrimination on the basis of sex. Sexual harassment is a form of discrimination 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 [online](#).

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.

Individuals who believe their non-directory information has been released in violation of the Family Educational Rights and Privacy Act (FERPA) may file a complaint with the U.S. Department of Education at <https://studentprivacy.ed.gov/file-a-complaint>. Wallace Community College also welcomes inquiries regarding FERPA-related questions or concerns. Please contact the Director of Enrollment Services/Registrar at (334) 556-2470.

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

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## 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 in the communities it serves.

## 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 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.

The College celebrated its 75th Anniversary in 2024.

# Campus Maps

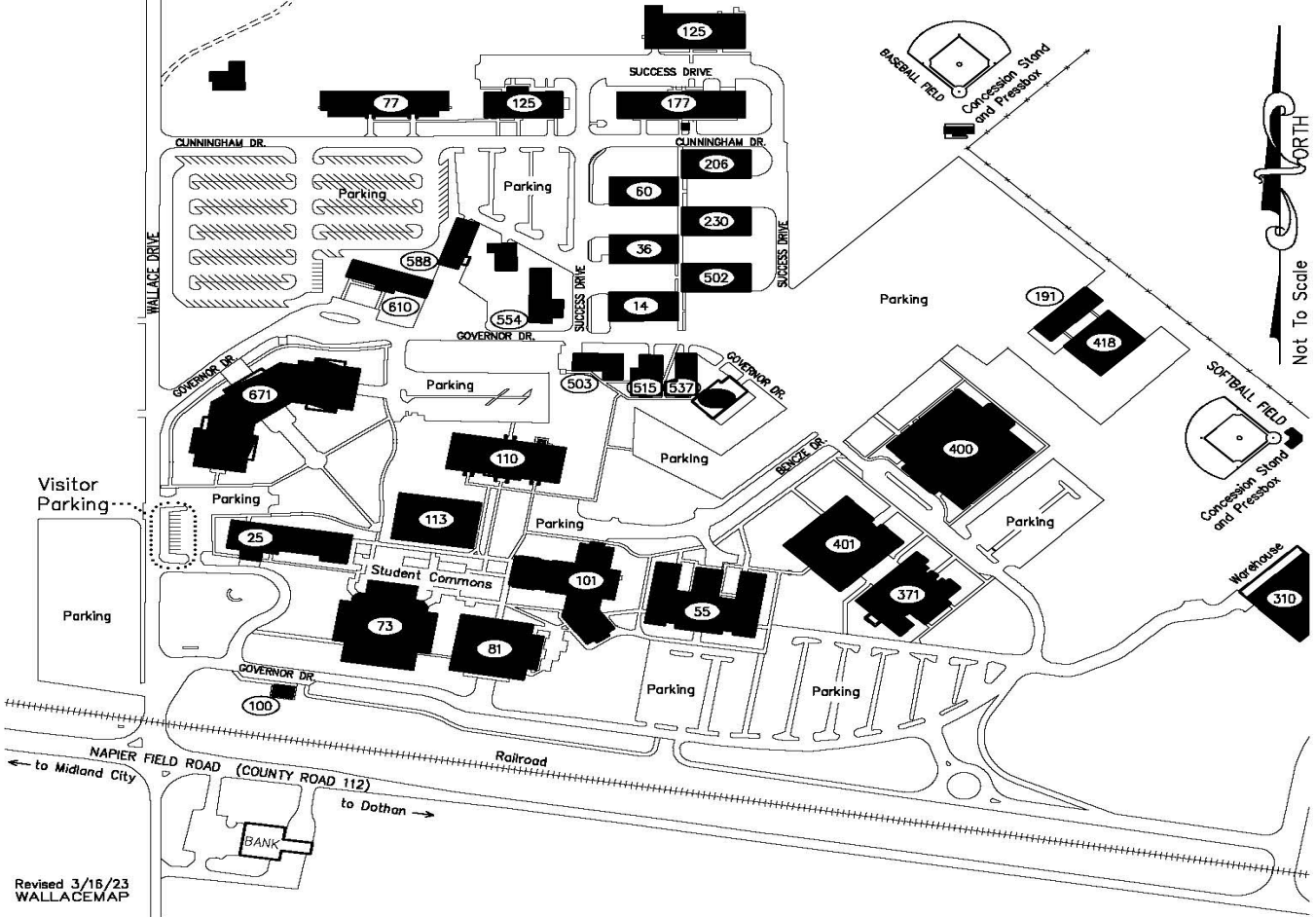
## Wallace Campus Map



**WALLACE  
COMMUNITY  
COLLEGE**  
WALLACE CAMPUS  
1141 WALLACE DRIVE  
DOTHAN, AL 36303

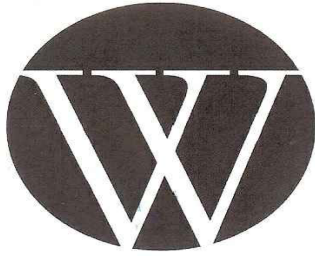
HWY 134  
← to Midland City → to Headland →

Adult Education, Cosmetology	77	Hamm Library (LRC)	113
Air Conditioning and Refrigeration (ACR)	177	Heersink Family Health Science Building	871
Industrial Systems Technology (INT)	230	Associate Degree Nursing (ADN), Emergency Medical Services (EMS), Medical Assisting Technology (MAT), Physical Therapist Assistant (PTA), Practical Nursing (PN), Radiologic Technology (RAD), Respiratory Therapist (RPT), Surgical Technology (SUR)	
Automotive Technology (ASE)	14	Lineworker Program	60
Automotive Technology Annex	206	Maintenance	610
Campus Police Station	100	Printing and Duplication	537
Center for Academic Success (CAS)	110	Rane Hall (RH)	371
Mathematics Lab, The Writing Center		Business, Humanities, Wheelless Auditorium	
Cherry Hall (CY)	400	Records Storage	515
Benze Theatre, Art, Music, Speech		Sheet Metal	473
Coach Johnny Oppert Athletic Development Facility	418	Shipping and Receiving	310
Community Enrichment Center, Wallace Foundation	502	Storage	503
Computer Technology Center (CTC)	73	Transportation	188
Computer Information Science (CIS), Information Technology Services (ITS), Mathematics		Wallace Hall (WH)	25
Cosmetology (COS)	125	Child Development, English, Institutional Effectiveness, Human Resources, Office of the President, Office of the Vice President	
Criminal Justice (CRJ)	36	Watson Family Science Building (S)	101
Cunningham Hall (CH)	81	Welding Technology (WDT)	125
Bookstore, Cafeteria, Public Relations & Marketing, Student Center, Student Life			
Electrical Technology (ELT)	177		
Eathetics	554		
Field House	191		
Gary Hall	401		
Engineering Graphics, Workforce Development			
Grimsey Hall (GH)	55		
ADA Services, Admissions and Records, Advising Center, Business Office, Campus Dean, Counseling, Financial Aid, Instructional Affairs, Physical Plant, Testing Services, TRIO Student Support Services			



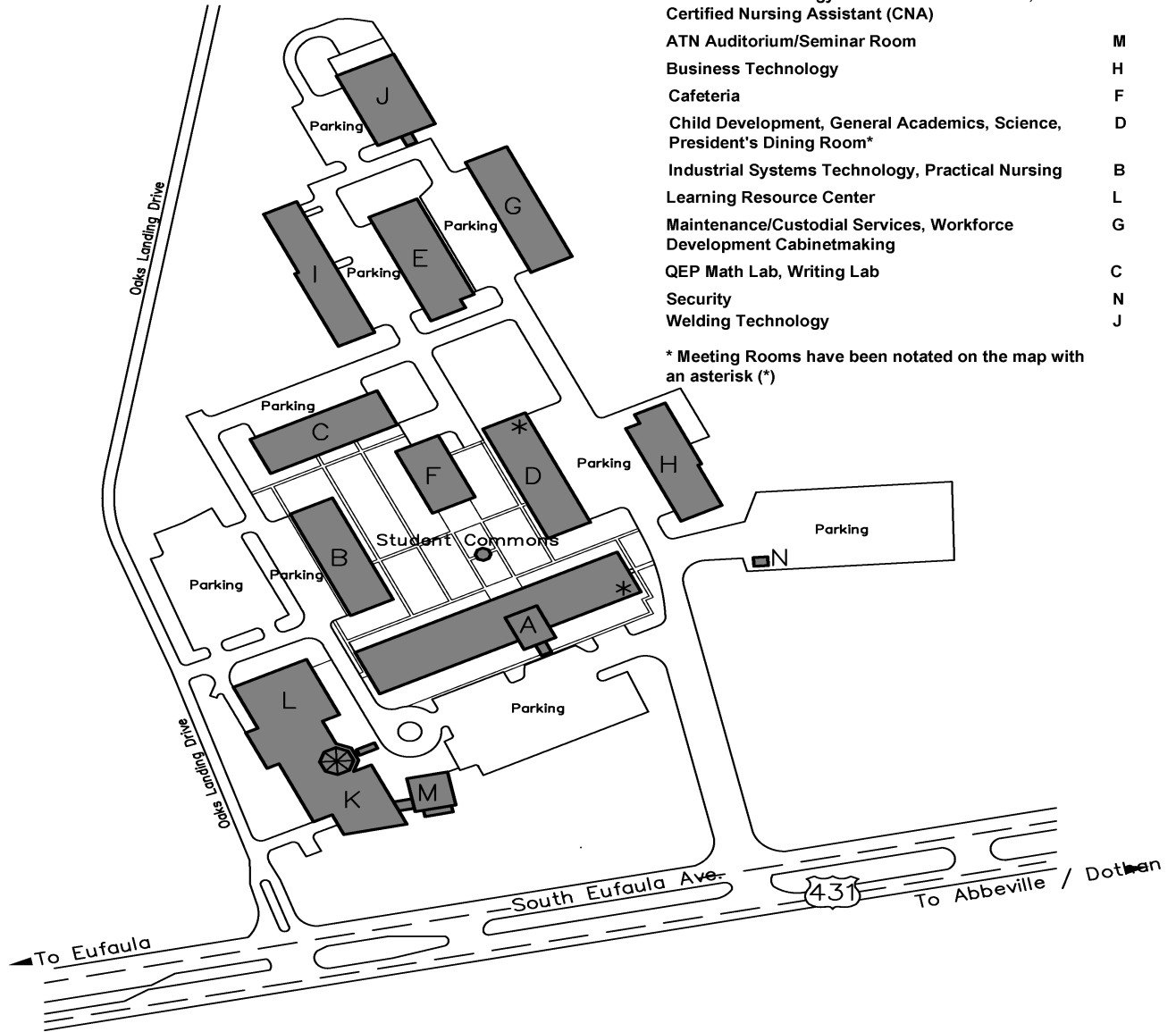
Revised 3/16/23  
WALLACEMAP

# Sparks Campus Map



**WALLACE  
COMMUNITY  
COLLEGE**

SPARKS CAMPUS  
3235 SOUTH EUFAULA AVE.  
EUFAULA, AL 36027



- 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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## In This Section

[Student Affairs | Page 17](#)

[Career Development Center/Career Lab | Page 18](#)

[Advising Services | Page 18](#)

[Disability Support Services | Page 18](#)

[General Testing | Page 18](#)

[Job Listings | Page 19](#)

[ACCUPLACER \(Placement\) Inventory | Page 19](#)

[New Student Advising and New Student Experience | Page 19](#)

[Student Activities | Page 20](#)

[TRiO Programs | Page 21](#)

[Student Support Services | Page 21](#)

[Talent Search | Page 22](#)

[Upward Bound | Page 22](#)

## 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.

## Advising Services

Wallace Community College provides professional advisors to assist students in identifying, planning, and achieving appropriate educational and career goals. Academic and career advising services are designed to support students in making informed decisions and successful adjustments to college life. Advisors are available to help students navigate academic requirements, explore career options, and develop strategies for achieving long-term success.

## Disability Support Services

It is the policy of Wallace Community College to provide reasonable accommodations for environmental and program accessibility to 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 to the DSS office. Early contact (recommended at least 6 weeks in advance of the start of the term) 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 Dothan 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 Dothan 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 Computer 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.

## ACCUPLACER (Placement) Inventory

The ACCUPLACER Inventory is used to assess college level skills in the areas of math and writing. The results, in conjunction with your academic background, goals, and interests, are used by academic advisors and counselors to determine your math and English course selection. You cannot pass or fail the ACCUPLACER Inventory, but it is very important that you do your very best, so that you will have an accurate measure of your academic skills. The ACCUPLACER Inventory is not timed but on average, students take about 2-3 hours to complete.

The ACCUPLACER Inventory is adaptive. This means questions are chosen for you on the basis of your answers to previous questions. This technique selects just the right questions for your ability level. Please be serious and committed to do your best. Plan a time when you will not be distracted or rushed.

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

## New Student Advising and New Student Experience

New Student Advising provides individualized, one-on-one sessions with a professional advisor located in the Advising Center on the Dothan or Eufaula campus. These sessions are designed to support student success and help new students navigate their college experience effectively.

Advisors assist students with:

- Developing short- and long-term academic plans
- Understanding transfer requirements
- Selecting appropriate courses for their program of study
- Navigating registration procedures and class scheduling
- Interpreting college policies
- Addressing academic concerns and special needs
- Responding to general questions or concerns

Advising sessions are available by appointment or on a walk-in basis.

### New Student Experience

The New Student Experience is a day-long program designed to equip new students with essential information, supplies, and resources to ensure a successful start to their first day of classes. This program helps students become familiar with campus services, expectations, and the support systems available throughout their academic journey.

The New Student Experience is offered on both the Dothan and Eufaula campuses. Registration services are also available during the event for students who have not yet registered for classes.

For more details, please visit <http://www.wallace.edu/new-student-experience>

## 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).

**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.

**Biotechnology Club (W)** - To advance biotechnology research and knowledge.

**Black Student Union (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.

**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.

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

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

**Esports Club (S) (W)** - To build a supportive community for students interested in esports/gaming ecosystems.

**Fellowship of Christian Athletes (W)** - To lead every coach and athlete into growing relationship with Jesus Christ and His church.

**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.

**History Club (W)** - To promote historical learning among the student body at WCC. This will be accomplished through academic exercises, participation in relevant events, field trips to historical sites, and service learning projects.

**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 Express (W)** - To perform music in a variety of styles and genres; learn about performance styles, and educate audiences about music performance.

**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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## In This Section

[Accident or Illness | Page 24](#)

[Bookstores | Page 24](#)

[College Police | Page 24](#)

[Emergencies on Campuses | Page 25](#)

[Foundations | Page 25](#)

[Health and Wellness Support | Page 25](#)

[Instructional Support | Page 25](#)

[Lost and Found | Page 26](#)

[Parking Regulations | Page 26](#)

[Public Relations and Marketing | Page 26](#)

[Student Membership on College Committees | Page 26](#)

[Telephones and Messages | Page 26](#)

[Tobacco-Free Policy | Page 26](#)

[Video Surveillance Policy | Page 27](#)

[Visitor Policy | Page 27](#)

[Restroom Policy | Page 27](#)

[Adult Education & Workforce Education | Page 28](#)

[Workforce Development | Page 28](#)

[Continuing and Community Education | Page 29](#)

[WorkKeys® Services | Page 30](#)

[State Authorization Regarding Distance Education | Page 30](#)

[Gainful Employment Disclosure | Page 30](#)

## 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 (<https://www.wallace.edu/bookstore/>), 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: 7:45 a.m. - 4:30 p.m.*
- *Friday: Closed*
- *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 ordering options, methods of payment, refund policies, and online ordering/shipping features, please view the Barnes & Noble Bookstore website at <https://www.wallace.edu/bookstore/>.

## 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](http://give.wallace.edu) or contact the Foundations' office at [wallacefoundation@wallace.edu](mailto:wallacefoundation@wallace.edu).

## Health and Wellness Support

Wallace Community College is committed to supporting the mental health and well-being of its students. An overview of health services and safety information is provided to students during the College's New Student Experience and advising sessions. The Advising Centers on both the Dothan and Eufaula campuses offer health information brochures and serve as points of contact for student wellness support. These centers also collaborate with Wiregrass United Way, which maintains a live, comprehensive list of community-based referral resources available to students. Students are encouraged to participate in health-related activities offered by the College and the surrounding community. These events may include blood drives, wellness workshops, and other health-focused programs.

## 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 CTC Building, Room 124 on the Wallace (Dothan) Campus or the Administration Building, Bookstore/Business Office 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 creates and promotes initiatives that highlight its mission, history, and impact <mailto:pr@wallace.edu> on 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 the 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](mailto: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
- Welding Technology
- Lineworker 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](http://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](http://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 8-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 nine students to begin.* WIOA approved.

**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. Having a C.N.A. is a requirement to enroll in the C.M.A. class. A high school diploma or equivalent is also 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 learning 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 learning 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 Learning Department by email at [dl@wallace.edu](mailto:dl@wallace.edu) or by phone at (334) 556-6905 regarding enrollment in distance learning courses.

Students wishing to file a complaint regarding the distance learning 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/>.

## Gainful Employment Disclosure

A gainful employment (GE) program is any Title IV financial aid eligible, non-degree (certificate) program that trains students for specific employment in recognized career fields. GE programs at Wallace Community College are included in the Career and Technical and Health Scienced divisions. In compliance with guidelines established by the U.S. Department of Education, disclosure information regarding GE programs may be reviewed by visiting the College's Web site utilizing the following link: [http://www.wallace.edu/programs\\_of\\_study/gainful\\_employment\\_ge\\_program\\_disclosures.aspx](http://www.wallace.edu/programs_of_study/gainful_employment_ge_program_disclosures.aspx).

# Admission Policies and Procedures

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## In This Section

[Admission Policies and Procedures | Page 31](#)

[Admission Requirements | Page 32](#)

[Unconditional Admission – First-Time College Students | Page 32](#)

[Conditional Admission – First-Time College Students | Page 32](#)

[Non-Graduate/Non-GED | Page 32](#)

[Unconditional Admission – Transfer Students | Page 33](#)

[Conditional Admission – Transfer Students | Page 33](#)

[Initial Academic Status of Transfer Students | Page 33](#)

[General Principles for Transfer of Credit | Page 33](#)

[Unconditional Admission – Transient Students | Page 34](#)

[Students Seeking Readmission | Page 34](#)

[Audit Students | Page 34](#)

[Accelerated High School Students | Page 34](#)

[Dual Enrollment/Dual Credit Students | Page 35](#)

[Corporate And Continuing Education Students | Page 35](#)

[Health Programs Students | Page 35](#)

[Senior Adult Scholarship Program Students | Page 35](#)

[Student Assessment | Page 35](#)

[In-State Residency | Page 36](#)

[International Students | Page 36](#)

# 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 with proof of 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 (excluding transient and international students) 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](http://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 attending public, private, parochial, or church/religious schools pursuant to §16-28-1 of the Code of Alabama 1975, or who are receiving instruction from a home school offering educational instructions in grades K-12, home schooled students and those receiving instruction through private tutors 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 from 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 (optional). 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 as defined by each secondary education entity's promotion/retention policy. An exception may be granted through ACCS waiver requests including but not limited to students documented as gifted and talented under Alabama Administrative Code §290-8-9.12.
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 transcribed 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 retake 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.
- Score 165 or higher on the GED *College Ready* exam;
- 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](http://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, a 95 on the Duolingo English Test or a minimum score ranging from 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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## In This Section

[Tuition and Fees | Page 38](#)

[Qualifications for In-State Tuition | Page 38](#)

[Fees | Page 39](#)

[Tuition Refunds – Withdrawal Procedures | Page 40](#)

[Tuition Refunds – Complete Withdrawal | Page 40](#)

[Tuition Refunds – Partial Withdrawal | Page 41](#)

[Active Duty Military Withdrawal | Page 41](#)

[Ineligibility for Refund | Page 41](#)

[Title IV Refunds – General | Page 41](#)

[Calculation of Earned Title IV Assistance | Page 42](#)

[Return of Unearned Aid—Responsibility of the College | Page 42](#)

[Return of Unearned Aid—Responsibility of the Student | Page 42](#)

[Pell Withdrawals and Mini Terms | Page 42](#)

[Other Refunds: Books and Supplies | Page 43](#)

[Financial Aid | Page 43](#)

[Applying for Federal Financial Aid | Page 43](#)

[Eligibility | Page 44](#)

[Verification of Eligibility | Page 44](#)

[Course Load Requirements - Enrollment Intensity | Page 44](#)

[Payment Procedures | Page 45](#)

[Financial Aid Overpayment Policy | Page 45](#)

[Financial Aid Satisfactory Academic Progress Policy | Page 45](#)

[Student Rights and Responsibilities Regarding Financial Aid](#)

[| Page 46](#)

[Alabama Student Assistance Program \(ASAP\) | Page 47](#)

[Federal Pell Grant | Page 47](#)

[Federal Supplemental Educational Opportunity Grant \(FSEOG\)](#)

[| Page 47](#)

[Federal Work-Study \(FWS\) | Page 47](#)

# 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
Total credit hours exceeding 19 must be approved by the Dean, Instructional Affairs.									
1	\$131	\$262	\$15	\$15	\$1	\$8	\$10	\$180	\$311
2	262	524	30	30	2	16	20	360	622
3	393	786	45	45	3	24	30	540	933
4	524	1,048	60	60	4	32	40	720	1,244
5	655	1,310	75	75	5	40	50	900	1,555
6	786	1,572	90	90	6	48	60	1,080	1,866
7	917	1,834	105	105	7	56	70	1,260	2,177
8	1,048	2,096	120	120	8	64	80	1,440	2,488
9	1,179	2,358	135	135	9	72	90	1,620	2,799
10	1,310	2,620	150	150	10	80	100	1,800	3,110
11	1,441	2,882	165	165	11	88	110	1,980	3,421
12	1,572	3,144	180	180	12	96	120	2,160	3,732
13	1,703	3,406	195	195	13	104	130	2,340	4,043
14	1,834	3,668	210	210	14	112	140	2,520	4,354
15	1,965	3,930	225	225	15	120	150	2,700	4,665
16	2,096	4,192	240	240	16	128	160	2,880	4,976
17	2,227	4,454	255	255	17	136	170	3,060	5,287
18	2,358	4,716	270	270	18	144	180	3,240	5,598
19	2,489	4,978	285	285	19	152	190	3,420	5,909
20	2,620	5,240	300	300	20	160	200	3,600	6,220
21	2,751	5,502	315	315	21	168	210	3,780	6,531
22	2,882	5,764	330	330	22	176	220	3,960	6,842
23	3,013	6,026	345	345	23	184	230	4,140	7,153
24	3,144	6,288	360	360	24	192	240	4,320	7,464

## IN-STATE TUITION

In-state tuition is \$131 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 \$131 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 \$15 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 \$15 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 \$9 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 \$36, \$27, and \$40, 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 MAT121, 211, 229, and 239 will be associated with charges of \$213, \$213, \$213, and \$259, 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 \$50 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 \$135 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 must pay a fee of \$45 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. Students will utilize the cart in the student portal to purchase this screening.

**Surgical Technology Comprehensive Assessment**—Students enrolled in the Surgical Technologist program are charged fees of \$80 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, when 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 student's payment period for 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

### COURSE MATERIALS AND PRINTED ACCESS CODES

- A full refund will be given in your original form of payment if course materials are returned during the first week of classes, in original condition, with original receipt.
- A full refund will be given in original form of payment during the first 30 days of classes with proof of a schedule change, original receipt, and materials in original condition.
- All sales are final and non-refundable on opened course materials and printed access codes. All wrapping and packaging must still be intact.

### DIGITAL COURSE MATERIALS

- A full refund will be given in your original form of payment if digital course materials are returned within 14 days of purchase with original receipt.
- All sales are final and non-refundable on digital materials that have been accessed.

### GENERAL READING BOOKS, SOFTWARE, AUDIO, VIDEO, AND SMALL ELECTRONICS

- A full refund will be given in your original form of payment if merchandise is returned, unopened, unused, within 14 days of purchase with original receipt.
- Software download product sales are final and non-refundable.

### ALL OTHER MERCHANDISE

- A full refund will be given in original form of payment if merchandise is returned in original condition, unworn/unused with original tags and labels, within 90 days of purchase with original receipt.
- All sales are final and non-refundable on graduation products, gift cards, prepaid cards, newspapers, and magazines.

### FAIR PRICING POLICY

Barnes & Noble College Booksellers comply with local weights and measures requirements. If the price on your receipt is above the advertised or posted price, please alert Bookstore staff and we will gladly refund the difference.

## 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](http://www.studentaid.gov).
  - b. **Download the PDF version of the FAFSA at [www.studentaid.gov](http://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 evaluating the student aid index and cost of attendance.
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 - Enrollment Intensity

To receive the maximum amount of Pell Grant as indicated in the student OneACCA (MyWCC) student portal students must be enrolled in an eligible full-time course load.

Enrollment Intensity is the percentage of full-time enrollment at which a student is enrolled, rounded to the nearest whole percent. For example, if full-time enrollment is 12 credit hours and the student is enrolled in 7 hours, the enrollment intensity would be  $7 \div 12 \times 100\% = 58\%$ . For federal student aid purposes, full-time enrollment for programs offered in standard terms is 12 credit/Title IV hours. Note that enrollment intensity cannot exceed 100% for purposes of Pell Grant proration. Enrollment Intensity by enrolled credit or Title IV hours (certain stand-alone certificate programs): 12 (or more) 100%, (11) 92%, (10) 83%, (9) 75%, (8) 67%, (7) 58%, (6) 50%, (5) 42%, (4) 33%, (3) 25%, (2) 17%, (1) 8%

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 in their student portal of the decision by the Financial Aid Department. The decision of the Financial Aid Appeal Director and or Assistant 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 not to be successful. 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.
- Estimated 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 addresses 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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## In This Section

[Veterans' Benefits | Page 49](#)

[Alabama GI Dependents' Scholarship Program | Page 49](#)

[Forever GI Bill® -- Harry W. Colmery Veterans Educational Assistance Act | Page 50](#)

[Survivors' and Dependents' Educational Assistance Program \(Chapter 35\) | Page 50](#)

[Montgomery GI Bill®—Active Duty Educational Assistance Program \(Chapter 30\) | Page 51](#)

[Montgomery GI Bill®—Selected Reserve Educational Assistance Program \(Chapter 1606\) | Page 51](#)

[Vocational Rehabilitation \(Chapter 31\) | Page 52](#)

[The Post-9/11 GI Bill ® \(Chapter 33\) | Page 52](#)

[Marine Gunnery Sergeant John David Fry Scholarship | Page 52](#)

[Tuition Assistance \(TA\) | Page 53](#)

[My Career Advancement Account Scholarship \(MYCAA\) | Page 54](#)

[Required Standards of Satisfactory Academic Progress for Veterans | Page 55](#)

[Certification of Veterans | Page 55](#)

[Advance Pay | Page 55](#)

[Prior Credit | Page 56](#)

[Military Education and Training Resources | Page 56](#)

[The Ace Military Guide | Page 56](#)

[Military Transcripts | Page 56](#)

[PL 115-407 Sec. 103 | Page 56](#)

[Complaint Policy for Veteran Affairs \(VA\) Students | Page 56](#)

# 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](http://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](http://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 service-connected disability was in existence.
3. Servicepersons missing in action or captured in the line of duty by a hostile force.
4. Servicepersons forcibly detained or interned in the line of duty by a foreign government or power.
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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.benefits.va.gov/gibill) for more detailed information.

## 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](http://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](http://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](http://www.benefits.va.gov/gibill).

Refer to VA's website at [www.benefits.va.gov/gibill](http://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](http://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](http://ArmyIgnitED.com).

## Tuition Assistance Procedures

Soldiers' TA enrollment requests must be submitted and approved through [www.ArmyIgnitED.com](http://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: the 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 the VA; however, online and hybrid remedial classes cannot be certified to the VA.
5. Veterans and dependents must be recertified for education benefits each year at the beginning of each semester and when they re-enter 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 transcript from all prior colleges, including military transcripts, submitted to the Admissions and Records Office. It is the veteran's responsibility to notify the Wallace Community College Veterans Affairs Office when the transcript has been received and reviewed by 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. All transcripts including military transcripts must be evaluated by the College's Registrar's Office before VA Education benefits are awarded, and enrollment is certified. If prior credits meet the graduation requirements for courses awarded aid and/or certified to VA must be removed. This will result in student debt to the VA and or College.
7. Benefits are paid based on the credit hours listed below.
8. 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 students receiving Federal VA education benefits must submit the above applicable transcript(s) before financial aid award codes and enrollment certifications will be made.

## 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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## In This Section

[Scholarships | Page 58](#)

[State Vocational Rehabilitation | Page 58](#)

[The Trade Adjustment Act \(TAA\) | Page 58](#)

[Workforce Innovation and Opportunity Act \(WIOA\) | Page 59](#)

[Loans | Page 59](#)

# 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](http://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](http://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 Direct Federal Student Loan program; however, the Office of Financial Aid will certify eligible private student loans. Any other Private education loans will be processed directly by the College's Business Office. 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 call 334-556-2476 or visit the College Web site at [www.wallace.edu](http://www.wallace.edu).

# General Policies

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## In This Section

General Policies   Page 60	Standards of Progress Policy   Page 66
Maximum and Minimum Course Loads   Page 61	Intervention for Student Success   Page 66
Credit for Non-Traditional Learning   Page 61	Application of Standards of Progress   Page 66
Advanced Placement (AP®) Credit   Page 61	Process of Appeal for Readmission   Page 67
Career and Technical Education Credit Awarded for Articulation   Page 61	Standards of Academic Progress – Transfer Students   Page 67
Challenge and Validation Examinations   Page 61	Academic Bankruptcy   Page 67
College-Level Examination Program (CLEP®) Policy   Page 62	Course Forgiveness   Page 68
Experiential, Specialized, Or Occupational Training   Page 62	Transient Authorization   Page 68
Military Training   Page 62	Transcripts of Records   Page 68
Police Academy   Page 63	Attendance Policy   Page 68
Awarding Credit Through Prior Learning Assessment   Page 63	Student Identity Verification   Page 69
Professional Certification, Licensure, Or Registry   Page 63	Degrees   Page 69
Sophomore Status   Page 63	Degree Requirements   Page 69
Credit Hour Definition   Page 63	Program and Short Certificates   Page 70
Grades   Page 63	Certificate Requirements   Page 70
Quality Points   Page 64	Graduation Honors for Degrees   Page 70
Grade Challenges   Page 65	Graduation Honors for Certificates   Page 71
Term Grades   Page 65	Dean's List   Page 71
Dropping and Adding Classes   Page 65	President's List   Page 71
Name and Address Changes   Page 65	All-USA and All-Alabama Academic Teams   Page 71
Changes in Major or Catalog   Page 65	Honors Day Convocations   Page 71
Identification Verification   Page 65	President's Award   Page 72
Final Examinations   Page 65	Who's Who in American Colleges And Universities   Page 72
Standards of Academic Progress   Page 66	Career Readiness Certificate   Page 72

## 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-Proiciency 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)
<b>COMPOSITION AND LITERATURE</b>			
<b>FOREIGN LANGUAGE</b>			
<b>HISTORY AND SOCIAL SCIENCES</b>			
Introductory Business Law	50	3 hours	BUS 263
Principles of Management	50	3 hours	BUS 275
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
Spanish Language, Level 1	50	6 hours	SPA 101, 102
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)
<b>MATHEMATICS AND SCIENCE</b>			
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
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 115

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:

- Joint Services 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 <sup>1</sup>	1
F (below 60)	Failure	0
S	Satisfactory <sup>2</sup>	0
U	Unsatisfactory <sup>2</sup>	0
I	Incomplete	0
W	Official Withdrawal	0
WF	Withdrawal, Failing <sup>3</sup>	0
AU	Audit <sup>4</sup>	0

Quality Grade Definition	Points
NG No Grade Assigned <sup>5</sup>	0
TA Transfer coursework accepted for credit <sup>6</sup>	
TB Transfer coursework accepted for credit <sup>6</sup>	
TC Transfer coursework accepted for credit <sup>6</sup>	
TD Transfer coursework accepted for credit <sup>6</sup>	
TS Transfer coursework accepted for nontraditional credit <sup>7</sup>	

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

<sup>2</sup> Used for non-credit coursework only. (These courses are not calculated in the grade point average.)

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

<sup>4</sup> Course taken for no credit. Credit hours will not be averaged into the grade point average. Must be declared by the end of the registration period and may not be changed thereafter.

<sup>5</sup> Used for administrative purposes when faculty fail to meet grade submission deadlines established by the college. Not to be assigned to an individual student who fails to complete the required course work before the scheduled course end date.

<sup>6</sup> Transfer grade received at the sending institution.

<sup>7</sup> Transfer coursework accepted for nontraditional credit such as, but not limited to, CLEP and AP scores.

**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](http://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. 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 and Sparks Campuses. 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 after the drop/add period. 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 or complete the online form on the Admissions webpage 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.

## 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 most recent 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 higher/highest grade awarded (excluding a grade of **W**) replaces all previous grades for that course in the computation of the cumulative grade point average.

When a student completes a course more than once, the highest grade will be counted in the GPA and all other grades excluded from the GPA. Official Wallace Community College transcripts will list each course in which students were 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.

A student may repeat a course more than once, but the course may be counted only once toward fulfillment of credit hours for graduation.

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 identity 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 <https://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/](http://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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## In This Section

[Programs of Study | Page 74](#)

[Modes of Delivery | Page 74](#)

[General Education Courses and Outcomes | Page 74](#)

[Transfer Credits | Page 75](#)

[Undecided Transfer Students | Page 75](#)

[Faculty Advising | Page 75](#)

[University-Parallel Programs | Page 75](#)

[Academic | Page 76](#)

[Career and Technical | Page 76](#)

[Health Sciences | Page 77](#)

## 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.

## 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. 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 matched with academic advisors based on the first letter of their last names.

**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 advisors 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 Theatre 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 Theatre. Student and faculty display art works on the campus and in the community. In addition, the division is home to The Wallace Sound, show choir and The Wallace Express, instrumental ensemble. The Fine Arts Division produces two Theatre productions yearly, that include a spring musical theatre production through collaboration of the music and theatre departments.

**Freshman Studies and Behavioral Sciences.** This division offers instruction in Anthropology, Orientation, Organizational Leadership, Psychology, and Sociology to support the General Studies curriculum for students pursuing the associate in arts, associate in science, associate in applied sciences, and certificate credentials.

**Humanities and Social Sciences.** This division offers instruction in Anthropology, Economics, Geography, History, Philosophy, Political Science, Religion, 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, Physics, and Agricultural Sciences 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, Phlebotomy, EKG Technician, and Medical Administrative Assistant; 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

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## 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: ENG 101: *Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and 12<sup>th</sup> grade English scores, or GED subject score.* \*
- 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 course:

- *MTH 100 or MTH 110 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and grade made in Algebra II or higher, or GED subject score.*
  - *MTH 112 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, or high school GPA and grade made in Algebra II or higher.*
  - *MTH 113 or higher Entrance is determined by ACT scores, or SAT scores and the highest math course completed in high school.*
- 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 ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and 12<sup>th</sup> grade English scores, or GED subject score. \*
- 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:
  - *MTH 100 or MTH 110 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and grade made in Algebra II or higher, or GED subject score.*
  - *MTH 112 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, or high school GPA and grade made in Algebra II or higher.*
  - *MTH 113 or higher Entrance is determined by ACT scores, or SAT scores and the highest math course completed in high school.*
- ORI 101, ORI 105, or ORI 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
- Entrepreneurship 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

### PROGRAMS

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**

## Programs

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
- Entrepreneurship Concentration
- Office Administration Concentration

### [Child Development](#)

### [Computer Information Science](#)

- Computer Technician
- Cyber Defense Concentration
- Google IT Support Professional Concentration
- Mobile App Development Concentration
- Networking Essentials
- Programming Essentials
- Software Development Concentration
- Web Development Essentials

### [Criminal Justice](#)

### [EKG Technician](#)

### [Electrical Technology](#)

### [Emergency Medical Technician](#)

### [Esthetics Technology](#)

### [Engineering Graphics](#)

### [Industrial Systems Technology](#)

### [Masonry](#)

### [Medical Administrative Assistant](#)

### [Mental Health Technician](#)

[Nail Technology](#)

[Paramedic](#)

[Phlebotomy](#)

[Welding Technology](#)

## **Requirements / Credit Hours for General Education**

**AREA I: Written Composition / 6**

**AREA II: Humanities and Fine Arts / 6**

**AREA III: Natural Sciences and Mathematics / 7 - 8**

**AREA IV: History, Social and Behavioral Sciences / 6**

**AREA V: Electives / 1 - 3**

**Maximum Program Semester Credit Hours: 26 - 29**

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

[General Education Short Certificate](#)

# Instructional Programs

## In This Section

- Alabama Transfers Guide Information | Page 86  
Aerospace Engineering, A.S. | Page 89  
Agriculture - Agriculture Science (Auburn University Only), A.S. | Page 90  
Agriculture—Agricultural Economics (Auburn University Only), A.S. | Page 91  
Agriculture—Agronomy and Soils (Auburn University Only), A.S. | Page 92  
Agriculture—Animal and Dairy Science, A.S. | Page 93  
Agriculture—Poultry Science 2+2 Option (Auburn University Only), A.S. | Page 94  
Architecture (Auburn University Only), A.S. | Page 95  
Art—Studio and Art Education, A.A. or A.S. | Page 96  
Bio-Systems Engineering (Auburn University Only), A.S. | Page 97  
Biology and Biology Education, A.S. | Page 98  
Biotechnology - Applied, A.S. | Page 99  
Business—Accounting, Management, and Marketing, A.S. | Page 100  
Chemical Engineering, A.S. | Page 101  
Chemistry, A.S. | Page 102  
Chemistry Education, A.S. | Page 103  
Civil Engineering, A.S. | Page 104  
Computer Engineering, A.S. | Page 105  
Computer Science, A.S. | Page 106  
Computer Science Engineering, A.S. | Page 107  
Criminal Justice, A.A. or A.S. | Page 108  
Economics, A.S. | Page 109  
Electrical Engineering, A.S. | Page 110  
Elementary or Early Childhood Education, A.A. or A.S. | Page 111  
English, A.A. or A.S. | Page 112  
English/Language Arts Education, A.A. or A.S. | Page 113  
Forestry (Auburn University Only), A.S. | Page 114  
General Science Education, A.S. | Page 115  
General Studies, A.S. | Page 116  
General Studies Short Term Certificate | Page 117  
Health Education, A.A. or A.S. | Page 118  
History, A.A. or A.S. | Page 119  
History Education, A.A. or A.S. | Page 120  
Horticulture- Fruit and Vegetable Production (Auburn University Only), A.S. | Page 121  
Industrial Engineering, A.S. | Page 123  
Interior Design (Auburn University Only), A.S. | Page 124  
Interior Design (University of Alabama Only), A.S. | Page 125  
Journalism/Mass Communication, A.A. or A.S. | Page 126  
Liberal Arts, A.A. | Page 127  
Materials Engineering, A.S. | Page 128  
Mathematics, A.S. | Page 129  
Mathematics Education, A.S. | Page 130  
Mechanical Engineering, A.S. | Page 131  
Music, A.A. or A.S. | Page 132  
Music Education, A.A. or A.S. | Page 133  
Nursing, A.S. | Page 134  
Physics, A.S. | Page 135  
Physics Education, A.S. | Page 136  
Pre-Dentistry (University of Alabama at Birmingham Only), A.S. | Page 137  
Pre-Law | Page 138  
Pre-Medicine and Pre-Osteopathic Medicine, A.S. | Page 138  
Pre-Occupational Therapy, A.S. | Page 139  
Pre-Optometry (the University of Alabama at Birmingham Only), A.S. | Page 140  
Pre-Pharmacy (Auburn and Samford Universities Only), A.S. | Page 141  
Pre-Physical Therapy, A.S. | Page 142  
Pre-Veterinary Medicine (Auburn and Tuskegee Universities Only), A.S. | Page 143  
Pre-professional Programs: Overview | Page 144  
Psychology, A.A. or A.S. | Page 144  
Public Administration (Auburn University Only), A.S. | Page 145  
Public Relations, A.A. or A.S. | Page 146  
Social Studies Education, A.A. or A.S. | Page 147  
Social Work, A.A. or A.S. | Page 148  
Sociology, A.A. or A.S. | Page 149  
Special Education, A.A. or A.S. | Page 150  
Speech Communication Studies, A.S. | Page 151  
Speech Pathology, A.A. or A.S. | Page 152  
Telecommunications and Film or Broadcasting, A.A. or A.S. | Page 153  
Wallace Community College Alabama General Studies Committee (AGSC)  
Approved Common Core Courses | Page 155  
Degrees & Certificates | Page 156  
Associate in Applied Science Degree and Certificate Programs | Page 156  
Programs by Location | Page 158  
Programs by Discipline | Page 159  
Air Conditioning/Refrigeration | Page 161  
Air Conditioning/Refrigeration, A.A.S. | Page 161  
Air Conditioning/Refrigeration, Certificate | Page 163  
Air Conditioning/Refrigeration, STC | Page 165  
Basic HVAC Technician, STC | Page 165  
Automotive Technology | Page 166  
Automotive Technology, A.A.S. | Page 166  
Automotive Technology, Certificate | Page 168  
Automotive Technology, STC | Page 171  
Basic Automotive, Truck, and Tractor Service and Repair, STC | Page 172  
Diesel and Heavy Equipment Mechanics | Page 173  
Lube Technician, STC | Page 173  
Business Technologies | Page 174  
Business Technologies, A.A.S. | Page 174  
Business Technologies Short Certificates | Page 179  
Child Development | Page 180  
Child Development, A.A.S. | Page 180  
Child Development, Certificate | Page 182  
Pre-K Endorsement, STC | Page 183  
Computer Information Science | Page 184  
Computer Information Science, A.A.S. | Page 185  
Computer Information Science Short Certificates | Page 189  
Cosmetology | Page 190  
Cosmetology, Certificate | Page 190  
Criminal Justice | Page 192  
Criminal Justice Forensic Concentration, A.A.S. | Page 192  
Criminal Justice Law Enforcement Concentration, A.A.S. | Page 194  
Criminal Justice Fundamentals, STC | Page 196  
Electrical Technology | Page 196  
Electrical Technology, A.A.S. | Page 196  
Electrical Technology, STC | Page 198  
Emergency Medical Services | Page 199  
Emergency Medical Services - Paramedic AAS Degree Curriculum | Page 199  
Emergency Medical Services - Paramedic Certificate Curriculum | Page 203  
Emergency Medical Services-AEMT Short Certificate | Page 206  
Emergency Medical Services- EMT Short Certificate | Page 206  
Emergency Medical Services - Paramedic Short Certificate | Page 207  
Engineering Graphics | Page 209  
Engineering Graphics, A.A.S. | Page 210  
Engineering Graphics, Certificate | Page 212  
3D Graphics Technician, STC | Page 213  
Advanced Engineering Draftsman, STC | Page 214  
Architectural Graphics Technician, STC | Page 214  
CAD Operator, STC | Page 215  
Engineering Graphics, STC | Page 216  
Esthetics Technology | Page 217  
Esthetics Technology, STC | Page 217  
Industrial Systems Technology | Page 218  
Industrial Systems Technology, A.A.S. | Page 218  
Industrial Systems Technology: FAME - Advanced Manufacturing, A.A.S. | Page 220

Industrial Systems Technology, STC   Page 222	Economics Courses   Page 309
Millwright Technician, STC   Page 223	Electrical Technology Courses   Page 309
Masonry   Page 224	Emergency Medical Services Courses   Page 312
Masonry, STC   Page 224	Engineering Graphics Courses   Page 315
Medical Assisting   Page 224	English Courses   Page 317
Medical Assisting (MAT)   Page 224	English, Introductory – Career and Technical Courses   Page 320
EKG Technician Short Certificate   Page 228	Esthetics Technology Courses   Page 320
Medical Administrative Assistant Short Certificate   Page 230	Geography Courses   Page 322
Phlebotomy Short Certificate   Page 231	Health Courses   Page 322
Mental Health Technician   Page 233	Health Sciences Courses   Page 322
Mental Health Technician (MHT)   Page 233	History Courses   Page 323
Nail Technology   Page 234	Horticulture Courses   Page 324
Nail Technology, STC   Page 234	Humanities Courses   Page 325
Nursing – Associate Degree in Nursing   Page 235	Industrial Systems Technology Courses   Page 326
Associate Degree Nursing (ADN)   Page 235	Industrial Systems Technology - FAME Advanced Manufacturing Courses   Page 330
LPN-to-RN Mobility Concentration   Page 244	Masonry Courses   Page 332
Physical Therapist Assistant   Page 252	Mathematics Courses   Page 333
Physical Therapist Assistant (PTA)   Page 252	Mathematics – Career and Technical Courses   Page 337
Practical Nursing   Page 256	Medical Assisting Courses   Page 337
Practical Nursing   Page 256	Mental Health Technician Courses   Page 341
Radiologic Technology   Page 261	Music Courses   Page 342
Radiologic Technology (RAD)   Page 262	Music – Performance Courses   Page 352
Respiratory Therapist   Page 267	Nursing – Associate Degree in Nursing Courses   Page 354
Respiratory Therapist (RPT)   Page 267	Office Administration Courses   Page 356
Surgical Technology   Page 272	Organizational Leadership Courses   Page 357
Surgical Technology (SUR)   Page 272	Orientation Courses   Page 357
Welding Technology   Page 275	Orientation – Career and Technical Courses   Page 358
Welding Technology, Certificate   Page 276	Philosophy Courses   Page 358
Basic Welding Fundamentals, STC   Page 278	Physical Education Courses   Page 358
Welding Technology, STC   Page 278	Physical Science Courses   Page 359
Welding Technology Advanced MIG Welding (Aluminum Concentration), STC   Page 279	Physical Therapist Assistant Courses   Page 360
Welding Technology Advanced Pipe Welding (Stainless Steel Concentration), STC   Page 280	Physics Courses   Page 364
Course Descriptions   Page 282	Political Science Courses   Page 365
Accounting Courses   Page 282	Practical Nursing Courses   Page 365
Agriculture Production Courses   Page 282	Psychology Courses   Page 367
Air Conditioning/Refrigeration Courses   Page 283	Radiologic Technology Courses   Page 368
Anthropology Courses   Page 285	Religion Courses   Page 371
Art Courses   Page 285	Respiratory Therapist Courses   Page 372
Automotive Technology Courses   Page 289	Sociology Courses   Page 376
Biology Courses   Page 291	Spanish Courses   Page 376
Business Technologies Courses   Page 294	Speech Courses   Page 376
Chemistry Courses   Page 296	Speech – Career and Technical Courses   Page 377
Child Development Courses   Page 297	Surgical Technology Courses   Page 377
Computer Information Science Courses   Page 299	Theater Courses   Page 379
Cosmetology Courses   Page 304	Welding Technology Courses   Page 380
Criminal Justice Courses   Page 307	Workplace Skills Courses   Page 384

# Alabama Transfers Guide Information



## Alabama Transfers

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

## 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  
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	Computer Applications	3
	Electives as Determined by Transfer Institution	21-23
	<b>Total credits:</b>	<b>Total Credits</b> <b>61-65</b>

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

Through a Memorandum of Understanding (MOU) between Wallace Community College - Dothan and Auburn University College of Agriculture, this plan of study provides a pathway for Wallace Community College students to transfer to Auburn University College of Agriculture upon completion of two years of specified coursework that meets the preliminary coursework requirements for a Bachelor of Science degree in Auburn University College of Agriculture. 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 horticulture faculty advisors and/or counselors. **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 History.

The Area V Electives listed are part of the MOU with Auburn University. 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/Fine Arts Elective	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
	General Psychology or other Social 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 or MTH 265	3
CHM 111	College Chemistry I	4
HOC 115	Soils and Fertilizer	3
HOC 230	Vegetable and Orchard Crops	3
ORI 101	Orientation to College	1
	<b>Total credits:</b>	<b>Total Credits 63</b>

## Course Sequencing

### Semester 1

Item #	Title	Credits
ENG 101	English Composition I	3
MTH 113	Precalculus Trigonometry	3
BIO 103	Principles of Biology I	4
HOC 115	Soils and Fertilizer	3
ORI 101	Orientation to College	1

### Semester 2

Item #	Title	Credits
ENG 102	English Composition II	3
BIO 104	Principles of Biology II	4
HOC 230	Vegetable and Orchard Crops	3
	History (First sequence)	3
	Fine Arts	3

### Semester 3

Item #	Title	Credits
	Literature	3
CHM 111	College Chemistry I	4
AGP 130	Poultry Production	4
ECO 232	Principles of Microeconomics	3
	History (2nd Sequence)	3

### Semester 4

Item #	Title	Credits
	BUS 271 or MTH 265	3
AGR 200	Introduction to Animal Dairy Science	4
	Speech	3
	General Psychology or other Social Sciences	3
	Humanities/Fine Arts Elective	3

## 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
	<b>Total credits:</b>	<b>Total Credits 60-71</b>

## 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>60-68</b>

### 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
	<b>Total credits:</b>	<b>Total Credits 60-70</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer Applications	3
CIS 207	Web Development	3
CIS 209	Advanced Web Development	3
	ENG or HIS to complete a sequence in both	3
	Electives to Complete Degree Requirements	3
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer Applications	3
	Program Electives (Art-Studio and Art Education)	
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 58-62</b>

### 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

### 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

*ENG 101: Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and 12<sup>th</sup> grade English scores, or GED subject score.*

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

*MTH 113 or higher Entrance is determined by ACT scores, or SAT scores and the highest math course completed in high school.*

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
	<b>Total credits:</b>	<b>Total Credits</b> <b>64-66</b>

## 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, 18-20 and Marketing)	
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Chemical Engineering)	21-23
	<b>Total credits:</b>	<b>Total Credits 61-65</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-67</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Civil Engineering)	21-23
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>61-65</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Computer Engineering)	21-23
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>61-65</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Computer Science Engineering)	21-23
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>61-65</b>

### 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Electrical Engineering)	21-23
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>61-65</b>

## 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 4 PHY 214	
	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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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 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:

\* 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	Computer Applications	3
	Electives as Determined by Transfer Institution (English)	15-19
	<b>Total credits:</b>	<b>Total Credits</b> <b>60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 59-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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

ENG 101: Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and 12<sup>th</sup> grade English scores, or GED subject score.\*

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:

- MTH 112 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, or high school GPA and grade made in Algebra II or higher.
- MTH 113 or higher Entrance is determined by ACT scores, or SAT scores and the highest math course completed in high school.

Item #	Title	Credits
	Natural Sciences	8
	MTH 110, MTH 112, MTH 265, or Higher Math	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	Computer Applications	3
	General Electives	15-19
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>60-65</b>

## General Studies Short Term Certificate

This plan of study was developed as a guideline for students who plan to transfer to an Alabama public four-year institution. This curriculum is available on the Sparks and Wallace Campuses. **Upon completion of courses listed below, the transcript will reflect a Short Certificate without reference to the specific program of study.**

### Area I: Written Composition

Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and 12<sup>th</sup> grade English scores, or GED subject score.

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

### Area II: Humanities and Fine Arts

Item #	Title	Credits
	Humanities/Fine Arts Elective	3
	Humanities/Fine Arts Elective	3

## Area III: Natural Sciences and Mathematics

MTH 110 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and grade made in Algebra II or higher, or GED subject score.

MTH 112 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, or high school GPA and grade made in Algebra II or higher.

MTH 113 or higher Entrance is determined by ACT scores or SAT scores and the highest math course completed in high school.

Item #	Title	Credits
	MTH 110, MTH 112, MTH 265, or Higher Math	3-4
	Natural Sciences	4

## Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History, Social, or Behavioral Science Elective	3
	History, Social, or Behavioral Science Elective	3

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

Item #	Title	Credits
	Orientation or Elective	1-3
	<b>Total credits:</b>	<b>Total Credits 26-29</b>

## Course Sequencing

### Semester 1 Suggested Course Sequence

Item #	Title	Credits
ENG 101	English Composition I	3
	History, Social, or Behavioral Science Elective	3
	Humanities/Fine Arts Elective	3
	MTH 110, MTH 112, MTH 265, or Higher Math	3-4
	Orientation or Elective	1-3

### Semester 2 Suggested Course Sequence

Item #	Title	Credits
ENG 102	English Composition II	3
	History, Social, or Behavioral Science Elective	3
	Humanities/Fine Arts Elective	3
	Natural Sciences	4

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

### 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	Computer Applications	3
	History (2nd Sequence)	3
	Electives as Determined by Transfer Institution (History)	9-13
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

### 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	Computer Applications	3
	History (2nd Sequence)	3
	Electives as Determined by Transfer Institution (History Education)	9-13
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## Horticulture- Fruit and Vegetable Production (Auburn University Only), A.S.

Through a Memorandum of Understanding (MOU) between Wallace Community College - Dothan and Auburn University College of Agriculture, this plan of study provides a pathway for Wallace Community College students to transfer to Auburn University College of Agriculture upon completion of two years of specified coursework that meets the preliminary coursework requirements for a Bachelor of Science degree in Auburn University College of Agriculture. 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 horticulture faculty advisors and/or counselors. **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 History.

The Area V Electives listed are part of the MOU with Auburn University. 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.

ORI101: 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
	Fine Arts	3
	Humanities/Fine Arts Elective	3
	Literature	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 112 or more advanced	3-4

### Area IV: History, Social and Behavioral Sciences

Item #	Title	Credits
	History (Sequence)	6
	ECO 231 or ECO 232	3
	General Psychology or other Social Sciences	3

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

Item #	Title	Credits
BUS 241	Principles of Accounting I	3
CHM 111	College Chemistry I	4
HOC 110	Introduction to Horticulture	3
HOC 115	Soils and Fertilizer	3
HOC 230	Vegetable and Orchard Crops	3
ORI 101	Orientation to College	1

### Nursery and Greenhouse Concentration

Select One to complete the Nursery and Greenhouse Concentration

Item #	Title	Credits
BUS 271	Business Statistics I	3
MTH 265	Elementary Statistics	3
SPA 101	Introductory Spanish I	4

### Fruit and Vegetable Production Concentration

Select One to complete the Fruit and Vegetable Production Concentration

Item #	Title	Credits
BUS 271	Business Statistics I	3
CHM 221	Organic Chemistry I	4
MTH 125	Calculus I	4
MTH 265	Elementary Statistics	3
PHY 201	General Physics I—Trigonometry-Based	4
SPA 101	Introductory Spanish I	4
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>61-63</b>

### Course Sequencing

#### Semester 1

Item #	Title	Credits
BIO 103	Principles of Biology I	4
ENG 101	English Composition I	3
MTH 112	Precalculus Algebra	3
ORI 101	Orientation to College	1
PSY 200	General Psychology	3

## Semester 2

Item #	Title	Credits
ENG 102	English Composition II	3
BIO 104	Principles of Biology II	4
	History (First sequence)	3
HOC 110	Introduction to Horticulture	3
	ECO 231 or ECO 232	3

## Semester 3

Item #	Title	Credits
BUS 241	Principles of Accounting I	3
CHM 111	College Chemistry I	4
	History (2nd Sequence)	3
HOC 115	Soils and Fertilizer	3
	Literature	3

## Semester 4

Item #	Title	Credits
HOC 230	Vegetable and Orchard Crops	3
	Speech	3
	Fine Arts	3
	Humanities/Fine Arts Elective	3
	Area V Elective: Fruit and Vegetable Production	3-4
	Area V Elective: Nursery and Greenhouse Science or Landscape Horticulture	3-4

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Industrial Engineering)	21-23
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>61-65</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

### 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 203 or 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Journalism/Mass Communication)	15-18
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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 the 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

*ENG 101: Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and 12<sup>th</sup> grade English scores, or GED subject score.*

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

- *MTH 110 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, high school GPA and grade made in Algebra II or higher, or GED subject score.*
- *MTH 112 Entrance is determined by ACCUPLACER® placement exam scores, ACT scores, SAT scores, or high school GPA and grade made in Algebra II or higher.*
- *MTH 113 or higher Entrance is determined by ACT scores, or SAT scores and the highest math course completed in high school.*

Item #	Title	Credits
	Natural Sciences	8
	MTH 110, MTH 112, MTH 265, or Higher Math	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.

Item #	Title	Credits
	ORI 101 OR ORI 105	1-3
CIS 146	Computer Applications	3
	General Electives	15-19
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Materials Engineering)	21-23
	<b>Total credits:</b>	<b>Total Credits 61-65</b>

### 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	Computer Applications	3
	MTH 113 or MTH 125 or MTH 126 or MTH 227	9-18
	Electives as Determined by Transfer Institution (Mathematics)	
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-67</b>

## 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	Computer Applications	3
	Speech	3
	Electives as Determined by Transfer Institution (Mechanical Engineering)	18-20
	<b>Total credits:</b>	<b>Total Credits</b> <b>61-65</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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 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 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Physics)	12-17
	<b>Total credits:</b>	<b>Total Credits</b> <b>61-65</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Physics Education)	7-11
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Pre-Dentistry)	14
	<b>Total credits:</b>	<b>Total Credits 60</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits</b> <b>61-65</b>

## 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	Computer Applications	3
MTH 265	Elementary Statistics	3
	Electives as Determined by Transfer Institution (Pre-Occupational Therapy)	12-16
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
	CHM 111-112 or CHM 221 or MTH 265 or PHY 213-214	3
	Program Related Electives (Pre-Optometry)	15-19
	<b>Total credits:</b>	<b>Total Credits</b> <b>61-65</b>

## 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	Computer Applications	3
	Program Prerequisites (Pre-Pharmacy)	15-19
	<b>Total credits:</b>	<b>Total Credits</b> <b>61-65</b>

## 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	Computer Applications	3
	Speech	3
	Program Prerequisites (Pre-Physical Therapy)	12-16
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
	Program Prerequisites (Pre-Veterinary Medicine)	15
	<b>Total credits:</b>	<b>Total Credits 60-61</b>

### 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	Computer Applications	3
PSY 200	General Psychology	3
	Electives as Determined by Transfer Institution (Psychology)	12-16
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 57-61</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Public Relations)	
	<b>Total credits:</b>	<b>Total Credits</b> <b>60-64</b>

## 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	Computer Applications	3
	History, Social, and Behavioral Sciences	9-12
	Electives as Determined by Transfer Institution (Social Science Education)	6-10
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer Applications	3
ECO 231	Principles of Macroeconomics	3
	MTH 265 or PSY 260	3
	Electives as Determined by Transfer Institution (Social Work)	9-13
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer Applications	3
	Electives as Determined by Transfer Institution (Sociology)	15-19
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 60-64</b>

## 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	Computer Applications	3
	Speech	3
	Electives as Determined by Transfer Institution (Speech Communication Studies)	12-16
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

## 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	Computer Applications	3
PSY 200	General Psychology	3
PSY 210	Human Growth and Development	3
	Electives as Determined by Transfer Institution (Speech Pathology)	9-13
	<b>Total credits:</b>	<b>Total Credits 60-65</b>

### 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.

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	History	3-6
	Social and Behavioral Sciences	6-9

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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	ORI 101 OR ORI 105	1-3
CIS 146	Computer Applications	3
	Speech	3
	Electives as Determined by Transfer Institution (Telecommunications and Film or Broadcasting)	12-16
	<b>Total credits:</b>	<b>Total Credits</b> <b>60-65</b>

# 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
	<b>Total credits:</b>	<b>Total Credits 39-45</b>

# Degrees & Certificates

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## Associate in Applied Science Degree and Certificate Programs **ASSOCIATE IN APPLIED SCIENCE DEGREE APPLICABLE ELECTIVES**

**\*Please consult the curriculum for detailed elective program requirements.**

### *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 156  
Business Technologies 168  
Child Development 174  
Computer Information Science 180  
Criminal Justice 189  
Emergency Medical Services - EMT Short Certificate and Advanced EMT Short Certificate 197  
Industrial Systems Technology 218  
Masonry 224  
Medical Assisting - Phlebotomy, Medical Administrative Assistant, and EKG Technician Short Certificates 225  
Nursing, Practical (LPN) 252  
Welding Technology 272

## WALLACE CAMPUS

Air Conditioning/Refrigeration 156  
Automotive Technology 161  
Business Technologies 168  
Child Development 174  
Computer Information Science 180  
Cosmetology 187  
Criminal Justice 189  
Esthetics Technology 217  
Electrical Technology 194  
Emergency Medical Services 197  
Engineering Graphics 208  
Industrial Systems Technology 218  
Medical Assisting - Phlebotomy, Medical Administrative Assistant, and EKG Technician Short Certificates 225  
Mental Health Technician 231  
Nail Technology 232  
Nursing, Associate Degree (RN) 233  
Nursing, Practical (LPN) 252  
Physical Therapist Assistant 248  
Radiologic Technology 258  
Respiratory Therapist 263  
Surgical Technology 268  
Welding Technology 272

## Programs by Discipline

Air Conditioning/Refrigeration 156  
Automotive Technology 161  
Business Technologies 168  
Accounting Technology Concentration 169  
Business Management & Supervision Concentration 169  
Entrepreneurship Concentration 169  
Office Administration Concentration 169  
Child Development 174  
Computer Information Science 180  
Cyber Security Concentration 181  
Google IT Support Professional Concentration 181  
Mobile App Development Concentration 181  
Software Development Concentration 182  
Cosmetology 187  
Criminal Justice 189  
Forensic Investigation Concentration 189  
Law Enforcement Concentration 191  
Electrical Technology 194  
Emergency Medical Services 197  
Paramedic Concentration 197  
Emergency Medical Technician Concentration 205  
Advanced Emergency Medical Technician Concentration 204  
Engineering Graphics 208  
Esthetics Technology 217  
Industrial Systems Technology 218  
Industrial Systems Technology: FAME - Advanced Manufacturing 221  
Masonry 224  
Medical Assisting 225  
Mental Health Technician 231  
Nail Technology 232  
Phlebotomy Concentration 229  
Nursing, Associate Degree 233  
Nursing, Practical 252  
Physical Therapist Assistant 248

Radiologic Technology 258  
Respiratory Therapist 263  
Surgical Technology 268  
Welding Technology 272

# Air Conditioning/Refrigeration

Wallace Campus and Sparks Campus

## 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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 101	English Composition I	3

### Area II: Humanities and Fine Arts

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	Speech	3
	Humanities/Fine Arts Elective	3

### Area III: Natural Sciences and Mathematics

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	MTH 116 or higher	3
	Science/Math Elective	3-4

### Area IV: History, Social and Behavioral Sciences

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
PSY 200	General Psychology	3

### Area V: Career and Technical Courses (Required Orientation Courses)

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	ORI 101 or ORT 100	1
CIS 146	Computer 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
<b>Total credits:</b>		<b>Total Credits 70-71</b>

## 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	Computer 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 58</b>

## 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	Computer 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
<b>Total credits:</b>		<b>Total Credits 27</b>

### 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

## Basic HVAC Technician, STC

## Area V: Required Field of Concentration Courses

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 147	Refrigerant Transition and Recovery Theory	3

\*Section 608 Technician (EPA) Certification

Prior credit awarded if the student passes EPA after ACR 112.

**Total credits:**

**Total Credits**

**15**

## Course Sequencing

### Fall Semester

Item #	Title	Credits
ACR 111	Principles of Refrigeration	3
ACR 112	HVAC/R Service Procedures	3

### Spring Semester

Item #	Title	Credits
ACR 121	Principles of Electricity for HVAC/R	3
ACR 122	HVAC/R Electric Circuits	3
ACR 147	Refrigerant Transition and Recovery Theory	3

\*The Section 608 Technician Certification, is recognized by the EPA that a technician is knowledgeable about the laws and regulations surrounding the use and handling of ozone-depleting substances, or ODS, such as refrigerants. Instructors indicated that anyone with an EPA certification will not have a problem gaining employment.

EPA Exam Cost - Approximately \$30 / includes re-takes.

## Automotive Technology

Wallace Campus

### Automotive Technology, A.A.S.

Advancements in technology have greatly affected today's automotive technicians. 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	Computer Applications	3
	ASE 101 or DEM 156	3
	ASE 112 or DEM 111	3
ASE 121	Braking Systems	3
ASE 122	Steering and Suspension	3
	ASE 124 or DEM 104	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 or DEM 105	3
ASE 246	Automotive Emissions	3
ASE 263	Hybrid and Electric Vehicles	3
	<b>Total credits:</b>	<b>Total Credits 64-65</b>

## 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	Computer Applications	3
MTH 116	Mathematical Applications	3
	ASE 101 or DEM 156	3
	ASE 112 or DEM 111	3
ASE 121	Braking Systems	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/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 or DEM 104	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 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 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 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 or DEM 105	3
ASE 246	Automotive Emissions	3

Upon successful completion of 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 55</b>

## Course Sequencing

### Automotive Technology Certificate Suggested Course Sequence First Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ASE 101	Fundamentals of Automotive Technology	3
ASE 112	Electrical Fundamentals	3
ASE 121	Braking Systems	3
CIS 146	Computer 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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	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
<b>Total credits:</b>		<b>Total Credits 21</b>

## 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 ASE-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
	<b>Total credits:</b>	<b>Total Credits 27</b>

## 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

## Diesel and Heavy Equipment Mechanics

The short certificate Diesel Program is designed to provide basic knowledge for students in equipment safety and mechanical fundamentals, basic engines, preventive maintenance, and CDL License Preparation.

### Area V: Required Field of Concentration Courses

Item #	Title	Credits
DEM 104	Basic Engines	3
DEM 105	Preventive Maintenance	3
DEM 111	Equipment Safety / Mechanical Fundamentals	3
DEM 156	CDL License Test Preparation	3
<b>Total credits:</b>		<b>Total Credits 12</b>

## Course Sequencing

### Semester 1

Item #	Title	Credits
DEM 104	Basic Engines	3
DEM 105	Preventive Maintenance	3
DEM 111	Equipment Safety / Mechanical Fundamentals	3
DEM 156	CDL License Test Preparation	3

## 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
<b>Total credits:</b>		<b>Total Credits</b>
		<b>12</b>

## 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 ASE-6 Electrical/Electronic Systems Exam
- Eligible to take ASE A-4 Steering and Suspension Exam

## Business Technologies

Wallace and Sparks Campuses

### 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.*

### 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	Computer 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

## ENTREPRENEUSHIP CONCENTRATION

Item #	Title	Credits
ACT 249	Payroll Accounting	3
BUS 186	Elements of Supervision	3
BUS 242	Principles of Accounting II	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

## 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	Computer Applications	3
	MTH 116 or higher	3

## Accounting Technology 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

## Accounting Technology Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
ACC 129	Individual Income Taxes	3
BUS 263	The Legal and Social Environment of Business	3
BUS 275	Principles of Management	3
	Speech	3

## Accounting Technology Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
ACT 249	Payroll Accounting	3
BUS 248	Managerial Accounting	3
CIS 113	Spreadsheet Software Applications	3
	Science/Math Elective	3-4

## 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
CIS 146	Computer Applications	3
	MTH 116 or higher	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
BUS 285	Principles of Marketing	3
	ECO 231 or ECO 232	3

## Business Management & Supervision Associate in Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
BUS 245	Accounting with QuickBooks	3
BUS 263	The Legal and Social Environment of Business	3
BUS 275	Principles of Management	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

## Entrepreneurship 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

### Entrepreneurship 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
CIS 146	Computer Applications	3
	MTH 116 or higher	3

### Entrepreneurship 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

### Entrepreneurship In Applied Science Degree Suggested Course Sequence Fourth Semester

Item #	Title	Credits
BUS 245	Accounting with QuickBooks	3
BUS 263	The Legal and Social Environment of Business	3
BUS 275	Principles of Management	3
	Speech	3

### Entrepreneurship In Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
ACT 249	Payroll 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	Computer 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
BUS 263	The Legal and Social Environment of Business	3
BUS 275	Principles of Management	3
OAD 125	Word Processing	3
	Speech	3

## Office Administration Associate in Applied Science Degree Suggested Course Sequence Fifth Semester

Item #	Title	Credits
ACT 249	Payroll Accounting	3
CIS 113	Spreadsheet Software Applications	3
OAD 138	Records/Information Management	3
	Science/Math Elective	3-4

## Business Technologies Short Certificates

### 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	Computer Applications	3

### Entrepreneurship Short Certificate

Item #	Title	Credits
BUS 100	Introduction to Business	3
BUS 186	Elements of Supervision	3
BUS 241	Principles of Accounting I	3
BUS 245	Accounting with QuickBooks	3
BUS 279	Small Business Management	3
BUS 285	Principles of Marketing	3

### Office Administration Short Certificate

Item #	Title	Credits
BUS 215	Business Communications	3
CIS 146	Computer Applications	3
OAD 103	Intermediate Keyboarding	3
OAD 125	Word Processing	3
OAD 138	Records/Information Management	3
	OAD 217 OR OAD 104	3
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>18</b>

# Child Development

Wallace and Sparks Campuses

## 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.**

### 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	Computer 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

## 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	Computer 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.***

### 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 40-42</b>

## 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	Computer 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.

## 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
<b>Total credits:</b>		<b>Total Credits 9</b>

## 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

Wallace and Sparks Campuses

## 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.

### 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	Computer 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	3
CIS 121	Google IT Professional Support II—Computer Networking	3
CIS 122	Google IT Professional Support III—Operating Systems	3
CIS 123	Google IT Professional Support IV—System Administration and IT Infrastructure	3
CIS 124	Google IT Professional Support V—IT Security	3

## MOBILE APP DEVELOPMENT CONCENTRATION

Item #	Title	Credits
CIS 219	Android App Development	3
CIS 259	Advanced Mobile 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>64-73</b>

## 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	Computer Applications	3
CIS 150	Introduction to Computer Logic and Programming	3

### Cyber Defense 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

### 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	Computer 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	3
CIS 121	Google IT Professional Support II–Computer Networking	3
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	3
CIS 123	Google IT Professional Support IV–System Administration and IT Infrastructure	3
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	3
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	Computer 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 161	Introduction to Networking Communications	3
CIS 245	Cyber Defense	3
CIS 285	Object-Oriented Programming	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 259	Advanced Mobile App Development	3
CIS 269	Hardware Support	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	Computer 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
CIS 285	Object-Oriented Programming	3
	Speech	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
	History/Behavioral Science/Social Science Elective	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 212	Visual Basic Programming	3
CIS 269	Hardware Support	3

## Computer Information Science Short Certificates

### Computer Technician Short Certificate

Item #	Title	Credits
CIS 146	Computer Applications	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	3
CIS 121	Google IT Professional Support II—Computer Networking	3
CIS 122	Google IT Professional Support III—Operating Systems	3
CIS 123	Google IT Professional Support IV—System Administration and IT Infrastructure	3
CIS 124	Google IT Professional Support V—IT Security	3

### Mobile App Development Short Certificate

Item #	Title	Credits
CIS 150	Introduction to Computer Logic and Programming	3
CIS 219	Android App Development	3
CIS 259	Advanced Mobile 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 212	Visual Basic 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	Computer 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
<b>Total credits:</b>		<b>Total Credits 9-15</b>

# Cosmetology

Wallace Campus

## 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 Cosmetology 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.

## 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
	<b>Total credits:</b>	<b>Total Credits 49</b>

## 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

Wallace and Sparks Campuses

### 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.

### 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	Computer Applications	3
CRJ 100	Introduction to Criminal Justice	3
CRJ 140	Criminal Law and Procedure	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 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
	<b>Total credits:</b>	<b>Total Credits 60-62</b>

## 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 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 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	Computer 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 fingerprint 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.

### 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	Computer Applications	3
CRJ 100	Introduction to Criminal Justice	3
CRJ 110	Introduction to Law Enforcement	3
CRJ 140	Criminal Law and Procedure	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 230	Criminalistics	3
CRJ 238	Crime Scene Investigation	3
CRJ 239	Issues in Law Enforcement	3
	CRJ 280 OR CRJ 290	3
	<b>Total credits:</b>	<b>Total Credits 63-65</b>

## 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 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 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	Computer 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

### 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
	<b>Total credits:</b>	<b>Total Credits 12</b>

## 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

## Electrical Technology

Wallace Campus

### 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.

## 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>68</b>

## Course Sequencing

### Electrical Technology Associate in Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
CIS 146	Computer 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.

### 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 118	Commercial/Industrial Wiring I	3
	ELT 209 or INT 113	3
	<b>Total credits:</b>	<b>Total Credits 18</b>

## Course Sequencing

### Electrical Technology Short Certificate First Semester

Item #	Title	Credits
	ELT 108 OR INT 101	3
ELT 110	Wiring Methods	3
ELT 118	Commercial/Industrial Wiring I	3

### Electrical Technology Short Certificate Second Semester

Item #	Title	Credits
	ELT 109 OR INT 103	3
ELT 114	Residential Wiring Methods I	3
	ELT 209 or INT 113	3

## Emergency Medical Services

Wallace Campus

### 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](http://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](http://www.wallace.edu). Reasonable accommodations are considered.

Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status.

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.

### 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>71</b>

## 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	Computer 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](http://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).

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**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](http://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.

Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status.

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.

#### **Area I: Written Composition**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 101	English Composition I	3

#### **Area II: Humanities and Fine Arts**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 46-48</b>

## 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	Computer 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 Short Certificate

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](http://www.wallace.edu). Reasonable accommodations are considered.

Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status.

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.

## 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
<b>Total credits:</b>		<b>Total Credits</b>
		<b>9</b>

## 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 Short Certificate

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](http://www.wallace.edu). Reasonable accommodations are considered.

Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status.

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.

## SHORT CERTIFICATE CURRICULUM EMERGENCY MEDICAL TECHNICIAN (EMT)

Item #	Title	Credits
EMS 118	Emergency Medical Technician	9
EMS 119	Emergency Medical Technician Clinical	1

## 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](http://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 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](http://www.wallace.edu). Reasonable accommodations are considered.

Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status.

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.

## 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
	<b>Total credits:</b>	<b>Total Credits 28</b>

### 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

Wallace Campus

## Engineering Graphics, A.A.S.

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.*

### 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	Computer 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.

## Course Sequencing

### Engineering Graphics Associate of Applied Science Degree Suggested Course Sequence First Semester

Item #	Title	Credits
CIS 146	Computer 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

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.

### 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	Computer 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	Computer 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.

### 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>9</b>

## 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.

### 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
	<b>Total credits:</b>	<b>Total Credits 9</b>

## 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.

## 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.

## 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.

### 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

Wallace Campus Only

### 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.

### 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>27</b>

## 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

Wallace and Sparks Campuses

### 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.

#### 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 68</b>

## 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	Computer 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: FAME - Advanced Manufacturing, A.A.S

The Industrial Systems Technology- FAME - Advanced Manufacturing A.A.S Option is a specialized program tailored to prepare students for careers in Industrial Systems Maintenance within the advanced manufacturing sector. This intensive curriculum offers comprehensive training in the fundamental principles and practices crucial for success in industrial environments and requires alternative coursework in Manufacturing Core Exercises (MCEs), industrial mechanics, industrial pumps and piping systems, and advanced robotics training.

Throughout the program, students delve deep into the intricacies of electrical, mechanical, hydraulic, pneumatic, and robotic systems commonly found in advanced manufacturing settings. Additionally, they explore key concepts in process control, instrumentation, and Programmable Logic Control (PLC) systems, ensuring they are proficient in cutting-edge technologies and methodologies.

Upon successful completion of all required courses, students will be awarded an associate in applied science degree in Advanced Manufacturing option. This credential signifies their readiness for entry-level roles in a diverse range of industrial-related fields, empowering them to drive innovation and progress in modern manufacturing processes.

### Application Process

A FAME application and additional instructions are available at [applytofame.com](http://applytofame.com). Hard copies and digital application materials may be turned in to the Associate Dean of CTE office located on the Dothan campus. Students must submit the following items:

- Wallace Community College online application
- FAME application
- Unofficial copy of High School and College transcripts
- Unofficial or official score report from ACT or Accuplacer

### Entrance Requirements

1. Must be 18 years of age by June of the application year. FAME also accepts incumbent workers looking to change their career path and veterans who would like to work in the manufacturing industry
2. Must have a High School Diploma or Equivalent
3. Must be a US citizen or eligible for work in the US
4. Must be college Ready (means that the applicant must be eligible to take MTH 100 and ENG 101).
  - ACT: Math Score: 18 or above and English Score: 18 or above
  - SAT: Math Score: 510 or above and English Score: 510 or above
  - Accuplacer Quantitative Reasoning, Algebra, and Statistics score of 253 or above and Accuplacer score of 5 or above
5. Must have a desire to work in a manufacturing environment troubleshooting, installing, and maintaining equipment.
6. Must be selected for an apprenticeship by a participating industry partner.

## Area I: Written Composition

Item #	Title	Credits
ENG 101	English Composition I	3

## Area II: Humanities and Fine Arts

Item #	Title	Credits
INT 140	F.A.M.E. MANUFACTURING CORE EXERCISE 1, SAFETY CULTURE	1
INT 142	F.A.M.E. MANUFACTURING CORE EXERCISE 2, WORKPLACE VISUAL ORGANIZATION 1 (5S)	1
INT 144	F.A.M.E. MANUFACTURING CORE EXERCISE 3, LEAN MANUFACTURING	1
INT 146	F.A.M.E. MANUFACTURING CORE EXERCISE 4, PROBLEM SOLVING	1
INT 148	F.A.M.E. MANUFACTURING CORE EXERCISE 5, MACHINE RELIABILITY	1

## 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
	History, Social and Behavioral Sciences Electives	3

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

Item #	Title	Credits
ORT 100	Orientation for Career Students	1
ELT 117	AC/DC Machines	3
INT 101	DC Fundamentals	3
INT 103	AC Fundamentals	3
INT 113	Industrial Motor Control I	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 127	PRINCIPLES OF INDUSTRIAL PUMPS AND PIPING SYSTEMS	3
INT 129	INDUSTRIAL SAFETY AND MAINTENANCE TECHNIQUES	3
INT 132	Preventive and Predictive Maintenance	3
INT 139	Introduction to Robot Programming	3
INT 184	Introduction to Programmable Logic Controllers (PLC's)	3
INT 208	Advanced Process Simulation	3
INT 213	Industrial Motor Control II	3
INT 253	INDUSTRIAL ROBOTICS	3
INT 284	Advanced Programmable Logic Controllers (PLC's)	3
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
	<b>Total credits:</b>	<b>Total Credits 70</b>

## Course Sequencing

### Semester 1

Item #	Title	Credits
ENG 101	English Composition I	3
INT 101	DC Fundamentals	3
INT 119	Principles of Mechanical Measurement and Technical Drawing	3
INT 129	INDUSTRIAL SAFETY AND MAINTENANCE TECHNIQUES	3
INT 140	F.A.M.E. MANUFACTURING CORE EXERCISE 1, SAFETY CULTURE	1
ORT 100	Orientation for Career Students	1

## Semester 2

Item #	Title	Credits
INT 103	AC Fundamentals	3
INT 113	Industrial Motor Control I	3
INT 117	Principles of Industrial Mechanics	3
INT 118	Fundamentals of Industrial Hydraulics and Pneumatics	3
INT 142	F.A.M.E. MANUFACTURING CORE EXERCISE 2, WORKPLACE VISUAL ORGANIZATION 1 (5S)	1

## Semester 3

Item #	Title	Credits
ELT 117	AC/DC Machines	3
INT 208	Advanced Process Simulation	3
INT 213	Industrial Motor Control II	3
INT 144	F.A.M.E. MANUFACTURING CORE EXERCISE 3, LEAN MANUFACTURING	1
	MTH 116 or higher	3

## Semester 4

Item #	Title	Credits
INT 127	PRINCIPLES OF INDUSTRIAL PUMPS AND PIPING SYSTEMS	3
INT 132	Preventive and Predictive Maintenance	3
INT 139	Introduction to Robot Programming	3
INT 146	F.A.M.E. MANUFACTURING CORE EXERCISE 4, PROBLEM SOLVING	1
INT 184	Introduction to Programmable Logic Controllers (PLC's)	3
PHS 112	Physical Science II	4

## Semester 5

Item #	Title	Credits
INT 148	F.A.M.E. MANUFACTURING CORE EXERCISE 5, MACHINE RELIABILITY	1
INT 253	INDUSTRIAL ROBOTICS	3
INT 284	Advanced Programmable Logic Controllers (PLC's)	3
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
	History, Social and Behavioral Sciences Electives	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.

## 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

## Millwright Technician, STC

The Millwright Technician short certificate program provides training in which students gain the skills, knowledge, and experience recognized by industry partners as key competencies to succeed in the field of Industrial systems and/or millwright positions.

### Area V: Required Field of Concentration Courses

Item #	Title	Credits
	INT 101 OR ELT 108	3
	INT 103 OR ELT 109	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 132	Preventive and Predictive Maintenance	3
WDT 107	Smaw Fillet/OFC/PAC/CAC	3
	<b>Total credits:</b>	<b>Total Credits 21</b>

## Course Sequencing

### Millwright Technician Short Certificate First Semester

Item #	Title	Credits
	INT 101 OR ELT 108	3
INT 117	Principles of Industrial Mechanics	3
INT 119	Principles of Mechanical Measurement and Technical Drawing	3

### Millwright Technician Short Certificate Second Semester

Item #	Title	Credits
	INT 103 OR ELT 109	3
INT 118	Fundamentals of Industrial Hydraulics and Pneumatics	3
INT 132	Preventive and Predictive Maintenance	3
WDT 107	Smaw Fillet/OFC/PAC/CAC	3

# Masonry

Sparks Campus

## 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.

### 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
<b>Total credits:</b>		<b>Total Credits 24</b>

### 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

Wallace Campus (STC Phlebotomy Wallace and Sparks Campuses)

## 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), 2339 N. California Avenue #47138, Chicago, Illinois 60647. Contact CAAHEP at 9355 113th Street, North, #7709 Seminole, Florida 33775, (727-210-2350), [www.caahep.org](http://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<sup>®</sup> 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. Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status. 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](http://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, EKG Technician, or Medical Administrative Assistant 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, EKG Technician, or Medical Administrative Assistant will be required to meet only the 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 Clinical Medical Assistant exam offered by the National Healthcare Association (CCMA-NHA), Certified Medical Administrative Assistant, (CMAA-NHA), Certified EKG Technician, (CET-NHA), 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 American Medical Technologists (AMT). Students completing all courses required for the short certificate in a Phlebotomy concentration are qualified to sit for the Phlebotomy Technician, CPT-NHA Certified Phlebotomy Technician through the National Healthcare Association, and Registered Phlebotomy Technician (AMT) certification examinations. Students completing short certificates in concentrations of EKG-Technician and Medical Administrative Assistant are eligible to apply for the Certified EKG Technician (CET-NHA) and Certified Medical Administrative Assistant (CMAA-NHA) exams, respectively.

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. Student must successfully achieve 100% of the MAERB core curriculum psychomotor and affective competencies prior to graduating from the program.
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.

- 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.

In order to progress to practicum, students must:

- Submit a completed health packet prior to end of the 4th semester preceding practicum placement.
- Successfully complete all core curriculum competencies established by the MAERB.

### 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.

#### 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	Computer 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
	<b>Total credits:</b>	<b>Total Credits 75</b>

## 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	Computer 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

## EKG Technician Short Certificate

Current certification in Basic Cardiopulmonary Life Support (BCLS) at the health care provider level is required for all students pursuing the EKG Technician Short Certificate. Certification may be obtained at the College through enrollment in EMS 100 or from any other approved agency or facility. Online 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. Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status. 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 website, [www.wallace.edu](http://www.wallace.edu). Reasonable accommodations will be considered.

The student who needs 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.

The EKG Technician short certificate may be earned through the Medical Assisting program. Students desiring a short certificate in the area of EKG Technician will be required to meet only the requirements listed in the corresponding fields of concentration. Students who desire to receive an AAS degree in Medical Assisting, along with an EKG Technician short certificate, must complete all Medical Assisting AAS courses and MAT229.

Students completing all courses required for the short certificate in the EKG Technician concentration are qualified to sit for the EKG Technician certification examination offered by the National Healthcare Association (NHA) to become a Certified EKG Technician (CET-NHA).

The College 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.

## 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. Withdrawals are allowed according to College policy. A grade of W will be recorded as a withdrawal. Grades of D and F will be considered unsuccessful attempts.
3. Successfully complete all psychomotor and affective program competencies.

## 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.

## Area V: Required Field of Concentration Courses

Item #	Title	Credits
CIS 146	Computer 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 111	Clinical Procedures I for the Medical Assistant	3
MAT 122	Basic Concepts of Interpersonal Relationships	3
MAT 128	Medical Law and Ethics for the Medical Assistant	3
MAT 211	Clinical Procedures II for the Medical Assistant	3
<b>Total credits:</b>		<b>Total Credits 25</b>

## Course Sequencing

### Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
CIS 146	Computer Applications	3
EMS 100	Cardiopulmonary Resuscitation I	1
MAT 101	Medical Terminology	3
MAT 102	Medical Assisting Theory I	3
MAT 111	Clinical Procedures I for the Medical Assistant	3

## Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
MAT 103	Medical Assisting Theory II	3
MAT 122	Basic Concepts of Interpersonal Relationships	3
MAT 128	Medical Law and Ethics for the Medical Assistant	3
MAT 211	Clinical Procedures II for the Medical Assistant	3

### Medical Administrative Assistant Short Certificate

#### 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. Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status. 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 website, [www.wallace.edu](http://www.wallace.edu). Reasonable accommodations will be considered.

The student who needs 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.

The Medical Administrative Assistant short certificate may be earned through the Medical Assisting program. Students desiring a short certificate in the area of Medical Administrative Assistant 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, along with a Medical Administrative Assistant short certificate must complete all Medical Assisting AAS courses and MAT229.

Students completing all courses required for the short certificate in the Medical Administrative Assistant concentration are qualified to sit for the National Healthcare Association Medical Administrative Assistant exam (CMAA-NHA).

The College 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.

#### 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. Withdrawals are allowed according to College policy. A grade of W will be recorded as a withdrawal. Grades of D and F will be considered unsuccessful attempts.
3. Successfully complete all psychomotor and affective program competencies.

#### 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.

## Area V: Required Field of Concentration Courses

Item #	Title	Credits
CIS 146	Computer Applications	3
MAT 101	Medical Terminology	3
MAT 102	Medical Assisting Theory I	3
MAT 103	Medical Assisting Theory II	3
MAT 120	Medical Administrative Procedures I	3
MAT 121	Medical Administrative Procedures II	3
MAT 128	Medical Law and Ethics for the Medical Assistant	3
MAT 130	Medical Office Communication	3
MAT 220	Medical Office Insurance	3
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>27</b>

## Course Sequencing

### Short Certificate Suggested Course Sequence FIRST SEMESTER

Item #	Title	Credits
CIS 146	Computer Applications	3
MAT 101	Medical Terminology	3
MAT 102	Medical Assisting Theory I	3
MAT 120	Medical Administrative Procedures I	3

### Short Certificate Suggested Course Sequence SECOND SEMESTER

Item #	Title	Credits
MAT 103	Medical Assisting Theory II	3
MAT 121	Medical Administrative Procedures II	3
MAT 128	Medical Law and Ethics for the Medical Assistant	3
MAT 130	Medical Office Communication	3
MAT 220	Medical Office Insurance	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. Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status. 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](http://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, CPT-NHA Certified Phlebotomy Technician through National Healthcare Association 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 90% or higher on the MAT 215 Venipuncture test.
3. 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

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.

## Area V: Required Field of Concentration Courses

Item #	Title	Credits
CIS 146	Computer 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>28</b>

## 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	Computer 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

Wallace and Sparks campuses

### 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, including a minimum 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, permission of registration, and active enrollment status. 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.

### 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
<b>Total credits:</b>		<b>Total Credits 29</b>

## 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

Wallace Campus

### 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.

## 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
<b>Total credits:</b>		<b>Total Credits 28</b>

## 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

## Nursing – Associate Degree in Nursing

Wallace Campus

### 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](http://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. If changes are made, they will be published on the College website. For questions contact program office.**

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 for students with no previous college credits, a 2.5 is assigned for High School or GED.
  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. Good standing with the College, including a minimum 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, permission of registration, and active enrollment status.
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](http://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. Students seeking special consideration for admission should contact the office of Dr. Ryan Spry, ADA Compliance Coordinator, Grimsley Hall, room 125, Wallace Campus in Dothan.

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 & NON-PROGRESSION POLICIES

#### Progression in Nursing

To progress (continue) in the nursing program, the student must:

1. Achieve a grade of C or better in all required general education and nursing courses.
2. Maintain a 2.0 GPA at Wallace Community College.
3. Be acceptable by clinical agencies for clinical experiences.
4. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
5. Maintain all recurring health records, specifically those with annual updates.
6. Maintain current CPR at the BLS, health care provider level.
7. If a student in the WCC LPN-to-RN Mobility program, maintain a current and unencumbered Alabama or multistate LPN license throughout the program

### **Non-Progression in Nursing**

1. Nursing non-progression is defined as failure (D or F) or withdrawal (W) of one or more courses during 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 or non-progressions (D, F, or W) in two separate semesters in the nursing program will result in dismissal from the program.

### **Readmission After Dismissal**

Students not eligible for program continuation may apply for nursing program admission as a new student. If accepted, all nursing program courses (NUR prefix) will have to be taken.

### **REPEATING NURSING COURSES**

1. Students who experience non-progression in the nursing program, and who desire to continue in the program, will be allowed to register for repeated nursing courses on a space available basis.
2. Students who repeat a course or semester in nursing will only be allowed to repeat one time. After the first D, F, or W a student can repeat a course or courses, if taken concurrently in a semester. After the second D, F, or W, in a separate semester, a student is dismissed from the program.
4. A student must maintain a 2.0 cumulative GPA at Wallace Community College to continue in the nursing program.
5. If a student requires a break in enrollment, the break cannot exceed one year from the non-progression in order to resume nursing classes. After one year, the student is required to re-apply for program admission.
6. Students dismissed from the program for disciplinary reasons and/or unsafe client care in the clinical area will not be allowed to continue in the nursing program.
7. Repeating a nursing course 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 review by the ADN Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program. (see ADN appeal process)

## **BREAK IN ENROLLMENT**

Students who have a personal need to temporarily break enrollment from nursing program (NUR) classes must comply with the following guidance:

1. For students eligible to progress in the NUR program, a break in enrollment from NUR courses cannot exceed one calendar year.
2. If a break in enrollment is greater than one calendar year, re-application for entry to the nursing program will be required. Upon re-application and acceptance to the nursing program, the student will begin as a new student and will repeat any nursing courses previously completed.
3. Students breaking enrollment during any term or semester must update any drug testing or background screening according to the nursing program policy.
4. Ensure that admission status with the Office of Admissions is "active". Please note, if reactivation is required, you will be placed under the catalog requirements for the year at the time of reactivation. You will be subject to the curriculum requirements of the catalog assigned at time of re-admission to the college.

## **ADN TRANSFER TO LPN PROGRAM AT WCC**

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.

To be eligible for this option:

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.

## **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.

### **PROGRESSION POLICY APPEAL PROCESS**

Students entering the ADN program 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](mailto: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](mailto:adnappeals@wallace.edu).
4. The ADN 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.

### **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**

**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 Associate Degree Nursing program.
3. Students accepted into a Wallace Community College Nursing Program are provided information and the opportunity to submit an apprenticeship application within their first semester of nursing courses.
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. It is at the discretion of the hiring facility to provide monetary compensation for hours during which the student nurse apprentice is not physically present at the facility, such as time spent in labs or simulation experiences.
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.

### **Area I: Written Composition**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 101	English Composition I	3

### **Area II: Humanities and Fine Arts**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	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.***

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>73</b>

## 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	Computer 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](http://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. If changes are made, they will be published on the College website. For questions, contact the program office.**

Licensed Practical Nurses (LPNs) may receive advanced placement in the Associate Degree Nursing program. Effective Fall Semester 2025, Licensed Practical Nurses (LPNs) will enter the LPN-to-RN Mobility track by enrolling in NUR199, LPN to Associate Degree Nursing (RN) Transition. On successful completion of NUR 199, students are eligible for entry into NUR 202—Nursing Through the Lifespan II, the fourth 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. A valid, unencumbered Alabama LPN License or a Multi-State License with authorization 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, for students with no previous college credits, a high school diploma or GED.
  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. Good standing with the College, including a minimum 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, permission of registration, and active enrollment status.
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](http://www.wallace.edu). Admission is conditional and depends upon the student's ability to perform essential functions identified for this program. Reasonable accommodations are considered. Students seeking special consideration for admission should contact the office of the College ADA Compliance Coordinator.
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.

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 & NON-PROGRESSION POLICIES**

In order to progress in the nursing program the following policy should be followed:

1. **To progress (continue) in the nursing program, the student must:**
2. Achieve a grade of C or better in all required general education and nursing courses.
3. Maintain a 2.0 GPA at Wallace Community College.
4. Be acceptable by clinical agencies for clinical experiences.
5. Maintain ability to meet essential functions for nursing with or without reasonable accommodations.
6. Maintain all recurring health records, specifically those with annual updates.
7. Maintain current CPR at the BLS, health care provider level.

8. **Maintain a current and unencumbered Alabama or multistate LPN license throughout the program.**

### **NON-PROGRESSION IN NURSING**

1. Nursing non-progression is defined as failure (D or F) or withdrawal (W) of one or more courses during 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 or non-progressions (D, F, or W) in **two** separate semesters in the nursing program will result in dismissal from the program.

### **READMISSION AFTER DISMISSAL**

Students not eligible for program continuation may apply for nursing program admission as a new student. If accepted, all nursing program courses (NUR prefix) will have to be taken.

### **REPEATING NURSING COURSES**

1. Students who experience non-progression in the nursing program, and who desire to continue in the program, will be allowed to register for repeated nursing courses on a space available basis.
2. Students who repeat a course or semester in nursing will only be allowed to repeat one time. After the first D, F, or W a student can repeat a course or courses, if taken concurrently in a semester. After the second D, F, or W, in a separate semester, a student is dismissed from the program.
4. A student must maintain a 2.0 cumulative GPA at Wallace Community College to continue in the nursing program.
5. If a student requires a break in enrollment, the break cannot exceed one year from the non-progression in order to resume nursing classes. After one year, the student is required to re-apply for program admission.
6. Students dismissed from the program for disciplinary reasons and/or unsafe client care in the clinical area will not be allowed to continue in the nursing program.
7. Repeating a nursing course 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 review by the ADN Admission Committee or other appropriate college committee for a decision on repeating a course or readmission to the program. (*see ADN appeal process*)

### **BREAK IN ENROLLMENT**

Students who have a personal need to temporarily break enrollment from nursing program (NUR) classes must comply with the following guidance:

1. For students eligible to progress in the NUR program, a break in enrollment from NUR courses cannot exceed one calendar year.
2. If a break in enrollment is greater than one calendar year, re-application for entry to the nursing program will be required. Upon re-application and acceptance to the nursing program, the student will begin as a new student and will repeat any nursing courses previously completed.
3. Students breaking enrollment during any term or semester must update any drug testing or background screening according to the nursing program policy.
4. Ensure that admission status with the Office of Admissions is "active". Please note, if reactivation is required, you will be placed under the catalog requirements for the year at the time of reactivation. You will be subject to the curriculum requirements of the catalog assigned at time of re-admission to the college.

### **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.

### PROGRESSION POLICY APPEAL PROCESS

Students entering the ADN program 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.
  1. The student may request a form from their course instructor, faculty advisor, or via email from [adnappeals@wallace.edu](mailto: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 emailed along with attachments to [adnappeals@wallace.edu](mailto:adnappeals@wallace.edu).
4. The ADN 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.

### GRADING SCALE

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

- A 90-100
- B 80-89
- C 75-79

**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 Associate Degree Nursing program.
3. Students accepted into a Wallace Community College Nursing program are provided information and the opportunity to submit an apprenticeship application within their first semester of nursing courses.
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. It is at the discretion of the hiring facility to provide monetary compensation for hours during which the student nurse apprentice is not physically present at the facility, such as time spent in labs or simulation experiences.
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.

**Area I: Written Composition**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
ENG 101	English Composition I	3

**Area II: Humanities and Fine Arts**

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	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. Students with transfer credit for BIO 201, BIO 202, and BIO 220, and who do not take either of these courses at WCC, are not required to take BIO 103 for program completion.**

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

- **Effective Fall Semester 2025, Licensed Practical Nurses (LPNs) will enter the LPN-to-RN Mobility track by enrolling in NUR199, LPN to Associate Degree Nursing (RN) Transition. On completion of NUR 199, 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 199	LPN to Associate Degree Nursing (RN) Transition	10
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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>73</b>

## 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.**

**\*Prerequisite for 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. Students with transfer credit for BIO 220, and who does not take this course at WCC, are not required to take BIO 103 for program completion.**

**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.**

Item #	Title	Credits
BIO 220	General Microbiology	4
NUR 199	LPN to Associate Degree Nursing (RN) Transition	10
PSY 200	General Psychology	3

### LPN-to-RN Mobility Program Suggested Course Sequence SECOND 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 THIRD 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

Wallace Campus

## 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 2034.

### 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.

Accepted students must be in good standing with the College, including a 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, have permission of registration, and have an active enrollment status.

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](http://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 2025 and wants to re-enter the Program in Spring Semester 2026, the notice must be received between the first day and midterm of Fall Semester 2026). 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.

## 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:**

### 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 Terminology 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
	<b>Total credits:</b>	<b>Total Credits 74</b>

## 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

Wallace and Sparks Campuses

### 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](http://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. 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.
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. Good standing with the College, including a minimum 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, permission of registration, and active enrollment status.
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.

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 Apprentices 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.

### 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
	<b>Total credits:</b>	<b>Total Credits 50-52</b>

## 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

Wallace Campus

## 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](http://www.jrcert.org). Additional information regarding program goals and student learning outcomes can be found on the program link at [www.wallace.edu](http://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 *nolo 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<sup>2</sup>

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<sup>®</sup> scores
  4. A<sup>2</sup> 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<sup>®</sup> acceptable in lieu of high school transcript)
6. Eligibility for placement into BIO 201, ENG 101, and MTH 100.
7. Good standing with the College, including a minimum 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, permission of registration, and active enrollment status.
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](http://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](http://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.

### 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
	<b>Total credits:</b>	<b>Total Credits 76</b>

## 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	Computer 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

Wallace Campus

### 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 contendere”, or “guilty” in any criminal case?
  3. Have you ever had an adjudication withheld in any criminal case?
- 
1. Do you have any physical, mental, or emotional impairments that would hinder your ability to perform duties assigned in the profession of Respiratory Therapy?

2. Are you or have you ever been addicted to alcohol or drugs?
3. 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.
4. Has any state licensing board refused, revoked, or suspended a certificate/license issued to you or taken other disciplinary action?
5. Have you voluntarily or otherwise surrendered your Healthcare or Respiratory license or certification/registry in any jurisdiction, state, or territory?
6. Are you currently under investigation by any health care licensing board or agency?
7. 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](http://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. Good standing with the College, including a minimum 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, permission of registration, and active enrollment status.
3. A 2.0 cumulative GPA on a 4.0 scale for those with previous college credit.

4. 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 the College placement policies. Students enrolled in courses prerequisite 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.
5. 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.**

### 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
	<b>Total credits:</b>	<b>Total Credits 75</b>

## 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	Computer 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

### 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](http://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:

- a. Unconditional admission to the College;
- b. Good standing with the College, including a minimum 2.0 cumulative WCC GPA for students who have previously completed courses at WCC, permission of registration, and active enrollment status.
- c. Submission of a completed application packet for the Surgical Technology program, including
  - a. Completed program application form
  - b. Signed essential functions form

- c. Copies of transcripts (unofficial will suffice) from all colleges previously attended, including WCC
- d. Scores from the ATI Test of Essential Academic Skills (ATI TEAS) taken within three (3) years of program application
- d. Minimum 2.0 cumulative college GPA or high school if no prior college attendance (GED® acceptable in lieu of high school transcript);
- e. 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;
- f. 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 will 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](http://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.

## 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	Computer 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

## 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	Computer 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

Wallace and Sparks Campuses

## 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.**

### Area I: Written Composition

Item #	Title	Credits
	COM 103 or ENG 101	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 221	Pipefitting and Fabrication	3
WDT 257	SMAW Carbon Pipe Lab	3
WDT 228	Gas Tungsten Arc Welding	3
WDT 268	Gas Tungsten Arc Welding Lab	3
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>55</b>

## Course Sequencing

### Welding Technology Certificate Suggested Course Sequence First Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	ORT 100 OR ORI 101	1
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

ELIGIBLE FOR AWS CERTIFICATION

### Welding Technology Certificate Suggested Course Sequence Second Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
COM 103	Introductory Technical English II	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

ELIGIBLE FOR STACKABLE STC  
BASIC WELDING FUNDAMENTALS

ELIGIBLE FOR STACKABLE STC  
WELDING TECHNOLOGIES

ELIGIBLE FOR AWS Certification

### Welding Technology Certificate Suggested Course Sequence Third Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
WDT 228	Gas Tungsten Arc Welding	3
WDT 257	SMAW Carbon Pipe Lab	3
WDT 268	Gas Tungsten Arc Welding Lab	3
	MAH 101 or MTH 116	3

### Welding Technology Certificate Suggested Course Sequence Fourth Semester

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
	DPT 103 or CIS 146	3
WDT 115	GTAW Carbon Pipe	3
WDT 155	GTAW Carbon Pipe Lab	3
WDT 157	Consumable Welding Processes	3
WDT 221	Pipefitting and Fabrication	3

ELIGIBLE FOR STACKABLE STC  
BASIC WELDING FUNDAMENTALS

ELIGIBLE FOR STACKABLE STC  
WELDING TECHNOLOGY

ELIGIBLE FOR CERTIFICATE WELDING TECHNOLOGY

ELIGIBLE FOR AWS CERTIFICATION

## 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.

### 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
<b>Total credits:</b>		<b>Total Credits 12</b>

### 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.

### 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
<b>Total credits:</b>		<b>Total Credits 24</b>

## 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

ELIGIBLE FOR AWS CERTIFICATION

### 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
WDT 125	Shielded Metal Arc Welding Groove Lab	3

ELIGIBLE FOR STACKABLE STC  
BASICWELDING FUNDAMENTALS

ELIGIBLE FOR STACKABLE STC  
WELDING TECHNOLOGIES

ELIGIBLE FOR AWS CERTIFICATION

### 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.**

### 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
	<b>Total credits:</b>	<b>Total Credits</b>
		<b>18</b>

## 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.**

## 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
<b>Total credits:</b>		<b>Total Credits 18</b>

## 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

<b>Item #</b>	<b>Title</b>	<b>Credits</b>
WDT 157	Consumable Welding Processes	3
WDT 158	Consumable Welding Processes Lab	3

# Course Descriptions

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## Accounting Courses

### **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

### **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 Courses

### **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:** 2

**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:** 2

**Lecture Hours:** 3

# Air Conditioning/Refrigeration Courses

## **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 HVAC/R 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 on 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 Electric 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, students 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 HVAC/R industry. Emphasis is placed on general service procedures, system diagnosis, and corrective measure, methods of leak detection, and system evacuation, charging and performance checks. Upon completion students should be able to perform basic troubleshooting of HVAC/R.

**Credits:** 3

**Lab Hours:** 4

**Lecture Hours:** 1

## Anthropology Courses

**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 Courses

**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 perceptual 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 and global development of different forms of visual art, such as sculpture, painting, and architecture. Emphasis is placed on art history from the ancient period through the Middle Ages.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**Prerequisites:**

As required by program.

**ART 204: Art History II**

This course covers the chronological and global development of different forms of visual art, such as sculpture, painting, and architecture. Emphasis is placed on art 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 Courses

**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 codes 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 operations relating to proper operation and drivability. 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:** 4

**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 Codes 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 codes 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 drivability. This is a CORE course. Supports CIP Codes 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 codes 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

**DEM 104: Basic Engines**

This course is designed to give the student knowledge of the diesel engine components and auxiliary systems, the proper way to maintain them, and the proper procedures for testing and rebuilding components. Emphasis is placed on safety, theory of operation, inspection, and measuring and rebuilding diesel engines according to factory specifications. Upon completion, students should be able to measure, diagnose problems, and repair diesel engines.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 1

**DEM 105: Preventive Maintenance**

This course provides instruction on how to plan, develop, and install equipment surveillance and reliability strategies. Descriptions of various maintenance techniques for specialized preventive programs are discussed, and computerized parts and equipment inventories and fleet management systems software are emphasized. Upon completion, students should be able to set up and follow a preventive maintenance schedule as directed by manufacturers.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 1

**DEM 111: Equipment Safety / Mechanical Fundamentals**

This course provides instruction in the fundamentals of vehicle operation and safety when basic service work is to be performed in the shop. Topics include service manuals, mechanical fundamentals, preventive maintenance, and component adjustment. Upon completion, students should be able to demonstrate knowledge of the fundamentals of vehicle operation and safety in the shop.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 1

**DEM 156: CDL License Test Preparation**

This is a course designed to prepare students for the Alabama Commercial Driver's License written examination. The course includes a review of major topics, sample tests, as well as basic CDL information and test-taking procedures.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

## Biology Courses

**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:** 2

**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:** 2

**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:** 2

**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:** 2

**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:** 4

**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:** 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.

**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:** 4

**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:** 4

**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:** 2

**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:** 2

**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 Courses

**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:** 0

**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

## Chemistry Courses

**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:** 2

**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:** 2

**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 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 developmentally appropriate techniques, materials, and realistic expectations. Course includes observations of young children in a variety of childcare environments. This is a CORE course.

**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 Courses

**CIS 110: CO-OP**

These courses constitute a series wherein the student works on a part-time basis in a job directly related to computer science. 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:** 3

**Lecture Hours:** 0

**Prerequisites:**

Prerequisite: Instructor Approval

**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 one of five courses that make up the Google IT Technical Support certificate which prepares students to work as an entry-level IT Support Specialist. 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:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**CIS 121: Google IT Professional Support II—Computer Networking**

This course is one of five courses that make up the Google IT Technical Support certificate which prepares students to work as an entry-level IT Support Specialist. This course gives learners an overview of computer networking, from modern networking fundamentals and protocols to the cloud and its applications.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**CIS 122: Google IT Professional Support III—Operating Systems**

This course is one of five courses that make up the Google IT Technical Support certificate which prepares students to work as an entry-level IT Support Specialist. In this course students learn about the main components of an operating system and how to perform critical tasks like managing software and users and configuring hardware and software.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**CIS 123: Google IT Professional Support IV—System Administration and IT Infrastructure**

This course one of five courses that make up the Google IT Technical Support certificate which prepare students to work as an entry-level IT Support Specialist. 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:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**CIS 124: Google IT Professional Support V—IT Security**

This course is one of five courses that make up the Google IT Technical Support certificate which prepares students to work as an entry-level IT Support Specialist. 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:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**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: Computer Applications**

This course is an introduction to computer software applications, including word processing, spreadsheets, database management, and presentation software. This course will introduce students to concepts associated with professional certifications.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**CIS 147: Advanced Computer Applications**

This course will demonstrate advanced functions and integration of word processing, spreadsheet, database, and presentation software. Upon completion, students should be able to apply advanced features of the selected software to typical problems found in society and business. This course will prepare students for Microsoft Office Specialist (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 device 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

**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

**CIS 212: Visual Basic Programming**

This course emphasizes 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 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 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 285](#)

**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

**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

**Prerequisites:**

[CIS 134](#)

**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

**Prerequisites:**

[CIS 171](#)

**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 259: Advanced Mobile App Development**

This course serves as a capstone class for app development. Students will conceive, design, develop, and deploy a finished app for mobile platforms using a specified app development software.

**Credits:** 3

**Lecture Hours:** 3

**Prerequisites:**

[CIS 285](#)

**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

**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

**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

**Prerequisites:**

[CIS 161](#)

**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

**Prerequisites:**

CIS 171

**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

**CIS 290: Special Topics**

This course allows study of currently relevant computer science topics, with the course being able to be repeated for credit for each different topic covered. Course content will be determined by the instructor and will vary according to the topic being covered. Upon completion, the student will be able to demonstrate comprehension of the specified topics.

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

**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 Courses

**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 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 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 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 Courses**

### **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 Courses

**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 Courses

**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

**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 OR INT 101

**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.

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

[ELT 110](#)

**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:** 2

**Lecture Hours:** 2

**Prerequisites:**

[ELT 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

**Prerequisites:**

ELT 109 or INT 103

**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

**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:** 2

**Lecture Hours:** 2

**Prerequisites:**

ELT 209 OR INT 113

**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

**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:** 2

**Lecture Hours:** 2

**Prerequisites:**

[ELT 109](#)

## Emergency Medical Services Courses

**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; burns; 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 Courses

**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:** 4

**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:** 4

**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 ratios are discussed as well as code requirements.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

### **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:** 4

**Lecture Hours:** 1

**Prerequisites:**

DDT 144 or instructor approval.

## **English Courses**

### **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 Courses

**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

## Esthetics Technology Courses

**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 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

## Geography Courses

**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 Courses

**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 Courses

**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 Terminology 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 Courses

**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.

## Horticulture Courses

**HOC 110: Introduction to Horticulture**

This course provides students with foundational knowledge relative to the horticulture profession. Specific topics include information regarding the horticulture industry, safety practices, basic botany, and general plant care and culture. This is a **CORE** course.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**HOC 115: Soils and Fertilizer**

This course provides students with an overview of methodologies to improve soil through preventing erosion, pH balance, and the proper use of nutrients and fertilizers. Specifically, students will learn the characteristics of soils, methods to control soil erosion, methods to modify soil, how to test and modify soil pH, and how to provide nutrients through fertilizers and other means to improve plant growth. This course supports CIP code 01.0601 and 01.0605. This is a **CORE** course.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**HOC 120: Plant Propagation**

This course is designed to provide students with basic knowledge related to sexual and asexual plant propagation. At the conclusion of this course students will be able to use various techniques to propagate plants through seeds and asexual means such as budding, cutting, and grafting.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**HOC 230: Vegetable and Orchard Crops**

This course focuses on vegetable and fruit crops. Topics include cultural requirements, production procedures, and marketing. Upon course completion, students should be able to grow vegetables and establish orchard lay-outs.

**Credits:** 3

**Lab Hours:** 4

**Lecture Hours:** 1

## Humanities Courses

**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 Courses

## **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:** 2

**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:** 4

**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 127: PRINCIPLES OF INDUSTRIAL PUMPS AND PIPING SYSTEMS**

This course provides instruction in the fundamental concepts of industrial pumps and piping systems. Topics include pump identification, operation, and installation, maintenance and troubleshooting, and piping systems, and their installation. Upon course completion, students will be able to install, maintain, and troubleshoot industrial pumps and piping systems.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

**INT 129: INDUSTRIAL SAFETY AND MAINTENANCE TECHNIQUES**

This course provides instruction in basic maintenance techniques and safety. Topics include drawing, sketching, basic hand tools, portable power tools, stationary power tools, measurement, screw threads, mechanical fasteners, machinery and equipment installation, rigging, and their proper safe operations.

**Credits:** 3

**Lab Hours:** 4

**Lecture Hours:** 1

**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:** 2

**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 140: F.A.M.E. MANUFACTURING CORE EXERCISE 1, SAFETY CULTURE**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-1 (Manufacturing Core Exercise) for Safety Culture. The course includes an introduction to safety and safety practice and the development of a safety culture. Specific topics covered regarding safety culture are:

1. Internal, self-driven value for safe behavior
2. Active concern for both personal safety and the safety of others
3. Full understanding of the impact and consequence of unsafe behavior and acts
4. Proactive thinking about safety, safe practices, and consequences
5. Self-driven initiative to be safe and to promote the safety of others

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

**INT 142: F.A.M.E. MANUFACTURING CORE EXERCISE 2, WORKPLACE VISUAL ORGANIZATION (5S)**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-2 (Manufacturing Core Exercise) for Workplace Visual Organization (AKA: 5S). Students will learn how to achieve higher productivity, produce fewer defects, meet deadlines, attain higher workplace safety, and how to expose abnormal work conditions quickly and easily for correction and countermeasure. The 5S process will be clearly defined with experiential exercises, reinforcing the following process steps and their objectives:

1. Sift - Organization
2. Sort - Orderliness
3. Sweep and Wash - Cleanliness
4. Spic and Span - Total Standardization
5. Sustain - System Sustainment

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

**INT 144: F.A.M.E. MANUFACTURING CORE EXERCISE 3, LEAN MANUFACTURING**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-3 (Manufacturing Core Exercise) for Lean Manufacturing. Students will be introduced to a systematic method for waste minimization (AKA: Muda) within a manufacturing system, without sacrificing productivity. Lean also takes into account waste created through overburden (AKA: Muri) and waste created through unevenness in workloads (AKA: Mura). The Lean management philosophy will be clearly defined and explained with experiential exercises, reinforcing the following concepts:

1. The value-added product
2. The maintenance value-added product
3. Value-added work and necessary work
4. How this leads to increased profit
5. Workload unevenness (Mura)
6. Waste created through overburden (Muri)
7. The seven areas of non-value-added waste (Muda): conveyance, correction, motion, over-production, over-processing, waiting and inventory

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

### **INT 146: F.A.M.E. MANUFACTURING CORE EXERCISE 4, PROBLEM SOLVING**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-4 (Manufacturing Core Exercise) for Problem Solving. Students will learn how to use the eight-step problem-solving model in an experiential learning environment, in conjunction with the PDCA cycle (plan, do, check, and act). The eight steps students will learn to use are:

1. Clarify the problem (plan)
2. Breakdown the problem (plan)
3. Set the target (plan)
4. Analyze the root cause (plan)
5. Develop countermeasures (plan)
6. Implement countermeasures (do)
7. Monitor results and process (check)
8. Standardize and share success (act)

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

### **INT 148: F.A.M.E. MANUFACTURING CORE EXERCISE 5, MACHINE RELIABILITY**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-5 (Manufacturing Core Exercise) for machine reliability. Students will learn how to use the process of Reliability-Centered Maintenance (RCM) to drive for zero downtime and reach for maximum Heijunka. Students will be given an in depth understanding of Heijunka (Japanese for "leveling"), as a process that maintains a balanced relationship between predictability by leveling demand, flexibility by decreasing changeover time and stability by averaging production volume and type, over the long-term. The RCM process will be clearly defined with experiential exercises reinforcing comprehension and application of the following core questions:

1. What are the functions of the equipment?
2. How does it fail?
3. What causes it to fail?
4. Does it matter if it fails?
5. What can be done to predict or prevent each failure?
6. What if the failure cannot be prevented?

**Credits:** 1

**Lab Hours:** 0

**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:** 4

**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 253: INDUSTRIAL ROBOTICS**

This course provides instruction in concepts and theories for the operation of robotic servo motors and power systems used with industrial robotic equipment. Emphasis is on the application of the computer to control power systems to perform work. Student competencies include understanding of the functions of hydraulic, pneumatic, and electrical power system components, ability to read and interpret circuitry for proper troubleshooting and ability to perform preventative maintenance.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 2

### **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

## **Industrial Systems Technology - FAME Advanced Manufacturing Courses**

### **INT 140: F.A.M.E. MANUFACTURING CORE EXERCISE 1, SAFETY CULTURE**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-1 (Manufacturing Core Exercise) for Safety Culture. The course includes an introduction to safety and safety practice and the development of a safety culture. Specific topics covered regarding safety culture are:

1. Internal, self-driven value for safe behavior
2. Active concern for both personal safety and the safety of others
3. Full understanding of the impact and consequence of unsafe behavior and acts
4. Proactive thinking about safety, safe practices, and consequences
5. Self-driven initiative to be safe and to promote the safety of others

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

**INT 142: F.A.M.E. MANUFACTURING CORE EXERCISE 2, WORKPLACE VISUAL ORGANIZATION (5S)**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-2 (Manufacturing Core Exercise) for Workplace Visual Organization (AKA: 5S). Students will learn how to achieve higher productivity, produce fewer defects, meet deadlines, attain higher workplace safety, and how to expose abnormal work conditions quickly and easily for correction and countermeasure. The 5S process will be clearly defined with experiential exercises, reinforcing the following process steps and their objectives:

1. Sift - Organization
2. Sort - Orderliness
3. Sweep and Wash - Cleanliness
4. Spic and Span - Total Standardization
5. Sustain - System Sustainment

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

**INT 144: F.A.M.E. MANUFACTURING CORE EXERCISE 3, LEAN MANUFACTURING**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-3 (Manufacturing Core Exercise) for Lean Manufacturing. Students will be introduced to a systematic method for waste minimization (AKA: Muda) within a manufacturing system, without sacrificing productivity. Lean also takes into account waste created through overburden (AKA: Muri) and waste created through unevenness in workloads (AKA: Mura). The Lean management philosophy will be clearly defined and explained with experiential exercises, reinforcing the following concepts:

1. The value-added product
2. The maintenance value-added product
3. Value-added work and necessary work
4. How this leads to increased profit
5. Workload unevenness (Mura)
6. Waste created through overburden (Muri)
7. The seven areas of non-value-added waste (Muda): conveyance, correction, motion, over-production, over-processing, waiting and inventory

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

**INT 146: F.A.M.E. MANUFACTURING CORE EXERCISE 4, PROBLEM SOLVING**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-4 (Manufacturing Core Exercise) for Problem Solving. Students will learn how to use the eight-step problem-solving model in an experiential learning environment, in conjunction with the PDCA cycle (plan, do, check, and act). The eight steps students will learn to use are:

1. Clarify the problem (plan)
2. Breakdown the problem (plan)
3. Set the target (plan)
4. Analyze the root cause (plan)
5. Develop countermeasures (plan)
6. Implement countermeasures (do)
7. Monitor results and process (check)
8. Standardize and share success (act)

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

### **INT 148: F.A.M.E. MANUFACTURING CORE EXERCISE 5, MACHINE RELIABILITY**

This course introduces the Federation of Advanced Manufacturing Education (FAME) MCE-5 (Manufacturing Core Exercise) for machine reliability. Students will learn how to use the process of Reliability-Centered Maintenance (RCM) to drive for zero downtime and reach for maximum Heijunka. Students will be given an in depth understanding of Heijunka (Japanese for “leveling”), as a process that maintains a balanced relationship between predictability by leveling demand, flexibility by decreasing changeover time and stability by averaging production volume and type, over the long-term. The RCM process will be clearly defined with experiential exercises reinforcing comprehension and application of the following core questions:

1. What are the functions of the equipment?
2. How does it fail?
3. What causes it to fail?
4. Does it matter if it fails?
5. What can be done to predict or prevent each failure?
6. What if the failure cannot be prevented?

**Credits:** 1

**Lab Hours:** 0

**Lecture Hours:** 1

## **Masonry Courses**

### **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 Courses

**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 placement score.

## Mathematics – Career and Technical Courses

**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 Courses

**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. Prerequisite: MAT 120

**Credits:** 3

**Lab Hours:** 3

**Lecture Hours:** 2

**Prerequisites:**

[MAT 101](#)

[CIS 146](#)

[MAT 120](#)

**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:** 0

**Lecture Hours:** 0

**Clinical Hours:** 15

**Prerequisites:**

MAT 111, 120, 122, 125, 128, 200, 211, 215, 216, 220, 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:** 0

**Lecture Hours:** 0

**Clinical Hours:** 15

**Prerequisites:**

MAT 101, 102, 103, 122, 125, 128, 215, or have instructor permission.

# Mental Health Technician Courses

## **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 Courses

## **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 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 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

## Music – Performance Courses

**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 Courses

## **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 Courses

**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 modern 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

**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

## Organizational Leadership Courses

**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 Courses

**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 Courses

**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 Courses

**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 Courses

**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 Courses

**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:** 2

**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 Courses

**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:**

Prerequisites: 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 Courses

## **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 Courses

**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 Courses

**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 burns, 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 Courses

**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 Courses

**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 Courses

**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 Courses

## **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:** 3

**Clinical Hours:** 0

**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:** 0

**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 Courses

### **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 Courses

### **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 Courses

### **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 Courses

## **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 Courses

## **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 Courses

### **THR 113: Theatre Workshop I**

This course provides practical experience in the production and performance of theatrical presentations.

**Credits:** 1-2

**Lab Hours:** 0

**Lecture Hours:** 2

**Prerequisites:**

As required by program.

### **THR 114: Theatre Workshop II**

This course provides practical experience in the production and performance of theatrical presentations.

**Credits:** 1-2

**Lab Hours:** 0

**Lecture Hours:** 2

**Prerequisites:**

[THR 113](#)

### **THR 115: Theatre Workshop III**

This course provides practical experience in the production and performance of theatrical presentations.

**Credits:** 1-2

**Lab Hours:** 0

**Lecture Hours:** 2

**Prerequisites:**

[THR 114](#)

### **THR 120: Theatre Appreciation**

This course is designed to increase appreciation of the art of theatre. Attendance at theatre productions will likely be required.

**Credits:** 3

**Lab Hours:** 0

**Lecture Hours:** 3

**Prerequisites:**

None

### **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 Courses

**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](#)

Prerequisite **OR** Corequisite WDT 107.

**Co-Requisites:**

[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 221: Pipefitting and Fabrication**

This course provides the student with skills and practices necessary for fabricating pipe plans using pipe and fittings. Emphasis is placed on various pipe fittings to include various degree angles. Upon completion, students should be able to fit various pipe fittings, and cut and fabricate tees, and assorted angles.

**Credits:** 3

**Lab Hours:** 2

**Lecture Hours:** 1

**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 Courses

**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

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## 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

President	Governor Kay Ivey Alabama State Capitol 600 Dexter Avenue Montgomery, Alabama 36130
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## The Administration

**MURPHY, KATHY L.**, President— BS, Troy State University; M.Ed, Auburn University Montgomery; EdD, Auburn University

**WILKINS, ASHLI H.**, Vice President – BS, MS, Troy State University; PhD, Auburn University

**CLARK, LATHON**, Dean of Capital Projects, Facilities, and Maintenance— BA, Mercer University

**DUBOSE, WENDY**, Dean of Health Sciences— AAS, Wallace Community College, BSN, Auburn University at Montgomery; MSN, Auburn University; EdD, The University of Alabama

**FRANKLIN, CHRIS**, Dean of Student Services— AS, Southern Union State Community College; BS, MS, EdD, The University of Alabama

**KENNEDY, CHRIS**, Dean of Workforce Development and Career and Technical Education— BS, MS, Auburn University; EdD, NOVA Southeastern University

**NICHOLAS, MARC**, Dean of Business Affairs— BS, MBA, Troy University

**REEDER, LESLIE**, Dean of General Academics— AS, Wallace Community College; BS, MS, Troy State University

## The Faculty

Adams-Ferrell, Andrea, Biology – BS, MS Jacksonville State University

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, University of New Mexico; MSN, The University of Alabama at Birmingham

Bell, Ashley, Art—BFA, Auburn University; MFA, Louisiana State University

Boozer, Keith, Division Director, Humanities and Social Science, Philosophy—BA, University of Texas at Austin; MDiv, Southwestern Baptist Theological Seminary

Boyce, Nicole, Cosmetology –Certificate, AA, Wallace Community College

Buchanan, Sally, English Communications –BSEd, Columbus College; MS, Troy University

Buehler, Matthew, Biology –MS, Villanova University

Butterfield, Corey, CWI Welding Technology – Certificate, Southern Union State Community College; Certified Welding Inspector (CWI)

Campbell, Amanda, Division Director, Cosmetology, Esthetics, and Welding Technology—Certificate, Wallace Community College

Carroll, Jennifer, Medical Assisting –AAS, Wallace Community College; BEd, Athens State 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, Division Director, 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

Davis, Phillip Matt, Welding Technology—Diploma, Tulsa Welding School

Dean, Justin, Welding Technology—Certificate, Wallace Community College

DeFee, Ronald Lee, FAME, Industrial Systems Technology—AAT, Reid State Technical College

Dixon, Hope CiCi, Division Director, English Communications—BA, Birmingham- Southern College; MA, The University of Alabama at Birmingham; PhD, Auburn University

Elmore, Amy, Associate Degree Nursing – AS, BSN, Troy University

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, Clinical Coordinator, Emergency Medical Services—AAS, Short Certificate, Certificate, Wallace Community College; BEd, MEd, Athens State University; PhD, Faulkner University

Fernandez, Kimberlee, English Communications—AAS, Enterprise Community College; BA, MA, Auburn University at Montgomery

Fischer, Julie, Division Director, Natural Sciences—BS, MEd, Troy State University

Forrester Jennifer, 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, Clinical Coordinator, Radiologic Technology—AAS, Enterprise State Junior College; BS, The University of Alabama at Birmingham; MA, The University of Alabama

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

Gorman, Catherine, Associate Degree Nursing—AAS, Wallace Community College; BSN, University of Alabama; MSN, Auburn University; DNP, Samford University

Granberry, Savannah, Division Director, Fine Arts—AA, Chipola College; BS, MS, Florida State University

Grantham, Ronald Clay, Automotive—Certificate, Wallace Community College

Green, Josey, CWI Welding Technology – Certificate, Wallace Community College; Certified Welding Inspector (CWI)

Gregory, Geneva Ruth, Accounting –BS, University of Southern Mississippi; MED, University of Southern Mississippi

Gresko, Ryan, Music—BA, Mansfield University; MM, Kent State 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; DNP, Samford University

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; PhD, Faulkner University

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— BEd, Troy State University; MEd, EdS, Auburn University

Hudson, Joseph, Welding Technology – BS, Ball State University

Hunter, Rosemary, Music—BM, MM, Florida State University

Hurley, Wanda, Economics—AA, East Central Community College; BA, MBA, Mississippi State University

Jernigan, Michael, Engineering Graphics—BARC, BS, Auburn University; MBA, Troy State University

Johnson, Cameron, Music—BS, Samford University; MS, Troy University

Johnson, Karie, Clinical Coordinator, Surgical Technology—Certificate, Cape Coral Technical College; AAS, Lincoln Land Community College; Bed, Athens State University

Justice, Kathryn, Associate Degree Nursing—BA, University of Alabama; BSN, University of Alabama at Birmingham, MS, Troy University; DNP, Samford University

Kelley, Zachary, Division Director, Freshman Studies and Behavioral Sciences—AA, AS, Wallace Community College; BA, MA, EdD, The University of Alabama

Kelly, Mark, Computer Information Science—AS, Wallace Community College; BS, Troy University; MS, Columbus State University

King, Virginia, Practical Nursing—AAS, Wallace Community College; BSN, University of South Alabama; MSN, Walden University

Krueger, Douglas, Automotive—Diploma, Lincoln Technical Institute

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

LeMacks, Marsha, Adult Education—BS, MEd, Southern Wesleyan University

Leger, Pamela, Business—AS, Enterprise State Community College; BS, MBA, Troy University

Lindsay, Lora, Associate Degree Nursing—AAS, Wallace Community College; BSN, Auburn University at Montgomery; MSN, Jacksonville University; DNP, Samford University

Lundy, Ben, Theatre—BFA, University of Alabama at Birmingham; MA, Columbus State University

Masoner, Robert, Mental Health Technician—BSHPE, The University of Mississippi; MeD, The University of Mississippi; EdD, Lipscomb 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

McIntosh, Emily, Associate Degree Nursing — AAS, Wallace Community College; BSN, Auburn University at Montgomery; MSN, Auburn University at Montgomery

McKissack, Charles Jeffrey, Computer Information Science—AAS, Wallace Community College; BS, Troy 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; DNP, University of South Alabama

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

Oltmans, Corey, Psychology—BS, MS, Troy 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; DNP, Samford University

Payne, Mary, English Communications—BS, Troy State University; MA, The University of Alabama; PhD, Faulkner University

Peacock, Sarah, English Communications—BS, MS, Troy University

Phillips, Leanna Michele, Associate Degree Nursing—BSN, Troy University; MSN, University of South Alabama; DNP, Auburn University at Montgomery

Plake, Aimee, Practical Nursing—AAS, Wallace Community College; BSN, Jacksonville State University; MSN, Western Governors 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

Raspberry, Amy, Accounting—BS, MBA, Troy University

Ritter, Desiray, Associate Degree Nursing – AAS, Wallace Community College; BSN, University of Alabama; MSN, University of North Alabama

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, Division Director, Computer Information Science—BS, MBA, Troy State University

Sawyer, Jennifer, Associate Degree Nursing—AAS, Wallace Community College; BS, MBA, Troy University; BSN, MSN, University of Alabama at Birmingham; DNP, Samford University

Sheffield, Bailey, Program Director, Surgical Technology—AA, Wallace Community College; BS, Auburn University; BS, Athens State 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, Emily, Practical Nursing—AS, Wallace Community College; BSN, University of Alabama

Stevens, Stacie, Division Director, Mathematics—BS, The University of Alabama; MS, Troy State University

Thomley, Rachael, Program Director, Radiologic Technology—AS, Wallace Community College; BS, Midwestern State University; MS, The University of Alabama; PhD, Faulkner University

Tice, Steven, Division Director, Air Conditioning & Refrigeration, Automotive Technology, Electrical Technology, Engineering Graphics, and Industrial Systems Technology –FAME, Industrial Systems Technology—AAS, Wallace Community College

Tolar, Todd, Biology—BS, MEd, Troy State University

Townsend, Tara, Orientation—AS, Wallace Community College, BS, MS, Troy University; PhD, Bay Path University

Tracy, Claire, Biology –MS, Villanova University; PhD, Auburn University

Trawick, Melissa, Associate Degree Nursing—BSN, Troy State University; MSN, South University; DNP, Samford University

Trott, Collins, Child Development—BS, Kennesaw State University; MS, Walden University

Tucker, Jacy, Radiologic Technology—AAS, Washington State Community College; BS, Southern Illinois University

Turner, Riley, History—BA, Heritage Christian University; MA, Lipscomb University; MA, University of North Alabama

Turner, Shannon, Academic Coordinator of Clinical Education, Physical Therapist Assistant—AAS, Wallace Community College; BS, Athens State University; MHS, Washburn University; EdD, A.T. Still University

Venezia, Melissa, Psychology—BS, Nova Southeastern University; MS, PhD, Tulane University

Wallace, Brandi, English Communications—BA, University of Memphis; MA, University of Alabama

Welborn, Kimberly, Director of Clinical Education/Instructor, Respiratory Therapist—AAS, Wallace Community College; BS, Troy State University; MHS, Washburn University

Wells, Heather, Program Director, Physical Therapist Assistant— BA, Huntingdon College; DPT, Alabama State University

Whitlow, Joy, Associate Degree Nursing—BSN, Birmingham Southern College; MSN, PhD, The University of Alabama at Birmingham

Wilhoit, Hannah, Psychology—MS, BS, Troy University

Willens, Jeffrey, English Communications—BA, Temple University; PhD, Marquette University

Willis, Cherie, Program Director, Medical Assisting—AAS, Wallace Community College; Psychology-BS, Troy University

Wood, Joseph, Emergency Medical Services—AAS, Wallace Community College; BS, South University; M.Ed. Athens State University; EdD, A.T. Still University University

Woodham, Rebecca, History—BA, Troy State University; MA, Auburn University

Wray, Dallas, Associate Degree Nursing – AAS, Wallace Community College; BSN, Auburn University at Montgomery; MSN, The University of Alabama

Wynn, Janice, Associate Degree Nursing—AAS, Wallace Community College; BSN, MSN, Jacksonville University

Yeoman, Shellie, Practical Nursing Instructor—ADN, Wallace Community College; BSN, Auburn University Montgomery; MSN, Jacksonville University

Yeomans, Brandie, Medical Assisting –AAS, Wallace Community College; BSED, Athens State University

## The Professional Staff

Barnes-Blackmon, Shalettha, Student Success Coordinator/Title IX Coordinator—AA, AS, AAS, Wallace Community College; BS, Troy University; MBA, Faulkner University

Blakely, Kristina, Director, Upward Bound—BA, Troy University; MS, Auburn University

Blount, Chandler, Director of Information Technology Services—AAS, Albany Technical College; BS, MS, Kennesaw State 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

Burnett, Nathan, System Network Administrator—AS, Wallace Community College; BS, Troy University

Clarke, Amanda, Assistant Director, Admissions—AA, Leeward Community College, BA, University of Hawaii-West Oahu, MBA, Walden University

Clenney, Karen, Health Sciences Faculty Support/Simulation Center Coordinator –BA, Judson College; MS, Troy University

Compton, Martha, Director of Career and Technical—BS, MS, Troy State University; EdS, Florida State University

Craig, Laricia, Retention Lab Coordinator—AA, AS, Enterprise State Junior College; BS, MS, Troy State University

Davis-Kimbrough, Andrea, Senior Accountant—BS, California State University Fresno; MA, National University

Forehand, Kecia, Workforce Development Coordinator—AAS, Enterprise State Junior College; BS, Athens State University; M.Ed, Athens State University

Greene, Amy, Sparks Campus Director—Business and Office Administration—BS, MBA, Troy University; EdD, Capella University

Hindman, Christina, Writing Center Coordinator, Writing Center—BA, Troy University; MA, Auburn University at Montgomery

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

Jouvenas, Anthony, Director, Financial Aid—AS, Wallace Community College; BS, MBA, Troy University, EdD, University of Memphis

Linder, Jana, Recruiter—BS, Auburn University

Lyman, Jertavia, Director, Student Support Services—BS, Alabama A&M University; MS, California University of Pennsylvania

Mason, Melissa, Assistant Director of the Foundation—BBA, University of North Alabama

Matheny, Jennifer, Dual Enrollment Coordinator—AA, Wallace Community College; BS, MS, Troy University

McCarthy, Ashleigh, CRM Administrator –AS, Wallace Community College; BS, Troy University; MBA, Faulkner University

McDaniel-Sasser, Jessica Robin, Assistant Director, Financial Aid –BSBA, Auburn University; MBA, Faulkner University

McKnight, Jenni, Executive Director of the Foundation - BS, Florida State University; MS, Florida State University

McInnis, Michelle, Academic Coach—BS, Auburn University; MS, Troy University

Morris, Mary Pearl, Coordinator of Services, Student Support Services—AAS, Wallace Community College; BS, Faulkner University; MS, Faulkner University

Osmond, Kelly, Student Success Coordinator—AS, Wallace Community College; BS, MS, Troy University

Pierce, Catherine, Director of Talent Search—AAT, Wallace Community College; BS, Troy University; MBA, Troy University

Reed, Daymesha, Student Life Coordinator—BS, MS, Troy University

Rice, Laney, Recruiter—AAS, Wallace Community College; BS, Troy State University

Ricks, Terri, Coordinator, Student Services—BA, Tuskegee University; MS, Troy University

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

Shelley, Chad, Director of Maintenance— AAS, Wallace Community College

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

Ware, Casandra, Testing Coordinator—AAS, Enterprise State Community College; BS, MS, Auburn University at Montgomery

Watson, Ryan, System Network Administrator—BS, Troy University

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

Wilhoit, Daniel, Multimedia Specialist/College Videographer-BS, Troy University

Wise, Amanda, Director, Advising Counseling—BS, The University of Alabama at Birmingham; MS, Troy State University

## The Support Staff

Anderson, Andrea, Academic Advisor—BS, Troy State University

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

Blackmon, Jesse, Welding Lab Assistant - Industrial Welding Certificate, Lurleen B. Wallace Community College

Blackmon, Michelle, Secretary, Associate Degree Nursing—AA, Chipola Junior College

Bourgeois, Cleve "CJ", Maintenance Assistant II—BS, University of South Florida

Bourgeois, Meagan, Testing Center Assistant—BA, University of West Florida

Brannon, Angila, Public Relations and Marketing Clerk

Brehm, Jeannine, Administrative Secretary to the Dean of General Affairs—AA, Wallace Community College; BS, Troy State University

Butler, Vincent, Academic Advisor, Talent Search—BS, Troy University

Byrd, April, Data Entry Clerk—BS, Auburn University

Church, Hayden, Information Technology Technician—AA, Chipola College

Clemmons, Chloe, Financial Aid Assistant—AS, Wallace Community College

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

Conner, Abby, Professional Tutor, Student Support Services— BS, Samford University; MS, University of Denver

Cooper, Angelia, Human Resources Assistant— AS, Southwest Georgia Technical College; BS, MS, American Intercontinental University

Craddock, Samiyah, Career Coach— BS, MS, Troy University

Davis, Brooke, Academic Advisor, Upward Bound —Certificate, Wallace Community College; AAS, Andrew College; BS, Georgia Southwestern State University

Dippold, Jennifer, Admissions/Records Assistant —AAS, Wallace Community College

Edwards, Tunique, Secretary, Allied Health—BS, University of Phoenix

Flemming, Tony, Welding Lab Assistant, Sparks Campus—Diploma in Welding, Wallace Community College; AS, Piedmont College of Theology

Flowers, Pamela, Secretary, Practical Nursing—AS, Pima Community College; BS, Troy University

Floyd, Neosha, Financial Aid Assistant—AAS, Eastern Gateway Community College; BS, Central State University

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, Instructional Coordinator, Adult Education —BS, College of Charleston; MS, American College of Education

Griffin, Terri, Accounting Assistant—BS, Troy State University

Guilford, Michael, Custodian II

Hall, Barbara, Financial Aid Assistant, Sparks—BS, Auburn University; MS, Belhaven University

Hall, Marcus, Maintenance Worker I, Sparks

Harris, Sharla, Workforce Development Program Assistant—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

Hickerson, Christina, Secretary, Upward Bound—AS, Wallace Community College

Hicks, Kaitlyn, Secretary, Helpdesk Receptionist—AS, Wallace Community College

Holland, Jamie, Administrative Secretary, Dean of Health Sciences—AAS, Gadsden State Community College

Hover, Alicia, Human Resources Specialist—AAS, Enterprise Community College; BS, University of Texas; MS, Southern New Hampshire University

Johnson, Elizabeth, Secretary, Adult Education— AAS, Wallace Community College

Johnson, H'Akemarni Molli, Secretary, Student Support Services—AA, Wallace Community College

Johnson, Kelly, Admissions/Records Assistant I (Dual Enrollment)—AAS, Wallace Community College

Johnson-Turner, Mary, Academic Advisor (Sparks)— AAS, University of Alabama; BS, Troy University

Killingsworth, Melony, Duplications Technician—AAS, Wallace Community College

Long, Karen, Cosmetology Lab Assistant—Cosmetology Certificate, Wallace Community College

Lunsford, John Timothy, Maintenance Worker I

Lynn, Angela, Student Success Advisor— AAS, Wallace Community College; BS, Athens State 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

Mixson, Hannah, Student Success Advisor—BS, Troy University

Moak, Tracy, Receivables Accounting Manager—AA, Copiah-Lincoln Community College; BS, University of Southern Mississippi

Morelli, Tiffany, Professional Tutor, Writing Center—BS, Troy University

Nichols, Dana, Coordinator, Custodial Inventory and Shipping and Receiving—BS, Valdosta State University; MS, Troy University

Oldman, Bobby Dean, Campus Police Officer

Pearce, Heather, Administrative Secretary to the Dean of Workforce and Career and Technical Education—AS, Wallace Community College; BS, Troy University; MA, Jacksonville State University

Peres, Angela, Secretary/Receptionist, Foundations— AAS, Wallace Community College

Peterson, Lisa, Business Operations Assistant (Sparks)—Certificate, AAS, Wallace Community College

Porter, Lakilya, Property Manager/Fixed Assets— BS, Troy University

Presley, Annajean, Administrative Secretary to the Dean of Student Services—AAT, Wallace Community College; BS, MBA, Faulkner University

Quattlebaum, Elizabeth, Student Success Advisor— AA, Florida Gateway College; BA, University of Central Florida

Raspberry, Laurel, Student Campus Services Specialist—BS, Auburn University; MS, Troy University; MS, University of West Alabama

Reed, Vernesa, Testing Center Assistant—Certificate, AAS, Wallace Community College

Sanders, Nicholas Todd, Maintenance Worker I – AAT, Wallace Community College

Schirk, Courtney, Secretary/Receptionist, Workforce Development – AAS, Wallace Community College

Sketo, Sheryl, Cosmetology Lab Assistant—Cosmetology Certificate, Wallace Community College

Smith, Preston, Maintenance Worker I—AA, Wallace Community College

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

Stribling, Jeanne, Assistant to the Director, Institutional Effectiveness—AA, BA, Lincoln Christian University

Sullivan, Bettina, Secretary, Operational Support Services—AAS, Enterprise State Community College

Thomas, Jaycee, Secretary/Receptionist, Advising—AS, Wallace Community College

Thomas, Linda, Dual Enrollment Assistant

Thomas, Tanya, Secretary, Student Affairs—AS, Wallace Community College

Thomley, Chris, Maintenance Worker I

Thompson, Tony, Maintenance Worker I

Tice, Joseph, Information Technology Technician—AS, Chipola College; BS, Troy University-Dothan

Tidwell, Lauren, Administrative Secretary, Dean Business Affairs—AS, Wallace Community College, BS, Athens State University

Tidwell, Lindsey, Information Technology Technician—AS, Wallace Community College; BS, Troy University

Watson, Christopher, Maintenance Worker I Electrical

Watson, Shannon, Financial Aid Clerk/Receptionist

Weston, Wendy, Student Success Advisor – BS, Troy State University

Williams, Kaylee, Dual Enrollment Specialist-BS, The University of Alabama

Willis, Carrie, Payables Accounting Manager—AAS, Wallace Community College

Woodall, Emily, Administrative Secretary to the Dean of Capital Projects, Maintenance, and Operations—AS, Wallace Community College; BS, Western Governors University

Wright, Meredith, Career Pathways Coordinator, Adult Education— BA, University of South Carolina; MPA, Florida State

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

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### 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, women's softball, men's and women's golf, and men's and women's cross country 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) 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 on Sharepoint, Quick Links, Student Life Forms). 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 on Sharepoint. 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
- Biotechnology Club
- Black Student Union
- Fellowship of Christian Athletes (FCA)
- Hermanos y Hermanas Unidos
- History Club
- 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 Express
- 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. Camping or sleeping overnight on the College grounds is not allowed;
  5. 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;
  6. Following, badgering, or forcibly detaining individuals;
  7. Interference with scheduled College classes, ceremonies or events, including memorials, dedications or classroom activities, whether indoors or outdoors;
  8. Damage to property, including buildings, benches, sidewalks, fixtures, grass, shrubs, trees, flowers, or other landscaping;
  9. Use of sound amplification, including bullhorns, except within reasonable limits that will not disrupt normal College operations;
  10. Use of placards, banners, or signs that are dangerous or cause obstruction as described in subsections 1 and 2 above;
  11. 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;
  12. Any other interference with normal College operations beyond a minor, brief, or fleeting nonviolent disruption that is isolated or brief in duration; or
  13. 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

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## 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

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## Disciplinary Procedures

### 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 – Academic Dishonesty](#)).
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 administering 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 H – Appeal Request](#)).
  - **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.**

## Student Conduct

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 investigator, and the Complaint Process will begin.

## Interim Suspension - 72 Hours

In certain circumstances, there may be a need for an 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.
3. Upon Notification of an event necessitating an Interim Suspension, the Dean, Student Success and Sparks Campus will designate an investigator to complete the investigation process within two (2) business days.
4. Investigation documentation will be distributed to the Judiciary Committee Chair for a hearing to convene within 72 hours of the initial suspension.

**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).**

## Complaint Process

1. [A complaint regarding the conduct of any student\(s\) may be filed by any student, faculty, or staff member 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 student(s) 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.).
  - Notify the Accused to check their student email for final results.
7. 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.
8. Using the code of Student Conduct Sanctions, the Dean of Student Success and Sparks Campus will prepare a *Sanction Agreement* to be submitted by email to the accused (see [Appendix B – Sanction Agreement](#)).
  1. The office of the Dean will prepare the *Sanction Agreement* for the students' signature, and email it to the students' college email accounts within three (3) business days.
  2. The office of the Dean will send copies of the *Sanction Agreement* to the appropriate Dean(s) for notification of involved parties.
9. Upon receipt of the *Sanction Agreement*, the accused will select from one of the following options:
  1. Sign the *Sanction Agreement*, indicating acceptance of the sanction(s) imposed and waiving all rights to appeal; OR
  2. Sign the *Sanction Agreement*, declining the opportunity to accept the sanctions imposed and request to appeal the decision before the Judiciary Committee.
  3. **Any student who fails to select 'Accept' or 'Do Not Accept' and fails to sign the Memorandum of Resolution/Sanction Agreement shall be deemed to have waived all rights to further appeal, and the sanction(s) imposed will be final.**
  4. **Students have five (5) working days from the date of the emailed Sanction Agreement to sign the document. At this time, the judgment is final.**
10. If the accused party does not agree to the *Sanctions Agreement*, they may begin the appeals process by completing the *Appeals Request* form on the College's website page titled [Complaint & Disciplinary Procedures](#) (see [Appendix H – Appeal Request](#)).

## 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 is 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. **Interim Suspension – 72 hours** - 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.
8. **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.

9. **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

### Judiciary Committee

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, of 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 who fail 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 that 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, however, students(s) who plead guilty may be permitted to explain the rationale for their behavior as a plea for leniency before the Judiciary Committee. Failure to make a plea by the student(s) is considered an admission of guilt.
2. If the accused denies guilt, the Judiciary Committee Chair shall present the evidence against the accused student(s). The accused student(s) will be afforded the opportunity for reasonable cross-examination.
  - The accused student(s) may then present evidence of the event by oral testimony, witnesses, and/or written sworn affidavits. Reasonable cross-examination will be afforded.
  - Rebuttal evidence may be presented by either party as necessary but not so as to be redundant. The accused student(s) may make a closing statement.
3. 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.
4. 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 three (3) business days of the close of the hearing. Any sanctions previously imposed to the time of the hearing shall remain in effect until official notification of the Committee's decision.
  - 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 (see [Appendix B – Sanction Agreement](#)).
  - 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.
5. Upon administering 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. Imposed sanctions by the Judiciary Committee will remain in effect throughout the appeals process.
  - 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.
6. 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 (see [Appendix F – Memorandum of Record](#)).
  - The office of the Dean shall email copies of the *Memorandum of Record* to the appropriate Dean(s) for notification of all involved parties.
7. 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 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 appeal.

For more information on the Judiciary Committee process, please see the 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 an 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 judicial 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**

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### **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

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## 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

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

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## 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](mailto: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](mailto: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](mailto: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](http://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 on 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 Complainant 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 of 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](http://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](mailto: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](mailto: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](mailto:OCT@ed.gov) (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](http://www.wallace.edu) under the Title IX webpage.

# General Complaint and Grievance Procedures

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## 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 Associate Dean. The **Associate Dean** will have 5 instructional days to investigate the issue and attempt to reach an agreeable solution.
4. If an agreeable solution is not reached within 5 instructional days from receipt of the appeal as noted in **step 3**, the student will have 3 instructional days to 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 the 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 utilize 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 utilize 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

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### 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, the Student Affairs Office on the Sparks Campus in Eufaula or online from the Admissions webpage. **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.
15. To a parent of a student under the age of 21 concerning the student's violation of any law or policy regarding the use or possession of alcohol or a controlled substance.
16. The disclosure, subject to the requirements in 99.39, is in connection with a disciplinary proceeding at an institution of post secondary education.

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 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.

## 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

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.

## Reporting a Possible FERPA Violation

Students who believe their rights under the Family Educational Rights and Privacy Act (FERPA) have been violated should contact the Director of Enrollment Services/Registrar at Wallace Community College. A written report should be submitted that includes a description of the suspected violation, when and where it occurred, any supporting documentation, and the student's current contact information. Submissions may be sent via email to [ksaulsberry@wallace.edu](mailto:ksaulsberry@wallace.edu) or by phone at 334-556-2470. Students may request a meeting to discuss their concerns. If the issue is not resolved through this process, students may file a formal complaint with the U. S. Department of Education at:

### **Student Privacy Policy Office**

U.S. Department of Education  
400 Maryland Avenue SW  
Washington, D.C. 20202-8520  
Phone: (202) 260-3887  
Fax: (202) 260-9001 Email: [ferpa@ed.gov](mailto:ferpa@ed.gov)

Website: <https://studentprivacy.ed.gov>

# Drug and Alcohol Abuse – Standards of Conduct and Enforcement, Public Notice Policy

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## 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

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## 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

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### 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](mailto: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

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### Location of Student Records

RECORDS	LOCATIONS	CUSTODIANS
Admission	Admissions and Records Office, Grimsley Hall, Wallace Campus in Dothan	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, Cunningham Hall, 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](http://catalog.wallace.edu).

# Index

- 2025-2026 Calendar | Page 8
- ACCS Board of Trustees | Page 386
- ACCUPLACER (Placement) Inventory | Page 19
- ADA, Other Civil Rights, and Title IX Complaint and Grievance Policies and Procedures | Page 413
- ADA, Other Civil Rights, and Title IX Policy | Page 414
- Academic | Page 76
- Academic Bankruptcy | Page 67
- Accelerated High School Students | Page 34
- Acceptable Use Policy | Page 404
- Accident or Illness | Page 24
- Active Duty Military Withdrawal | Page 41
- Administration and Control | Page 386
- Admission Policies and Procedures | Page 31
- Admission Requirements | Page 32
- Adult Education & Workforce Education | Page 28
- Advance Pay | Page 55
- Advanced Placement (AP®) Credit | Page 61
- Advising Services | Page 18
- Alabama GI Dependents' Scholarship Program | Page 49
- Alabama Student Assistance Program (ASAP) | Page 47
- Alabama Transfers Guide Information | Page 86
- All-USA and All-Alabama Academic Teams | Page 71
- Annual Notification of FERPA Rights | Page 431
- Appeal Procedure | Page 424
- Appeals Process | Page 410
- Application | Page 402
- Application of Standards of Progress | Page 66
- Applying for Federal Financial Aid | Page 43
- Associate in Applied Science Degree | Page 79
- Associate in Applied Science Degree and Certificate Programs | Page 156
- Associate in Arts Degree and Associate in Science Degree | Page 78
- Athletics | Page 397
- Attendance Policy | Page 68
- Audit Students | Page 34
- Awarding Credit Through Prior Learning Assessment | Page 63
- Bookstores | Page 24
- Calculation of Earned Title IV Assistance | Page 42
- Career Development Center/Career Lab | Page 18
- Career Readiness Certificate | Page 72
- Career and Technical | Page 76
- Career and Technical Education Credit Awarded for Articulation | Page 61
- Certificate Requirements | Page 70
- Certification of Veterans | Page 55
- Challenge and Validation Examinations | Page 61
- Challenge of the Contents of Educational Records | Page 429
- Changes in Major or Catalog | Page 65
- Changes in Programs and Catalogs | Page 10
- Code of Student Conduct | Page 402
- College Police | Page 24
- College-Level Examination Program (CLEP®) Policy | Page 62
- Complaint Policy for Veteran Affairs (VA) Students | Page 56
- Complaint Procedures - ADA, Other Civil Rights, and Title IX | Page 414
- Complaint Process | Page 420
- Complaint and Grievance Procedures | Page 414
- Complaints or Grievances Relating to Other College Divisions | Page 428
- Complaints or Grievances Relating to the Instructional Division | Page 427
- Compliance Coordinators | Page 413
- Computer Access to Records | Page 431
- Conditional Admission – First-Time College Students | Page 32
- Conditional Admission – Transfer Students | Page 33
- Consumer Complaint Information | Page 413
- Contact Persons and Compliance Coordinators | Page 0
- Continuing and Community Education | Page 29
- Corporate And Continuing Education Students | Page 35
- Course Forgiveness | Page 68
- Course Load Requirements - Enrollment Intensity | Page 44
- Credit Hour Definition | Page 63
- Credit for Non-Traditional Learning | Page 61
- Dean's List | Page 71
- Definitions Relating to Sexual Harassment | Page 418
- Definitions of Sexual Based Offenses | Page 418
- Degree Requirements | Page 69
- Degrees | Page 69
- Disability Support Services | Page 18
- Disciplinary Procedures | Page 405
- Disciplinary Procedures by Judiciary Committee | Page 409
- Disclaimer | Page 436
- Disclosure of Educational Record Information | Page 0
- Dropping and Adding Classes | Page 65
- Drug and Alcohol Abuse – Standards of Conduct and Enforcement | Page 431
- Drug and Alcohol Abuse – Standards of Conduct and Enforcement | Page 431
- Dual Enrollment/Dual Credit Students | Page 35
- Eligibility | Page 44
- Emergencies on Campuses | Page 25
- Experiential, Specialized, Or Occupational Training | Page 62
- Expressive Activities Policy | Page 399
- Extracurricular Activities | Page 398
- Facsimile (FAX) Records | Page 431
- Faculty Advising | Page 75
- Family Educational Rights and Privacy Act | Page 11
- Federal Pell Grant | Page 47
- Federal Supplemental Educational Opportunity Grant (FSEOG) | Page 47
- Federal Work-Study (FWS) | Page 47
- Fees | Page 39
- Filing a False Report | Page 416
- Final Examinations | Page 65
- Financial Aid | Page 43
- Financial Aid Overpayment Policy | Page 45
- Financial Aid Satisfactory Academic Progress Policy | Page 45
- Forever GI Bill® -- Harry W. Colmery Veterans Educational Assistance Act | Page 50
- Formal Complaint Process | Page 420
- Foundations | Page 25
- Gainful Employment Disclosure | Page 30
- General Complaint and Grievance Procedures | Page 427
- General Education Courses and Outcomes | Page 74
- General Policies | Page 60
- General Principles for Transfer of Credit | Page 33
- General Rules and Regulations | Page 432
- General Testing | Page 18
- Grade Challenges | Page 65
- Grades | Page 63
- Graduation Honors for Certificates | Page 71
- Graduation Honors for Degrees | Page 70
- Grievance Procedures | Page 415
- Health Programs Students | Page 35
- Health Sciences | Page 77
- Health and Wellness Support | Page 25
- Hearing Procedures | Page 415
- History of the College | Page 14
- Honors Day Convocations | Page 71
- Human Rights and Non-Discrimination | Page 11
- Identification Verification | Page 65
- In-State Residency | Page 36
- Ineligibility for Refund | Page 41
- Informal Resolution | Page 426
- Initial Academic Status of Transfer Students | Page 33
- Instructional Support | Page 25
- International Students | Page 36
- Intervention for Student Success | Page 66
- Investigation Procedure | Page 422
- Job Listings | Page 19
- Judgments | Page 413
- Live Hearing Procedure | Page 423
- Loans | Page 59
- Location of Student Records | Page 435
- Lost and Found | Page 26
- Marine Gunnery Sergeant John David Fry Scholarship | Page 52
- Maximum and Minimum Course Loads | Page 0
- Military Education and Training Resources | Page 56
- Military Training | Page 62
- Military Transcripts | Page 56
- Misconduct | Page 403
- Modes of Delivery | Page 74
- Montgomery GI Bill®--Active Duty Educational Assistance Program (Chapter 30) | Page 51
- Montgomery GI Bill®--Selected Reserve Educational Assistance Program (Chapter 1606) | Page 51
- My Career Advancement Account Scholarship (MYCAA) | Page 54
- Name and Address Changes | Page 65
- New Student Advising and New Student Experience | Page 19
- Non-Graduate/Non-GED | Page 32
- Non-Retaliation | Page 416
- Notice of Allegations | Page 422
- Organizations | Page 398
- Other Accreditors | Page 10
- Other Refunds: Books and Supplies | Page 43
- PL 115-407 Sec. 103 | Page 56
- Parking Regulations | Page 26
- Payment Procedures | Page 45
- Pell Withdrawals and Mini Terms | Page 42
- Police Academy | Page 63
- Policies and Procedures For Privacy Of Student Educational Records | Page 428
- Pregnancy Policy | Page 416
- President's Award | Page 72
- President's List | Page 71
- Primary Accreditor | Page 10

Prior Credit   Page 56	Short Certificates (Less Than or Equal To 29 Hours)   Page 81	Student service on College committees   Page 397	Transfer Credits   Page 75
Privacy Rights of Deceased Students   Page 431	Social Functions   Page 398	Student-Developed Intellectual Property   Page 398	Transient Authorization   Page 68
Procedures for Approval Of Off-Campus Activities   Page 398	Sophomore Status   Page 63	Students Rights After Ceasing Attendance or After Graduation   Page 0	Tuition Assistance (TA)   Page 53
Procedures for Hearing   Page 412	Sparks Campus Map   Page 16	Students Seeking Readmission   Page 34	Tuition Refunds – Complete Withdrawal   Page 40
Process of Appeal for Readmission   Page 67	Standards of Academic Progress   Page 66	Survivors' and Dependents' Educational Assistance Program (Chapter 35)   Page 50	Tuition Refunds – Withdrawal Procedures   Page 40
Professional Certification, Licensure, Or Registry   Page 63	Standards of Academic Progress – Transfer Students   Page 67	System Administrators' Responsibilities   Page 405	Tuition Refunds – Partial Withdrawal   Page 41
Program Certificates (Greater Than 29 Hours)   Page 81	Standards of Progress Policy   Page 66	TRiO Programs   Page 21	Tuition and Fees   Page 38
Program and Short Certificates   Page 70	State Authorization Regarding Distance Education   Page 30	Talent Search   Page 22	Types of Grievances   Page 411
Programs by Discipline   Page 159	State Student Complaint Process   Page 434	Telephones and Messages   Page 26	Unconditional Admission – First-Time College Students   Page 32
Programs by Location   Page 158	State Vocational Rehabilitation   Page 58	Term Grades   Page 65	Unconditional Admission – Transfer Students   Page 33
Programs of Study   Page 74	Statement of Mission   Page 13	The Ace Military Guide   Page 56	Unconditional Admission – Transient Students   Page 34
Public Notice Policy   Page 432	Statement of Role and Scope   Page 13	The Administration   Page 386	Undecided Transfer Students   Page 75
Public Relations and Marketing   Page 26	Statement of Values   Page 13	The Faculty   Page 387	University-Parallel Programs   Page 75
Qualifications for In-State Tuition   Page 38	Statement of Vision   Page 13	The Post-9/11 GI Bill ® (Chapter 33)   Page 52	Upward Bound   Page 22
Quality Points   Page 164	Strategic Initiatives   Page 13	The Professional Staff   Page 391	User Responsibilities   Page 404
Report of Findings   Page 416	Student Academic Grievances   Page 411	The Support Staff   Page 393	Verification of Eligibility   Page 44
Reporting a Possible FERPA Violation   Page 432	Student Access to Educational Records   Page 429	The Trade Adjustment Act (TAA)   Page 58	Veterans' Benefits   Page 49
Required Standards of Satisfactory Academic Progress for Veterans   Page 55	Student Activities   Page 20	Title IV Refunds – General   Page 41	Video Surveillance Policy   Page 27
Restroom Policy   Page 27	Student Affairs   Page 17	Title IX Coordinators   Page 426	Violations   Page 405
Retaliation Prohibited   Page 425	Student Affairs Philosophy   Page 397	Title IX Grievance Summary   Page 426	Violations and Fines   Page 433
Return of Unearned Aid—Responsibility of the College   Page 42	Student Assessment   Page 35	Title IX Policy   Page 418	Visitor Policy   Page 27
Return of Unearned Aid—Responsibility of the Student   Page 42	Student Conduct   Page 406	Title IX Sanctions for Employees   Page 426	Vocational Rehabilitation (Chapter 31)   Page 52
Role of the Admissions and Academic Standards Committee   Page 0	Student ID Policy   Page 402	Title IX Sanctions for Individuals Other than Employees or Students   Page 426	Wallace Campus Map   Page 15
Sanctions   Page 408	Student Identity Verification   Page 69	Title IX Sanctions for Students   Page 425	Wallace Community College Quick Reference Directory   Page 2
Scholarships   Page 58	Student Membership on College Committees   Page 26	Title IX Sexual Harassment Introduction   Page 417	Welcome from the President   Page 3
Senior Adult Scholarship Program Students   Page 35	Student Publications   Page 398	Tobacco-Free Policy   Page 26	Who's Who in American Colleges And Universities   Page 72
	Student Rights and Responsibilities   Page 397	Traffic Regulations   Page 433	WorkKeys® Services   Page 30
	Student Rights and Responsibilities Regarding Financial Aid   Page 46	Transcripts of Records   Page 68	Workforce Development   Page 28
	Student Support Services   Page 21		Workforce Innovation and Opportunity Act (WIOA)   Page 59