COLLEGE CATALOG

2010-2011

LURLEEN B. WALLACE COMMUNITY COLLEGE

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Andalusia, AL 36420
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334-881-2300 FAX

Greenville Campus
750 Greenville By-Pass
Greenville, AL 36037
334-382-2133
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Luverne Center
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MacArthur Campus
1708 N. Main Street
P.O. Box 910
Opp, AL 36467
334-493-3573
334-493-7003 FAX

www.lbwcc.edu

Accreditation

Lurleen B. Wallace Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Associate in Arts, Associate in Science, and Associate in Applied Science Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lurleen B. Wallace Community College.

National Certifications

Associate Degree Nursing – Accredited by National League for Nursing Accrediting Commission

Automotive Mechanics – National Automotive Technicians Education Foundation, Inc. (NATEF)

Emergency Medical Services – Commission on Accreditation of Educational Programs for EMS Professions (COAEMSP) in cooperation with the Commission on Accreditation for Allied Health Professionals(CAAHEP)and approved by the Alabama Department of Public Health/EMS Division

Surgical Technology – Commission on Accreditation of Allied Health Education Programs (CAAHEP)

This publication is the official announcement of the program requirements and regulations of Lurleen B. Wallace Community College. Students enrolling in the College are subject to the provisions stated herein. Statements regarding programs, courses, fees, and conditions are subject to change without advance notice. Although every effort has been made to attain factual accuracy herein, no responsibility is assumed for editorial, clerical, or printing errors occasioned by honest mistakes. This publication should not be considered a contract between the College and any student or prospective student. Courses and programs will not be continued when enrollment falls below minimum requirements.

Should Lurleen B. Wallace Community College find any local policy or procedure herein to be contrary to the language or intent of policies and procedures found in the current edition of the Alabama Community College System Policy Manual or state or federal law, such local policy or procedure shall be null and void.

It is the official policy of the Alabama State Board of Education and Lurleen B. Wallace Community College, a postsecondary institution under its control, that no person shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

Lurleen B. Wallace Community College complies with Title IX of the Education Amendments of 1972, and Title VI of the Civil Rights Act of 1964. Inquiries concerning compliance with these statutes may be directed to the Dean of Student Affairs.

Lurleen B. Wallace Community College complies with federal regulations that guarantee the right of privacy and access to student records/information as established by the Family Educational Rights and Privacy Act (FERPA) of 1974.

Lurleen B. Wallace Community College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have a disability that might require special materials, services, or assistance, or if you have any questions relating to accessibility, please contact the ADA Coordinator on the respective campuses. For TDD users in Alabama, the Alabama Relay Center is available by calling 1-800-548-2546. All materials related to compliance with the Americans with Disabilities Act are maintained by the college coordinators.

Andalusia Campus	Greenville Campus	Luverne Center	MacArthur Campus
Bridges Anderson	Annie Adams	Laura Elliott	Jason Cain
334-881-2247	334-383-6703	334-335-2187	334-493-5363

Lurleen B. Wallace Community College

Dear Student or Prospective Student:

Thank you for considering Lurleen B. Wallace Community College! We are one of the twenty-seven member colleges of the Alabama Community College System – a leading educational and economic resource for the state and one of the 1,177 community colleges in the nation, educating 44% of all U.S. undergraduates – preparing students for an increasingly global and knowledge-based workplace that demands flexible skills, creative problem-solving, superior interpersonal skills, and highly trained professionals in technical, health care, business, education, and other jobs. We have been serving the people of Butler, Coffee, Covington, Crenshaw, and Geneva counties since 1965 in Opp and 1969 in Andalusia. Our Greenville campus was added in 1993 and the Luverne Center began operations in 2006, focusing on industry training and adult education. Three generations of students have come through our doors and are now serving in leadership capacities in our communities and the nation.

Our faculty is highly credentialed professionals and in many cases has made a lifetime career of serving our students. You will find that they are second to none in their desire to see students succeed and have a fulfilling college career at LBWCC. Whether you are looking for a quick path to a high paying job, or want an economical and high-quality transition to continued university studies – Lurleen B. Wallace Community College has outstanding choices for you! We offer professional development and continuing education at all four locations, including a variety of personal enrichment classes, such as Aerobic Dance, Aikido, Ballroom Dancing, Basic Computers, Boating Safety, Karate, and Yoga. You don't even have to be a student at LBWCC to enjoy our amenities, as we strive to be an engaged community partner – providing sports, concerts, theatre, a children's Dream Park, public golf course, tennis courts and more! This is your college, and I invite you to come out and enjoy it.

In this time of economic worries and hardships, it is important to note that your education is a lasting asset. This is an investment that will never lose its value. Now more than ever is the time to prepare for opportunities ahead. We, at Lurleen B. Wallace Community College welcome you and will do all within our power to help you succeed!

Best Regards.

Herbert H.J. Riedel, Ph.D
President

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P. O. Box 1418
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INTRODUCTION TO THE COLLEGE

History of the College

Lurleen B. Wallace Community College

As a result of the recommendation of Dr. Roy Johnson, Chancellor of the Department of Postsecondary Education, the Alabama State Board of Education took official action on January 23, 2003, to merge Lurleen B. Wallace Junior College and Douglas MacArthur State Technical College. Dr. Edward Meadows was appointed President on that date, with the responsibility of providing leadership to bring about the consolidation of these two colleges to create Lurleen B. Wallace Community College. The Commission on Colleges of the Southern Association of Colleges and Schools recognized these two institutions as a singly accredited community college in December, 2003. The Alabama State Board of Education took final action regarding the merger in December, 2003, and the U.S. Department of Education recognized the two colleges as a single institution in January, 2004. The successful consolidation resulted in a multi-campus comprehensive community college with campuses in Andalusia, Greenville, and Opp, Alabama, serving the counties of Butler, Crenshaw, Coffee, Covington, and Geneva.

In 2004 and 2005, major renovations and new construction were undertaken at the Andalusia, Greenville and MacArthur campuses to facilitate new programs and courses.

In January 2006, the College established a center in Luverne with the primary function of offering adult education and training for business and industry. Classes were held in the former National Guard Armory which was leased from the Armory Commission. The State Board of Education approved the purchase of the Luverne facility in July, 2007.

In October, 2006, the Vermelle Evers Donaldson Cosmetic Arts Center was dedicated on the MacArthur Campus. In November, 2007, the College celebrated the completion of two new buildings: the Child Development Center on the Andalusia Campus and the Technology Building on the Greenville Campus.

In 2008, plans were initiated for completion of a conference center on the Greenville Campus. Plans were also begun for major renovation of the Luverne Center to provide classrooms and laboratories for workforce development training. Also, in 2008, plans were begun for a renovation of the entrance and foyer of the Martha and Solon Dixon Center for the Performing Arts on the Andalusia Campus.

Dr. Edward Meadows resigned as President of LBWCC in August, 2008 and Mr. L. Wayne Bennett served as Interim President of the College until December 31, 2008. On January 1, 2009, Dr. Herbert H. J. Riedel began his service as President of Lurleen B. Wallace Community College.

All current renovation and construction projects are expected to be completed by the end of 2009. The College is currently engaged in a five-year strategic planning process.

Douglas MacArthur State Technical College

On May 3, 1963, Governor George C. Wallace announced that Opp would be the site of a postsecondary technical institution that would serve five South Alabama counties. A local committee chaired by Opp City Schools Superintendent Vernon L. St. John directed plans for the construction of the school one mile north of downtown Opp on a 100 acre campus provided by the City of Opp and the Covington County Board of Revenue. Mr. E. C. Nevin, then principal of Kinston High School, was appointed President.

On November 22, 1965, Douglas MacArthur State Technical College opened its doors, admitting 116 students in twelve departments. The campus consisted of four buildings, the George C. Wallace Administration Building and three shop buildings. In the next several years, six additional buildings were added to the campus. These were the Gaines Ray Jeffcoat Building, the Vernon L. St. John Building, the Henry R. Donaldson-Bennie Foreman Building, the E. Claude Nevin Building, an electronics building and the Student Center.

Mr. E. Claude Nevin retired in December of 1982, and Dr. Raymond V. Chisum was appointed President in January of 1983. The Raymond V. Chisum Health Sciences Building was added in 1996. After Dr. Chisum's retirement in August of 1996, Mr. L. Wayne Bennett was named Interim President and served until the merger with Lurleen B. Wallace Junior College in January of 2003.

Lurleen B. Wallace Junior College

On December 14, 1967, the Alabama State Board of Education authorized the development of a junior college to be located in Andalusia, Alabama. A Junior College Executive Committee was organized and over $100,000 was raised locally to purchase land and provide initial capital to start a new college to serve Butler, Covington, and Crenshaw counties.

On August 15, 1968, the State Board of Education named the College the Lurleen Burns Wallace State Junior College, in honor of the former Governor. Dr. William H. McWhorter was appointed the first president. In September of 1969, the College opened in the Bethune School, a temporary location leased from the Covington County Board of Education. In May of 1970, the College moved to its new campus consisting of 112 acres, an administration/classroom building and physical education dressing rooms.

The 160-acre Andalusia Campus consists of nine buildings, six lighted tennis courts, a lighted baseball field, a lighted softball field, a two-miles scenic trail, a nine-hole golf course and driving range, and expansive parking. Dr. and Mrs. Solon Dixon of Andalusia, Alabama, through the Solon and Martha Dixon Foundation, have provided more that $2 million through the years for facility development, such as the Solon and Martha Dixon Center for the Performing Arts and the Dixon Conference Center.

On August 31, 1990, Dr. William H. McWhorter retired and Dr. James D. Krudop was named as Interim President until February 1, 1991, when Mr. Seth Hammett was selected as the new President. At this time, Lurleen B. Wallace Junior College moved into a new phase of growth and development. Extensive renovation, remodeling, and refurbishing of the infrastructure of

the College took place. Twenty-six major projects were undertaken at a value of approximately one million dollars with a major portion of the funds being made available by the Solon and Martha Dixon Foundation.

On October 6, 1992, groundbreaking ceremonies took place for construction of a new 11,300 square foot facility on seventeen acres of property in Greenville, Alabama. This facility opened for classes in the fall of 1993.

President Hammett retired in June of 2002, and Dr. James D. Krudop served as Interim President until the merger with Douglas MacArthur State Technical College in January of 2003.

COLLEGE MISSION

Mission Statement

Lurleen B. Wallace Community College is a public, two-year institution in the Alabama Community College System under the governance of the Alabama State Board of Education. The College offers career-oriented certificates and associate degrees, as well as university transfer courses and associate degrees. In addition, the College provides specialized training for existing business and industry, workforce development, non-credit and continuing education, adult education and community services to the residents of its service area. With fundamental principles affirming the value of education, the freedom of teaching and learning, and the worth, dignity and personal development of each individual, the College provides an environment that emphasizes student success and achievement.

Institutional Priorities

To accomplish the mission of the institution, LBWCC has set the following institutional priorities:

- Provide and maintain educationally sound instruction and student service programs accommodating students with varying backgrounds, interests, and abilities.
- Expand and strengthen program offerings that prepare students for entry to colleges and universities and/or the workforce.
- Provide credit classes, continuing education classes and workshops, facilities, and services in cooperation with high schools and the community to promote personal development, cultural enrichment, and recreation.
- Provide instruction in locating, evaluating, and using information to become independent lifelong learners.
- Strive for unity of purpose and institutional effectiveness through comprehensive planning, research, implementation, and evaluation.
- Expand financial resources and improve campus facilities.
- Provide comprehensive professional development that facilitates quality administration, instruction, and student service programs to meet the educational, career, personal, and social needs of students.
- Foster a climate of mutual respect that embraces and celebrates diversity.
- Provide specialized training for new and existing business and industry.
- Provide accessible quality adult education programs that may include Adult Education, English as a Second Language, and GED preparation.

ADMISSIONS

Lurleen B. Wallace Community College accepts students who meet the requirements for admission listed below. It is the official policy of the Alabama State Board of Education and Lurleen B. Wallace Community College, a postsecondary institution under its control, that no person shall, on the grounds of race, color, disability, sex, religion, creed, national origin, or age be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment. Disabled individuals who require reasonable accommodations (including auxiliary aids and services) should contact the ADA Coordinator on the respective campuses.

Admission Requirements for all Students

For admission to Lurleen B. Wallace Community College and before registration, applicants must provide the following:

1. One primary form of documentation such as an unexpired Alabama driver's license or permit; an unexpired Alabama identification card; an unexpired U.S. passport; an unexpired U.S. permanent resident card; **OR**
2. Two secondary forms of documentation, one of which must be a photo identification card such as a School ID (with photo) or an Employee ID (with photo). Other Secondary forms of identification include a social security card (without restrictions), a certified copy of a U.S. birth certificate, a U.S. Certificate of Citizenship, a U.S. military ID card, a medical/health insurance ID card, a U.S. military DD-214 or a concealed weapons permit.

Applicants must submit the identification document(s) above to the Office of Student Services in person or through a notarized copy by U.S. mail. **In addition, all male students between the ages of 18 and 26 must be registered with the U.S. Selective Service System.** Additional admission requirements are described in the sections below.

Admission of First-Time College Students

An applicant who has not previously attended any regionally accredited postsecondary institution will be designated a first-time college student or a native student. In order to be accepted for admission, applicants must have on file at the College a completed application for admission and the following:

A. An official transcript showing graduation with the Alabama High School Diploma, the high school diploma of another state equivalent to the Alabama High School Diploma, or an equivalent diploma issued by a non-public, regionally and/or State accredited high school; or
B. An official transcript showing graduation with a high school diploma equivalent to the Alabama High School Diploma issued by a non-public high school; or
C. An official transcript showing graduation with a high school diploma equivalent to the Alabama High School Diploma issued by a non-public high school and have achieved a minimum ACT composite score of 16 or a 790 on the SAT Critical Reading and Math

section; or

D. An official transcript showing graduation with the Alabama Occupational Diploma, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school and have achieved a minimum ACT composite score of 16 or a 790 on the SAT Critical Reading and Math section; or
E. An official GED Certificate issued by the appropriate State education agency.

NOTATION: Conditional admission may be granted to an applicant if the College has not received the required documents as listed in A-E above prior to the first term of enrollment. If all required admission records have not been received by the College prior to the issuance of first semester grades, continued enrollment will be denied and the transcript will read **CONTINUED ENROLLMENT DENIED PENDING RECEIPT OF ADMISSIONS RECORDS.**

The College may establish additional admission requirements when student enrollment must be limited or to assure ability-to-benefit.

Admission of Ability to Benefit Students

In keeping with the mission of the Alabama Community College System, applicants with less than a high school diploma or GED may be admitted to courses not creditable toward an associate degree or programs comprised exclusively of courses not creditable toward an associate degree, provided that he/she meet all criteria for the specific programs of study as listed below:

Automotive Mechanics, Diesel and Heavy Equipment Mechanics, and Welding

1. The applicant must be at least 16 years of age; and
2. The applicant must not have been enrolled in secondary education for at least one calendar year (local superintendents may submit a written waiver for applicants who have not been out of high school for one year); and
3. The applicant must have earned the following scores on the **COMPASS** Placement test: Writing 32; Reading 62; and Pre-Algebra 25; **OR**

The applicant must hold an Alabama Occupational Diploma, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school, and has not achieved a minimum ACT composite score of 16 or 790 on the SAT Critical Reading and Math.

Cosmetology, Esthetics, Nail Technology, and Therapeutic Massage

1. The applicant must be at least 16 years of age; and
2. The applicant must not have been enrolled in secondary education for at least one calendar year (local superintendents may submit a written waiver for applicants who have not been out of high school for one year); and
3. The applicant must submit an official high school transcript verifying completion of the tenth grade; and

4. The applicant must have earned the following scores on the **COMPASS** placement test: Writing 32, Reading 62; and Pre-Algebra 25; **OR**

The applicant must hold an Alabama Occupational Diploma, as defined by the Alabama State Board of Education, the high school diploma of another state equivalent to the Alabama Occupational Diploma, or an equivalent diploma issued by a non-public high school, and has not achieved a minimum ACT composite score of 16 or 790 on the SAT Critical Reading and Math section.

Students admitted under the criteria above shall be classified as non-degree eligible and shall not be allowed to enroll in a course creditable toward an associate degree unless appropriate conditions are met. Short certificate programs related to the above mentioned certificate programs are also considered non-degree eligible programs.

The College may establish higher or additional admission requirements for a specific program or service when student enrollment must be limited or to assure ability-to-benefit.

Admission of Students Seeking Re-Admission

Students returning to Lurleen B. Wallace Community College after one or more terms of non-attendance (excluding summer terms) are required to submit an application for admission and official transcripts from all regionally or Council on Occupational Education accredited postsecondary institutions attended since the last date of attendance at Lurleen B. Wallace Community College or either of its former entities: Lurleen B. Wallace Junior College or Douglas MacArthur State Technical College. Students who have not been in attendance for five or more years may also be required to submit the admission documents required of first-time college students.

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

Returning students will follow the most current curriculum requirements for their program of study upon readmission to the College.

Admission of Transfer Students

A transfer student must have submitted to the College an application for admission and official transcripts from all regionally accredited postsecondary institutions attended, and, as designated by the College, any other documents required for first-time college students.

An applicant who has completed the baccalaureate degree will be required to submit only the transcript from the institution granting the baccalaureate degree.

NOTATION: If all required transcripts have not been received by the College prior to registration, the student may be conditionally admitted their first term. If all required transcripts have not been received by the College prior to the issuance of first semester

grades, continued enrollment will be denied and the transcript will read CONTINUED ENROLLMENT DENIED PENDING RECEIPT OF ADMISSIONS RECORDS.

Initial Academic Status of Transfer Students

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

An applicant who has been academically suspended from another regionally accredited postsecondary institution, may be admitted as a transfer student only after following the appeal process established at the college for "native" students who have been academically suspended. If the transfer student is admitted upon appeal, the student will enter the institution on Academic Probation. The transcript will read ADMITTED UPON APPEAL— ACADEMIC PROBATION.

Transfer Credit Evaluation Policy

Prospective students who have earned college credits at another institution must present an official transcript to the Director of Admissions and Records at least one month prior to registering for classes. The transcript will be evaluated and transfer credit will be determined as soon as possible. Requests for transfer credit presented to the Director of Admissions and Records in an untimely manner will be evaluated as time permits.

General Principles for Transfer of Credit

1. Coursework transferred or accepted for credit toward an undergraduate program must represent collegiate coursework relevant to the formal award, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the College's own undergraduate formal award programs. In assessing and documenting equivalent learning and qualified faculty, recognized guides which aid in the evaluation of credit will be used. 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.
2. A course completed at other regionally accredited postsecondary institutions with a passing grade will be accepted for transfer as potentially creditable toward graduation requirements.
3. A transfer student from a collegiate institution not accredited by the appropriate regional association, or the Commission on Colleges of the Southern Association of Colleges may request an evaluation of transfer credits after completing 15 semester hours with a cumulative GPA of 2.0 or above.
4. A transfer grade of "D" will only be accepted when the transfer student's cumulative GPA is 2.0 or above at the time of admission. If the student has a cumulative 2.0 or above, the "D" grade will be accepted the same as for native students.

5. Credit may be extended based on a comprehensive evaluation of demonstrated and documented competencies and previous formal training.

Transfer of Students between Programs within the Institution

An enrolled student may transfer to a different program of study if he/she meets admission requirements and there is a vacancy in the program. Any academic credit previously earned which is applicable to the new program of study will be transferred.

Admission of Transient Students

A transient/transfer student who attended another postsecondary institution and who seeks credit for transfer to that parent institution may be admitted to the College as a transient student. The student must submit an application for admission and an official letter or transient form from the institution which certifies that the credit earned at the College will be accepted as a part of the student's academic program. Such a student is not required to file transcripts of previously earned credits at other postsecondary institutions.

Prior Learning Assessment

Lurleen B. Wallace Community College recognizes that learning occurs in a variety of ways. Individuals can develop mastery of course competencies through employment, training, and other experiences, which is termed "prior learning". College credit can be awarded for prior learning from which the skills that comprise courses (terminal objectives) are mastered to an acceptable degree of proficiency and the individual documents skill mastery.

Awarding Credit through Prior Learning Assessment (PLA)

1. Credit for prior learning can be awarded only after the assessment of prior learning experiences and only for documented learning that demonstrates achievement of all terminal objectives for a specific course or courses.
2. The student must enroll in Lurleen B. Wallace Community College and meet all admission requirements for the program in which course credit for prior learning is being sought.
3. The student must obtain the Request for Prior Learning Assessment Form from the appropriate division chair.
4. Credit for academic transfer courses awarded through PLA may only be awarded by examination or nationally recognized guidelines (AP, CLEP, ACT/PEP, DANTES, Challenge Exams, ACE PONSI/CREDIT, ACE/MILITARY). Credit for experiential learning (portfolio review) may not be awarded for academic transfer courses.
5. There will be a charge of $25 for each portfolio review to assess experiential learning for college credit. Documentation must be provided for each course for which credit through experiential learning is requested, and the $25 fee applies to each review of the documentation (e.g., individual is charged $50 if the person is seeking credit through experiential learning for two courses, and thereby requires portfolio reviews in relation to those two courses.) Students seeking credit for academic transfer courses through examination or nationally recognized guidelines are not charged a fee for PLA or for credits awarded through PLA.
6. Not more than 25% of total credit required for any program may be awarded as a result of PLA. Credit awarded through PLA does not count toward the minimum of 25 percent of semester credit hours that must be completed at the college granting the degree.

7. Course credit earned through prior Learning shall be noted on the student's transcript as having been awarded through PLA. Credit may not be awarded twice for the same learning.

Admission of Accelerated High School Students

The Accelerated High School program allows high school students the opportunity to earn college credit while still in high school. College credit earned through the Accelerated High School program may not substitute for high school credit.

A student is eligible for early admission if the student meets all of the following criteria:

1. The student has successfully completed the tenth grade;
2. The student provides a certification from the local principal and/or his or her designee certifying that the student has a minimum cumulative "B" average and recommends the student be admitted under this policy;
3. The student may enroll only in postsecondary courses for which high school prerequisites have been completed (for example, a student may not take English Composition until all required high school English courses have been completed).
4. Students are required to complete the COMPASS placement exam or document ACT scores of 20 or higher in English and mathematics.

Exceptions may be granted by the Chancellor for a student documented as gifted and talented according to the standards in Alabama Administrative Code section 290-8-9-12.

Admission of Dual Enrollment/Dual Credit for High School Students

The purpose of this policy is to allow eligible high school students to enroll in college classes concurrently with high school classes, either on the college campus or at the high school, and to receive both high school and college credit.

Institutions within the Alabama Community College System are authorized to establish dual enrollment/dual credit programs with local boards of education in the College service area. Courses offered by postsecondary institutions shall be of postsecondary level and enrolled students must pay normal tuition as required by the postsecondary institution, or as stipulated in a contract for services between the two levels. A student is eligible for dual enrollment/dual credit if the student meets all of the following criteria:

1. The student must meet the entrance requirements established by Lurleen B. Wallace Community College, an institution of postsecondary education.
2. The student has a minimum cumulative 3.0 average in completed high school courses. Transcripts must be provided as documentation of the student's cumulative grade average.
3. The student must have written approval of the appropriate principal and the local superintendent of education. Student access to Dual Credit/Dual Enrollment is dependent upon both academic readiness and social maturity. Approval from the principal and superintendent indicates that the student has demonstrated both. Unless the student can demonstrate the ability to benefit from college level instruction, special education students are not eligible for enrollment under this policy.

4. The student must be in grade 10, 11, or 12 or have an exception granted by the participating postsecondary institution upon recommendation of the student's principal and superintendent and in accordance with Alabama Administrative Code 290-8-9.17 regarding gifted and talented students.
5. All students will be COMPASS tested and must meet pre-requisites for all approved courses at the college.

Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the students' principal, superintendent, and LBWCC president. Parental permission and travel for courses offered off the high school campus during the normal school day will be administered under the auspices of local boards of education.

NOTE: Upon completion of the Dual Enrollment credits, it is the student's responsibility to submit a written request to the Director of Admissions and Records in order for the college credit to be submitted to the high school in which the student is enrolled.

Course Eligibility

Courses offered shall be drawn from the College's existing academic inventory of courses offered for credit. Courses numbered below 100 and physical education courses are not eligible for dual enrollment/dual credit. Students may not audit courses under the terms of this policy (Policy 801.03). Eligible high school students are permitted to enroll in college courses conducted during school hours, after school hours, and during summer terms. The College reserves the right to cancel course offerings when courses do not meet minimum enrollment requirements.

Dual Enrollment/Dual Credit Agreement

Participating local boards of education and postsecondary institutions shall develop a Dual Enrollment/Dual Credit Agreement that includes but is not limited to the following:

A. Approval of the particular courses to be offered and the high school equivalency for each course shall be determined through the mutual agreement of the participating postsecondary institution(s) and the participating local board of education. Courses must be of Postsecondary level.
B. Dual Credit/ Dual Enrollment instructors shall be faculty of the College. A high school teacher employed to teach in dual credit/dual enrollment will be designated as an adjunct faculty member of the College and therefore must meet the credentialing requirements of the State Board of Education and other accrediting agencies. Faculty must be under the ultimate control and supervision of the College. The College must provide for faculty orientation, supervision, and evaluation. Documentation of appropriate instructor credentials which meet or exceed accrediting agencies must be on file at the College. College faculty credential shall be provided to the local school board of education as needed to meet credential standards of accrediting agencies.
C. The College shall be responsible for the compensation of faculty, in accordance with State Board of Education and college policy. Faculty may not receive dual compensation for instruction time.
D. Six semester hours at the postsecondary level shall equal one credit at the high school level in the same or related subject. Partial credit agreements shall be developed between the College and the School Board. The State Board of Education Policy 705.01 defines a "credit hour" as not less than 50 minutes of instructor/student contact. A semester/quarter hour of credit is based upon the average number of hours of instruction taught weekly, the ratio of weekly contact hours to credit hour varies with the type of instruction being used. There are four general categories of instruction: theory, experimental laboratory, clinical practice/manipulative laboratory, and internship.

E. College courses approved for dual credit shall be posted on both high school and college transcripts. Courses completed for dual credit shall be transcripted with the appropriate statement at the postsecondary level indicating dual enrollment credit.
F. Payment of the current rate of tuition and fees per credit hour, textbooks and materials will be the responsibility of the student unless other resources are available. Full payment of tuition must be completed by the first day of class. School Boards will be notified of any unpaid tuition and fees prior to the start of classes.
G. A plan for an annual evaluation of dual enrollment/dual credit shall be prepared and shall adhere to guidelines of the Department of Postsecondary Education. The College and the local School Board shall assume the responsibility for reporting required information in a timely manner.
H. Students are responsible for knowing policies relative to dual enrollment/dual credit of colleges/universities to which they plan to transfer credit. The College reserves the right to refuse admission to any student who is found to be in violation of college policies (academic standards of progress, Student Code of Conduct, etc.)
I. Methods for addressing student related issues such as: admissions, procedures, advisement, monitoring and evaluation, privacy rights, ADA issues, and verification of student attendance must be addressed in the agreement.
J. Transportation for any student receiving instruction at any facility other than a school campus of the local School Board shall be the responsibility of the parents/guardian of such students unless otherwise negotiated between the College and the local School Board.
K. Each party agrees to provide a mechanism for communicating the educational and economic benefits as well as the requirements for participation and enrollment procedures to parents and students. This must include the student's release of educational records as defined by FERPA and between the College and the local School Board.
L. A copy of Policy 801.03 and its guidelines must be included in the Dual Enrollment/Dual Credit Agreement.

Tech Prep Articulated Credits

To receive articulated credit for Tech Prep courses from secondary education institutions, a student must submit a completed *Career/Technical Education Course Articulation Credit Request Form* to the Dean of Instruction who serves as the College's Tech Prep Coordinator. These forms may be obtained from the Dean of Instruction or high school career technical administrators and career technical instructors. Statewide articulation agreements are reviewed annually and revised as needed by the Alabama Community College System and State Department of Education. Students who complete the quality assurance criteria outlined below will receive articulated credit to the Alabama College System institution of their choice. Performance or knowledge testing of secondary program graduates is not required as part of the articulation process.

The college and local education agencies may create local articulation agreements only in courses for which no statewide agreement exists.

Course Articulation Quality Assurance Criteria:

1. A current Statewide Career/Technical Education Course Articulation Agreement (the "articulation agreement") is in effect for the postsecondary course for which articulation credit is sought.
2. The secondary courses applicable to the articulation agreement are certified under the Alabama State Department of Education Business and Industry Certification (BIC) standard.

3. Teachers of the secondary courses for which articulation credit is sought were certified by the Alabama State Board of Education to teach those courses at the time the student passed the course(s).
4. The student must have earned a letter grade of "B" (3.0 on a 4.0 scale) or higher in the secondary course(s) for which articulation is being sought.
5. The student must be admitted to the College from which articulation credit is granted.
6. A student may receive articulation credit only for courses creditable to his or her declared program of study.
7. Articulation credit must be requested by the student within 16 months of high school graduation.
8. Secondary coursework completed in grades 11 and 12 is eligible for articulation credit. Further, students who complete coursework in the 10th grade and continue and complete in the same program areas through the 11th and 12th grade are eligible for statewide articulation credit.
9. Articulation credit is not available in postsecondary courses for which there is an age requirement that was not met by the student at the time the student passed the secondary course(s) for which articulation credit is sought.
10. Articulation credit is not available in postsecondary courses if granting such credit violates policies or regulations of licensure agencies or regulatory boards.
11. The secondary teacher or Career/Tech Administrator is authorized to provide certification signatures.

The following LBWCC courses are included in the State Wide Articulation Agreement:

Postsecondary Course		**Credit Value**	**Secondary Course Numbers**		**Required Secondary Course(s)**
			2009-10	2010-11	
Air Conditioning/Refrigeration Tech (ACR)					
			431806	430126	Refrigerants **and**
112	HVACR Service Procedures	3	431801	430121	Introduction to Heating, Ventilation Air-Conditioning, and Refrigeration (HVACR) **and**
			431805	430125	HVACR Electrical Components and Controls **and**
			431804	430124	Introduction to Electricity for HVACR Systems
121	Principles of Electricity for HVACR	3	431804	430124	Introduction to Electricity for HVACR Systems

Postsecondary Course		Credit Value	Secondary Course Numbers		Required Secondary Course(s)
123	HVAC/R Electrical Components	3	431802	430122	Basic Compression Refrigeration **and**
			431801	430121	Introduction to HVACR **and**
			431805	430125	HVACR Electrical Components and Controls **and**
			431804	430124	Introduction to Electricity for HVACR Systems
Automotive Mechanics (AUM)					
112	Electrical Fundamentals	3	471106	570025	Automotive Electrical & Electronic Systems I **and**
			471107	570026	Automotive Electrical & Electronic Systems II
Child Development (CHD)					
100	Introduction to Early Care and Education of Children	3	440901	510021	Child Development **and**
			330206	460009	Education and Training
			or		
			330303	460013	Early Childhood Education I **and**
			330304	460014	Early Childhood Education II
202	Children's Creative Experiences	3	440901	510021	Child Development **and**
			441103	510043	Creative Arts
Computer Science (CIS)					
113	Spreadsheet Software Applications	3	540203	450006	Business Technology Applications **and**
			540601	450031	Business Technology Applications-Advanced
Cosmetology (COS)					
111 **and** 112	Introduction to Cosmetology and Introduction to Cosmetology Lab	6	441301	510060	Introduction to Cosmetology **(year long program)**
117 **and** 118	Basic Spa Techniques And Basic Spa Techniques Lab	6	441304	510063	Introduction to Spa Techniques **and**
			441305	510064	Advanced Spa Techniques Applications

Postsecondary Course		Credit Value	Secondary Course Numbers		Required Secondary Course(s)
Drafting and Design Technology (DDT)					
111	Fundamentals of Drafting and Design Technology	3	430110	410005	Introduction to Drafting Design
124	Intro to Technical Drawing	3	430110	410005	Introduction to Drafting Design **and**
			431001	430010	Intermediate Drafting Design
Industrial Electronics (ILT)					
169	Hydraulics/Pneumatics	3	480301	540011	Industrial Systems and Maintenance I **and**
			480302	540012	Industrial Systems and maintenance II **and**
			480303	540013	Industrial Systems and Maintenance III **and**
			480304	540014	Industrial Systems and Maintenance IV
Office Administration (OAD)					
103	Intermediate Keyboarding	3	540203	450006	Business Technology Applications
125	Word Processing	3	540203	450006	Business Technology Applications

The following courses have local articulation agreements which require demonstration of competencies in articulated courses prior to the end of the drop-add period of the student's first term of enrollment. LBWCC has articulation agreements with the following schools for students who are Tech Prep concentrators in career tech programs: Andalusia, Kinston, New Brockton, Zion Chapel, Florala, Pleasant Home, Straughn, Red Level, Brantley, Highland Home, Luverne, Elba, Enterprise, Geneva County, Samson, Slocomb and Opp.

Postsecondary Course #(s)	Postsecondary Course Title(s)	Articulated Credits Awarded	Secondary Course #(s)	Secondary Course Title (s)
CIS146	Microcomputer Applications	3	450006	Business Technology Applications **and**
			450031	Business Technology Applications-Advanced
DEM104	Basic Engines	3	570022	Automotive Engine Repair
WDT108 WDT122	Shielded Metal Arc Fillet/Oxyfuel Cutting **and** Shielded Metal Arc Fillet Welding/Oxyfuel Cutting Lab	3 3	430070	Introduction to Welding

WDT109	Shielded Metal Arc Fillet PAC/CAC	3	430071 430072	Applied Welding I/Plasma Arc Cutting **and** Applied Welding II/Carbon Arc Cutting
WDT123	Shielded Metal Arc Fillet Welding/PAC/CAC Lab	3	430071 430072	Applied Welding I/Plasma Arc Cutting **and** Applied Welding II/Carbon Arc Cutting
WDT108	Shielded Metal Arc Fillet/Oxyfuel Cutting	3	420012	AgriMetal Fabrication
WDT122	Shielded Metal Arc Fillet Welding/Oxyfuel Cutting Lab	3	420012	AgriMetal Fabrication

Students Not Attending Public School

This policy and these guidelines are also intended to apply to students who are not attending public school, but who are enrolled in private school or church school pursuant to Section 16-28-1 of the *Code of Alabama,* or who are receiving instruction from a private tutor pursuant to Section 16-28-5 of the *Code of Alabama.*

Student eligibility should be certified by the appropriate official at the private school or church school or by the private tutor.

Postsecondary institutions and participating private schools, church schools, or private tutors should develop a dual enrollment/dual credit agreement.

Non-Credit Students

An applicant enrolling exclusively in non-credit courses may be granted admission, and will be exempt from filing any of the documents, transcripts, and related materials as specified above.

Audit Students

Auditors are students who register for credit courses on essentially a non-credit basis. The College requires complete academic records for any applicant. Classes completed under the audit classification will under no circumstance be applied to a student's degree program. Student will not receive punitive grades, but will receive an AU for Audit. Tuition and fees for courses audited are the same as those for courses taken for credit.

Intention to audit must be declared by the end of the registration period and may not be changed thereafter. Grades of Auditors are recorded in the permanent records to indicate that the student has successfully completed the course.

Senior Citizens

Persons sixty (60) years of age or older may be eligible for a tuition waiver if they qualify for the Senior Adult Scholarship Program. Applicants must meet the following conditions:

1. They must comply with the College admission standards as noted earlier in this catalog under Admission, First-time Students; Admission, Transfer Student; or Former Students applying for readmission.
2. Must be Alabama residents.
3. Must be sixty (60) years of age or older.
4. Students must enroll for credit; non-credit enrollment is not allowed.

The student is responsible for any fees or other charges applied to the general student body. Senior citizens granted a tuition waiver under the Senior Adult Scholarship Program may receive the tuition waiver only one time per course. Any time a senior citizen repeats a course the student is responsible not only for fees but also for tuition.

NOTE: Senior citizen course enrollment under the Senior Adult Scholarship Program is restricted to a space available basis. A course will not be expanded beyond the optimal number to accommodate the enrollment of a senior citizen attending under the Senior Adult Scholarship Program.

Health Sciences Department Admissions

The Health Sciences Department includes the following programs of study: Practical Nursing, Surgical Technology, Therapeutic Massage, Diagnostic Medical Sonography, LPN to RN Mobility, Paramedic to RN Mobility, and Emergency Medical Services. Applicants must submit not only an Application for Admission to the College, but also an Application for Health Sciences Program. Admission to Lurleen B. Wallace Community College does not imply admission to these programs. Applicants to these programs must also be admitted by the Health Science Department. Additional information on these programs may be found in the Programs of Study section of this catalog.

Admission of International Students

A. Prior to being issued an I-20 form, an International Student must present to the Admissions Office the following:

1. A notarized copy of a VISA recognized and accepted by the United States Government;
2. An official translated copy of the student's high school transcript (and college transcript, if applicable);
3. A total score of 173 on the computer-based TOEFL (Test of English as a Foreign Language), a total score of 61 on the Internet-based TOEFL, a total score of 500 on the paper-based TOEFL, or a minimum score ranging from 5.5-6.0 on the IELTS (International English Language Testing System). Official TOEFL or IELTS score reports are required;
4. A signed, notarized statement verifying adequate financial support;
5. Documentation demonstrating adequate health and life insurance which must be maintained during all periods of enrollment; and
6. An Application for Admission to Lurleen B. Wallace Community College.

Note: <u>All of these admission requirements must be on file in the Admissions Office before an I-20 can be issued.</u>

B. Transfer of International Students

1. Transfer students must fulfill all admission requirements listed in (A) above.
2. Submit a Transfer Clearance Form to the Admissions Office from the college or university previously enrolled.
3. Immigration laws require each international student to attend the college from which he/she received an I-20 for at least one term (semester) before transferring to another college or university.
4. A student officially transferring to another institution cannot return to Lurleen B. Wallace Community College as I-20 forms are issued for only one institution. A student may be enrolled in only one institution during one given term (semester). Transient students are not accepted.
5. To receive a degree from Lurleen B. Wallace Community College, an International student must earn English composition credit at the College.

C. An International Student entering on a Visa R-E2 must present to the Admissions Office the following:

1. A notarized copy of VISA R-E2;
2. An official, translated copy of the student's high school transcript (and college transcript, if applicable);
3. A total score of 173 on the computer-based TOEFL (Test of English as a Foreign Language), a total score of 61 on the Internet-based TOEFL, a total score of 500 on the paper-based TOEFL, or a minimum score ranging from 5.5-6.0 on the IELTS (International English Language Testing System). Official TOEFL or IELTS score reports are required;
4. Documentation demonstrating adequate health and life insurance which must be maintained during all periods of enrollment;
5. An Application for Admission to Lurleen B. Wallace Community College.

<u>Note: All of these requirements must be on file in the Admissions Office before admission is complete.</u>

STUDENT EXPENSES

Tuition and Fees

Tuition and fees must be paid before the first day of class each semester. If tuition and fees are not paid before the first day of class, all courses for which the student has pre-registered will be dropped. Student will have to re-register for all courses.

Students who have graduated from a high school located in the state of Alabama or who earned a GED in the state of Alabama within two years of the date of their application for admission will be considered an Alabama resident provided they have an Alabama address as their residence.

Eligibility for "In-State" Tuition

For purposes of assessing tuition, applicants for admission shall be classified in one of three categories as outlined below:

I. A "resident student" is an applicant for admission who:

A. Is a citizen of the United States and a duly registered resident of the State of Alabama for at least twelve (12) months immediately preceding application for admission, or whose non-estranged spouse had resided and had habitation, home and permanent abode in the State of Alabama for at least twelve (12) months immediately preceding application for admission. Consequently, an out-of-state student cannot obtain residence status simply by attending school for twelve months in the State of Alabama.

B. In the case of minor dependents seeking admission, the parents, parent, or legal guardian of such minor dependent must have resided in the State of Alabama for at least twelve (12) months immediately preceding application for admission. If the parents are divorced, residence will be determined by the residency to whom the court had granted custody.

MINOR: an individual who because of age, lacks the capacity to contract under Alabama law. Under current law, this means a single individual under 19 years of age and a married individual under 18 years of age, but excludes an individual whose disabilities of non-age have been removed by a court of competent jurisdiction for a reason other than establishing a legal residence in Alabama. If current law changes, this definition shall change accordingly.

SUPPORTING PERSON: Either or both of the parents of the student, if the parents are living together, or if the parents are divorced or living separately, then either the parent having legal custody or, if different, the parent providing the greater amount of financial support. If both parents are deceased or if neither has legal custody, supporting person shall mean, in the following order: the legal custodian of the student, the guardian, or the conservator.

C. In determining resident student status for the purpose of charging tuition, the burden of proof lies with the applicant for admission.

1. Students shall be considered “resident students” for tuition purposes if they live out of the State of Alabama within a 50-mile radius of Lurleen B. Wallace Community College. Students from Jackson, Holmes, Okaloosa, Santa Rosa, Walton, and Washington counties in the State of Florida are eligible for in-state tuition.
2. An individual claiming to be a resident shall certify by a signed statement each of the following:
   a. A specific address or location within the State of Alabama as his or her residence.
   b. An intention to remain at this address indefinitely.
   c. Possession of more substantial connections with the State of Alabama than with any other state.

D. Although certification of an address and an intent to remain in the state indefinitely shall be prerequisites to establishing status as a resident, ultimate determination of that status shall be made by the institution by evaluating the continuous presence or absence of connections with the State of Alabama during the previous twelve (12) months. This evaluation shall include the consideration of all of the following connections:

1. Consideration of the location of high school graduation.
2. Payment of Alabama state income taxes as a resident.
3. Ownership of a residence or other real property in the state and payment of state ad valorem taxes on the residence or property.
4. Full-time employment in the state.
5. Residence in the state of a spouse, parent(s), or children.
6. Previous periods of residency in the state continously for one year or more.
7. Voter registration and voting in the state; more significantly, continuing voter registration in the state that initially occurred at least one year prior to the initial registration of the student at a public institution of higher education in Alabama.
8. Possession of state or local licenses to do business or practice a profession in the state.
9. Ownership of personal property in the state, payment of state taxes on property, possession of state license plates.
10. Continuous physical presence in the state for a purpose other than attending school, except for temporary absences for travel, military service, and temporary employment.
11. Membership in religious, professional, business, civic, or social organizations in the state.
12. Maintenance of checking and savings accounts, safe deposit boxes, or investment accounts in the state.
13. In-state address shown on selective service registration, driver’s license, automobile title registration, hunting and/or fishing license, insurance policies, stock and bond registrations, last will and testament, annuities, or retirement plans.

E. Students determined to be eligible for resident tuition will maintain that eligibility upon re-enrollment within one full academic year of their most previous enrollment unless there is evidence that the student subsequently has abandoned resident status, for example, by registering to vote in another state. Students failing to re-enroll within one full academic year must establish eligibility upon re-enrollment.

II. Non-Resident Student (additional persons for resident tuition)

A Non-Resident Student, one who does not meet the standard of having resided in the State of Alabama for at least twelve (12) months immediately preceding application for admission, shall be charged the in-state rate established by the State Board of Education under the following circumstances, provided such student is a citizen of the United States:

A. The dependent student
   1. Whose supporting person is a full-time permanent employee of the institution at which the student is registering; or
   2. Whose supporting person can verify full-time permanent employment in Alabama and will commence said employment within 90 days of registration; or
   3. Whose supporting person is a member of the United States military on full-time active duty stationed in Alabama under orders other than attending school; or
   4. Whose supporting person is an accredited member of a consular staff assigned to duties in Alabama.

B. The student is not a dependent (as defined by Internal Revenue Codes) and
   1. Is a full-time permanent employee of the institution at which the student is registering or is the spouse of such an employer; or
   2. Can verify full-time permanent employment in the State of Alabama or is the spouse of such an employee and will commence said employment within ninety (90) days of registration with the institution; or
   3. Is a member of or the spouse of a member of the United States military on full-time active duty stationed in Alabama under orders for duties other than attending school;
   4. Is an accredited member of or the spouse of an accredited member of a consular staff assigned to duties in Alabama; or

C. In determining Non-Resident Student status for the purpose of charging tuition, the burden of proof lies with the applicant for admission. The College may request proof that the applicant meets the stipulations noted above prior to admission.

D. The student is eligible for "In-State" tuition if the student resides in one of the following counties in the State of Florida and applies for admission to Lurleen B. Wallace Community College: Jackson, Holmes, Okaloosa, Santa Rosa, Walton, and Washington.

III. Out-of-State Student:

Any applicant for admission who does not fall into one of the categories noted above shall be charged a minimum tuition of two times the resident tuition rate charged by the institution. Students initially classified as ineligible for resident tuition will retain that classification for tuition purposes until they provide documentation that they have qualified for resident tuition.

A student may change his/her address by completing a "Change of Address" form in the Office of Student Services. If the new address indicates a change from out-of-state to in-state status, a student must provide proof of Alabama residence. When a student changes an address from out-of-state to in-state, the tuition charge for in-state status will take effect at the following official class registration. (A change in status will not be made between official registrations.)

Tuition and Fee Schedule (per semester)

In-State Tuition ..... $90 per credit hour
Facility Renewal Fee..... $ 9 per credit hour
Reserve Fee..... $ 1 per credit hour
Technology Fee ..... $ 9 per credit hour
Out-of-State Tuition..... 2.00 times in-state tuition rates

NOTE: Tuition and Fee Schedule is subject to change based on the recommendation and approval by the State Board of Education.

Other fees

Graduation fee $37
Returned check fee $30

NOTE: There is no difference in cost of auditing a course and taking a course for credit.

Delinquent Accounts

A student who has a delinquent account at the College for any fee or fine may not complete registration until his/her account has been satisfied. The College may withhold grade reports, transcripts, and diplomas until all charges are paid.

Refund Policy

Administrative Fee

An administrative fee not to exceed 5 percent of tuition and other institutional charges or $100, whichever is smaller, may be assessed for each withdrawal within the period beginning the first day of class and ending at the end of the third week of class.

Books and Supplies

A student who withdraws and who has purchased returnable books, and/or supplies from the College and returns the items in new/unused condition by the end of the third week of the semester will be refunded the full purchase price.

Refund for Partial Withdrawal

Students who do not completely withdraw from the College but drop a class during the regular drop/add period will be refunded the difference in tuition paid and the tuition rate applicable to the reduced number of hours, including fees appropriate to the classes dropped. **There is no refund due to a student who partially withdraws on or after the first day of class.**

NOTE: STUDENT IS RESPONSIBLE FOR COMPLETING DROP/ADD FORM AND SUBMITTING TO DIRECTOR OF ADMISSIONS AND RECORDS.

Refund in Compliance with State Refund Policy

In accordance with State Board policy, a student who officially or unofficially withdraws from all classes **before the first day of class** will be refunded the total tuition and other institutional charges.

A student who officially or unofficially withdraws completely on or after the first day of class but prior to the end of the third week of class will be refunded according to the withdrawal date, as follows:

1. Withdrawal during the first week of the semester, 75% refund.
2. Withdrawal during the second week of the semester, 50% refund.
3. Withdrawal during the third week of the semester, 25% refund.
4. Withdrawal after the third week of the semester, 0% refund.

Return in Compliance with Federal Regulations

Lurleen B. Wallace Community College shall comply with federal regulations relative to return of tuition and other institutional charges for all Title IV recipients. The Federal Return of Title IV Funds Policy is to be used for a Title IV student who completely withdraws from all classes. The policy shall also be applied to those students who cease attendance in all classes but who do not officially withdraw.

The Return of the Title IV funds is based on a formula, which determines the percentage of earned aid by calculating the amount of time the student has completed for a term. The percentage completed is calculated as days attended in the period (based on the withdrawal date) divided by the total days in the term. If the percentage completed exceeds 60%, the student has earned 100 % of his/her Title IV aid. If the percentage completed is 60 % or less, this percentage is applied to the total Title IV aid awarded to the student for the term and could result in the student having to repay Title IV funds. The return of funds calculation shall be based on the midpoint of the term for students who do not officially withdraw.

Students subject to the Federal Return of Title IV Funds Policy continue to be responsible for payment of tuition and fees in accordance with the State Refund Policy. Students who do not return unearned Title IV funds will be ineligible for Title IV Funds at any institution.

A STUDENT IS NOT OFFICIALLY WITHDRAWN UNTIL A COMPLETE WITHDRAWAL FORM IS SUBMITTED TO THE DIRECTOR OF ADMISSIONS AND RECORDS. THE DATE FOR REFUND IS CALCULATED AS OF THE DATE THE COMPLETED FORM IS TURNED IN TO THE DIRECTOR OF ADMISSIONS AND RECORDS.

Student Financial Aid

Lurleen B. Wallace Community College is dedicated to assisting students who need financial aid to attend college. The College offers various scholarships and students who are enrolled in any program of study are eligible to apply for federal financial aid.

Applying for Financial Aid

The most important factor in applying for financial aid is to apply early. Students may apply as soon as federal tax returns for the previous year are completed. The Free Application for Federal Student Aid must be completed. These applications are available in the Financial Aid Office or students may apply via the internet at **www.fafsa.ed.gov.** The priority deadline for filing financial aid is June 1 of each year. The Title IV code for LBWCC is **008988.**

General Eligibility Requirements

To be considered for Financial Aid a student must meet all of the following requirements:

1. Be a U.S. Citizen or permanent resident,
2. Be enrolled or accepted for enrollment in a program of study,
3. Maintain satisfactory academic progress in a program of study,
4. Not be in default on a federal loan or owe a refund on a grant received for attendance at any post-secondary institution, and
5. Not be convicted of drug possession or drug sale.

Procedures for Applying for Financial Aid Via Internet

1. Complete the Free Application for Federal Student Aid at **www.fafsa.ed.gov.**
2. Submit required signatures either by mail or with PIN number issued by the Department of Education.

Verification Data

Applications may be selected for verification by the Department of Education. Those selected will be required to submit to the Financial Aid Office the following information:

1. A signed copy of Federal Tax return form 1040, 1040A or 1040EZ and W-2's,
2. A signed copy of parent's and/or spouse's Federal Tax return form 1040, 1040A or 1040EZ and W-2's,
3. A verification worksheet, and
4. Other information as requested by the Financial Aid Office.

Eligibility cannot be determined until the verification process is completed.

Federal Pell Grant

Federal Pell Grant awards are based on financial need as determined by the Federal Student Aid Programs. A student may apply for Federal Pell Grant by completing the Free Application for Federal Student Aid (FAFSA) at **www.fafsa.ed.gov.**

A student must apply for Federal Pell Grant each academic year. This should be done during each spring semester. Eligible student awards range from $975 to approximately $5350 per academic year for a full-time student.

If a student has applied for Federal Financial Aid, the Institutional Student Information Record (ISIR) from the Department of Education, along with any verification documents required from the student and all transcripts, must be received by the Financial Aid Office no later than the last day of Drop/Add. If this information has not been received by the Financial Aid Office, the student will be required to pay all tuition and fees. Any student who has not paid by this time will be purged from classes and will no longer be eligible to attend.

In order for a student to receive the full Pell Grant award calculated, the student must attend all classes. If the student does not attend all classes, the award will be recalculated based on the lower enrollment status. Attendance will be verified at the beginning of each semester.

Academic Competitiveness Grant (ACG)

Academic Competitiveness Grants are awarded to students who can demonstrate that they have completed a rigorous high school program of study before enrolling in college.

Eligible students receive up to $750 in the first year of college, and $1300 for the second year if they also maintain a 3.0 grade point average in college. This grant is awarded to students over and above any other grants or scholarships provided they have financial need.

Federal Supplemental Educational Opportunity Grant (FSEOG)

FSEOG is a grant and repayment is not required. To qualify, a student must have exceptional financial need. A student must be enrolled, be in good standing, and must complete the Free Application for Federal Student Aid to establish eligibility. Priority is given to Federal Pell Grant recipients. Funds are limited.

Federal Work-Study (FWS)

The Federal Work-Study Program provides part-time jobs for students who have financial need. Students work in a variety of offices and departments with their work schedules built around their academic schedules. To qualify, a student must complete the Free Application for Federal Student Aid, available from the Financial Aid Office. Students earn minimum wages, payable once per month. These funds are limited and available on a first-come first-serve basis.

Alabama Student Assistance Program (ASAP)

To be eligible for these funds, a student must complete the Free Application for Federal Student Aid. The student must be an Alabama resident and have established financial need. These funds are limited and available on a first-come, first-serve basis.

Veterans Benefits

Training is provided under the following chapters:

Chapter 30– Military service effective July 1, 1985, and after if a participant was in the Educational Program while on active duty.

Chapter 31 – Service-connected disability of ten percent or more may receive Vocational Rehabilitation.

Chapter 32- (VEAP) Veterans Educational Assistance Program, fund share while on active duty prior to July 1, 1985.

Chapter 33 – (The Post 9/11 GI BILL) Individuals with at least 90 days of aggregate service on or after September 11, 2001, or individuals discharged with a service-connected disability after 30 days. Students must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

Chapter 35– Veteran dependent (GI Bill) includes spouse and legal children, adopted children, stepchildren, etc. (There is a time limit on spouse and age limit for children). Children may be married and still be qualified. Veteran must be 100 percent service connected disabled, living or deceased, for dependents to be qualified.

Chapter 1606 – National Guard and Reservist GI Bill Qualifications—must have six years obligation, high school diploma or GED, and completed required training. (See your unit education officer.) Complete DD Form 2384 Notice of Basic Eligibility. Hand carry this form to the College veterans' representative.

Chapter 1607 – Members of a reserve component who serve on active duty on or after September 11, 2001 under title 10 U.S. Code for a contingency operation and who serve at least 90 consecutive days or more are eligible for Chapter 1607. National Guard members also are eligible if their active duty is under section 502(f), title 32 U.S.C. and they serve for 90 consecutive days when authorized by the President or Secretary of Defense for a national emergency and is supported by federal funds. Disabled members who are injured or have an illness or disease incurred or aggravated in the line of duty and are released from active duty before completing 90 consecutive days are also eligible.

Students receiving veteran's benefits under Chapters 30,31,32,33,35, 1606 and 1607 will be paid full, three-quarters or half-time benefits as follows:

Full-time.....12 or more credit hours
3/4-time..... 9-11 credit hours
1/2-time.....6-8 credit hours
Reimbursement for tuition.....5 or fewer hours

Veterans will not be paid for courses outside of their approved program of study. For more information regarding Federal VA benefits, please visit **www.gibill.va.gov.**

Alabama G.I. Dependents Scholarship Program

Alabama Department of Veterans Affairs offers financial assistance to eligible dependents (child, stepchild, spouse, or widow/er) of disabled veterans (living or deceased) who were permanent civilian residents of Alabama prior to entry into military service. Special consideration is given to permanently and totally disabled veterans who are now (or were) bona fide residents prior to their death. Other qualifying veterans' categories are former prisoners of war (POW), those declared missing in action (MIA) and those who died in service.

Maximum educational benefits include free tuition, required textbooks, and laboratory fees for four standard academic years or a prescribed technical course at any state-supported junior or community college, university, or technical school. Dependent children must file an application prior to age 26 (may be extended to age 30 in certain cases). A spouse or widow/er does not have a filing deadline or age limitation. For more information and application procedures, contact your nearest Veterans Affairs Office located in each county courthouse, or you may write to the Alabama G.I. Dependents' Scholarship Program, P. O. Box 1509, Montgomery, AL 36102-1509.

Class Attendance of Veterans – For the veteran, failure to attend class may result in a reduction or elimination of benefits. The instructor will determine if absences are excused or unexcused. If the veteran accumulates excessive (unexcused) absences, the reduction of benefits will be made effective the last date of class attendance. **CLASS ATTENDANCE IS MANDATORY.**

Withdrawal from Class by Veterans – Veterans may adjust schedules only during the drop/add period without penalty. A veteran who withdraws after this period without demonstrating extenuating circumstances will suffer loss of payments under VA educational assistance.

Financial Aid Satisfactory Academic Progress Policy

To be eligible for Title IV Federal financial aid, students must meet the Academic Standards of Progress requirements applicable to all students at the College.

Enrollment Status for Federal Pell Grant Recipients in Degree Programs

A student must register for an appropriate number of credit hours in order to qualify as outlined:

Enrollment Status	Required Credit Hours
Full-Time	12
Three Quarter-Time	9-11
Half-Time	6-8
Less than Half-Time	1-5

Enrollment Status for Federal Pell Grant Recipients in Certificate Programs

A student must register for an appropriate number of credit hours and contact hours in order to qualify as outlined:

Enrollment Status	Required Credit Hours	Required Contact Hours
Full-time	12	24
Three Quarter Time	9-11	18-23
Half-Time	6-8	12-17
Less than Half-Time	1-5	1-11

Federal regulations require all students receiving Federal Financial Aid (Federal Pell Grant, Federal Work Study, Federal Supplemental Educational Opportunity Grant, ACG, 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. Students receiving financial aid are evaluated once during the academic year. A student will be evaluated each time he/she applies for financial aid which will be at least annually. If a student requests an additional award of federal financial aid within the current award year, the Satisfactory Academic Progress will be evaluated before the additional award is processed. Satisfactory progress is not to be confused with "good standing". A student can meet the LBWCC requirements of "good standing" and be allowed to enroll but not meet the minimum standards to receive financial aid while enrolled.

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

1. **Qualitative Requirement** (Cumulative GPA) – Students must meet or exceed the following minimum cumulative GPA's based upon total hours attempted:

Semester Credit Hours Attempted	Cumulative GPA
12-21	1.50
22-32	1.75
33 or more	2.00

2. **Quantitative Requirement** (Timeframe for Completion) – Eligible students may receive federal financial aid for a period of time not to exceed 1.5 times the normal length of his/her program of study. Students enrolled in the Associate in Arts degree and the Associate in Science degree may receive financial aid for a maximum of 90 semester hours attempted. Credits transferred into a program of study will be counted toward the maximum number of hours attempted.

   Each student on federal financial aid must earn two-thirds (67%) of all the hours he/she attempts in order to complete a program in the normal length of time allowed. Students who have not passed the required number of hours will be suspended from receiving federal financial aid. Financial aid is reinstated when the student has achieved

the minimum cumulative GPA required and earned the required minimum number of credit hours.

If a student repeats a course which was previously successfully completed, the hours obtained the second time the course is attempted do not count toward the minimum number of academic hours required for program completion. 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 number of hours attempted).

3. **Developmental Courses** - A student receiving federal financial aid may not enroll in the same developmental (remedial) course more than three times and continue to receive federal financial aid. A federal financial aid recipient may not receive aid for more than 30 semester hours of developmental work. Credit hours attempted for developmental courses are included when determining a student's qualitative or quantitative progress for financial aid, including the maximum time frame requirement.

4. **Academic Suspension** - When a student who is eligible for federal financial aid is suspended, whether the student serves the suspension or is readmitted upon appeal, the student is not eligible to receive financial aid until he/she achieves the Cumulative GPA required for the number of credit hours attempted at the institution or the student's GPA for the semester is 2.0 or above (based on at least 12 semester credit hours or above attempted at the institution). Approval of the student's appeal to the admissions committee for readmission does not reinstate the student's eligibility for financial aid.

5. **Financial Aid Suspension** – Academic progress will be assessed at the time a student applies for financial aid, and reviewed each academic year. The student is placed on financial aid suspension when the Qualitative Requirement (Cumulative GPA) and/or the Quantitative Requirement (Timeframe for Completion) have not been met. 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.

6. **Change in Program** – A student may receive federal financial aid for 1.5 times the normal length of the selected program of study. If a student changes programs, he or she will be allowed to continue to receive federal financial aid for 1.5 times the normal length of the second program of study minus hours transferred from the first program of study. A student may change programs of study more than once but will not be allowed to receive federal financial aid for more than 180 credit hours attempted.

7. **Appeals Process** – If a student wishes to request consideration for reinstatement of federal financial aid due to mitigating circumstances, the student must complete a Financial Aid Appeal form. A student may submit a request to reinstate federal financial aid one time. A written explanation regarding the mitigating circumstances and

supporting documentation must be included with the Financial Aid Appeal form and submitted to the Financial Aid Appeal Committee within two weeks of receipt of the notice of suspension. The student will be notified in writing of the decision by the Financial Aid Appeal Committee. The decision of the Financial Aid Appeal Committee is final.

Scholarships

Lurleen B. Wallace Community College Foundation Scholarships

Lurleen B. Wallace Community College Foundation and Douglas MacArthur State Technical College Foundation provide a variety of scholarships to deserving students. For more information refer to the LBWCC Financial Aid Brochure or contact the Office of Financial Aid.

Lurleen B. Wallace Community College Sponsored Scholarships

Scholarships are provided for qualified outstanding students. Scholarships are tuition awards based on academic achievement, demonstrated leadership in school and civic organizations, and achievement in performing arts and athletics. These scholarships include the following:

Institutional Scholarships

Institutional scholarships are available at Lurleen B. Wallace Community College. These types of scholarships include, but are not limited to, Ambassador, Presidential Honors, and Presidential Technical. Applications are available on line at **www.lbwcc.edu** or in the Financial Aid Office.

Athletic Scholarships

The College awards Athletic Scholarships in baseball, men's and women's basketball and women's softball. Interested applicants should contact the appropriate coach for further information.

Performing Arts Scholarships

The College awards Performing Arts Scholarship in art, drama, and music. Interested applicants should contact the Financial Aid Office.

Forest Technology

The College awards Forest Technology Scholarships. Interested applicants should contact the Forest Technology Director.

Senior Adult Scholarships

These scholarships are available to persons age 60 and over. Student must enroll for credit; may receive scholarship only one time per course.

ACADEMIC POLICIES AND INFORMATION

Academic Honors

The College recognizes academic achievement by publishing the President's List and the Dean's List at the end of each term. Requirements for the President's List include a semester grade point average of 4.00 and completion of a minimum semester course load of twelve (12) semester credit hours of college-level work. Developmental courses will not count toward the minimum course load requirement.

The Dean's List requirements include a semester grade point average of 3.50 or above but below 4.00 and completion of a minimum semester course load of twelve (12) semester credit hours of college-level work. Developmental courses will not count toward the minimum course load requirement.

Distinguished Honor Students selection is completed during the spring semester of each academic year. The top freshmen and top sophomores are recognized during the annual awards program.

Academic Complaint/Appeal

An academic complaint is defined as a concern about a strictly academic matter such as grades, work assignments, quality of instruction, and fairness of instructor and/or examinations. Academic appeals, with the exception of grades, must be initiated within ten (10) business days of their occurrence. Grade appeals must be initiated prior to the last day of classes of the following term.

The following procedure should be followed in filing an academic complaint/appeal:

1. The student should first contact the instructor and discuss the problem.
2. If the student does not receive satisfaction from the instructor, he/she should contact the Chair of the Division who will confer with the student and the faculty member to reach closure.
3. If closure is not reached by using this approach, the student may file a formal academic appeal to the Dean of Instruction. This must be done in writing and dated prior to the time limit stated above. The appeal must state the problem, the name of the instructor who is involved and previous attempts at resolving the situation.
4. The Dean of Instruction will review the information, prepare a written recommendation, and notify the student, instructor, and the division chair of the decision within two (2) weeks, after the written appeal is received.
5. The decision of the Dean of Instruction is final.

Academic Bankruptcy

A student may request in writing to the Director of Admissions and Records to declare Academic Bankruptcy under the following conditions:

1. If fewer that three (3) calendar years have elapsed since the semester/term for which the student wishes to declare bankruptcy, the student may declare academic bankruptcy on all coursework taken during that one semester/ term provided the student has taken a minimum of 18 semester credit hours of course-work at the College since the bankruptcy semester/term occurred. All coursework taken, even hours completed satisfactorily during the semester for which academic bankruptcy is declared will be disregarded in the cumulative grade point average.

2. If three (3) or more calendar years have elapsed since the most recent semester/term for which the student wishes to declare bankruptcy, the student may declare academic bankruptcy on all coursework taken during 1-3 semesters/terms provided the student has taken a minimum of eighteen (18) semester hours of coursework at the College since the bankruptcy semester(s) occurred. All coursework taken, even hours completed satisfactorily, during the semesters/terms for which academic bankruptcy is declared will be disregarded in the cumulative grade point average.

When Academic Bankruptcy is declared, the transcript will reflect the term **"ACADEMIC BANKRUPTCY**" for each semester/term affected. When Academic Bankruptcy is declared, the transcript will reflect the semester/term of its implementation and the transcript will be stamped "ACADEMIC BANKRUPTCY IMPLEMENTED."

A student may declare Academic Bankruptcy only once. Implementation of academic bankruptcy at an institution does not guarantee that other institutions will approve such action. This determination will be made by the respective institution.

Academic Year

The academic year is divided into three terms: fall semester, spring semester, and summer semester.

Attendance Policy

Class attendance is regarded as an obligation as well as a privilege. Absences seriously disrupt a student's orderly progress in a course, and significantly diminish the quality of group interaction in class. There is a high correlation between the number of absences and the final grade. Although an occasional absence may be unavoidable, it in no way excuses a student from meeting the requirements of the course. Participation in an institution-sponsored activity is not regarded as an absence. Students are responsible for preparing all assignments for the next day's class and for completing work missed.

A student is expected to attend all class meetings for classes in which he/she is registered. A student receiving Veteran's benefits will not be paid for any course in which he/she has accumulated absences in excess of 15% of the scheduled class meetings.

Attendance – Nursing Students

The Licensed Practical Nursing Program requires attendance of 1110 hours during the 12-month program of study as approved by the Alabama Board of Nursing. Arrangements for make-up assignments must be made with the department chair for all hours absent beyond thirty-five. Students are responsible for preparing all assignments for the next day's class and for completing work missed. Clinical courses have individual attendance policies.

Course Forgiveness

If a student repeats a course, the last grade awarded (excluding grade of W) replaces the previous grade in the computation of the cumulative grade point average. The grade point average during the term in which the course was first attempted will not be affected.

When a course is repeated more than once, all grades for the course, excluding the first grade, will be used in the computation of the cumulative grade point average. Official records at the institution will list each course in which a student has enrolled. It is the student's responsibility to request the forgiveness policy be implemented. Students should check with the Director of Admissions and Records.

Exception: Students receiving Veteran's benefits will have all courses attempted used in determining the overall grade point average. Students receiving Veteran's benefits may not retake a course in which they have received a grade of C or better.

Course Loads

The student course load for a full-time student is twelve (12) to nineteen (19) credit hours per semester. Credit hours above nineteen (19) will constitute a student overload. Course overload must be authorized by the Dean of Instruction or the Dean of Student Affairs. No student will be approved for more than twenty-four (24) credit hours for any reason.

Class Schedule Changes

A student may drop or add a course during the official Drop/Add period. Students must obtain a Drop/ Add form from the Office of Student Services or their advisor. Appropriate signatures are required before the Drop/Add form can be processed. The official date for Drop/Add will be published in the class schedule.

Course and Program Placement

All entering students are required to take the **COMPASS** (Computer-Adaptive Placement Assessment and Support System) Placement Test for placement in English, reading, and mathematics. This is a comprehensive program developed by ACT (American College Testing) to assist colleges in placing students into appropriate courses in which they can be successful and offer the best opportunity for academic success.

Exceptions: The following students are exempt from the assessment requirement: any student scoring 470 or above on the SAT I writing and 470 or above on the SAT I math, and **20 or above on the ACT English, reading, and mathematics**, who enroll in the College within three years of high school graduation; students who have an associate degree or higher; students who transfer degree-creditable college level English or mathematics courses with a grade of "C" or better; senior citizens; undeclared, and other non-award seeking majors who are taking classes for avocational reasons only; students in certain short certificate programs having no English or mathematics requirements; students who have completed required developmental coursework at another Alabama College System institution within the last three years; audit students; students who can provide documentation of assessment (COMPASS or ASSET) within the last three years; and transient students. A student may retake the COMPASS Placement Test one time at a cost of $8.00.

Final Examinations

Final examinations are given at the end of each semester. A final examination schedule is issued each semester and also published in the class schedule.

Grade Reports

Grade Reports are available at the end of each semester. Students must log on to the LBWCC web-site at **www.lbwcc.edu.** Enter user ID and PIN and click on **Student Information Center** to access student academic records.

Grading System

Academic Credit – Letter grades are assigned according to the following system for all courses:
(**Note:** Health Sciences and Nursing courses have a different grading scale. See page 35.)

A	–	Excellent	(90-100)
B	–	Good	(80-89)
C	–	Average	(70-79)
D	–	Poor	(60-69)
F	–	Failure	(below 60)
W	–	Withdrawal	
NC	–	Non-Credit	
I	–	Incomplete	
AU	–	Audit	
IP	–	In Progress	
S	–	Satisfactory	
U	–	Unsatisfactory	

Satisfactory grades are **A, B, C.** Senior colleges and universities may or may not grant credit for a course in which a student has made a grade of **D.**

A grade of **W** is assigned to a student who officially withdraws from a class or from the College. For more information, refer to the section on Withdrawals in this catalog.

A grade of **Incomplete** (I) may be assigned when the quality of work has been passing but the student has been prevented by illness or other justifiable cause from completing the required work or taking the final examinations. A student who must miss a final examination has the responsibility of notifying the instructor prior to the examination or as soon thereafter as possible and of furnishing acceptable evidence concerning the cause of the absence upon return. If the cause is personal illness, the student should present the instructor a statement signed by the appropriate health care professional.

A grade of Incomplete **(I)** must be **cleared by the last class day of the following term** or the grade automatically becomes an "F". It is the student's responsibility to contact the instructor and to make-up missed course assignments and/or examinations

A grade of **IP (In Progress)** may be assigned in a developmental class to indicate the student has not yet passed the course but is making progress. The computer will recognize this designation as the student has not yet completed the course required and must attempt it again before he/she can move on to the next level in this subject area.

A grade of **(S) Satisfactory** in ENG092, ENG 093, RDG 084, or MTH 098 indicates that the student has been remediated of all deficiencies in this subject and may proceed to the college level course (ENG 101- English Composition, no further Reading course required, or a 100 level and above in a mathematics course).

Grading Scale for Health Sciences and Nursing

No rounding of test scores is done (ex. 78.6 is 78.6). Only the final course grade is rounded: 0.5 or higher is raised to the next whole number.

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

Academic Probation and Suspension Standards of Progress Policy

Required GPA levels for students according to number of hours attempted:

1. Students who have attempted **12-21** semester credit hours must maintain a **1.50** Cumulative Grade Point Average.
2. Students who have attempted **22-32** semester credit hours must maintain a **1.75** Cumulative Grade Point Average.
3. Students who have attempted **33** or more semester credit hours must maintain a **2.00** Cumulative Grade Point Average.

Intervention for Student Success

When a student is placed on Academic Probation, One Semester Academic Suspension, or One Calendar Year Academic Suspension, college officials may provide intervention for the student by taking steps including, but not limited to, imposing maximum course loads, requiring a study skills course, and/or prescribing other specific courses.

Application of Standards of Progress

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

2. When a student's cumulative GPA is below the GPA required for the number of credit hours attempted the student is placed on Academic Probation. When the cumulative GPA of a student who is on Academic Probation remains below the GPA required for the total number of credit hours attempted but the semester GPA is 2.0 or above, the student remains on Academic Probation.

3. When the cumulative GPA of a student who is on Academic Probation remains below the GPA required for the total number of credit hours attempted and the semester GPA is below 2.0, the student is suspended for one semester.

4. When the cumulative GPA is at or above the GPA required for the total number of credit hours attempted the student's status is clear. The student who is suspended for one semester may appeal. If, after appeal, the student is readmitted without serving the one semester suspension, the transcript will read SUSPENDED—ONE SEMESTER/READMITTED UPON APPEAL. The student who is readmitted upon appeal re-enters the institution on Academic Probation. The student who serves a one semester academic suspension re-enters the institution on Academic Probation.

5. A student who is on Academic Probation after being suspended for one semester (whether the student has served the suspension or has been readmitted upon appeal) without having since achieved Clear academic status and whose cumulative GPA falls below the level required for the total number of hours attempted at the institution but whose semester GPA is 2.0 or above will remain on Academic Probation until the student achieves the required GPA for the total number of hours attempted.

   A student who is on Academic Probation after being suspended for one semester (whether the student served the suspension or was readmitted upon appeal) without having since achieved Clear academic status and whose cumulative GPA remains below the level required for the total number of hours attempted at the institution and whose Semester GPA is below 2.0 will be suspended for one calendar year. The transcript will read SUSPENDED–ONE YEAR.

6. The student suspended for one calendar year may appeal. If, upon appeal, the student is readmitted, the transcript will read SUSPENDED–ONE YEAR/READMITTED UPON

APPEAL. The student who is readmitted upon appeal re-enters on Academic Probation. The student who serves the calendar year suspension re-enters on Academic Probation.

Process for Appeal for Readmission

If a student declares no contest of the facts leading to suspension but simply wishes to request consideration for readmission, the student may submit a request in writing for an "appeal for readmission" to the Admissions Appeals Committee, which shall not be considered a due process hearing but rather a petition for readmission, the student shall be given an opportunity to present a rationale and/or statement of mitigating circumstances in support of immediate readmission. The decision of the Admissions Appeals Committee, together with the materials presented by the student, shall be placed in the College's official records. Additionally, a copy of the written decision shall be provided to the student.

The Admission Appeals Committee shall be appointed by the Dean of Student Affairs and include three members, one of whom shall be a full-time faculty member. The Director of Admissions and Records shall chair this committee.

Standards of Academic Progress for Transfer Students

1. A transfer student who is admitted on clear academic status is subject to the same standards of academic progress as a "native" student. Grades accrued at other regionally accredited postsecondary institutions are not included in GPA calculation.

2. A transfer student who is admitted on Academic Probation retains that status until the student has attempted at least 12 credit hours at the institution. If, at the conclusion of the term in which the student has attempted a total of 12 or more credit hours at the institution, the Cumulative GPA at the institution is below 1.5, the student is suspended for one semester. The transcript will read SUSPENDED — ONE SEMESTER.

3. If, at the conclusion of the semester in which the transfer student admitted on Academic Probation has attempted a total of 12 or more credit hours at the institution, the Cumulative GPA at the institution is 1.5 or above, the student's status is Clear.

Quality Points

To evaluate the academic standing of students, quality points are assigned to grades according to the following system:

A – 4 quality points per hour
B – 3 quality points per hour
C – 2 quality points per hour
D– 1 quality points per hour
F – 0 quality points per hour

The student's academic standing (quality point average) is obtained by dividing the total number of quality points by the total number of semester hours for which the grades of A, B, C, D, and F were assigned.

Withdrawals

A student may withdraw from a course or all courses without a grade penalty up to fourteen (14) days prior to the first day of final exams for the fall and spring terms. For the summer term, students may withdraw from classes up to seven (7) days prior to the first day of final exams for each session. The final date for official withdrawal is printed in the college calendar and published in each class schedule.

To officially withdraw, a **Withdrawal Form** must be obtained from the Office of Student Services, completed and signed by all persons indicated on the form and returned to the Office of Student Services. Students who discontinue attendance without officially following established withdrawal procedures will receive a grade of "F" in each course.

NOTE: All withdrawal forms must be completed and returned to the Office of Student Services for processing before a student is officially withdrawn from a course or courses. It is the student's responsibility to follow these withdrawal procedures.

PROGRAMS OF STUDY

General Education/University Transfer Programs for the Associate in Arts or Associate in Science Degrees

The following pages outline certain program guides for a student planning to transfer to a four-year college or university. A student planning to transfer should obtain a catalog from the appropriate college in order to determine the entrance and degree requirements of the institution in which the four-year degree will be completed. While a student may follow a program outlined in this catalog, the student should select courses that will best meet each individual need. An Associate in Arts Degree is recommended for those persons who have not yet selected a major program of study and who desire to transfer to a senior institution.

An **Associate in Arts Degree (A.A.)** or an **Associate in Science Degree (A.S.)** is awarded after successfully completing all degree requirements. An **Associate in Applied Science Degree (A.A.S.), Certificates,** or **Short-Term Certificates** can be earned for completing certain requirements in career technical programs.

In addition to the course requirements outlined in this section of the catalog, the College requires each degree-seeking student to demonstrate more than minimal competency in the use of the computer and competency in oral and written communication. **All degree-seeking students must successfully complete English Composition I (ENG101), Microcomputer Applications (CIS 146), Fundamentals of Oral Communication (SPH 106), and Orientation (ORI 101).**

STARS (Alabama Articulation Program)

The Alabama Articulation Program (also called STARS - Statewide Articulation Reporting System) is a computerized articulation and transfer planning system designed to inform students who attend Alabama Community Colleges about degree requirements, course equivalents, and other transfer information pertaining to specific majors at each state funded four-year institutions.

Students planning to transfer to an Alabama public senior institution must print and retain the Articulation Transfer Guide for their major along with the transfer institutions' Area V courses. Failure to follow this guide may result in courses not being transferable. It is the student's responsibility to become familiar with the requirements of the intended transfer senior institution.

Students interested in receiving a STARS Transfer Guide should visit the STARS website at **http://stars.troy.edu** or contact their advisor or the Office of Student Services.

Suggested Programs of Study

Students pursuing an **Associate in Arts** or an **Associate in Science** degree may choose from the possible majors listed below. This list is not inclusive and should be used only for purposes of choosing a major field of study that many students have chosen. Choosing a major field of study is extremely important and helps guarantee easy transfer to a four-year college or university without the loss of credits.

Academic Options include, but are not limited to, the following majors in the Associate in Arts and the Associate in Science degrees:

Liberal Arts or General Education
Accounting
Agriculture
Architecture
Art
Biological Science
Business Administration
Chemistry
Communications
Computer Science
Early Childhood Education
Economics
Elementary Education
English
Fine Arts
Forestry
History
Management
Management Information Systems
Marketing
Mathematics
Music
Office Administration
Physical Education
Physics
Political Science
Pre-Dentistry
Pre-Engineering
Pre-Law
Pre-Medicine
Pre-Nursing
Pre-Pharmacy
Psychology
Public Relations
Secondary Education
Social Science
Sociology
Social Work
Speech Pathology
Special Education
Theatre

Programs of Study for the Associate in Applied Science Degree

Students pursuing an **Associate in Applied Science Degree** may select from the following:

Child Development
Computer Science
Drafting and Design
Emergency Medical Services
Forestry Technology
Industrial Electronics
Office Administration
Medical Office Option
Associate Degree Nursing (RN Mobility)

Certificate Programs

Air Conditioning and Refrigeration
Automotive Mechanics
Cosmetology
Diesel and Heavy Equipment Mechanics
EMT-Paramedic Certificate
Practical Nursing (LPN)
Surgical Technology
Welding

Short-Term Certificates

CAD Operator
Consumable Arc Welding Processes
Child Development
Diagnostic Medical Sonography
EMT-Basic Certificate
Esthetics Technology
Forestry Worker/Aide
Nail Technology
Therapeutic Massage

ASSOCIATE IN ARTS AND
ASSOCIATE IN SCIENCE DEGREE REQUIREMENTS

The General Education Core for **Associate in Arts** Degree and **Associate in Science** Degree:

Area I: Written Composition I and II..... 6 Credit Hours

Area II: Humanities, Fine Arts, and Speech ..... 12 Credit Hours

- Must complete a minimum of 3 semester hours in Literature.*
  ENG 251, 252; ENG 261, 262; or ENG 271, 272
- Must complete 3 semester hours in the Arts.
  ART 100, ART 203, ART 204, IDH 110, HUM 130, MUS 101, THR 120, or THR 126
- Must complete 3 semester hours in Speech unless provisions for addressing Oral Communication Competencies represent an integral module in a required discipline-specific course.

  Remaining semester hours to be selected from Speech, Humanities and/or Fine Arts. *Disciplines include, but are not limited to: Area/Ethnic Studies, Art and Art History, Foreign Languages, Humanities, Literature, Music and Music History, Philosophy, Ethics, Religious Studies, Speech, Theater and Dance.*

Area III: Natural Science and Mathematics..... 11 Credit Hours

- Must complete 3 semester hours in Mathematics at the Pre-calculus Algebra or Finite Math Level.
- Must complete 8 semester hours in the Natural Sciences which must include Laboratory Experiences.

  In addition to Mathematics, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, and Physical Science.

Area IV: History, Social, and Behavioral Sciences..... 12 Credit Hours

- Must complete a minimum of 3 semester hours in History.*
- Must complete at least 6 semester hours from among other disciplines in the Social and Behavioral Sciences.

  Social and Behavioral Sciences include but are not limited to: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

Area I-IV: Minimum General Education Requirements……41 Credit Hours

Area V: Pre-Professional, Pre-Major, and Elective Courses ..... **19-23 Credit Hours

- Must complete 3 semester hours in Computer Science (CIS 146).
- Must complete 1 semester hour in Orientation (ORI 101).
- Courses appropriate to the degree requirements and major of the individual student and electives.

Students completing courses that have been approved for the General Studies Curriculum and are appropriate to their major and/or degree program may transfer these courses with credit applicable to their degree program among two-year and four-year colleges and universities.

Area I-V: General Studies Curricula ..... **60-64 Credit Hours

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

Semester Credit Hour Range by Award ..... **60-64 Credit Hours

**Note: Must complete a 6 semester hour sequence either in Literature or in History. The sequence in Area II and IV in Literature or History needs to follow the sequence requirements according to the students major and transfer plans.*

***Respective programs of study for baccalaureate degrees at Alabama public universities range from 120 to 128 semester credit hours in length. Dependent upon the total hours allocated for the bachelor's degrees, institutions in The Alabama College System will only be authorized to provide 50 percent of that total (60-64).*

ASSOCIATE IN APPLIED SCIENCE DEGREE REQUIREMENTS

The General Education Core for Associate in Applied Science Degree:

Area I: Written Composition I and II..... 3– 6 Credit Hours

- Must complete ENG 101.
- Remaining semester hours may be selected from either ENG 102 or Technical Writing.

Area II: Humanities, Fine Arts, and Speech ..... 3 – 6 Credit Hours

- Areas I and II must include a minimum of 9 hours.
- Must complete 3 semester hours in Speech unless provisions for addressing Oral Communication Competencies represent an integral module in a required discipline-specific course.
- Must complete one course in humanities and fine arts.

  Humanities and Fine Arts disciplines include: Area/Ethnic Studies, Art and Art History, Foreign Languages, Humanities, Literature, Music and Music History, Philosophy, Ethics, Religious Studies, Theater and Dance.

  NOTE: Individual colleges may establish specific course requirements within program of study parameters set forth in the general education core for the Associate in Applied Science Degree.

Area III: Natural Science, Mathematics, and Computer Science ..... 9 – 11 Credit Hours

- Must complete a minimum of 3 semester hours in mathematics.
- Must complete one course in Computer Science (2 preferred) or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s).
- Appropriate 100 level (or higher) mathematics, natural science, and/or computer science courses as denoted in The Alabama College System Course Directory may be selected. In addition to Mathematics and Computer Science, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, and Physical Science.
- Health-related Disciplines
  - 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, BIO 202, and BIO 220 or pass the validated system wide biology placement examination.
  - For those students whose health-related programs require BIO 211 and BIO 212, BIO 212 would serve as the prerequisite for BIO 220.

Area IV: History, Social, and Behavioral Sciences..... 3 – 6 Credit Hours

In addition to History, the Social and Behavioral Sciences include: Anthropology, Economics, Geography, Political Science, Psychology, and Sociology.

Programs in which the AAS represents the Terminal Award are not required to complete the 6 semester hour sequence in Area IV.

Minimum General Education Requirements..... 18–29 Credit Hours

Area V: Maximum General Education Core, Technical Concentration, and Electives 47–58 Credit Hours

- Must complete 1 semester hour in Orientation (ORI 101)
- Courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives

*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 be encouraged to integrate the **General Studies** transfer courses whenever possible.*

General Studies Curricula .....76 Credit Hours
Maximum Program Semester Credit Hours .....76 Credit Hours
Semester Credit Hour Range by Award ..... 60– 76 Credit Hours

CERTIFICATE AWARD REQUIREMENTS

The General Education Core for the <u>Certificate:</u>

Area I: Written Composition I and II.....2– 6 Credit Hours

- COM 100 and COM 103 may be substituted only in non-degree eligible programs.

Area II: Humanities, Fine Arts, and Speech ..... 2 – 6 Credit Hours

- Must complete 3 semester hours in Speech unless provisions for addressing Oral Communication Competencies represent an integral module in a required discipline-specific course.
- SPC 100 and SPC 103 may be substituted only in non-degree eligible programs.

Area III: Natural Science, Mathematics, and Computer Science .....6 Credit Hours

- Must complete one course in Computer Science (2 preferred) or demonstrated computer literacy skills, or the integration of computer proficiencies within a required discipline-specific course(s).
  Remaining semester hours to be selected from Natural Science, Mathematics, or Computer Science.

In addition to Mathematics and Computer Science, disciplines in the Natural Sciences include: Astronomy, Biological Sciences, Chemistry, Geology, Physical Geography, Earth Science, Physics, and Physical Science.

MAH 100, MAH 102, and MAH 105 may be substituted only in non-degree eligible programs. DPT 100 and DPT 103 may be substituted only in non-degree eligible programs.

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

Minimum General Education Requirements.....**10–18 Credit Hours**

General Studies Curricula ..... **60 Credit Hours**

Area V: Maximum General Education Core, Technical Concentration, and Electives.... 50–42 Credit Hours

- Must complete 1 semester hour in Orientation (ORT 111 or ORI 101) .
- Courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives.

Maximum Program Semester Credit Hours ..... **60 Credit Hours**

Semester Credit Hour Range by Award .....**30– 60 Credit Hours**

SHORT-TERM CERTIFICATE AWARD REQUIREMENTS

The General Education Core for the Short-Term Certificate (<=29 Semester Hours):

Area I: Written Composition I and II.....0–3 Credit Hours

One technical writing course is recommended in the Short-Term Certificate.

Area II: Humanities, Fine Arts, and Speech .....0 Credit Hours

Area III: Natural Science, Mathematics, and Computer Science ..... 0 – 3 Credit Hours

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

Minimum General Education Requirements.....0– 6 Credit Hours

Area V: Maximum General Education Core, Technical Concentration, and Electives 29–23 Credit Hours

- Courses appropriate to the degree requirements, occupational or technical specialty requirements, core courses, and electives

Maximum Program Semester Credit Hours ..... 29 Credit Hours

Semester Credit Hour Range by Award .....9–29 Credit Hours

GRADUATION REQUIREMENTS

Degrees

The Associate in Arts and Associate in Science Degree programs are designed for students who plan to transfer to a senior institution in order to pursue a course of study in the liberal arts, sciences, or a specialized professional field.

The Associate in Applied Science Degree program is designed for students who plan to seek employment based upon the competencies and skills attained through those programs of study. While not designed to meet the needs of students who transfer to senior institutions, portions of these programs may do so.

1. Fulfill degree requirements for Associate in Arts, Associate in Science, and Associate in Applied Science as listed under degree requirements in this catalog.
2. Satisfactorily complete a minimum of 60 semester hours of college credit work in an approved program of study, including prescribed general education courses.
3. Earn a 2.0 cumulative grade point average in all courses attempted at the College. The calculation of the grade point average for graduation shall not include grades earned in institutional credit courses. A course may be counted only once for purposes of meeting graduation requirements. In the transfer program, the student should have a 2.00 grade (C) in each course taken for transfer credit.
4. Complete at least 25 percent of semester credit hours at Lurleen B. Wallace Community College.
5. Meet all requirements for graduation within a calendar year from the last semester of attendance.
6. Coursework transferred or accepted for credit toward an undergraduate degree must represent college content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institution's own undergraduate degree programs. In assessing and documenting equivalent learning and qualified faculty, an institution may use recognized guides which aid in the evaluation of 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
7. Fulfill all financial obligations to the College.
8. Comply with formal procedures for graduation in accordance with institutional policy. A student must complete the following to receive a formal graduation award and to participate in the graduation ceremony:
    - Complete all graduation requirements by the end of fall semester or spring semester or complete all graduation requirements except for successful completion of those classes that will be taken during the succeeding summer term.
    - **Submit an application for graduation**
    - Pay $37 formal graduation award fee (Degree, Certificate), includes cap and gown (non-refundable).

Formal Awards other than Degrees

A student may be granted an award other than a degree upon satisfactory completion of the requirements of the specific program as specified by the College granting the award in accordance with policies of the State Board of Education.

1. Satisfactorily complete an approved program of study.
2. Earn a 2.0 cumulative grade point average in all courses attempted at the College. The calculation of the grade point average for graduation shall not include grades earned in institutional credit courses. All grades in repeated courses shall be 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 percent of semester credit hours at Lurleen B. Wallace Community College.
4. Meet all requirements for graduation within a calendar year from the last semester of attendance.
5. Transfer coursework accepted for credit toward a formal undergraduate award other than a degree from a regionally or nationally accredited institution, or an Alabama College System institution with a minimum grade of a C in the courses transferred, must represent collegiate coursework relevant to the award, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the institutions own undergraduate formal award programs.
6. A student must fulfill all financial obligations to the College
7. Comply with formal procedures for graduation in accordance with institutional policy. A student must complete the following to receive a formal graduation award and to participate in the graduation ceremony:
   - **Submit an application for graduation**
   - Pay $37 formal graduation award fee (Degree, Certificate), includes cap and gown (non-refundable).

Certificates

Certificate programs below the degree level are designed for students who plan to seek employment based upon the competencies and skills attained through these programs of study.

1. Certificate programs shall be comprised of at least 30 semester credit hours, but no more than 60 semester credit hours.
2. Certificate programs equal to or less than 26 semester hours shall be comprised of at least 9 semester credit hours, but no more than 26 semester credit hours.
3. Guidelines for distribution requirements for courses and area of study within certificate programs, including general education components, will be established by the Chancellor.
4. Comply with formal procedures for graduation in accordance with institutional policy. A student must complete the following to receive a formal graduation award and to participate in the graduation ceremony:
   - Submit an application for graduation

- Pay $37 formal graduation award fee (Degree, Certificate), includes cap and gown (non-refundable).

Graduation Honors for Degrees

Superior academic achievement by graduating students is recognized by the following designations on transcripts:

		Cumulative GPA
Graduation with Honors	(Cum Laude)	3.500 to 3.690
Graduation with High Honors	(Magna Cum Laude)	3.700 to 3.890
Graduation with Highest Honors	(Summa Cum Laude)	3.900 to 4.000

Graduation Honors for Certificates

	Cumulative GPA
Graduation with Distinction	3.500 to 4.000

NOTE: In order to be eligible for a graduation honor, the student must have completed a minimum of 32 semester credit hours at Lurleen B. Wallace Community College.

PROGRAMS OF STUDY FOR THE ASSOCIATE IN ARTS AND THE ASSOCIATE IN SCIENCE DEGREES

Suggested Course Requirements

The **Associate in Arts** and **Associate in Science** degree programs are designed for students who plan to transfer to a senior institution in order to pursue a course of study in the liberal arts, sciences, or a specialized professional field.

These are Suggested Programs; however, it is highly recommended that the student follow the catalog of his/her transfer institution. Print and retain the STARS Transfer Guide http://stars.troy.edu

Liberal Arts or General Education

Freshman Year	Semester Hrs.
ENG101, 102	6
HIS 101, 102	6
MTH 112 or higher	3
Science	8
Humanities/Fine Arts	6
ORI101	1
	30

Sophomore Year	Semester Hrs.
Literature	6
Social Science	6
SPH 106	3
CIS 146	3
Foreign Language	8
Electives	6
	32

Art

Freshman Year	Semester Hrs.
ART 113	6
ART 121	6
ART 100	3
ENG 101, 102	6
HIS 101, 102	6
Social Science	3
ORI101	1
	31

Sophomore Year	Semester Hrs.
ART 114, 127	6
Literature	6
Science	8
MTH 112	3
Social Science	3
SPH 106	3
CIS 146	3
	32

Agriculture

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
CHM 111, 112	8
BIO 103, 104	8
MTH 112, 125	7
ORI101	1
	36

Sophomore Year	Semester Hrs.
Literature	6
SPH 106 222	3
CHM 221,	8
ART 100 or MUS 101	3
ECO 232	3
Social Science	6
IDS 102	3
CIS 146	3
	35

Business Administration

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
ART 100 or MUS 101	3
SPH 106	3
CIS 146	3
Science	8
MTH 112 or higher	3
ORI 101	1
	33

Music

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
MUS 111, 112	8
Voice	2
Piano	2
Music Ensemble	2
MTH 112 or higher	3
MUS 101 or ART 100	3
CIS 146	3
ORI101	1
	36

Sophomore Year	Semester Hrs.
Literature	6
Social Science	6
MUS 211, 212	8
Voice	2
Piano	2
Music Ensemble	2
Science	8
SPH 106	3
	37

Secondary Education
(Middle level, High School)

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
BIO 101, 102 or 103, 104	8
SPH 106	3
ART 100	3
Electives	6
ORI 101	1
	33

Sophomore Year	Semester Hrs.
Literature	6
ECO 231,232	6
BUS 241, 242	6
BUS 263	3
BUS 271, 272	6
MTH 125	4
	31

Sophomore Year	Semester Hrs.
Literature	6
Social Science	6
MTH 112 or higher	3
CIS 146	3
MUS 101	3
Electives	9
	30

(Electives should be courses appropriate to major-desired teaching field in Areas II-IV.)

Education (Early Childhood, Elementary, Special Ed K-6)

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
BIO 101, 102 or 103, 104	8
ORI101	1
SPH 106	3
ART 100	3
MUS 101	3
	30

Sophomore Year	Semester Hrs.
Literature	6
Social Science	6
Additional Science	8
CIS 146	3
MTH 112 or higher	3
Electives	6
	32

(Electives – any approved courses in Areas II-IV.)

Management Information Systems

Freshman Year	Semester Hrs
ENG 101, 102	6
HIS 101, 102	6
CIS 146, 251	6
ORI101	1
ART 100 or MUS 101	3
MTH 112 or higher	3
Science	8
	33

Sophomore Year	Semester Hrs.
Literature	6
SPH 106	3
ECO 231, 232	6
BUS 241, 242	6
BUS 271	3
CIS 261,262	6
	30

Pre-Engineering

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
CHM 111, 112	8
MTH 125, 126, 227	12
ORI101	1
	33

Sophomore Year	Semester Hrs.
Literature	6
ART 100 or MUS 101	3
PHY 213,214	8
Social Science	6
IDS 102	3
SPH 106	3
CIS 146	3
	32

Pre-Forestry

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
BIO 103, 104	8
MTH 125	4
MUS 101 or ART 100	3
CIS 146	3
SPH 106	3
ORI101	1
	34

Sophomore Year	Semester Hrs
Literature	6
CHM 111, 112	8
ECO 231,232	6
PHY201or213	4
BUS 271	3
IDS 102	3
	30

Pre-Medicine—Dentistry—Pharmacy

Freshman Year	Semester Hrs.
ENG 101, 102	6
CHM 111, 112	8
MTH 125, 126, 227	12
BIO 103, 104	8
ORI101	1
HIS 101, 102	6
	41

Sophomore Year	Semester Hrs.
Literature	6
CHM 221, 222	8
SPH 106	3
PHY 201,202	8
IDS 102	3
Social Science	3
ART 100 or MUS 101	3
CIS 146	3
	37

Pre-Nursing

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
CHM 111	4
BIO 103	4
ORI101	1
MTH 112 or higher	3
ART 100 or MUS 101	3
SPH 106	3
CIS 146	3
	33

Sophomore Year	Semester Hrs.
Literature	6
BIO 201, 202, 220	12
PSY 200, 210	6
HEC 140	3
IDS 102	3
	30

Pre-Law

Freshman Year	Semester Hrs.
ENG 101, 102	6
HIS 101, 102	6
Science	8
Fine Arts	6
MTH 112 or higher	3
CIS 146	3
ORI101	1
	33

Sophomore Year	Semester Hrs.
Literature	6
POL 211	3
SOC 200	3
PSY 200	3
SPH 106	3
IDS 102	3
Electives	9
	30

PROGRAMS OF STUDY FOR ASSOCIATE IN APPLIED SCIENCE DEGREE OR CERTIFICATES

AIR CONDITIONING AND REFRIGERATION

ACR 15.0501
(Certificate)

Program Description: This program teaches the student the basic theory fundamentals, and application of domestic and commercial air conditioning and refrigeration. It includes disassembly and reassembly, major components, controls and accessories, equipment selection and installation, including special systems. Air conditioning classroom instruction is followed by practical exercises where the student develops skills in the use of test equipment in troubleshooting and diagnosing malfunctions within the systems and the use of tools and equipment in repairing actual equipment. Upon completion of the course, the student is qualified to do installation and service work.

Job Opportunities: Employment opportunities in this field are available throughout the United States.

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name **First Semester**			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ACR	111	Principles of Refrigeration	1	4	3
ACR	112	HVACR Service Procedures	1	4	3
ACR	113	Refrigeration Piping Practices	1	5	3
ACR	121	Principles of Electricity for HVACR	1	4	3
MTH	116	Mathematical Applications	3	0	3
ORI	101	Orientation	1	0	1
		Total	**8**	**17**	**16**
Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ACR	122	HVACR Electrical Circuits	1	4	3
ACR	123	HVACR Electrical Components	1	4	3
ACR	132	Residential Air Conditioning	1	4	3
ACR	186	Special Topics	0	4	2
CIS	146	Microcomputer Applications	3	0	3
		Total	**6**	**16**	**14**

Third Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
ACR	119	Fundamentals of Gas Heating Systems	1	4	3
ACR	120	Fundamentals of Electric Heating	1	4	3
ACR	148	Heat Pump Systems I	1	5	3
ACR	149	Heat Pump Systems II	1	4	3
ENG	101	English Composition I	3	0	3
		Total	**7**	**17**	**15**

Course Number/Course Name

Fourth Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
ACR	203	Commercial Refrigeration	1	5	3
ACR	209	Commercial Air Conditioning	1	5	3
ACR	126	Commercial Heating Systems	1	5	3
ACR	147	Refrigerant Transition and Recovery	3	0	3
SPH	106	Fundamentals of Oral Communication	3	0	3
		Total	**9**	**15**	**15**
		Total Credit Hours			**60**
		Total Contact Hours			**1425**

AUTOMOTIVE MECHANICS

AUM 47.0604

(Certificate)

Program Description: Automotive technicians should be able to diagnose problems, repair and/or replace defective components including electrical systems and other electrical units, perform preventative maintenance, and complete safety inspection to factory specifications.

Job Opportunities: Jobs in the automotive industry are unlimited. Technicians may work in new car dealerships, independent garages, chain store repair shops, automotive machine shops; parts supply companies, service stations and other jobs that require mechanical knowledge.

Admission Requirements: High School diploma, GED, or demonstrated ability to benefit.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

***Important Note for students and advisors:** High school graduates (including students with a GED) may substitute ORI 101 Orientation for ORT 111 Orientation and SPH 106 Fundamentals of Oral Communication for SPC 103 Oral Communication Skills. High school graduates in certificate programs may wish to pursue an associate degree or higher at a later time and should note that ORI 101 and SPH 106 are associate degree eligible transfer courses while ORT 111 and SPC 103 are not. High school graduates scoring into higher level mathematics or English classes on the COMPASS exam may substitute the higher level classes for MAH 101 Introductory Mathematics I and COM 100 Introductory Technical English I which are not transferrable courses.

Course Number/Course Name					
First Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
AUM	101	Fundamental of Automotive	1	5	3
AUM	112	Electrical Fundamentals	1	6	3
AUM	239	Engine Performance I	1	6	3
AUM	182	Special Topics I	0	6	2
COM	100	Introductory Technical English I	3	0	3
*ORT	111	Orientation	1	0	1
		Total	**7**	**23**	**15**
Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
AUM	121	Braking Systems	1	5	3
AUM	122	Steering and Suspension	1	5	3
AUM	130	Drive Train and Axles	1	5	3

AUM	224	Manual Transmission and Transaxle	1	5	3
*MAH	101	Introductory Mathematics I	3	0	3
		Total	**7**	**20**	**15**

Third Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
AUM	133	Motor Vehicle Air Conditioning	1	5	3
AUM	124	Automotive Engines	1	5	3
AUM	281	Special Topics	1	6	3
AUM	130	Drive Train and Axles	1	5	3
*SPC	103	Oral Communication Skills	3	0	3
		Total	**7**	**21**	**15**

Course Number/Course Name

Fourth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
AUM	162	Electrical and Electronics Systems	1	5	3
AUM	244	Engine Performance and Diagnostics	1	5	3
AUM	220	Advanced Automotive Engines	1	5	3
AUM	246	Automotive Emissions	1	5	3
*DPT	103	Introductory Computer Skills II	3	0	3
		Total	**7**	**20**	**15**

Total Credit Hours	**60**
Total Contact Hours	**1665**

CHILD DEVELOPMENT

CHD 19.0708

(Degree)

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

Students may pursue the Associate in Applied Science Degree in Child Development or a Child Development Certificate. Child Development courses focus on developing competencies involved in the direct care of young children. Both programs allow students to develop a broad base of competencies that will prepare them to guide experiences of children from birth through early childhood. The Child Development Certificate is designed to prepare students to enter the field of early care and education and may be an intermediate step for those working toward a degree. Child Development courses may also be used to fulfill the educational requirements of individuals who wish to obtain a Child Development Associate (CDA) Credential from the Council for Early Childhood Professional Recognition in Washington, D.C.

Job Opportunities: Graduates may be employed in private preschool programs or childcare facilities; as teachers in pre-kindergarten programs, private preschool programs, Head Start and Early Head Start programs; or aides in public school systems or private child care facilities.

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name			
First Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CHD 100 Introduction of Early Care and Education of Children (CDA)	3	0	3
CHD 202 Children's Creative Experiences (CDA)	3	0	3
ENG 101 English Composition I	3	0	3
CIS 146 Microcomputer Applications	3	0	3
PSY 200 General Psychology	3	0	3
ORI 101 Orientation	1	0	1
Total	**16**	**0**	**16**
Second Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CHD 201 Child Growth and Development **(or)** PSY 210 Human Growth and Development	3	0	3

CHD	203	Children's Literature and Language	3	0	3
CHD	204	Methods and Materials for Teaching Children	3	0	3
ENG	102	English Composition II	3	0	3
MTH	100	Intermediate College Algebra **(or)**	3	0	3
MTH	116	Mathematical Applications			
		Humanities/Fine Arts Elective	3	0	3
		Total	**18**	**0**	**18**

Third Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CHD	205	Program Planning for Educating Young Children	3	0	3
CHD	206	Children's Health and Safety	3	0	3
CHD	208	Administration of Child Development Programs	3	0	3
SPH	106	Fundamentals of Oral Communication	3	0	3
BIO	101	Introduction to Biology I	3	2	4
		Total	**15**	**2**	**16**

Fourth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CHD	209	Infant and Toddler Education Programs	3	0	3
CHD	214	Families and Communities in Early Care and Education Programs	3	0	3
CHD	210	Educating Exceptional Children	3	0	3
CHD	224	School Age Childcare	3	0	3
CHD	215	Supervised Practical Experience in Child Development	0	6	3
		Total	**12**	**6**	**15**

Total Credit Hours	**65**
Total Contact hours	**1035**

CHILD DEVELOPMENT CERTIFICATE

CHD 19.0708

(Short-Term Certificate)

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name				
First Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CHD 100	Introduction of Early Care and Education of Children (CDA)	3	0	3
CHD 202	Children's Creative Experiences (CDA)	3	0	3
CHD 203	Children's Literature and Language Development	3	0	3
CHD 101	Child Growth and Development **(or)**			
PSY 210	Human Growth and Development	3	0	3
	Total	**12**	**0**	**12**
Second Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CHD 204	Methods and Materials for Teaching Children	3	0	3
CHD 206	Children's Health and Safety	3	0	3
CHD 209	Infant and Toddler Education Programs	3	0	3
CHD 210	Educating Exceptional Children	3	0	3
	Total	**12**	**0**	**12**
Third Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CHD 215	Supervised Practical Experience in Child	0	6	3
	Total	**0**	**6**	**3**
	Total Credit Hours			**27**
	Total Contact Hours			**450**

(CDA)Courses designed to prepare students for Child Development Association Certification.

COMPUTER SCIENCE

CIS 11.0101
(Degree)

Program Description: The Computer Science curriculum is composed of a series of comprehensive courses designed to prepare students for employment in the field of computer science. Emphasis is placed on fundamental principles, procedures, flowcharting, coding, peripheral equipment, computer center operations, networking, and programming techniques. The programming languages studied include HTML, JAVA, Visual Basic and C++. Laboratory training is similar to that which is found in industry.

Job Opportunities: The use of computer science equipment will continue to increase very rapidly as the economy grows. Computers are being adapted to new uses almost daily; and as they perform more varied tasks, many more business firms will be utilizing them. The need for well-trained equipment operators, programmers, and support technicians is increasing at a high rate.

Admission Requirements: High School diploma or GED.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name **First Semester**			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ORI	101	Orientation	1	0	1
ENG	101	English Composition I	3	0	3
MTH	116	Mathematical Applications	3	0	3
CIS	146	Microcomputer Applications	3	0	3
CIS	113	Spreadsheet Software Applications	3	0	3
CIS	249	Microcomputer Operating Systems	3	0	3
		Total	**16**	**0**	**16**
Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
MTH	246	Mathematics of Finance	3	0	3
CIS	147	Advanced Microcomputer Applications	3	0	3
CIS	150	Introduction to Computer Logic and Programming	3	0	3
CIS	117	Database Management Software Applications	3	0	3
		Total	**12**	**0**	**12**

Course Number/Course Name				
Third Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CIS 268	Networking Software	3	0	3
CIS 269	Networking Hardware	3	0	3
CIS 251	C++ Programming	3	0	3
SPH 106	Fundamentals of Oral Communication	3	0	3
	Total	**12**	**0**	**12**
Fourth Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CIS 199	Networking Communications	3	0	3
CIS 212	Visual Basic Programming	3	0	3
CIS 250	E-Commerce	3	0	3
	History, Social Science, Behavioral Science	3	0	3
	Total	**12**	**0**	**12**
Fifth Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CIS 280	Network Security	3	0	3
CIS 207	Introduction to Web Development	3	0	3
CIS 255	JAVA Programming	3	0	3
	Humanities and Fine Arts Elective	3	0	3
	Total	**12**	**0**	**12**
	Total Credit Hours			**64**
	Total Contact Hours			**960**

MICROCOMPUTER APPLICATION SPECIALIST

CIS 11.0101

(Short-Term Certificate)

Program Description: The program includes comprehensive courses designed to prepare students for employment in the field of computer science. Emphasis is placed on fundamental principles while laboratory training is in an environment similar to that which is found in industry.

Job Opportunities: The use of computer science equipment will continue to increase very rapidly as the economy grows. The need for well-trained computer operators is increasing at a rapid rate.

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CIS 146 Microcomputer Applications	3	0	3
CIS 113 Spreadsheet Software Applications	3	0	3
OAD 101 Beginning Keyboarding	3	0	3
Total	**9**	**0**	**9**
Second Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CIS 147 Advanced Microcomputer Applications	3	0	3
CIS 249 Microcomputer Operating Systems	3	0	3
OAD 125 Word Processing	3	0	3
Total	**9**	**0**	**9**
Total Credit Hours			**18**
Total Contact Hours			**270**

COSMETOLOGY

COS 12.0401
(Certificate)

Program Description: Cosmetology is the scientific study and practice of beauty culture. A major part of cosmetology education is devoted to learning and mastering essential knowledge and basic skills for treating the scalp, hair, and nails. In performing these operations, the student should learn the importance of clean, orderly, and systematic habits of workmanship.

Job Opportunities: A high percentage of operators become licensed as managers and open their own shops. A position as technician or demonstrator of cosmetics and hair coloring offers an additional opportunity. For a well-qualified cosmetologist, the teaching field in private and state-accredited schools provides further areas for occupational advancement.

Admission Requirements: High School diploma, GED or completion of 10th grade and demonstrated ability to benefit.

State Legal Requirements for Eligibility for Licensure: Cosmetologists are required to be licensed by the Alabama Board of Cosmetology to work in Alabama. Upon completion of the program, graduates should obtain an application for the State Cosmetology Examination from an instructor and mail the completed application to:

Alabama Board of Cosmetology
State Employees Credit Union Building
1000-A Interstate Park Drive
Montgomery, Alabama 36130-1750

Graduates should note that the Alabama Board of Cosmetology requires applicants to apply for the State Board Exam within three months of completion of the program of study.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

***Important Note for students and advisors:** High school graduates (including students with a GED) may substitute ORI 101 Orientation for ORT 111 Orientation and SPH 106 Fundamentals of Oral Communication for SPC 103 Oral Communication Skills. High school graduates in certificate programs may wish to pursue an associate degree or higher at a later time and should note that ORI 101 and SPH 106 are associate degree eligible transfer courses while ORT 111 and SPC 103 are not. High school graduates scoring into higher level mathematics or English classes on the COMPASS exam may substitute the higher level classes for MAH 101 Introductory Mathematics I and COM 100 Introductory Technical English I which are not transferrable courses.

Course Number/Course Name First Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
COS	111	Introduction to Cosmetology	3	0	3
COS	112	Introduction to Cosmetology Lab	0	9	3
COS	119	Business of Cosmetology	3	0	3
COS	123	Cosmetology Salon Practices	0	9	3
COM	100	Introductory Technical English I	3	0	3
*ORT	111	Orientation	1	0	1
		Total	**10**	**18**	**16**

Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
COS	113	Theory of Chemical Services	3	0	3
COS	114	Chemical Services Lab	0	9	3
COS	115	Hair Coloring Theory	3	0	3
COS	116	Hair Coloring Lab	0	9	3
*SPC	103	Oral Communication Skills	3	0	3
MAH	101	Introductory Mathematics I	3	0	3
		Total	**12**	**18**	**18**

Third Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
COS	117	Basic Spa Techniques	3	0	3
COS	118	Basic Spa Techniques Lab	0	9	3
COS	158	Employability Skills	3	0	3
COS	162	Special Topics in Cosmetology	0	9	3
*DPT	103	Introduction to Computer Skills	3	0	3
		Total	**9**	**18**	**15**
		Total Credit Hours			**49**
		Total Contact Hours			**1275**

ESTHETICS TECHNOLOGY

COS 12.0409

(Short-Term Certificate)

Program Description: Esthetics Technology includes the specialization of skin care. Students learn how to provide preventative and maintenance care for the skin.

Job Opportunities: 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. They may also manufacture, sell, and apply cosmetics. With specialized training, they may choose to work for a dermatologist and provide various treatments for problematic skin under supervision.

Admission Requirements: High School diploma, GED, or completion of 10th grade and demonstrated ability to benefit.

State Legal Requirements for Licensure: Cosmetologist/estheticians are required to be licensed by the Alabama Board of Cosmetology to work in Alabama.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name

First Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
COS 134 Advanced Esthetics	1	4	3
COS 135 Advanced Esthetics Applications	0	9	3
COS 181 Special Topics	3	0	3
COS 165 Related Subjects Estheticians	0	7	3
Total	**4**	**20**	**12**
Second Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
COS 163 Facial Treatments	1	4	3
COS 164 Facial Machines	0	8	3
COS 169 Skin Functions	0	6	3
COS 168 Bacteriology and Sanitation	1	4	3
Total	**2**	**22**	**12**
Third Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
COS 161 Special Topics in Cosmetology	1	0	1
COS 190 Internship in Cosmetology	0	15	3
Total	**1**	**15**	**4**

Total Credit Hours	**28**
Total Contact Hours	**960**

NAIL TECHNOLOGY

COS 12.0410

(Short-Term Certificate)

Program Description: Nail Technology includes the care of the hands, nails, and feet. Students learn how to give manicures, pedicures, how to apply sculptured nails, acrylic overlays, fiberglass wraps, gel nails and nail art.

Job Opportunities: This program is designed to provide for beginners or existing professionals with knowledge and skills for employment as a Nail Technician in a salon setting, including working in department stores, beauty shop, day spas, and owning their own business.

Admission Requirements: High School diploma, GED, or completion of the 10th grade and demonstrated ability to benefit.

State Legal Requirements for Eligibility for Licensure: Nail Technicians/Manicurist are required to be licensed by the Alabama Board of Cosmetology to work in Alabama.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name	Theory Hrs.	Lab Hrs.	Credit Hrs.
First Semester			
COS 151 Nail Care	1	4	3
COS 152 Nail Art Applications	0	6	3
COS 161 Special Topics in Cosmetology	1	0	1
Total	**4**	**13**	**9**
Second Semester			
COS 153 Nail Art	1	4	3
COS 154 Nail Art Applications	0	6	3
COS 181 Special Topics	3	0	3
Total	**4**	**10**	**9**
Third Semester			
COS 125 Career and Personal Professional Development	**3**	**0**	**3**
COS 167 State Board Review	**1**	**4**	**3**
Total	**4**	**4**	**6**
Total Credit Hours			**22**
Total Contact Hours			**510**

DIAGNOSTIC MEDICAL SONOGRAPHY**

DMS 51.0910

(Short-Term Certificate)

Program Description: This program of study is designed to provide didactic and clinical training in the field of general diagnostic medical sonography (ultrasound). Sonographers, also known as Ultrasound Technologists, or Diagnostic Medical Sonographers, use advanced imaging procedures. The student will receive training in the fields of acoustic principles and safety, abdominal, obstetrical, gynecologic, and small parts sonography.

Job Opportunities: Sonographers assist physicians in gathering data necessary to reach diagnostic decisions. Students will prepare to work in hospitals, physicians' offices, diagnostic imaging centers, ambulatory care facilities, and mobile units by performing high frequency sound wave patient examinations to image internal structures.

Starting Salary: Salaries vary in areas of the United States and are based on shift work, job responsibilities and job experience. The average salary (new graduate prior to passing ARDMS examination) nationally is $41,600-$49,920 ($20-$24 per hour) annually.

Admission Requirements: High school diploma or GED

Admission to the Diagnostic Medical Sonography Program is competitive and the number of students is limited by the number of faculty and clinical facilities available. Meeting minimum requirements does not guarantee acceptance.

A minimum grade of <u>75</u> is required for progression to the next Diagnostic Medical Sonography courses in the program's required course sequence.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name **<u>Prerequisites</u>**			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
BIO	103	Principles of Biology or Satisfactory performance on ACS approved			4
MTH	100	Intermediate College Algebra			3
BIO	201	Anatomy & Physiology I			4
BIO	202	Anatomy & Physiology II			4
ENG	101	English Composition I			3
BIO	120	Medical Terminology			3

PHY	115	Technical Physics			4
SPH	106	Speech			3
IDS	102	Ethics			3

First Semester

DMS	205	Abdominal Sonography	3	3	4
DMS	206	Gynecological Sonography	3	3	4
DMS	207	Abdominal Pathology	3	0	3
DMS	210	Intro to Sonography Clinic	1	3	2
		Total	**10**	**9**	**13**

Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DMS	216	Acoustic Physics and Instrumentation	3	0	3
DMS	220	Obstetrical Sonography I	3	0	3
DMS	221	Obstetrical Sonography II	3	0	3
DMS	225	Superficial Parts	1	0	1
		Total	**10**	**0**	**10**

Third Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DMS	230	Sonography Preceptor I	0	0	2
DMS	231	Sonography Preceptor	0	0	4
		Total	0	0	**6**

Total Credit Hours	**29**
Total Contact Hours	**885**

**PROGRAM UNDER REVISION, SUBJECT TO CHANGE

DIESEL AND HEAVY EQUIPMENT MECHANICS

DEM 47.0605
(Certificate)

Program Description: Diesel and Heavy Equipment Mechanics consist of a study of the principles of diesel engines as well as laboratory experiences with actual diesel equipment. While there is an emphasis on diesel engines, all other components of diesel and gasoline equipment are studied to the extent that an individual completing this program should require nothing but additional experience to be able to perform at the level expected of a diesel mechanic.

Job Opportunities: Diesel mechanics may work for tractor dealers, trucking dealers, construction companies, private contractors, or go into business for themselves.

Admission Requirements: High School diploma or GED, or demonstrated ability to benefit.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

***Important Note for students and advisors:** High school graduates (including students with a GED) may substitute ORI 101 Orientation for ORT 111 Orientation and SPH 106 Fundamentals of Oral Communication for SPC 103 Oral Communication Skills. High school graduates in certificate programs may wish to pursue an associate degree or higher at a later time and should note that ORI 101 and SPH 106 are associate degree eligible transfer courses while ORT 111 and SPC 103 are not. High school graduates scoring into higher level mathematics or English classes on the COMPASS exam may substitute the higher level classes for MAH 101 Introductory Mathematics I and COM 100 Introductory Technical English I which are not transferrable courses.

Course Number/Course Name

First Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DEM 111 Equipment Safety/Mechanical Fundamentals	1	4	3
DEM 104 Basic Engines	1	6	3
DEM 105 Preventive Maintenance	1	6	3
DEM 156 CDL License Test Preparation	3	0	3
DPT 103 Introductory Computer Skills II	3	0	3
ORI 111 *Orientation	1	0	1
Total	**10**	**16**	**16**

Second Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
DEM	137	Heating, Air Conditioning, and Refrigeration Systems	1	6	3
DEM	117	Diesel and Gas Tune-up	1	4	3
DEM	135	Heavy Vehicle Steering & Suspension	1	4	3
DEM	122	Heavy Vehicle Brakes	1	6	3
COM	100	*Introductory Technical English I	3	0	3
		Total	**7**	**20**	**15**

Third Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
DEM	108	D.O.T. Vehicle Inspections	1	0	1
DEM	123	Pneumatics and Hydraulics	1	4	3
DEM	191	Special Projects in Diesel Mechanics	1	4	3
DEM	124	Electronic Engine Systems	1	6	3
MAH	101	*Introductory Mathematics I	3	0	3
		Total	**7**	**14**	**13**

Fourth Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
DEM	126	Advanced Engine Analysis	1	4	3
DEM	127	Fuel Systems	1	6	3
DEM	125	Heavy Vehicle Drive Trains	1	4	3
DEM	130	Electrical/Electronic Fundamentals	1	4	3
SPH	103	*Oral Communication Skills	3	0	3
		Total	**7**	**18**	**15**
		Total Credit Hours			**59**
		Total Contact Hours			**1485**

DRAFTING AND DESIGN

DDT 15.0301

(Degree)

Program Description: The work of nearly every person in industry and construction is guided by an engineering or architectural drawing. The job of the drafting technician is to prepare these drawings. This course will provide almost two years of full-time study in the field of drafting technology. The first courses are basic to all drafting. They cover use and care of instruments, geometry, and geometric construction, lettering, orthographic projection, dimensioning fundamentals, sectioning, auxiliary views, and basic computer aided drafting. Stage two covers courses that are more technical in nature and covers precision dimensioning, threaded fasteners, gears, cams, patterns, developments, and working drawings. Finally, more advanced courses are offered, which include architectural and structural drawing, advanced computer aided drafting, technical illustration, and design projects. Field trips to industrial plants and construction sites are a part of the course, as needed and available.

Job Opportunities: Graduates will be qualified to fill the position of drafting technician and should advance quickly to design drafting technician.

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name

First Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DDT	104	Basic Computer Aided Drafting and Design	1	4	3
DDT	111	Fundamentals of Drafting and Design Technology	1	4	3
DDT	114	Industrial Blueprint Reading	3	0	3
ORI	101	Orientation	1	0	1
		Humanities/Fine Arts	3	0	3
		Total	**9**	**8**	**13**

Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DDT	124	Introduction to Technical Drawing	1	4	3
DDT	127	Intermediate Computer Aided Drafting and Design	1	4	3
DDT	132	Architectural Drafting	1	4	3
MTH	100	Intermediate College Algebra	3	0	3
		Total	**6**	**12**	**12**

Course Number/Course Name **Third Semester**			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DDT	128	Intermediate Technical Drawing	1	4	3
DDT	212	Intermediate Architectural Drafting	1	4	3
DDT	231	Advanced CAD	1	4	3
SPH	106	Fundamentals of Oral Communication	3	0	3
		Total	**6**	**12**	**12**

Fourth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DDT	122	Advanced Technical Drawing	1	4	3
DDT	225	Structural Steel Drafting	1	4	3
CIS	146	Microcomputer Applications	3	0	3
		History, Social, Behavioral Science	3	0	3
		Total	**8**	**8**	**12**

Fifth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DDT	226	Technical Illustration	1	4	3
DDT	239	Independent Studies	0	6	3
ENG	101	English Composition	3	0	3
		Natural Science and Mathematics Elective	3	0	3
		Total	**7**	**10**	**12**

Total Credit Hours	**61**
Total Contact Hours	**1290**

CAD OPERATOR

DDT 15.0301
(Short-Term Certificate)

Program Description: The CAD Operator certificate program is designed to provide the student with a good foundation in basic drafting and the fundamentals of computer aided design. The CAD Operator's career could move into advanced design, manufacturing, and production.

Job Opportunities: Completers of this short certificate will be qualified to fill the entry-level position of CAD Operator in all the different fields of drafting.

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name				
First Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DDT 104	Basic Computer Aided Drafting	1	4	3
DDT 111	Fundamentals of Drafting and Design Technology	1	4	3
DDT 114	Industrial Blueprint Reading	3	0	3
	Elective	3	0	3
	Total	**8**	**8**	**12**
Second Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
DDT 124	Introduction to Technical Drawing	1	4	3
DDT 127	Intermediate Computer Aided Drafting and Design	1	4	3
DDT 132	Architectural Drafting	1	4	3
	Elective	3	0	3
	Total	**6**	**12**	**12**
	Total Credit Hours			**24**
	Total Contact Hours			**510**

EMERGENCY MEDICAL SERVICES

EMS 51.0904

(Degree)

The LBWCC EMS Program is accredited by the Commission on Accreditation of Educational Programs for EMS Professions (CoAEMSP) in cooperation with the Commission on Accreditation for Allied Health Professions (CAAHEP) and approved by the Alabama Department of Public Health/EMS Division.

The EMS Program's primary objective is to prepare students to become competent entry-level EMT's and paramedics. Students may earn an EMT-Basic Certificate, a Paramedic Certificate, or a Paramedic Associate Degree.

EMT-Basic students can receive certification after one semester and go to work. EMT-Paramedic certification requires five semesters, along with pre-requisite and co-requisite courses.

With classes meeting only two nights per week, students are able to work and go to school. In addition, courses are taught in block periods. One subject is mastered prior to moving on to additional topics.

All instructors are licensed paramedics with academic degrees and years of field experience. In addition, the program employs a licensed physician to serve as the medical director. The medical director is present for many classes and labs to review educational content and to ensure quality medical instruction. He also assures that each student has achieved a desired level of competence prior to graduation.

Students may enter the EMS-Basic Program three times per year (fall, spring, and summer semesters). Paramedic students are admitted at the beginning of each fall semester.

A minimum grade of <u>75</u> is required for progression to the next Emergency Medical Services courses (EMS or EMP) in the program's required course sequence.

AAS Degree in Emergency Medical Services – Paramedic

*Prerequisite: BIO 103 or Satisfactory Performance on ACS approved placement exam
ORI 101 Orientation

**Former students who successfully completed EMS 140, EMS 141, EMS 142, EMS 143, EMS 100, and EMS 113 are exempt from EMS 116 and EMS 117.

Course Number/Course Name

First Semester			**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
MTH	116	Mathematical Applications or higher	3	0	0	3
ENG	101	English Composition I	3	0	0	3
**EMS	116	EMS Basic Theory and Lab	6	6	0	9
**EMS	117	EMS Basic Clinical Competencies	0	0	3	1
		Total	**12**	**6**	**3**	**16**

Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
*BIO	201	Human Anatomy and Physiology I	3	2	0	4
EMP	191	Paramedic Preparatory	2	0	0	2
EMP	192	Paramedic Operations	2	2	0	3
EMP	193	Patient Assessment & Management	2	2	0	3
EMP	194	Paramedic General Pharmacology	1	2	0	2
		Total	**10**	**8**	**0**	**14**

Third Semester			**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
BIO	202	Human Anatomy and Physiology II	3	2	0	4
PSY	200	General Psychology	3	0	0	3
EMP	195	Advanced Trauma Management	2	2	9	6
EMP	199	Cardiovascular Electrophysiology	2	2	0	3
		Total	**10**	**6**	**9**	**16**

Fourth Semester			**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
SPH	106	Fundamentals of Oral Communication	3	0	0	3
EMP	198	Medical Patient Management I	2	2	0	3
EMP	200	Medical Patient Management II	2	2	9	6
EMP	203	Cardiovascular Patient Management	2	2	0	3
		Total	**9**	**6**	**9**	**15**

Course Number/Course Name Fifth Semester		Theory Hrs.	Lab Hrs.	Clinical Hrs.	Credit Hrs.
	Humanities/Fine Arts	3	0	0	3
EMP 204	Transition to Paramedic Practice	2	2	0	3
EMP 205	Paramedic Terminal Competencies	1	2	0	2
EMP 206	Paramedic Field Preceptorship	1	0	15	6
EMP 207	Paramedic Team Leader Preceptorship	0	0	3	1
	Total	**7**	**4**	**18**	**15**
	Total Credit Hours				**76**
	Total Contact Hours				**1755**

EMS Certificate in Emergency Medical Services – Paramedic
Prerequisite: ORI 101 Orientation
Completion of all courses in the AAS degree in Emergency Medical Services – Paramedic EXCEPT: BIO 201, BIO 202, PSY 200, SPH 106, and ENG 102.
However, students must complete EMP 189 unless BIO 201 and BIO 202 have been completed.

EMS Certificate in Emergency Medical Services – Basic (C26)
Prerequisite: ORI 101 Orientation
Students who wish to obtain an EMT Basic Certificate only must take EMS 116 and EMS 117 in the AAS degree first semester template. Completion of EMS 107 must be completed if the student wants an ambulance driver certification.

Ambulance Driver Certification (EVOC)
Emergency Vehicle Operator Course- Ambulance is a continuing education course that must be completed if the student wants certification as an ambulance driver.

EMS Continuing Education & Other Certification Courses

CPR for Healthcare Providers	Advanced Cardiac Life Support (ACSLS)
Heart-Saver First Aid	Basic Trauma Life Support (BTLS)
Infection Control for Health Professions	Pediatric Advanced Life Support (PALS)
Emergency Vehicle Operator Course-Ambulance	Pre-Hospital 112 – Lead ECG
EDG Interpretation	

FOREST TECHNOLOGY

FOR 03.0511
(Degree)

Program Description: The Forest Technology Program leading to the Associate in Applied Science degree trains students for the position of forest technicians. The technician is an employee who works under the direction of a professional (BS degree) forester. The technician will undertake the field work that is necessary to manage the forest. A career as a forest technician involves a variety of challenging jobs including timber inventory, procurement, maintenance of forest roads, forest management, forest stand improvement, fire and pest control, soil and water conservation, wildlife management, harvest planning, logging, cartography, and surveying.

The forest technology student will receive a practical education consisting of both classroom and field experiences. Students will spend much of their time in field training situations where emphasis is placed on outdoor learning and practical hands-on-experience. Students often have the opportunity to participate in forestry field operations such as control burning, stand description, running land lines, and development of forest management plans. This curriculum emphasizes forestry practices which are common and accepted in the Southeast.

Job Opportunities: Employment opportunities are available throughout the United States. This degree qualifies students for a wide-range of jobs in the out-of-doors, principally at the middle-management level.

Admission Requirements: High School diploma or GED; current American Red Cross first aid training and CPR certification. If not certified, course will be available.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name **First Semester**	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ENG 101 English Composition I	3	0	3
FOR 100 Introduction to Forestry	3	3	4
FOR 210 Dendrology	3	3	4
ORI 101 Orientation	1	0	1
Social Science Elective	3	0	3
Total	**13**	**6**	**15**
Second Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
FOR 101 Cartography	1	4	3
FOR 120 Timber Harvesting	2	3	3
FOR 130 Forestry Mathematics	3	0	3
SPH 106 Fundamentals of Oral Communication	3	0	3
Total	**9**	**7**	**12**

Course Number/Course Name					
Third Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
CIS	146	Microcomputer Applications	3	0	3
FOR	240	Silviculture	3	3	4
FOR	285	Forest Entomology/Pathology	3	3	4
		Natural Science Elective	3	1	4
		Total	**12**	**7**	**15**
Fourth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
FOR	270	Forest Fire Control/Use	3	3	4
FOR	281	Forest Mensuration	3	3	4
MTH	100	Intermediate Algebra	3	0	3
		Humanities/Fine Arts Elective	3	0	3
		Total	**12**	**6**	**14**
Fifth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
FOR	256	Forestry Research/Management	3	3	4
FOR	266	Forest Management Practices	3	3	4
FOR	282	Advanced Forest Mensuration	3	3	4
		Total	**9**	**9**	**12**
		Total Credit Hours			**68**
		Total Contact Hours			**1350**

FOREST WORKER/AIDE

FOR 03.0511
(Short-Term Certificate)

Program Description: The short-certificate program provides instruction in cartography, timber harvesting, forestry mathematics, and dendrology.

Job Opportunities: Graduates of the short-certificate program may work as tree planters, assistants to prescribe burn managers, compass persons, cruise tally persons, and tree pruners.

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name				
First Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
FOR 100	Introduction to Forestry	3	3	4
FOR 210	Dendrology	3	3	4
	Total	**6**	**6**	**8**
Second Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
FOR 101	Cartography	1	4	3
FOR 120	Timber Harvesting	2	3	3
FOR130	Forestry Mathematics	3	0	3
	Total	**6**	**7**	**9**
	Total Credit Hours			**17**
	Total Contact Hours			**375**

INDUSTRIAL ELECTRONICS

ILT 47.0105
(Degree)

Program Description: The Industrial Electronics curriculum is designed to teach a wide spectrum of electronics discipline. Major topics covered include basic electricity, basic electronics, solid-state devices and circuits, digital electronics, electronic communications, industrial control systems, basic hydraulics/pneumatics, test equipment, mathematics, and communicative skills.

Job Opportunities: The demand for electronics personnel is excellent because of the continuing rapid expansion of technology and its role in our overall economy. Job opportunities exist in manufacturing, medical, and various other segments of the economy including national defense.

Admission Requirements: High School diploma or GED

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name				
First Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ILT 106	Concepts of Direct Current	3	4	5
ILT 107	Concepts of Alternating Current	3	4	5
ENG 101	English Composition I	3	0	3
ORI 101	Orientation	1	0	1
	Total	**10**	**8**	**14**
Second Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ILT 111	Concepts of Solid State Electronics	3	4	5
ILT 113	Concepts of Electronic Circuits	3	4	5
ILT 164	Circuit Fabrication I	0	2	1
MTH 116	Mathematical Applications	3	0	3
	Total	**9**	**10**	**14***
Third Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ILT 112	Concepts of Digital Electronics	3	4	5
ILT 224	Electronic Communications	3	0	3
ILT 225	Electronic Communications Lab	0	4	2
ILT 109	Electrical Blueprint Reading I	3	0	3
MTH 117	College Mathematics with Application	3	0	3
	Total	**12**	**8**	**16***

Course Number/Course Name				
Fourth Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ILT 166	Motors and Transformers I	2	2	3
ILT 169	Hydraulics/Pneumatics	2	2	3
ILT 209	Motor Controls I	1	4	3
CIS 146	Microcomputer Applications	3	0	3
SPH106	Fundamentals of Oral Communications	3	0	3
	Total	**11**	**8**	**15***
Fifth Semester		**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
ILT 194	Programmable Logic Controllers I	2	2	3
ILT 262	Certification Preparation	3	0	3
ILT 267	AC/DC Machinery and Controls I	2	2	3
	History, Social, Behavioral Sciences	3	0	3
	Humanities/Fine Arts	3	0	3
	Total	**13**	**4**	**15***
	Total Credit Hours			**74**
	Total Contact Hour			**1395***

*Many students are required to take one or more developmental courses during the first two semesters. This would cause the total student credit load to increase during each semester for a probable average load of 15 credit hours per semester. Courses scheduled each semester may vary due to availability of classes and student progress.

THERAPEUTIC MASSAGE

MSG 51.3501

(Short-Term Certificate)

Program Description: According to the Occupational Outlook Handbook, Massage Therapy is used as a means of treating painful ailments, decompressing tired and overworked muscles, reducing stress, rehabilitating sports injuries, and promoting general health. The purpose of the Therapeutic Massage Program is to assist the student in acquiring the technical knowledge and related skills necessary for the licensing examination and entry-level employment. This purpose is accomplished by the correlation of classroom theory and clinical experience.

Job Opportunities: Massage therapists work at salons, spas, physicians' offices, chiropractors' offices, fitness and recreational sports centers, and hotels. Massage therapists may also be self-employed.

Admission Requirements: High School diploma, GED or completion of 10th grade and demonstrated ability to benefit are required. Students must provide satisfactory results of T.B. skin test and must be at least 18 years of age or be within six months of 18th birthday upon enrollment in the program.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

A minimum grade of 75 is required for progression to the next Therapeutic Massage courses in the program's required course sequence.

Course Number/Course Name First Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
MSG	101	Introduction to Therapeutic Massage	2	0	2
MSG	102	Therapeutic Massage Lab I	0	9	3
MSG	103	Anatomy and Physiology	2	3	3
MSG	203	Pathology	3	0	3
		Total	**7**	**12**	**11**
Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
MSG	201	Therapeutic Massage for Special Populations	1	2	2
MSG	202	Therapeutic Massage Lab II	0	9	3
MSG	104	Musculo-Skeletal & Kinesiology I	2	3	3
MSG	105	Therapeutic Massage Supervised Clinical I	0	6	2
		Total	**3**	**20**	**10**

Course Number/Course Name			
Third Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
MSG 200 Business and Marketing Plans	1	0	1
MSG 204 Musculo-Skeletal & Kinesiology II	2	3	3
MSG 205 Therapeutic Massage Supervised Clinical II	0	6	2
MSG 206 National Certification Exam Review	1	0	1
Total	**4**	**9**	**7**
Total Credit Hours			**28**
Total Contact Hours			**825**

PRACTICAL NURSING

LPN 51.1613
(Certificate)

Program Description: The Practical Nursing program is a 45 credit hour program consisting of four semesters of combined academic and clinical education with emphasis placed on bedside nursing. A student may be allowed under certain conditions to complete the program in three semesters. Guidance from the nursing faculty should be obtained for this decision.

A practical nurse is a health care worker who works with other professionals to provide holistic care for people in a variety of health care settings. Practical nurses provide basic care to patients/residents in acute and long term care facilities and home settings, maintain accurate records/data, provide health care knowledge to patients and families, and contribute to the assessment, planning, implementation and evaluation of care within the realm of the state Nurse Practice Act.

Prospective students are required to take a placement examination to determine which English and mathematics courses they must complete. A score of 76 or higher on the COMPASS Reading Examination (or related ACT Reading score of 17 or higher) is required.

Clinicals (lab experiences) are conducted at area hospitals, nursing homes and community agencies. These experiences are arranged to provide each student with the broadest range of possible experiences. Special emphasis is placed on Center for Disease Control (CDC) guidelines for student safety. Students are responsible for transportation to all facilities. Students are responsible for any personal medical cost for all care of illness, accidents and exposure to hazardous materials. Clinical agencies require drug screening before students begin clinical experiences.

Upon completion of the program, the graduate is eligible to write the NCLEX-PN exam for state licensure and become a licensed practical nurse (LPN). The program is approved by the Board of Nursing of the State of Alabama.

All applicants must understand that graduation from this program does not guarantee eligibility to take the National Council Licensure Examination. The Alabama Board of Nursing has the option of denying eligibility to any candidate who has ever been arrested or convicted of a criminal offense or for driving under the influence of drugs or alcohol. Any questions regarding this matter may be directed to the Practical Nursing Program.

Job Opportunities: The licensed practical nurse may work in hospitals, nursing homes, physicians' offices, schools, civil service, military service, home health industry, private duty, and hospice.

Minimum Admission Requirements:

1. Unconditional admission to the College
2. Receipt of completed application for the Practical Nursing Program
3. A minimum of 2.50 cumulative GPA for students with previous college work
4. A minimum of 2.50 high school GPA for students without prior college (GED acceptable in lieu of high school transcript)
5. Eligibility for English 101 and Math 116 as determined by college policy
6. Good standing with the College
7. Meeting the essential functions or technical standards as required for nursing
8. A score of 76 or higher on the COMPASS Reading Examination (or related ACT Reading score of 17 or higher)
9. Acceptable physical examination
10. Dental examination

Admission to the Practical Nursing Program is competitive, and the number of students is limited by the number of faculty and clinical facilities available. Meeting minimal requirements does not guarantee acceptance.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Prerequisite: BIO 103 or Satisfactory Performance on Alabama College System approved placement exam (See Chair of Health Sciences Division)
ORI 101 Orientation

A minimum grade of 75 is required for progression to the next Practical Nursing courses in the program's required course sequence.

Course Number/Course Name						
First Semester			**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
MTH	116	Mathematical Applications	3	0	0	3
BIO	201*	Human Anatomy and Physiology I	3	2	0	4
NUR	103	Health Assessment	0	3	0	1
NUR	104	Introduction to Pharmacology	0	3	0	1
		Total	**6**	**8**	**0**	**9**
Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
ENG	101	English	3	0	0	3
BIO	202*	Human Anatomy and Physiology II	3	2	0	4
NUR	102	Fundamentals of Nursing	3	6	3	6
		Total	**9**	**8**	**3**	**13**

Third Semester			Theory Hrs.	Lab Hrs.	Clinical Hrs.	Credit Hrs.
NUR	105	Adult Nursing	5	3	6	8
NUR	106	Maternal and Child Nursing	4	0	3	5
		Total	**9**	**3**	**9**	**13**
Fourth Semester			**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
NUR	107	Adult/Child Nursing	5	0	9	8
NUR	108	Psychosocial Nursing	2	0	3	3
NUR	109	Role Transition	2	3	0	3
		Total	**9**	**3**	**12**	**14**
		Total Credit Hours				**49**
		Total Contact Hours				**1185**

*Practical Nursing students must complete BIO 201 and BIO 202 or NUR 101. The sample course sequence listed above includes BIO 201 and BIO 202. If a student takes NUR 101, a four-hour theory course with no lab, credit hours are reduced to 45 and contact hours are reduced to 1095.

***Special Program Cost for Nursing Students**

(Nursing fees are due at time of tuition payment.)

- Insurance
- Liability Insurance (Required)
- Nursing Uniforms and Apron (2 required)
- Lab Kits (Required)
- Hepatitis B Vaccination (Required)
- LPN Fees
- NCLEX Exam
- Alabama Board of Nursing Fee
- Passport Pictures

ASSOCIATE DEGREE NURSING

Mobility Program
RN 51.1601
(Degree)

Program Description: The Nursing Mobility Program enables the Licensed Practical Nurse (LPN) to complete a one-year curriculum leading to an Associate in Applied Science Degree. This qualifies the graduate to apply to write the National Council Licensure Examination (NCLEX-RN).

Applicants must be Licensed Practical Nurses (LPNs) to apply for the Nurse Mobility Program. Track 1 is for students who completed the Standardized Alabama College System Nursing curriculum more than two years prior to application for admission to Career Mobility or for students who have graduated from any other PN curriculum. Students will be reassessed in rank order at the completion of NUR 200. There will be a limited number of available slots. The number of slots available in NUR 200 and NUR 201 will be at the discretion of each college.

Track 2 is for students completing the Standardized ACS Nursing curriculum within the previous two years. The number of slots available will be at the discretion of each college. However, recent graduates of LPN programs may apply with the commitment that they will provide proof of Alabama licensure and 500 clock hours of relevant clinical work. Practical Nurses must have 50 clock hours of consistent clinical work experience within 3 years. All students accepted to this mobility program will be required to obtain LPN licensure in Alabama as required by the Alabama Board of Nursing.

For Track I students, the program provides 72 credit hours which include 30 hours of general education credits, 27 hours of nursing credits, and 15 nontraditional credit hours awarded as a result of successful completion of NUR 200 Nursing Career Mobility Assessment. For Track II students, the program provides 16 hours of general education credits and 21 hours of nursing credits beyond the credit hours earned in the Licensed Practical Nursing Program.

Admission to the ADN Program is competitive, and while the student may be admitted to the College, he/she may not be admitted to the Mobility Program. Students applying for admission to the LPN to ADN Mobility Program will be reassessed and placed in rank order prior to enrollment in NUR 201.

Clinicals (lab experiences) are conducted at area hospitals, nursing homes and community agencies. These experiences are arranged to provide each student with the broadest range of possible experiences. Special emphasis is placed on Center for Disease Control (CDC) guidelines for student safety. Students are responsible for transportation to all facilities. Students are responsible for any personal medical cost for all care of illness, accidents, and exposure to hazardous materials. Clinical agencies require drug screening before students begin clinical experiences.

Upon completion of the program, the graduate is eligible to write the NCLEX-RN exam for state licensure and become an Associate Degree Nurse (ADN). The Board of Nursing of the State of

Alabama has approved the program.

All applicants must understand that graduation from this program does not guarantee eligibility to take the National Council Licensure Examination. The Alabama Board of Nursing has the option of denying eligibility to any candidate who has ever been arrested or convicted of a criminal offense or for driving under the influence of drugs or alcohol. Any questions regarding this matter may be directed to the Chair of the Health Sciences Division.

Job Opportunities: The Associate Degree nurse may work in hospitals, nursing homes, physicians' offices, schools, civil service, military service, home health industry, private duty, and hospice as a registered nurse.

Admission Requirements: High School diploma or GED. Applicants must hold a current Alabama Practical Nurse License and must have successfully completed the required prerequisites. Proof of licensure and 500 clock hours of relevant clinical work experience must be provided before registration. Practical nurses must have 50 clock hours of consistent clinical work experience within 3 years. An acceptable physical examination is required. Track 2 students do not have to complete the required 500 clock hours.

Admission to the Associate Degree Nursing Program is competitive and the number of students is limited by the number of faculty and clinical facilities available. Meeting minimum requirements does not guarantee acceptance.

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

A minimum grade of <u>75</u> is required for progression to the next Associate Degree Nursing courses in the program's required course sequence.

Course Prerequisites:

Course Name/Course Number			Theory Hrs.	Lab/Clinical Hrs.	Credit Hrs.
BIO	103*	Principles of Biology or satisfactory performance on ACS approved placement exam			
ENG	101	English Composition I	3	0	3
MTH	100	Intermediate College Algebra	3	0	3
BIO	201	Human Anatomy and Physiology I	3	2	4
BIO	202	Human Anatomy and Physiology II	3	2	4
NUR	200 **	Nursing Career Mobility Assessment	3	3	6
ORI	101	Orientation	1	0	<u>1</u>
Total Credit Hours					**15*** **

***** As a result of satisfactory performance on placement exam, students will not receive

academic credit for BIO 103, but will be placed in BIO 201.

** NUR 200 is not required for Track II students.

***15 additional nontraditional credit hours are awarded for NUR 200 at the completion of the LPN and ADN Mobility Program.

Course Number/Course Name First Semester			Theory Hrs.	Lab/Clinical	Credit Hrs.
PSY	200	General Psychology	3	0	3
BIO	220	General Microbiology	2	4	4
NUR	201	Nursing Through the Lifespan I	3	6	5
		Total	**8**	**10**	**12**
Second Semester			**Theory Hrs.**	**Lab/Clinical**	**Credit Hrs.**
SPH	106	Fundamentals of Oral Communication	3	0	3
PSY	210	Human Growth and Development	3	0	3
NUR	202	Nursing Through the Lifespan II	3	9	6
		Total	**9**	**9**	**12**
Third Semester			**Theory Hrs.**	**Lab/Clinical**	**Credit Hrs.**
		Humanities and Fine Arts Elective	3	0	3
NUR	203	Nursing Through the Lifespan III	4	6	6
NUR	204	Role Transitions for the Registered Nurse	2	6	4
		Total	**9**	**12**	**13**
		Total Credit Hours			**73**
		Total Contact Hours			**1275**

Additional courses that may be taken as electives are listed in the Course Descriptions.

*** Special Program Cost for Nursing Students**

(Nursing fees due at time of tuition payment)

- Health Insurance (Individual Rates)
- Liability Insurance (Required)
- Nursing Uniforms and Vest (1 Required)
- Name Tag (Required)
- Hepatitis B Vaccination (Required)
- LPN Fees
- NLN Exams (per semester)
- Drug Screen
- Exam Review Fees

OFFICE ADMINISTRATION

AD 52.0401
(Degree)

Program Description: The program is designed for the purpose of preparing students for the large number of jobs that require a variety of office skills. Students learn to keep records, type, transcribe from recorded dictation, file, answer the telephone, prepare correspondence, operate business machines, word processors, and microcomputers; apply mathematical concepts to business situations, and perform routine office task involving paperwork. Work habits and attitude, as well as the ability to communicate effectively, are an integral part of the program.

Job Opportunities: The demand is strong for administrative assistants who are responsible for a variety of administrative and clerical duties necessary to run an organization efficiently. They serve as information managers for an office, schedule meetings and appointments, organize and maintain paper and electronic files, manage projects, conduct research, and provide information via the telephone, postal mail, and e-mail. They also use personal computers to create spreadsheets, compose correspondence, manage databases, create reports and documents via desktop publishing, and utilize digital graphics—all tasks previously handled by managers and other professionals.

Admission Requirements: High School Diploma or GED

MEDICAL OFFICE OPTION

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Prerequisite: OAD 101 Beginning Keyboarding or equivalent skill level.

Course Number/Course Name **First Semester**	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
OAD 103 Intermediate Keyboarding	3	0	3
MTH 116 Mathematical Applications	3	0	3
CIS 146 Microcomputer Applications	3	0	3
ENG 101 English Composition I	3	0	3
ORI 101 Orientation	1	0	1
Total	**13**	**0**	**13**

Second Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
OAD	125	Word Processing	3	0	3
CIS	249	Microcomputer Operating System	3	0	3
MTH	246	Mathematics of Finance	3	0	3
BUS	241	Principles of Accounting I	3	0	3
		Humanities/Fine Arts Elective	3	0	3
		Total	**15**	**0**	**15**

Third Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
OAD	138	Records and Information Management	3	0	3
OAD	215	Health Information Management	3	0	3
OAD	133	Business Communication	3	0	3
BIO	120	Medical Terminology	3	0	3
		Total	**12**	**0**	**12**

Fourth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
OAD	216	Advanced Health Information Management	3	0	3
CIS	113	Spreadsheet Software Applications	3	0	3
BIO	211	Human Anatomy and Physiology	3	2	4
SPH	106	Fundamentals of Oral Communication	3	0	3
		Total	**12**	**2**	**13**

Fifth Semester			**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
OAD	104	Advanced Keyboarding	3	0	3
OAD	212	Medical Transcription	3	0	3
OAD	214	Medical Office Procedures	3	0	3
OAD	242	Office Internship	0	15	3
		History, Social and Behavioral Science	3	0	3
		Total	**12**	**15**	**15**

Total Credit Hours	**68**
Total Contact Hours	**1050**

SURGICAL TECHNOLOGY

SUR 51.0909

(Short-Term Certificate)

Program Description: The Surgical Technology Program (SUR) is a 29 credit hour program consisting of three levels of combined academic and clinical education with the emphasis on clinical experiences in an operating room. The specific program courses must be taken as outlined in sequence.

Surgical technologists are integral members of the surgical team and work closely with surgeons, anesthesiologists, nurses, and other surgical personnel delivering patient care before, during and after surgery. The surgical technologist, in the scrub role, handles the instruments, supplies, and equipment necessary during the surgical procedure. He/she has an understanding of the procedure being performed and anticipates the needs of the surgeon. He/she has the necessary knowledge and ability to ensure quality patient care during the operative procedure and is constantly on vigil for maintenance of the sterile field. Duties include but are not exclusive to the following:

- Check supplies and equipment needed for surgical procedures
- Scrubs, gowns and gloves
- Sets up the sterile table with instruments, supplies, equipment and medications and/or solutions needed for the procedure
- Performs appropriate counts with the circulator prior to the procedure and before the incision is closed
- Gowns and gloves the surgeon and assistants
- Assists in draping the sterile field
- Passes instruments, etc. to the surgeon during the procedure
- Maintains the highest standard of sterile technique during the procedure
- Prepares sterile dressings
- Performs terminal activities of cleaning and the preparation of instruments, supplies and the room

Clinical experiences are conducted in a variety of hospitals and surgical centers. Special emphasis is placed on the Occupational Safety Health Administration (OSHA) and Centers for Disease Control (CDC) guidelines for student safety. Students are responsible for all transportation to the College and to all clinical sites. Students must be prepared to attend clinical rotations day, evening or nights and an on call status. Students are responsible for any personal medical cost for all care of illness, accidents and exposures to hazardous materials. Clinical agencies require drug screening before students begin clinical experiences.

Upon completion of the program, the graduate will take the certification exam of the National Board of Surgical Technology and Surgical Assisting (NBSTSA). The Certified Surgical Technologist (CST) holds a national certification.

Job Opportunities: CST's are employed in hospital operating rooms, delivery rooms, cast rooms, emergency departments, ambulatory care areas, cardiac catheterization laboratories,

organ/tissue procurement/reservation banks, central supply departments and by surgeons and/or other physicians (including veterinarians and dentists).

Admission Requirements: High School diploma or GED, and acceptable Health Statement

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

A minimum grade of 75 is required for progression to the next Surgical Technology courses, including HPS 114, in the program's required course sequence.

Course Number/ Course Name

First Semester	**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
SUR 100 Principles of Surgical Technology	3	0	2(6)	5
SUR 102 Applied Surgical Techniques	2	0	2(6)	4
HPS 114 Basic Pharmacology	2	0	0	2
SUR 107 Surgical Anatomy and Pathophysiology	3	0	0	3
Total	**10**	**0**	**4**	**14**
Second Semester	**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
SUR 103 Surgical Procedures	3	2(6)	0	5
SUR 104 Surgical Practicum I	0	0	4(20)	4
Total	**3**	**2**	**4**	**9**
Third Semester	**Theory Hrs.**	**Lab Hrs.**	**Clinical Hrs.**	**Credit Hrs.**
SUR 105 Surgical Practicum II	1	0	4(20)	5
SUR 106 Special Topics in Surgical Technology	1	0	0	1
Total	**2**	**0**	**4**	**6**
Total Credit Hours				**29**
Total Contact Hours				**1095**

Information to explain: Courses with Lab/Clinical hours:
Lab/Clinical hours are graded with a "S" (Satisfactory) or a "U"(Unsatisfactory). If a student receives a "U" for the lab/clinical segment of a course he/she will receive an "F" for the total course grade and will have to repeat the total course. If he/she receives an "S: for the lab/clinical segment, his/her grade for the course will be the theory segment grade. A student who earns a clinical component grade of "unsatisfactory" two times will be denied readmission to the SUR program. Withdrawal with an "unsatisfactory" clinical grade is equivalent to an "unsatisfactory grade".

All requirements of each course must be completed to successfully complete the course.

WELDING

WDT 48.0508

(Certificate)

Program Description: The Welding Program prepares students for a broad background in welding with many diverse employment options. The program includes fundamental processes and skills in oxyacetylene, electrical arc, heliarc, flux core arc, and robotic arc welding. Emphasis is placed on the technical aspects of welding, and instruction is offered in the welding of alloy and stainless steels. Aluminum welding, pipe welding, cutting (both mechanical and manual), joint design preparation, layout, and welding inspection are also taught. Each student is encouraged to certify in each of the welding processes.

Admission Requirements: High School diploma, GED or demonstrated ability to benefit

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

***Important Note for students and advisors:** High school graduates (including students with a GED) may substitute ORI 101 Orientation for ORT 111 Orientation and SPH 106 Fundamentals of Oral Communication for SPC 103 Oral Communication Skills. High school graduates in certificate programs may wish to pursue an associate degree or higher at a later time and should note that ORI 101 and SPH 106 are associate degree eligible transfer courses while ORT 111 and SPC 103 are not. High school graduates scoring into higher level mathematics or English classes on the COMPASS exam may substitute the higher level classes for MAH 101 Introductory Mathematics I and COM 100 Introductory Technical English I which are not transferrable courses.

Course Number/Course Name **First Semester**	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
WDT 108 SMAW Fillet OFC	2	2	3
WDT 109 SMAW Fillet/PAC/CAC	2	2	3
WDT 123 SMAW Fillet/PAC/CAC Lab	0	9	3
WDT 122 SMAW Fillet/OFC Lab	0	6	3
COM 100 Introductory Technical English I	3	0	3
ORT 111 *Orientation	1	0	1
Total	**8**	**19**	**16**

Second Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
WDT	125	SMAW Groove Lab	0	6	3
WDT	120	SMAW Groove	2	2	3
WDT	119	Gas Metal ARC/Flux Cored Arc Welding	2	2	3
WDT	124	Gas Metal ARC/Flux Cored Arc Welding Lab	0	6	3
MAH	101	*Introductory Mathematics I	3	0	3
DPT	103	*Introductory Computer Skills II	3	0	3
		Total	**10**	**16**	**18**

Third Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
WDT	181	Special Topics Lab (Non-Consumable Welding)	0	9	3
WDT	183	Special Topics (Robotics)	1	2	2
WDT	281	Special Topics in Welding Technology (Robotics Lab)	0	9	3
WDT	268	Gas Tungsten Arc Lab	0	6	3
		Total	**1**	**26**	**11**

Fourth Semester			Theory Hrs.	Lab Hrs.	Credit Hrs.
WDT	156	GTAW Stainless Pipe Lab	0	9	3
WDT	257	SMAW Carbon Pipe Lab	0	9	3
WDT	110	Industrial Blueprint Reading	3	0	3
SPC	103	*Oral Communications	3	0	3
		Total	**6**	**18**	**12**

Total Credit Hours **60**
Total Contact Hours **1620**

CONSUMABLE ARC WELDING PROCESSES

WDT 48.0508

(Short-Term Certificate)

Program Description: The short certificate Welding Program is designed to provide students with basic and advanced knowledge in consumable welding processes. Major topics include cutting processes theory, shielded metal arc fillet welding, shield metal arc grooves, consumable welding processes and consumable welding processes lab.

Job Opportunities: The short certificate Welding Program is designed to attack the shortage of welders for industries in the College service area. In addition, the program offers advanced welding skills that will provide opportunities for graduates to earn higher wages from industries that are located within a 600-mile radius of the College.

Admission Requirements: High School diploma, GED or demonstrated ability to benefit

Typical Student Load and Courses by Semester

Note: This is a sample course sequence. Courses scheduled each semester may vary according to student progress and the need for developmental classes.

Course Number/Course Name			
First Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
WDT 108 SMAW Fillet OFC	2	2	3
WDT 122 SMAW Fillet OFC Lab	0	6	3
WDT 119 Gas Metal Arc/Flux Cored Arc Welding Theory	2	2	3
WDT 183 Special Topics	1	2	2
Total	**5**	**12**	**11**
Second Semester	**Theory Hrs.**	**Lab Hrs.**	**Credit Hrs.**
WDT 125 SMAW Grooves Lab	0	6	3
WDT 120 SMAW Grooves	2	2	3
WDT 124 Gas Metal Arc/Flux Cored Arc Welding Lab	0	6	3
WDT 110 Industrial Blueprint Reading	3	0	3
Total	**5**	**14**	**12**
Total Credit Hours			**23**
Total Contact Hours			**540**

COURSES OF INSTRUCTION

Abbreviations for Courses

The following are the official catalog course abbreviations used by Lurleen B. Wallace Community College:

ACR	Air Conditioning & Refrigeration
ART	Art
AUM	Automotive Mechanics
BIO	Biology
BUS	Business
CHD	Child Development
CHM	Chemistry
CIS	Computer Science
COS	Cosmetology
CRJ	Criminal Justice
DEM	Diesel & Heavy Equipment Mechanics
DDT	Drafting and Design
DMS	Diagnostic Medical Sonography
DNC	Dance
ECO	Economics
ELT	Electrical Technology
EMS	Emergency Medical Services
ENG	English
FOR	Forestry
GEO	Geography
HED	Health Education
HEC	Home Economics
HIS	History
HPS	Health Sciences
HUM	Humanities
IDS	Interdisciplinary Studies
ILT	Industrial Electronics
LPN	Practical Nursing
MSG	Therapeutic Massage
MTH	Mathematics
MUS	Music
NUR	Nursing
OAD	Office Administration
ORI	Orientation
PED	Physical Education
PHY	Physics
PHS	Physical Science
POL	Political Science
PSY	Psychology
RDG	Reading
REL	Religion
SOC	Sociology
SPA	Spanish
SPH	Speech
SUR	Surgical Technology
THR	Theatre Arts
WDT	Welding

COURSE DESCRIPTIONS

AIR CONDITIONING AND REFRIGERATION

ACR 209 Commercial Air Conditional System **3**

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.

ACR 111 Principles of Refrigeration **3**

This course emphasizes the fundamental principles for air conditioning and refrigeration. Instruction is provided in the theory and principles of refrigeration and heat transfer, HVAC/R system components, common, and specialty tools for HVAC/R, and application of the concepts of basic compression refrigeration. Upon completion, students should identify system components and understand their functions, identify and use common specialty HVAC/R tools, and maintain components of a basic compression refrigeration system. CORE

ACR 112 HVACR Service Procedures **3**

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. CORE

ACR 113 Refrigeration Piping Practices **3**

The course introduces students to the proper installation procedures of refrigerant piping and tubing for the heating, ventilation, air conditioning and refrigeration industry. This course includes various methods of working with and joining tubing. Upon completion, students should understand related terminology, be able to identify ACR pipe and tubing, and various fittings. CORE

ACR 119 Fundamentals of Gas Heating Systems **3**

This course provides instruction on general service and installation for common gas furnace system components. Upon completion, students will be able to install and service gas furnaces in a wide range of applications.

ACR 120 Fundamentals of Electric Heating Systems **3**

This course covers the fundamentals of electric furnace systems. Emphasis is placed on components, general service procedures, and basic installation. Upon completion, students should be able to install and service electric furnaces, heat pumps, and solar and hydronics systems.

ACR 121 Principles of Electricity for HVACR **3**

This course is designed to provide the student with the basic knowledge of electrical theory

and circuitry as it pertains to air conditioning and refrigeration. This course emphasizes safety, definitions, symbols, laws, circuits, and electrical test instruments. Upon completion students should understand and be able to apply the basic principles of HVACR circuits and circuit components.

ACR 122 HVACR Electrical Circuits **3**

This course introduces the student to electrical circuits and diagrams. Electrical symbols and basic wiring diagrams are constructed in this course. Upon completion, student should understand wiring diagrams and symbols and be able to construct various types of electrical circuits. CORE

ACR 123 HVACR Electrical Components **3**

This course introduces students to electrical components and controls. Emphasis is placed on the operations of motors, relays, contactors, starters, and other HVAC electrical controls. Upon completion, students should be able to install electrical components and determine their proper operation.

ACR 126 Commercial Heating Systems **3**

This course covers the theory and application of larger heating systems. Emphasis is placed on larger heating systems associated with commercial applications such as gas heaters, boilers, unit heaters, and duct heaters. Upon completion, students should be able to troubleshoot and perform general maintenance on commercial heating systems.

ACR 132 Residential Air Conditioning **3**

This course introduces students to residential air conditioning systems. Emphasis is placed on the operation, service, and repair of residential air conditioning systems. Upon completion, students should be able to service and repair residential air conditioning systems.

ACR 133 Domestic Refrigeration **3**

This course covers domestic refrigerators and freezers. Emphasis is placed on installation, removal, and maintenance of components. Upon completion, students should be able to service and adjust domestic refrigeration units.

ACR 138 Customer Relation in HVAC **3**

This course covers the basic aspects of customer relations needed be the HVAC technician. Topics include employability skills associated with job performance, record keeping, service invoices, certification requirements, local ordinances, and business ethics. Upon completion, students should be able to obtain employment.

ACR 147 Refrigeration Transition and Recovery Theory **3**

This course is EPA-approved and covers material relating to the requirements necessary for type I, II, III and universal certification. Upon completion, students should be prepared to take the EPA 608 certification examination.

ACR 148 Heat Pump Systems I **3**

Instruction received in this course centers around the basic theory and application of heat pump systems and components. Upon completion, students will be able to install and service heat pumps in a wide variety of applications.

ACR 149 Heat Pump Systems II **3**

This is a continuation course of the basic theory and application of heat pump systems. Topics include the electrical components of heat pumps and their function. Upon completion, students should be able to install and service heat pumps.

ACR 186 Special Topics and Air Conditioning and Refrigeration **2**

This course provides students with opportunities to experience hands-on application of specialized instruction in various areas related to air conditioning and refrigeration industry.

ACR 203 Commercial Refrigeration **3**

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.

ART

The Art Department offers the student a variety of basic foundation courses in drawing, design and painting. Emphasis is given to the fundamental language of art, the development of technical skills and the experimentation with materials and creative processes. Art courses may be taken by students enrolled in the College, provided they begin with basic drawing and design. The Art Department reserves the right to retain, exhibit, and reproduce any work submitted by students for credit in any art course.

ART 100 Art Appreciation **3**

This course is designed to help the student find personal meaning in works of art and develop a better understanding of the nature and validity of art. Emphasis is on the diversity of form and content in original artwork. Upon completion, the students should understand the fundamentals of art, the materials used, and have a basic overview of the history of art.

ART 101 Art Workshop I **3**

This course provides an art experience for both non-art and art majors who are interested in a variety of art projects concerned with community or college related activities. Emphasis is placed on the organization of ideas in advancing their creative process. Upon completion, students should be able to present visual evidence of the activities involved and explain how the experience advanced their artistic skills. Students could work with projects concerned with the community.

ART 113 Drawing **3**

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. Upon completion, students should demonstrate and apply he fundamentals of art to various creative drawing projects.

ART 114 Drawing II **3**

Prerequisite: Art 113

This course advances the students drawing skills in various art media. Emphasis is placed on communication through experimentation, composition, technique and personal expression. Upon completion, students should demonstrate creative drawing skills, the application of the fundamentals of art, and the communication of personal thoughts and feelings.

ART 121 Two-Dimensional Composition I **3**

This course introduces the basic concepts of two-dimensional design. Topics include the visual elements and principles of design with emphasis on the arrangements and relationships among them. Upon completion, students should demonstrate an effective use of these elements and principles in creating two-dimensional composition.

ART 127 Three-Dimensional Composition **3**

Prerequisite: ART 113 or ART 121

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 artworks. Upon completion, students should demonstrate basic technical skills and personal awareness of the creative potential inherent in three-dimensional art forms.

ART 133 Ceramics I **3**

This course introduces methods of clay forming as a means of expression. Topics may include hand building, wheel throwing, glazing, construction, design, and the functional and aesthetic aspects of pottery. Upon completion, students should demonstrate through their work, knowledge of the methods, as well as, an understanding of the craftsmanship and aesthetics involved in ceramics.

ART 173 Photography I **3**

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 paper, and have knowledge of composition and history. Supplies and equipment will be needed.

ART 180 Introduction to Graphic Design **3**

This course is a general introduction to graphic design. Topics include history, processes, and production design. Upon completion, students should understand the concepts used to create media graphics. Supplies and equipment will be needed.

ART 216 Printmaking I **3**

Prerequisite: ART 113, ART 121, and/or as required by program.

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. Supplies and equipment will be needed.

ART 222 Computer Graphics II **3**

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. Supplies and equipment will be needed.

ART 231 Watercolor Painting I **3**

Prerequisite: ART 113 or ART 121 or permission of instructor

This course introduces materials and techniques appropriate to painting on paper with water-based medium. Emphasis is placed on developing the technical skills and the expressive qualities of watercolor painting. Upon completion, students should be able to demonstrate a basic proficiency in handling the techniques of watercolor and how it can be used for personal expression.

ART 233 Painting I **3**

Prerequisite: ART 113, or ART 121, or permission of instructor

This course is designed to introduce the student to fundamental painting processes and materials. Topics include art fundamentals, color theory, and composition. Upon completion, students should be able to demonstrate the fundamentals of art and discuss various approaches to the media and the creative processes associated with painting.

AUTOMOTIVE MECHANICS

AUM 101 Fundamentals of Automotive Technology **3**

This course provides basic instruction in Fundamentals of Automotive Technology. CORE

AUM 112 Electrical Fundamentals **3**

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.

AUM 121 Braking System **3**

This course provides instruction in automotive technology or auto mechanics. Emphasis is placed on the practical application of steering and suspension. CORE

AUM 122 Steering, Suspension Alignment **3**

This course is designed to give a working knowledge of the design, operation, diagnosis and repair of conventional and structure type suspension systems. Topics include

alignment procedures, wheel balancing, conventional and rack pinion steering systems. Upon completion, students should be able to make repairs and adjustments to suspension systems.

AUM 124 Automotive Engines **3**

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.

AUM 130 Drive Train and Axles **3**

This course provides basic instruction in automotive drive trains and axles. Emphasis is placed on the understanding and application of internal and external operation relating to proper operation and drive-ability. CORE

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AUM 133 Motor Vehicle Air Conditioning **3**

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.

AUM 162 Electrical and Electronic Systems **3**

This is an intermediate course in automotive electrical and electronic systems. Emphasis is placed on advanced troubleshooting and repair of battery, starting, charging and lighting systems, subsystems, and components.

AUM 181 Special Topics **3**

This course is designed to allow the student to specialize in a particular area of study with minimum instruction in automotive mechanics application and with evaluation at the instructor's discretion. Emphasis is placed on a topic/project that the student is interested in and may include any automotive, furniture, or related area in automotive mechanics. Upon completion, the student should be able to work with minimum instruction and execute the necessary techniques to finish a live work project of their choice.

AUM 182 Special Topics **2**

These courses are designed to allow the student to specialize in a particular area of study with minimum instruction in automotive mechanics application and with evaluation at the instructor's discretion. Emphasis is placed on a topic/project that the student is interested in and may include any automotive or related are in automotive mechanics. Upon completion, the student should be able to work with minimum instruction and execute the necessary techniques to finish a live work project of their choice

AUM 211 Advanced Electronics **3**

This course builds on the principles of laws of electricity. Emphasis is placed on series, parallel and series-parallel circuits. Upon completion, students should be able to calculate, build and measure circuits.

AUM 220 Advanced Automotive Engines **3**

This course provides in depth instruction concerning internal engine diagnosis, overhaul and repair, including but not necessarily limited to the replacement of timing chains, belts, and gears, as well as the replacement or reconditioning of valve train components as well as replacement of pistons, connecting rods, piston rings, lubrication system components, gaskets, and oil seals.

AUM 224 Manual Transmission and Transaxle **3**

This course covers basic instruction in manual 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.

AUM 230 Automatic Transmission and Transaxle **3**

This course provides basic instruction in automatic transmissions and transaxles. Emphasis is placed on the understanding and application of basic internal and external operation relating to proper operating and drive ability.

AUM 239 Engine Performance I **3**

This course provides basic instruction in engine performance with emphasis on fuel and ignition systems relating to engine operation.

AUM 244 Engine Performance and Diagnostics **3**

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 drive ability.

AUM246 Automotive Emissions **3**

This is an introductory course in automotive emission systems. Emphasis is placed on trouble shooting and repair of systems, subsystems, and components.

AUM 281 Special Topics **3**

This course is designed to allow the student to specialize in a particular area of study with minimum instruction in automotive mechanics application and with evaluation at the instructor's discretion. Emphasis is placed on a topic/project that the student is interested in and may include any automotive or related area in automotive mechanics. Upon completion, the student should be able to work with minimum instruction and execute the necessary techniques to finish a live work project of their choice.

BIOLOGY

BIO101 Introduction to Biology I **4**

Introduction to Biology I is the first of a two-course sequence designed for non-science majors. It covers historical studies illustrating the scientific method, cellular structure, bioenergetics, cell reproduction, Mendelian and molecular genetics, and the survey of human organ systems. A 120 minute laboratory is required.

BIO 102 Introduction to Biology II **4**

Prerequisite: BIO 101

Introduction to Biology II is the second of a two-course sequence for non-science majors. It covers evolutionary principles and relationships, environmental and ecological topics, classification, and a survey of biodiversity. A 120 minute laboratory is required.

BIO 103 Principles of Biology **4**

This is an introductory course for science and non-science majors. It covers physical, chemical, and biological principles common to all organisms. These principles are explained through a study of cell structure and function, cellular reproduction, basic biochemistry, cell energetics, the process of photosynthesis, and Mendelian and molecular genetics. Also included are the scientific method, basic principles of evolution, and an overview of the diversity of life with emphasis on viruses, prokaryotes, and protists. A 120 minute laboratory is required.

BIO 104 Principles of Biology II **4**

Prerequisite: BIO 103

This course is an introduction to the basic ecological and evolutionary relationships of plants and animals and a survey of plant and animal diversity including classification, morphology, physiology, and reproduction. A 180 minute laboratory is required.

BIO 120 Medical Terminology **3**

This course is a survey of words, terms and descriptions commonly used in medical arts. Emphasis is placed on spelling, pronunciation, and meanings of prefixes, suffixes, and word roots. No laboratory is required.

BIO 201 Human Anatomy & Physiology I **4**

Prerequisite: BIO 103

Human Anatomy and Physiology I covers the structure and function of the human body. Included is an orientation of the human body, basic principles of chemistry, a study of cells and tissues, metabolism, joints, the integumentary, skeletal, muscular, and nervous systems, and the the senses. Dissection, histological studies and physiology are featured in the laboratory experience. A 120 minute laboratory is required.

BIO 202 Human Anatomy & Physiology II **4**

Prerequisite: BIO 103 and BIO 201

Human Anatomy and Physiology II covers the structure and function of the human body. Included is a study of basic nutrition, basic principles of water, electrolyte, and acid-base balance, the endocrine, respiratory, digestive, excretory, cardiovascular, lymphatic, and reproductive systems. Dissection, histological studies, and physiology are featured in the laboratory experience. A 120 minute laboratory is required.

BIO 211 Human Anatomy and Physiology for Health Occupations I **4**

Prerequisite: As required by program

This course is the first in a two-course sequence, which covers the basic structure and function of the human body. Tissues and the following organ systems are covered: integumentary, skeletal, muscular, nervous, sensory, endocrine, circulatory, digestive, respiratory, excretory, and reproductive. Upon completion, students should be able to demonstrate a basic understanding of the fundamental principles of human anatomy and physiology and their interrelationships. Laboratory is required.

BIO 220 General Microbiology **4**

Prerequisite: BIO 103 (Recommended 4 semester hours of Chemistry).

This course includes historical perspectives, cell structure and function, microbial genetics, infectious diseases, immunology, distribution, physiology, culture, identification, classification, and disease control of microorganisms. The laboratory experience includes micro-techniques, distribution, culture, identification, and control. Two 120 minute laboratories are required.

BUSINESS

BUS 210 Introduction to Accounting **3**

This course is an introduction to accounting and financial reporting concepts and the use of accounting information for financial and managerial decisions. Information is presented from a financial statement user approach.

BUS 241 Principles of Accounting I **3**

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.

BUS 242 Principles of Accounting II **3**

Prerequisite: BUS 241

This course is a continuation of BUS 241. In addition to a study of financial accounting, this course also places emphasis upon managerial accounting, with coverage of corporations, statement analysis, introductory cost accounting, and use of information for planning, control, and decision making.

BUS 261 Business Law I **3**

This course provides an overview of legal principles affecting businesses. Topics include contracts, agency and employment, negotiable instruments, bailments, and sale of goods.

BUS 263 The Legal and Social Environment **3**

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.

BUS 271 Business Statistics I **3**

Prerequisite: Two years of high school Algebra, Intermediate Algebra, or appropriate score on Math Placement Test.

This is an introductory study of basic statistical concepts applied to economic and business problems. Topics include collection, classification, and presentation of data, statistical description and analysis of data, measures of central tendency and dispersion, elementary probability, sampling, estimation, and an introduction to hypothesis testing.

BUS 272 Business Statistics I I **3**

Prerequisite: BUS 271

This course is a continuation of BUS 271. Topics include sampling theory, statistical interference, regression and correlation, CHI square, analysis of variance, time series index numbers, and decision theory.

BUS 275 Principles of Management **3**

This course provides a basic study of the principles of management. Topics include planning, organizing, staffing, directing, and controlling with emphasis on practical business applications.

BUS 285 Principles of Marketing **3**

This course provides a general overview of the field of marketing. Topics include marketing strategies, channels of distribution, marketing research, and consumer behavior.

CHEMISTRY

CHM 099 Developmental Chemistry **4**

This course is designed for students with little or no background in chemistry. This preparatory course offers a detailed review of the mathematical base for chemistry, including formulas and equations, and covers basic chemical calculations of stoichiometry gas laws and solutions. Laboratory techniques and safety are also included.

CHM 104 Introduction to Inorganic Chemistry **4**

Prerequisite: MTH 092 (Developmental Algebra II) or MTH 098 or equivalent math placement scores

This is a survey course of general chemistry for students who do not intend to major in science or engineering and may not be substituted for CHM 111. Lecture will emphasize the facts, principles, and theories of general chemistry including math operations, matter and energy, atomic structure, symbols and formulas, nomenclature, the periodic table, bonding concepts, equations, reactions, stoichiometry, gas laws, phases of matter, solutions, pH, and equilibrium reactions. Laboratory is required.

HM 111 College Chemistry I **4**

Prerequisite: MTH 112 or equivalent math placement score

This is the first course in a two-semester sequence designed for the science or the 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.

CHM 112 College Chemistry II **4**

Prerequisite: CHM 111

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 chemical kinetics, chemical equilibria, acids and bases, ionic equilibria of weak electrolytes, solubility product principle, chemical thermodynamics, electrochemistry, oxidation-reduction, nuclear chemistry, an introduction to organic chemistry and biochemistry, atmospheric chemistry, and selected topics in descriptive chemistry including the metals, nonmetals, semi-metals, coordination compounds, transition compounds, and post-transition compounds. Laboratory is required.

CHM 221 Organic Chemistry I **4**

Prerequisite: CHM 112

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, alicyclic, and aromatic compounds with special emphasis on reaction mechanisms, spectroscopy and stereo-chemistry. Laboratory is required and will include the synthesis and confirmation of representative organic compounds with emphasis on basic techniques.

CHM 222 Organic Chemistry II **4**

Prerequisite: CHM 221

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, alicyclic, aromatic, and biological compounds, polymers and their derivatives, with special emphasis on reaction mechanisms, spectroscopy, and stereochemistry. Laboratory is required and will include the synthesis and conformation of representative organic compounds with emphasis on basic techniques.

CHILD DEVELOPMENT

CHD 100 Introduction of Early Care and the Education of Children 3

This course introduces students to the child education and care profession. It is designed to increase understanding of the basic concepts of child development and the developmental characteristics of children from birth through age 8/9 years. This course is the foundation for planning appropriate activities for children and establishing appropriate expectations of young children. This class also offers an opportunity to study the developmental domains (social, emotional, cognitive/language and physical). Course includes observations of the young child in early childhood settings.

CHD 201 Child Growth and Development 3

This course is a systematic study of child growth and development from conception through early childhood. Emphasis is placed on principles underlying physical, mental, emotional and social development, and on methods of child study and practical implications. Upon completion, students should be able to use knowledge of how young children differ in their development and approaches to learning to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of children.

CHD 202 Children's Creative Experiences 3

This course focuses on fostering creativity in preschool children and developing a creative attitude in teachers. Topics include selecting and developing creative experiences in language arts, music, art, science, math and movement with observation and participation with young children required. Upon completion, students should be able to select and implement creative and age-appropriate experiences for young children.

CHD 203 Children's Literature and Language Development 3

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.

CHD 204 Methods and Materials for Teaching Children 3

This course introduces basic methods and materials used in teaching young children. Emphasis is placed on students compiling a professional resource file of activities used for teaching math, language arts, science and social studies concepts. Upon completion, students should be able to demonstrate basic methods of creating learning experiences using appropriate techniques, materials and realistic expectations. Course includes observations of young children in a variety of childcare environments. CORE

CHD 205 Program Planning For Educating Young Children **3**

This course provides students with knowledge to develop programs for early child development. Specific content includes a review of child development concepts and program contents. Upon completion, students will be able to develop and evaluate effective programs for the education of young children.

CHD 206 Children's Health and Safety **3**

This course introduces basic health, nutrition and safety management practices for young children. Emphasis is placed on how to set up and maintain a safe, healthy environment for young children including specific procedures for infants and toddlers and procedures regarding childhood illnesses and communicable diseases

CHD 208 Administration of Child Development Programs **3**

This course includes appropriate administrative policies and procedures relevant to preschool programs. Topics include local, state and federal regulations; budget planning; record keeping; personnel policies and parent involvement. Upon completion, students should be able to identify elements of a sound business plan, develop familiarity with basic record-keeping techniques, and identify elements of a developmentally appropriate program. Course may include practice in record keeping.

CHD 209 Infant & Toddler Education Programs **3**

This course focuses on child development from infancy through thirty-five months of age with emphasis on planning programs using developmentally-appropriate material. Emphasis is placed on positive ways to support an infant or toddler's social, emotional, physical and intellectual development. Upon completion, students should be able to plan an infant-toddler program and environment that is appropriate and supportive of the families and the children.

CHD 210 Educating Exceptional Young Children **3**

This course explores the many different types of exceptionalities found in young children. Topics include speech, language, hearing and visual impairments; gifted and talented children; mental retardation; emotional, behavioral, and neurological handicaps. Upon completion, students should be able to identify appropriate strategies for working with young exceptional children.

CHD 214 Families and Communities **3**

This course will provide students information about how to work with diverse families and communities. Students will be introduced to family and community settings, their important relationships with children, and the pressing needs of today's society. Students will study and practice techniques for developing these important relationships and effective communication skills.

CHD 215 Supervised Practical Experience in Child Development **3**

Prerequisite: Permission of instructor

This course provides a minimum of 90 hours of hands-on, supervised experience in an approved program for young children. Students will develop a portfolio documenting experiences gained during this course.

CHD 224 School Age Childcare **3**

This course is designed for caregivers/teachers providing programs for children age 5-12 in their before and after school care and summer programs. The course provides information on developmental profiles, discusses family concerns, and includes a variety of activities that caregivers can adopt to provide an educational and stimulating program.

COMPUTER SCIENCE

DPT 103 Introductory Computer Skills II **3**

This course is designed to focus on the development of computer skills suited to the needs of students in non-degree occupational programs. 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.

CIS 111 Word Processing Software Applications **3**

This course provides students with hands-on experience using word processing software. Student will develop skills common to most word processing software by developing a wide variety of documents. Emphasis is on planning, developing, and editing functions associated with word processing.

CIS 113 Spreadsheet Software Applications **3**

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.

CIS 117 Database Management Software Applications **3**

This course provides students with hands-on experience using database management software. Students will develop skills common to most database management software by developing a wide variety of databases. Emphasis is on planning, developing, and editing functions associated with database management.

CIS 146 Microcomputer Applications **3**

This course is an introduction to the most common microcomputers software applications. These software packages should include typical features of applications, such as word processing, spreadsheets, database management, and presentation software. Upon completion, students will be able to utilize selected features of these packages. This course will help prepare students for the MOS and IC3 certification. This course or an equivalent is CORE for the AAT and AAS CIS programs.

CIS 147 Advanced Microcomputer Applications **3**

Prerequisite: CIS 146

This course is a continuation of CIS 146 in which students utilize the advanced features of topics covered in CIS 146. Advanced functions and integration of word processing, spreadsheets, database, and presentation packages among other topics are generally incorporated into the course and are to be applied to situations found in society and business. Upon completion, the student should be able to apply the advanced features of selected software appropriately to typical problems found in society and business. This course will help prepare students for the MOS certification.

CIS 149 Introduction to Computers **3**

This course is an introduction to computers and their impact on society. The course covers the development of computers, their impact on society, as well as future implications of development of computer and related communication technologies. This course introduces programming and computer operating systems. Upon completion, students will have basic knowledge of computer technology and will be able to perform basic functions with a computer system. The course will help prepare students for the IC 3 certification.

CIS 150 Introduction to Computer Logic and Programming **3**

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 student will be expected to apply the techniques to designated situations and problems. CORE

CIS 191 Introduction to Computer Science **3**

Prerequisite: MTH 100 or higher

This course introduces fundamental concepts, including an algorithmic approach to problem-solving via the design and implementation of programs in selected language. Structured programming techniques involving input/output, conditional statements, loops, files, arrays and structure and simple data structures are introduced. Students are expected to write programs as part of this course.

CIS 193 Introduction to Computer Programming Laboratory **3**

This lab is designed to allow instructors to provide additional implementation of programming concepts as needed. This course may be duplicated with an alpha suffix added to the course number. This course may be scheduled as an Experimental Lab (2:1) or Manipulative Lab (3:1)

CIS 196 Commercial Software Applications **3**

Prerequisite: CIS 146, CIS 150, or permission of instructor

This is a “hands-on” introduction to software packages, languages, and utility programs currently in use with the course being able to be repeated for credit for each different topic being covered. Emphasis is placed on the purpose capabilities and utilization of each package, language or program. Upon completion, students will be able to use the features selected for the application covered.

CIS 197 Advanced Commercial Software Applications **3**

Prerequisite: CIS 196 and/or as required by college

This course provides the student with hands-on experience in using the advanced features of software packages, languages, and utility programs currently in use. Each offering focuses on one software package with credit being received for each different package. Upon completion, students will be able to use the features selected for the application covered.

CIS 199 Network Communications **3**

Prerequisite: CIS 268, CIS 269

This course is designed to introduce students to the basic concepts of computer networks. Emphasis is placed on gaining an understanding of the terminology and technology involved in implementing networked systems. The course will cover the OSI and TCP/IP network models, communications protocols, transmission media, networking hardware and software. LANs (Local Area Networks) and WANs (Wide Area Networks), Client/Server technology, the Internet, Intranets, and network troubleshooting. Upon completion of the course, students will be able to design and implement a computer network. Students will create network shares, user accounts, and install print devices while ensuring basic network security. They will receive hands-on experience building a mock network in the classroom.

CIS 205 Control Language and Utilities Applications **3**

This course introduces computer operation and the job or executive language on a mini- or mainframe computer using both batch and on-line techniques. Utilities including sorts, screen design aids, and control programs while operating system concepts such as scheduling are introduced. Upon completion, the student will been able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

CIS 206 Advanced Control Language **3**

This course covers the advanced use of Control Language Commands used to control system functions. Display files, queries, functions and conditional logic are covered and used in practical applications.

CIS 207 Introduction to Web Development **3**

Prerequisite: CIS 150

At the conclusion of this course, students will be able to use specified markup languages to develop basic Web pages using HTML.

CIS 212 Visual Basic Programming **3**

Prerequisite: CIS 150

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.

CIS 241 Introduction to RPG Programming 3

This course introduces the fundamental concepts of RPG (Report Program Generator). It includes such topics as report preparation, control breaks, and file processing. Upon completion, the student will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests

CIS 242 Intermediate RPG Programming 3

Prerequisite: CIS 241

This course is a continuation of CIS 241. It includes such topics as sequential and random access file processing techniques. It may cover many of the structured programming commands, externally described files, display files, and other capabilities unique to some versions of RPG. Upon completion, the student will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

CIS 249 Microcomputer Operating Systems 3

This course provides an introduction to microcomputer operating systems. Topics include a description of the operating system, system commands, and effective and efficient use of the microcomputer with the aid of its system programs. Upon completion, students should understand the function and role of the operating system, its operational characteristics, its configuration, how to execute programs, and efficient disk and file management.

CIS 250 E-Commerce 3

Prerequisite: As required by college

This course is an introduction into e-commerce. Topics include marketing, building an e-commerce store, security, and electronic payment systems. Upon completion students will be able to build an e-commerce presence.

CIS 251 C++Programming 3

Prerequisite: CIS 150

This course is an introduction to the C++ programming language including object oriented programming. Topics include problem solving and design; control structures; objects and events; user interface construction; and document and program testing.

CIS 255 Java Programming 3

Prerequisite: CIS 150

This course is an introduction to the Java programming language. Topics in this course include object-oriented programming constructs, Web page applet development, class definitions, threads, events and exceptions. Upon completion, the student will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

CIS 261 COBOL Programming 3

This course is an introduction to the COBOL programming language. Included are structured programming techniques, report preparation, arithmetic operations, conditional statements, group totals, and table processing. Upon completion, the student will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

CIS 262 Advanced COBOL Programming **3**

This course consists of development, completion, testing, and execution of complex problems in COBOL, using various data file structures. A structured approach will be implemented as a methodological system. Upon completion, the student will be able to demonstrate knowledge of the topics through the completion of programming projects and appropriate tests.

CIS 268 Software Support **3**

This course provides students with hands-on practical experience in installing computer software, operating systems, and trouble-shooting. The class will help to prepare participants for the A+ Certification sponsored by Comp TIA. This course is a suitable substitute for CIS 239, Networking Software.

CIS 269 Hardware Support **3**

This course provides students with hands-on practical experience in installation and troubleshooting computer hardware. This class will help to prepare participants for the A+ Certification sponsored by Comp TIA. This is a suitable substitute for CIS 240 Networking Hardware.

CIS 280 Network Security **3**

Prerequisite: CIS 268, CIS 269, CIS 199

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.

CIS 293 Special Topics **1**

This course allows the 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 specified skills.

CIS 299 Directed Studies in Computer Science **3**

Prerequisite: Permission of instructor.

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, the student will be able to demonstrate knowledge of the topics as specified by the instructor.

COOPERATIVE EDUCATION

BUS 291 Alternating Business CO-OP I **1-2**

This two-course sequence allows students to receive academic credit for employment in a job closely related to the student's academic major. Emphasis is placed on a student's work experience as it integrates academic knowledge with practical applications in the business environment. The grade is based on the employer's evaluation of student productivity,

evaluative reports submitted by the student, and the development and assessment by the student of a learning contract.

BUS 292 Alternating Business CO-OP II **1-2**

This two-course sequence allows students to receive academic credit for employment in a job closely related to the student's academic major. Emphasis is placed on a student's work experience as it integrates academic knowledge with practical applications in the business environment. The grade is based on the employer's evaluation of student productivity, evaluative reports submitted by the student, and the development and assessment by the student of a learning contract

*Cooperative Education courses may be repeated for credit; however, a maximum of eight credit (8) hours will count toward graduation.

COSMETOLOGY

COS 111 Introduction to Cosmetology **3**

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. CORE

COS 112 Introduction to Cosmetology Lab **3**

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 hair styling 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. CORE

COS 113 Theory of Chemical Services **3**

Corequisite: COS 114

During this course students learn concepts of theory of chemical services related to the chemical hair texturing. Specific topics include basics of chemistry and electricity, properties of the hair ahd 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. CORE

COS 114 Chemical Methodology Lab **3**

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. CORE

COS 115 Hair Coloring Theory **3**

Corequisite: COS 116

In this course, students learn the techniques of hair coloring and hair lightening. Emphasis is placed on color application, laws, levels and classifications of color and problem solving. Upon completion, the student should be able to identify all classifications of hair coloring and the effects on the hair. CORE

COS 116 Hair Coloring Lab **3**

Corequisite: COS 115

In this course, students apply hair coloring and hair lightening techniques. Topics include consultation, hair analysis, skin test and procedures and applications of all classifications of hair coloring and lightening. Upon completion, the student will be able to perform procedures for hair coloring and hair lightening. CORE

COS 117 Basic Spa Techniques **3**

Corequisite: COS 118

This course is the study of cosmetic products, massage, skin care, and hair removal, as well as identifying the structure and function of various systems of the body. Topics include massage skin analysis, skin structure, disease and disorder, light therapy facials, facial cosmetics, anatomy, hair removal, and nail care. Upon completion, the student will be able to state procedures for analysis, light therapy, facials, hair removal, and identify the structures, functions, disorders of the skin, and hair care. CORE

COS 118 Basic Spa Techniques Lab **3**

Corequisite: COS 117

This course provides practical applications related to the care of the skin and related structure. Emphasis is placed on facial treatments, product application, skin analysis, massage techniques, facial make-up, hair removal, and nail care. Upon completion, the student should be able to prepare clients, assemble sanitized materials, follow procedures for product application, recognize skin disorders, demonstrate facial massage movement, cosmetic applications, and hair removal using safety and sanitary precautions, and hair care. CORE

COS 119 Business of Cosmetology **3**

This course is designed to develop job-seeking and entry-level management skills for the beauty industry. Topics include job seeking, leader and entrepreneurship development, business principles, business laws, insurance, marketing, and technology issues in the workplace. Upon completion, the student should be able to list job-seeking and management skills and the technology that is available for use in the salon.

COS 123 Cosmetology Salon Practices **3**

This course is designed to allow students to practice all phases of cosmetology in a salon setting. Emphasis is placed on professionalism, receptionist duties, hair styling, hair shaping, chemical, and nail and skin services for clients. Upon completion, the student should be able to demonstrate professionalism and the procedures of cosmetology in a salon setting.

COS 125 Career and Personal Development **3**

This course provides the study and practice of personal development and career building. Emphasis is placed on building and retaining clientele, communication skills, customer service, continuing education, and goal setting. Upon completion, the student should be able to communicate effectively and practice methods for building and retaining clientele.

COS 134 Advanced Esthetics **3**

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.

COS 135 Advanced Esthetics Applications **3**

This course provides advanced practical applications relating to skin care. Principal topics include massage techniques, various facial treatment, proper product application through skin analysis, and introduction to ingredients and treatments used by the esthetician. Upon completion, the student should be able to perform various massage techniques, prescribe proper type of facial treatment and product, and demonstrate facials using any of the eight functions of the facial machine.

COS 141 Applied Chemistry for Cosmetology **3**

This course focuses on chemistry relevant to professional hair and skin care products, hair and its related structures, permanent waving, chemical hair relaxing, and hair coloring. Topics include knowledge of basic chemistry, pH scale measurements, water, shampooing and cosmetic chemistry, physical and chemical changes in hair structure. Upon completion, the student should be able to define chemistry, types of matter, and describe chemical and cosmetic reactions as related to the hair and skin structure.

COS 142 Applied Chemistry for Cosmetology Lab **3**

This course provides practical applications of the knowledge and skin learned in reference to chemical reactions, as well as the chemical applications to the hair and skin. Emphasis is placed on knowledge basic chemistry, ph scale, cosmetic chemistry, and physical and chemical changes in the hair and skin structure. Upon completion, the student should be able to determine the proper chemical product for each prescribed service.

COS 143 Hair Designs **3**

This course focuses on the theory and practice of hair designing. Topics include creating styles using basic and advanced techniques of back combing, up sweeps and braiding. Upon completion, the student should be able to demonstrate the techniques and procedures for hair designing.

COS 144 Hair Shaping and Design **3**

In this course, students learn the art and techniques of hair shaping. Topics include hair sectioning, correct use of hair shaping implements, and elevations used to create design lines. Upon completion, the student should be able to demonstrate the techniques and procedures for creating hair designs.

COS 145 Hair Shaping Lab **3**

This covers the study of the art and techniques of hair shaping. Topics include hair sectioning, correct use of hair shaping implements, and elevations used to create design lines. Upon completion, the student should be able to demonstrate the techniques and procedures for creating hair designs using safety and sanitary precautions.

COS 146 Hair Additions **4**

This course focuses on the practice of adding artificial hair. Topics include hair extensions, weaving, and braiding. Upon completion, the student should be able to demonstrate the techniques and procedures for attaching human and synthetic hair.

COS 151 Nail Care **3**

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.

COS 152 Nail Care Applications **3**

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.

COS 153 Nail Art **3**

This course focuses on advanced nail 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.

COS 154 Nail Art Applications **3**

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.

COS 158 Employability Skills **3**

This course provides the study of marketable skills to prepare the student to enter the world of work. Emphasis is on resumes, interviews, client and business relations, personality, computer literacy and attitude. Upon completion, the student should be prepared to obtain employment in the field for which they have been trained.

COS 161 Special Topics in Cosmetology **1**

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.

COS 162 Special Topics in Cosmetology **3**

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.

COS 163 Facial Treatments **3**

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.

COS 164 Facial Machine **3**

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 apparants, 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.

COS 165 Related Subjects Estheticians **3**

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.

COS 167 State Board Review **1-3**

Students are provided a complete review of all procedures and practical skills pertaining to their training 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.

COS 168 Bacteriology and Sanitation **3**

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.

COS 169 Skins Functions **3**

This course introduces skin functions and disorders. Topics include practical application for skin disorder treatments, dermabrasion, and skin refining. Upon completion of this course, student will be able to demonstrate procedures for acne, facials and masks for deeper layers and wrinkles.

COS 182 Special Topics **3**

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.

COS 182 Special Topics **3**

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.

COS 190 Internship in Cosmetology ***1-3***

This course is designed to provide exposure to cosmetology practices in non-employment situations. Emphasis is on dependability, attitude, professional judgment, and practical cosmetology skills. Upon completion, the student should have gained skills necessary for entry-level employment.

CRIMINAL JUSTICE

CRJ 100 Introduction to Criminal Justice **3**

This course surveys the entire criminal justice process from law enforcement to the administration of justice through corrections. It discusses the history and philosophy of the system and introduces various career opportunities.

DANCE

DNC 110 Introduction to Dance Styles **2**

This course provides an introduction to dance styles.

DNC 111 Elementary Modern Dance I **2**

This is a studio course in modern dance technique at the elementary level.

DNC 112 Elementary Modern Dance II **2**

Prerequisite: DNC 111 and/or as required by program or with permission of instructor

This course is a continuation of Elementary Modern Dance I, preparing the student for Intermediate modern dance.

DNC 121 Elementary Ballet I **2**

This is a studio course in classical ballet at the elementary level.

DNC 122 Elementary Ballet II **2**

This course offers development of classical theory and practical ballet at the elementary level.

DIESEL & HEAVY EQUIPMENT

DEM 104 Basic Engines **3**

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.

DEM 105 Preventive Maintenance **3**

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.

DEM 108 D. O. T. Vehicle Inspection **1**

This course introduces the student to the Department of Transportation Vehicle Inspection procedures. Emphasis is placed on inspecting Class 8 truck tractors and trailers. Upon completion, students should be able to perform the Federal Vehicle Inspection on Class 8 truck tractors and trailers.

DEM 111 Equipment Safety/Mechanical Fundamentals **3**

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.

DEM 117 Diesel and Gas Tune-up **3**

This course introduces tune-up and troubleshooting according to manufacturer's specifications. Topics include troubleshooting engine systems, tune-up procedures, and use and care of special test tools and equipment. Upon completion, students should be able to troubleshoot, diagnose, and repair engines and components using appropriate diagnostic equipment.

DEM 118 Industrial and Agricultural Equipment **3**

This course provides instruction in the fundamentals of agricultural and industrial tractor repair, maintenance, and basic service procedures. Emphasis is placed on operating and troubleshooting, agricultural and industrial equipment**.** Upon completion, students should be able to diagnose, adjust, and repair industrial and agricultural equipment.

DEM 123 Pneumatics and Hydraulics **3**

This course provides instruction in the identification and repair of components found in hydraulic and pneumatic systems. Topics include schematics and symbols used in fluid power transmission and the troubleshooting of components in these systems. Upon

completion, students should be able to diagnose, adjust, and repair hydraulic and pneumatic system components.

DEM 124 Electronic Engine Systems **3**

This course introduces the principles of electronically controlled diesel engines. Emphasis is placed on testing and adjusting diesel engines in accordance with manufacturer's specifications. Upon completion, students should be able to diagnose, test, and calibrate electronically controlled diesel engines.

DEM 125 Heavy Vehicle Drive Trains **3**

This course introduces the operating principles of mechanical medium and heavy-duty truck transmissions. Topics include multiple counter shafts, power take-offs, slider idler clutches, and friction clutches, mechanical transmission power components, and hydraulics. Upon completion, students should be able to diagnose, inspect, and repair mechanical transmissions.

DEM 126 Advanced Engine Analysis **3**

This course provides instruction in the disassembly, inspection, and rebuilding of diesel and heavy-duty gas engines. Emphasis is placed on the manufacturer's standards and factory recommended service tools and equipment. Upon completion, students should be able to disassemble, inspect, and rebuild engines according to the manufacturer's specifications.

DEM 127 Fuel Systems **3**

This course is designed to provide practice in troubleshooting, fault code diagnosis, information retrieval, calibration, repair and replacement of fuel injectors, nozzles, and pumps. Emphasis is placed on test equipment, component functions, and theory. Upon completion, students should be able to diagnose, service, and repair fuel systems and governors.

DEM 130 Electrical/Electronic Fundamentals **3**

This course introduces the student to basic Electrical/Electronic concepts and fundamentals. It provides the principles of electricity, magnetism, and Ohm's Law. Emphasis is placed on batteries, starting, charging, and lighting circuits, which includes series, parallel, and series-parallel circuits. Troubleshooting and repair of wiring harnesses, starting motors, charging systems, and accessories are included along with the computerized monitoring of vehicle systems. Upon completion, students should be able to identify components, test systems, and repair minor electrical problems according to the manufacturer's literature. CORE

DEM 135 Heavy Vehicle Steering & Suspension Systems **3**

This course introduces the theory and principles of medium and heavy-duty steering and suspension systems. Topics include wheel and tire problems, frame members, fifth wheel, bearings, and coupling systems. Upon completion, students should be able to

troubleshoot, adjust, and repair suspension and steering components and perform front and rear wheel alignments on medium and heavy-duty vehicles.

DEM 137 Heating, Air Conditioning, and Refrigeration Systems 3

This course provides instruction in fundamentals, diagnosis, and repair of cab and cargo heating and refrigeration systems. Topics include operation theory, safety, maintenance, recycling and recovery procedures, recharging procedures, troubleshooting procedures, refrigerant leaks, and system repairs.

DEM 156 CDL License Test Preparation 3

Prerequisite: Permission of instructor

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

DEM 191 Special Projects in Diesel Mechanics 3

This course provides information on current trends in diesel mechanics as they relate to employment responsibilities. Topics may vary by term to reflect relevant training needs by the industry.

DRAFTING AND DESIGN

DDT 104 Basic Computer Aided Drafting 3

This course provides an introduction to basic Computer Aided Drafting and Design (CADD) functions and techniques, using "hands-on" applications. Topics include terminology, hardware, basic CADD and operating system functions, file manipulation, and basic CADD software applications in producing softcopy and hardcopy.

DDT 111 Fundamentals of Drafting & Design Technology 3

This course serves as an introduction to the field of drafting and design and provides a foundation for the entire curriculum. Topics include safety, lettering, tools and equipment, geometric constructions, and orthographic sketching and drawing. CORE

DDT 114 Industrial Blueprint Reading 3

This course provides students with basic blueprint reading for various industrial applications. Topics include orthographic projection, dimensions and tolerances, symbols, industrial application, scales, and notes. This course may be tailored to meet a specific industry need.

DDT 122 Advanced Technical Drawing 3

Prerequisite: DDT 111, or permission of instructor

This course covers the methods of providing size description and manufacturing

information for production drawings. Emphasis will be placed on accepted dimensioning and tolerancing practices including Geometric Dimensioning and Tolerancing for both the Customary English System and the ISO System. Upon completion, students should be able to apply dimensions, tolerances, and notes to drawings to acceptable standards, including Geometric Dimensioning and Tolerancing, and produce drawings using and specifying common threads and various fasteners, including welding methods.

DDT 124 Introduction to Technical Drawing **3**

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.

DDT 127 Intermediate Computer Aided Drafting and Design **3**

This course covers intermediate-level concepts and applications of CADD. Emphasis will be placed on intermediate-level features, commands, and applications of CADD software.

DDT 128 Intermediate Technical Drawing **3**

This course is designed to develop a strong foundation in common drafting and design practices and procedures. Topics include dimensioning concepts and pictorial drawings.

DDT 132 Architectural Drafting **3**

Prerequisite: DDT 111, or permission of instructor

This course in architectural design and drafting introduces basic terminology, concepts and principles of architectural design and drawing. Topics include design considerations, lettering, terminology; site plans, and construction drawings. Upon completion, students should be able to draw, dimension, and specify basic residential architectural construction drawings.

DDT 212 Intermediate Architectural Drafting **3**

Prerequisite: DDT 132 or permission of instructor

This second course in architectural design and drafting continues with more advanced and detailed architectural plans. Topics include floor construction and detailing, foundation, wall, and roof construction and detailing; use of standards manuals; perspective drawings; electrical plans; plumbing plans; and building materials, with emphasis on residential and some light commercial applications. Upon completion, students should be able to draw and specify advanced-level plans including various architectural details.

DDT 225 Structural Steel Drafting **3**

Prerequisite: DDT 111, or permission of instructor

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.

DDT 226 Technical Illustration **3**

Prerequisite: DDT 121 or permission of instructor

This course provides the student with various methods of illustrating structures and machine parts. Topics include axonometric drawings; exploded assembly drawings; one point, two points, and three point perspectives, surface textures, and renderings. Upon completion, students should be able to produce drawings and illustrations using the previously described methods.

DDT 231 Advanced Computer Aided Drafting **3-4**

Prerequisite: DDT 111, or permission of instructor

This course covers the advanced applications of CAD software to engineering projects in various applications, including architectural, civil, mechanical, and environmental engineering, with consideration for advanced physical and psychological principles of CAD. These principles will be applied toward CAD customization and programming principles, for the expressed purpose of increasing productivity and improving the performance of the CAD operator, thereby making CAD much more productive in an engineering environment. Emphasis will be placed on using intelligent CAD techniques to increase the quality of output. Also, 3D modeling and rendering will be introduced. Upon completion, students should be able to apply advanced CAD techniques in solving complex problems related to all engineering applications.

DDT 239 Independent Studies **1-4**

Prerequisite: Permission of instructor

This course provides practical application of prior attained skills and experiences as selected by the instructor for the individual student. Emphasis is placed on applying knowledge from prior courses toward the solution of individual drafting and design problems. With completion of this course, the student will demonstrate the application of previously attained skills and knowledge in the solution of typical drafting applications and problems.

DIAGNOSTIC MEDICAL SONOGRAPHY

DMS 205 Abdominal Sonography **4**

Prerequisite: As required by program

This course will provide the student the sonographic technical skills needed to perform diagnostic abdominal sonogram. Various protocols will be introduced for the routine examination as well as additional views needed to demonstrate pathology. The student will participate in classroom and lab demonstrations and will be required to perform a complete abdominal sonogram.

DMS 206 Gynecologic Sonography **4**

Prerequisite: As required by program

This course will familiarize the student with the transabdominal and transvaginal protocols of gynecologic scanning and common pathologies of the female reproductive system as seen on ultrasound. Lab values and patient history will be stressed as well as correlation with images from other modalities. The student will be able to perform a transabdominal pelvic sonogram at course completion.

DMS 207 Abdominal Pathology **3**

Prerequisite: As required by program

This course will provide the student with a working knowledge of the sonographic appearance and pathophysiology of common diseases abnormalities of the abdomen. Associated history, symptoms, lab values, treatments and appearance on other imagine modalities will be demonstrated. The student will be required to conduct research for presentation. At course completion, students will be able to identify many major pathologies of the abdomen on sonograms.

DMS 210 Intro to Sonography Clinic **3**

Prerequisite: As required by program

This course will train the student in basic patient care skills and operational skills in the clinical environment. Topics such as body mechanics, patient assessment, emergency care, infection control, film processing and filing will be discussed. Upon completion the student should be able to administer cardiopulmonary resuscitation, take vital signs, move and assist patients and obtain patient history as well as produce hardcopy of exams performed.

DMS 216 Acoustic Physics Instrumentation **3**

Prerequisite: As required by program

This course will provide the student with a knowledge of acoustic physics, instrumentation and quality assurance as applied to sonography. The physical nature of sound waves and how those waves interact with mediums and how they can be successfully utilized in diagnostic imaging will be studied. Upon completion the student will be able to produce sonographic images.

DMS 220 Obstetrical Sonography I **3**

Prerequisite: As required by program

This course will familiarize the student with the sonographic appearance of the gravid pelvis and normally developing fetus. Protocals for determining gestational age and fetal viability will be studied. Lab values associated with pregnancy will be covered. At completion, the student will be able to differentiate between normal and problem pregnancy progression.

DMS 221 Obstetrical Sonography II **3**

Prerequisite: As required by program

This course will educate students as to the sonographic appearance and correlated finding of several fetal anomalies. Genetic links with certain anomalies will be studied. The student will research and present materials of selected anomalies in class. At completion, student will identify anomalies that appear in fetal sonograms.

DMS 225 Superficial Sonography **1**

Prerequisite: As required by program

This course will familiarize students with scanning protocols for the thyroid, parathyroid, breast, scrotum and male pelvis. Common pathologies will be discussed and correlated with other imaging modalities. Upon completion, students will identify protocols appropriate to specific techniques and will perform superficial sonograms.

DMS 230 Sonography Preceptorship I **2**

Prerequisite: As required by program

This course provides the student with the opportunity to develop sonographic skills in the clinical setting. The student will assist with and perform sonographic exams of the abdomen, pelvis, fetus and superficial parts. Upon completion of the course students will be able to demonstrate practical applications of general sonographic procedures.

DMS 231 Sonography Preceptorship II **4**

Prerequisite: As required by program

This course provides a continuum in the development of sonographic skills in the clinical setting. Students will be able to perform more exams with less assistance from the supervising sonographer. Upon completion, students will demonstrate competency in abdominal, superficial parts, gynecologic and obstetrical sonography.

ECONOMICS

ECO 231 Principles of Macroeconomics **3**

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.

ECO 232 Principles of Microeconomics **3**

This course is an introduction of the microeconomic theory, analysis, and applications. Topics include scarcity, the theories of consumer behavior, production and costs, markets, output and resource pricing, and international aspects of microeconomics.

ELECTRICAL TECHNOLOGY

ELT 108 DC Fundamentals **3**

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.

ELT 114 Residential Wiring Methods **3**

This course is a study of residential wiring practices and methods, the NEC requirements and residential blueprint interpretations.

ELT 115 Residential Wiring Methods II **3**

This course is a study of residential wiring practices and methods, the NEC requirements and residential blueprint interpretations.

ELT 118 Commercial/Industrial Wiring I **3**

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.

ELT 132 Commercial/Industrial Wiring II **3**

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.

ELT 181 Special Topics in ELT Technology **3**

These courses provide specialized instruction in various areas related to electrical technology. Emphasis is placed on meeting students' needs.

EMERGENCY MEDICAL SERVICES

EMS 100 Cardiopulmonary Resuscitation – I **1**

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.

EMS 103 First Aid **1**

Prerequisite: Current training in CPR program approval

This course introduces students to initial first aid care. Topics include scene safety, universal precautions, activation of the EMS system, assessment, airway/breathing/circulation, shock/injuries/ bleeding, medical emergencies, and altered

level of consciousness. Upon course completion, students should have knowledge to manage various emergencies requiring first aid techniques.

EMS 116 EMA Basic Theory and Lab **9**

This course is required to apply for certification as an EMT basic. This course provides Students with insights into the theory and application of concepts related to the profession of emergency medical services. Specific topics include: EMA preparatory, airway maintenance, patient assessment, treating trauma patients, various medical procedures, treating infants and children, and various EMS operations. This course is based on the Emergency Medical Technician-Basic National Standard Curriculum.

EMS 117 EMS Basic Clinical Competencies **1**

Prerequisite: Admission to the EMT-Basic Program

This course is required to apply for certification as an EMT basic. This course provides students with clinical education experiences to enhance knowledge and skills learned in the EMS 116, EMS Basic Theory and Lab. This course helps student prepare for the National Registry Exam.

EMP 189 Applied Anatomy and Physiology for the Paramedic **4**

Prerequisite: Admission to the EMT Paramedic Program

This course introduces human anatomy and physiology and includes concepts related to basic chemistry; fluid, electrolyte, and acid-base balance; functions of cells, tissues, organs, and systems; pathophysiology; and associated medical terminology. Emphasis is placed on applying content to signs, symptoms, and treatments; and situations commonly seen by paramedics. Upon course completion, students should be able to demonstrate a basic understanding of the structure and function of the human body.

EMP 191 Paramedic Preparatory **2**

Prerequisite: Admission to the EMT-Paramedic Program

Corequisite: Approved anatomy and physiology course(s).

NOTE: HPS-110, Introduction to Health Care, may be substituted for this course.

This course introduces issues related to the practice of prehospital advanced life support as a career, with a focus on issues common to all health care professions. Content areas include: paramedic roles and responsibilities, well-being of the paramedic, illness and injury prevention, medical-legal-ethical issues, therapeutic communications, and medical terminology. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 192 Paramedic Operations **2**

Prerequisite: Admission to the EMT-Paramedic Program

Corequisite: Approved anatomy and physiology course(s).

This course focuses on the operational knowledge and skills needed for safe and effective patient care within the paramedic's scope of practice. Content areas include: pathophysiology, life span development, ambulance operations, medical incident command, rescue awareness and operations, hazardous materials incidents, crime scene awareness, and Alabama EMS laws and rules. Upon course completion, students will have

demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMS 193 Patient Assessment and Management **3**

Prerequisite: Admission to the EMT-Paramedic Program

Corequisite: Approved anatomy and physiology courses.

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. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 194 Paramedic General Pharmacology **2**

Prerequisite: Admission to the EMT Paramedic Program

Corequisite: Approved anatomy and physiology course(s).

NOTE: HPS-104, General Pharmacology for the Health Sciences, may be substituted for this course. This course introduces basic pharmacological agents and concepts, with an emphasis on drug classifications and the knowledge and skills required for safe, effective medication administration. Content areas include: general principles of pharmacology and pharmacologic pathophysiology; venous and intraosseous access techniques, the metric and apothecary system; computation of dosage and solution problems, administration of pharmacologic agents; and nasogastric tube placement. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 195 Advanced Trauma Management A **6**

Prerequisite: Admission to the EMT Paramedic Program.

Corequisite: Approved anatomy and physiology course(s), approved for clinical studies.

NOTE: The combination of EMP 196, Advanced Trauma Management B, and EMP 197, Clinical Competencies I will substitute for this course.

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. Theory and skills are applied to a variety of patient situations in the clinical setting, with a focus on patient assessment, trauma management, advanced airway management, I.V. /I.O. initiation and medication administration. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 198 Medical Patient Management I **3**

Prerequisite: Admission to the EMT-Paramedic Program

Corequisite: Approved anatomy and physiology course(s)

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for specific medical conditions. Content areas include: pulmonology, neurology, gastroenterology, renal/ urology, toxicology, hematology, environmental conditions, infectious and communicable diseases, abuse and assault, patients with special challenges, and acute interventions for the chronic care patient. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 199 Cardiovascular Electrophysiology **3**

Prerequisite: Admission to the EMT-Paramedic Program

Corequisite: Approved anatomy and physiology course(s)

This course introduces the cardiovascular system, cardiovascular electrophysiology, and electrocardiographic monitoring. Content areas include: cardiovascular anatomy and physiology, cardiovascular electrophysiology, electrocardiographic monitoring, rhythm analysis, and prehospital 12- lead electrocardiogram monitoring and interpretation. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 200 Medical Patient Management IIA **6**

Prerequisite: Admission to the EMT-Paramedic Program

Corequisite: Approved anatomy and physiology course(s), approved for clinical studies

NOTE: The combination of EMP-201, Medical Patient Management-IIB, and EMP 202, Clinical Competencies-II will substitute for this course.

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. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 203 Cardiovascular Patient Management **3**

Prerequisite: Admission to the EMT-Paramedic Program, EMP 199

Corequisite: Approved anatomy and physiology course(s)

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for specific cardiovascular conditions. Content areas include: assessment of the cardiovascular patient, pathophysiology of

cardiovascular disease and techniques of management including appropriate pharmacologic agents and electrical therapy. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic and requirements set forth by the Alabama Department of Public Health.

EMP 204 Transition to Paramedic Practice **3**

Prerequisite: Admission to the EMT-Paramedic Program

Corequisite: Approved anatomy and physiology course(s)

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. Upon course completion, students should have met all ancillary educational requirements set forth by the Alabama Department of Public Health and local employers.

EMP 205 Paramedic Terminal Competencies **2**

Prerequisite: Admission to the EMT-Paramedic Program, approved anatomy and physiology course(s)

This course is designed to review the National Standard Curriculum for the EMT-Paramedic and to assist students in preparation for the paramedic licensure examination. Emphasis is placed on validation of knowledge and skills through didactic review, skills lab performance, computer simulation and practice testing. Upon course completion, students should be sufficiently prepared to sit for the paramedic licensure examination.

EMP 206 Paramedic Field Preceptorship **6**

Prerequisite: Admission to the EMT-Paramedic Program, approved anatomy and physiology course(s), approved for clinical studies

This course provides field experiences in the pre-hospital setting with advanced life support EMS units. Under the direct supervision of a field preceptor, students synthesize cognitive knowledge and skills developed in the skills laboratory and hospital clinical 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.

EMP 207 Paramedic Team Leader Preceptorship **1**

Prerequisite: Admission to the EMT-Paramedic Program, approved anatomy and physiology course(s), approved for clinical studies.

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.

ENGLISH

COMPASS Placement Test Policy: English

Entering students who enroll in associate degree or certificate programs and who enroll for more than four credit hours per semester will be assessed for initial placement in English courses.

If a student makes **20 or above in English on the ACT** Test or 470 or above on the SAT I writing test component and enrolls within three years of high school graduation, the student will be placed in ENG 101 – English Composition I. If the ACT Test score is 25 or above or the SAT writing score is 550 or above and the student enrolls within three years of high school graduation, the student will be considered for placement in ENG 101H – Honors English Composition I. This determination will be based upon the highest scores and space available in the class. The ACT OR SAT SCORES MUST BE ON FILE IN THE STUDENT RECORDS OFFICE AT THE TIME OF ADMISSION.

Students who have scored below 20 in English on the ACT Test or below 470 on the SAT I verbal test component or those students who have not taken the ACT or SAT tests will be assessed with the COMPASS computerized assessment instrument and placed at the appropriate level as indicated by the assessment instrument. Scores are valid for three years from the date of the original or re-test assessment. A STUDENT MAY RETAKE THE PLACEMENT TEST ONE TIME AT A COST OF $8.00. The COMPASS cutoff scores listed below will be used to determine appropriate placement in English classes.

Students who score **0 – 37** will be placed in **ENG 092 – Basic English I.** A student who places in ENG 092 may not take an upper level English course until all deficiencies are remediated.

Students who score **38 – 69** will be placed in **ENG 093 – Basic English II.** A student who places in ENG 093 may not take an upper level English course until all deficiencies are remediated.

Students who score **38 –100 and whose programs require COM 100 as their terminal English course will be placed in COM 100.**

Students who score **70 –100** will be placed in **ENG 101 – English Composition I.**

Students who score **94 – 100** will be considered for placement in **ENG 101H – Honors English Composition I.** This determination will be based upon the highest scores and space available in the class.

Students who have proper documentation on file in the Student Records Office and who fit into one or more of the following categories may be exempt from taking the placement test:

- Students who have an associate's degree or higher;
- Students who transfer degree-creditable, college level English courses with a grade of "C" or better;
- Senior citizens, auditing students and non-award-seeking majors who are taking classes for avocational reasons only;
- Students in short certificate programs having no English requirements; and
- Students who within the last three years have completed required developmental course work at another Alabama College System institution.

ENG 092 Basic English I **3**

(Institutional Credit Only)

Prerequisite: COMPASS placement test score 0-37

This course is a review of basic writing skills and basic grammar. Emphasis is placed on the composing process of sentences and paragraphs in standard American written English. Students will demonstrate these skills chiefly through the writing of well-developed, multi-sentence paragraphs.

ENG 093 Basic English II **3**

(Institutional Credit Only)

Prerequisite: A grade of "S" (Satisfactory) in ENG 092 or a minimum score of 38 on the COMPASS

This course is a review of composition skills and grammar. Emphasis is placed on coherence and the use of a variety of sentence structures in the composing process and on standard American written English usage. Students will demonstrate these skills chiefly through the writing of paragraph blocks and short essays.

COM 100 Introductory Technical English I **3**

(Institutional Credit Only)

Prerequisite: Score of 20 or above on the ACT or COMPASS placement test score 38-100

This course is designed to enhance reading and writing skills for the workplace. Emphasis is placed on technical reading, job-related vocabulary, sentence writing, punctuation, and spelling with substantial focus on occupational performance requirements. Upon completion, students should be able to identify main ideas with supporting details and produce mechanically correct short writings appropriate to the workplace.

ENG 101 English Composition I **3**

Prerequisite: Successful completion of ENG 093, or 20 or above on the ACT (or equivalent SAT score), or COMPASS placement score 70-100

English Composition I provides instruction and practice in the writing of at least six 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.

ENG 102 English Composition II **3**

Prerequisite: A grade of "C" or better in ENG 101 or the equivalent. Students who place in RDG 084 must successfully complete RDG 084 before enrolling in ENG 102

English Composition II provides instruction and practice in the writing of six formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides instruction in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage.

ENG 246 Creative Writing I **3**

Prerequisite: ENG 102 or permission of instructor

This course provides instruction and practice in the writing and 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.

ENG 247 Creative Writing II **3**

Prerequisite: ENG 246 or permission of instructor

A continuation of ENG 246, this course provides instruction and practice in the writing and 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.

ENG 248 Creative Writing III **3**

Prerequisite: ENG 247 or permission of instructor

A continuation of ENG 247, this course provides instruction and practice in the writing and 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.

ENG 249 Creative Writing IV **3**

Prerequisite: ENG 248 or permission of instructor

A continuation of ENG 248, this course provides instruction and practice in the writing and 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.

ENG 251 American Literature I **3**

Prerequisite: ENG 102 or equivalent

This course is a survey of American literature from its inception to the middle of the 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. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 252 American Literature II **3**

Prerequisite: ENG 102 or equivalent

This course is a survey of American literature from the middle of the 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. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 261 English Literature I **3**

Prerequisite: ENG 102 or equivalent

This course is a survey of English literature from the Anglo-Saxon period to the Romantic Age. 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. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 262 English Literature II **3**

Prerequisite: ENG 102 or equivalent.

This course is a survey of English literature from the Romantic Age 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. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 271 World Literature I **3**

Prerequisite: ENG 102 or equivalent

This course is a study of selected literary masterpieces from Homer to the Renaissance. Emphasis is placed on major 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. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 272 World Literature II **3**

Prerequisite: ENG 102 or equivalent

This course is a study of selected literary masterpieces from the Renaissance to the present. Emphasis is placed on major 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. Upon completion and in written compositions, students will be able to interpret the aesthetic and thematic aspects of these works, relate the works to their historical and literary contexts, and understand relevant criticism and research.

ENG 298 Special Topics-Language and Literature **1-2**

Prerequisite: Permission of instructor and ENG 093 or suitable placement test score

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 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.

ENG 299 Directed Studies-Languages and Literature **1-3**

Prerequisite: Permission of instructor and ENG 093 or suitable placement test score

This course, which may be repeated for credit so long as the topics differ, provides the student the opportunity to study an English-language or literary topic chosen by the student in consultation with the instructor. Emphasis is placed on the student's investigating the topic and reporting the results of the investigation. The student will demonstrate knowledge of the topic through either a written or an oral presentation.

FORESTRY

FOR 100 Introduction to Forestry **4**

This course provides a historical overview of forestry and forestry practices. Emphasis is placed on forest policies, career opportunities, basic silvicultural and mensurational practices and forest protection. The student should be able to make basic tree measurements, identify local tree species, and recognize best management practices in Alabama.

FOR 101 Cartography **3**

This course focuses on mapping as related to the forestry industry. Topics include county soil surveys, Public Land Survey System, map symbols, scales, declination, and use of staff compass, steel tape, and Abney level. Upon completion, students should have a working knowledge of maps and basic surveying techniques.

FOR 120 Timber Harvesting **3**

This course is a study of timber harvesting methods and equipment. Emphasis is placed on harvesting methods, laws and environmental regulations, and supervisory skills. Upon completion, students should be able to demonstrate a basic knowledge of timber harvesting, best management practices, and supervisory skills.

FOR 130 Forestry Mathematics **3**

Prerequisite: MTH 131 and/or as required by program

This course covers basic mathematical concepts relative to future forestry courses. Topics included are ratios, percentages, functions, linear equations, graphing, trigonometric functions, finance and basic statistics. Upon completion, students should be able to apply basic finance and statistical principles to forestry problems, interpret graphical data, and set up and solve ratio and proportion problems.

FOR 210 Dendrology **4**

This course includes the field identification and study of scientific names, common names, tree growth habits, principal botanical features, and natural ranges of regionally-important trees. Topics include botanical terms, botanical features, species/site relationships, growth habits, common and scientific names, and dichotomous keys. Upon completion of this course, the student should be able to identify approximately 100 trees and shrubs, describe range and habitats for trees, and identify trees by scientific, family, and common names.

FOR 211 Forestry Surveying **4**

This course covers measurements of distance, elevations and angles, analysis of errors, writing legal descriptions, and basic surveying computations as related to the forestry industry. Topics include linear measurements, angular measurements, types and uses of compasses, use and care of transits and leveling. Upon completion of this course, the student should be able to correctly measure a specified distance, set up field notes for traversing or leveling, run a compass tape survey, properly use a transit, and properly set up and run a dumpy level.

FOR 226 Silvics **3**

Silvics is the study of the forest as an ecosystem and the environmental factors which affect it. Topics include ecosystem processes, nutrient cycling, water cycle, tree/soil interactions, forest succession. Upon completion of this course, the student should be able to identify different forest ecosystems, understand environmental influences on forest growth, and apply the principles of stand development to individual tree growth.

FOR 230 Wildlife Management **3**

This course includes the study of habitat requirements, life cycles, population characteristics, and limiting factors of various forest wildlife species. Emphasis is placed on carrying capacity, breeding habits, food requirements, and the effects of density-dependent and independent mortality factors. Upon completion, students should be able to recognize habitats and suggest habitat improvements.

FOR 240 Silviculture **4**

This course is an introduction to silvicultural practices in the United States, especially those used in the southeastern United States. Emphasis is placed on regeneration methods and intermediate treatments of southern pines and hardwoods. Upon completion, students should be able to demonstrate knowledge of evenaged and unevenaged regeneration methods, nursery operations, intermediate cuttings, planting, seedling care, competition control, and stocking levels related to southern pine and hardwood species.

FOR 256 Forestry Research and Management **4**

Prerequisite: Permission of instructor

This course provides an overview of current research and forest management practices that occur in the local area. Emphasis is placed on tree species and common forest management practices in the southeast. Upon completion, students should be able to recognize current site preparation, cutting practices, and silvicultural practices used in the southeastern United States and have a general knowledge of seed orchard and nursery operations.

FOR 260 Photogrammetry **4**

Prerequisite: FOR 130 or permission of instructor

This course emphasizes land measurements and mapping techniques using aerial photographs. Topics include types of photos and film, scale, measuring distances and area, forest type identification, and map preparation from aerial photos. Upon completion of this course the student should be able to identify and measure features on photos, determine forest type and area, produce maps from photographs, and interpret features from the various types of film (e.g. panchromatic, infrared).

FOR 266 Forest Management Practices **4**

Prerequisite: FOR 281 or permission of instructor

This course focuses on the implementation of forest management plans. Topics include interest and investment alternatives, valuation of forest land, growth and yield, legal regulations, volume control, and determination of rotation. Upon completion of this course, the student should be able to develop and implement forest management plans.

FOR 270 Forest Fire Control/Use **4**

This is a study of forest fire behavior, wildfire suppression, fire control organizations, and use of fire as a forest management tool. Topics include types of fire, benefits of fire, fire adapted ecosystems, prescribed fire techniques, wildfire control, smoke management, and fire plan preparation. Upon completion of this course the student should be able to demonstrate knowledge of weather, identify fuel types, compute fire danger ratings, measure fuel volume, demonstrate the use of firefighting equipment, and develop a burning plan.

FOR 281 Forest Mensuration **4**

Prerequisite: FOR 260 or permission of instructor

This course is a study of basic forest measurements. Topics include public land subdivision, cubic volume, board feet, volume tables, specialty products, simple statistics, and plot, strip, and variable timber and cruising methods. Upon completion, students should be able to locate property based on legal descriptions, select appropriate volume tables for specific product classes, and summarize field data using fixed area or variable plot data.

FOR 282 Advanced Forest Mensuration **4**

Prerequisite: FOR 281

This course is designed to improve the cruising skills of the students. Emphasis is placed on line-plot, strip and variable plot cruising methods, and hand compass and global positioning satellite (GPS) use. Upon completion, students should be able to establish base lines, run offsets, map, collect and summarize field data, and construct stands and stock tables.

FOR 285 Forest Entomology and Pathology **4**

This course provides the student with basic knowledge of forest insects and diseases. Emphasis is placed on identification, life cycles, damage, and control of major forest insects and disease pests of the southeastern United States. Upon completion, students should be able to identify major forest insects and diseases including life cycles and damage to host plants.

GEOGRAPHY

GEO 100 World Regional Geography **3**

This course surveys various countries and major regions of the world with respect to location and landscape, world importance, political status, population, type of economy, and its external and internal organization problems and potentials.

HEALTH EDUCATION

HED 224 Personal and Community Health **3**

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.

HED 226 Wellness **1-3**

This course provides health-related education to those individuals seeking advancement in the area of personal wellness. This course has five major components: (1) fitness and health assessment, (2) physical work capacity, (3) education, (4) reassessment and (5) retesting.

HED 231 First Aid **3**

This course provides instruction to the immediate, temporary care which should be given to the victims of accidents and sudden illnesses. It also includes standard and advanced requirements of the American Red Cross, and/or the American Heart Association. CPR training is also included.

HEALTH SCIENCES

HPS 104 General Pharmacology for the Health Sciences **2**

This course introduces the student to basic pharmacological agents common to all disciplines in the health sciences. Emphasis is placed on drug classification and knowledge and skills required for safe, effective administration of select drugs. Upon completion of this course, the student should be able to recognize indications and contraindications of pharmacological agents, categorize drugs, accurately calculate dosages, and demonstrate safe drug administration techniques.

HPS 105 Medical Terminology **3**

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.

HPS 114 Basic Pharmacology **3**

This course is an introduction to basic pharmacology. Content includes classifications, indications, contraindications, desired effects, and side effects of medications used during diagnostic procedures and the prevention and treatment of common illnesses. Upon completion of the course, the student should be able to relate basic pharmacological concepts to the maintenance of health.

HISTORY

HIS 101 Western Civilization I **3**

This course is a survey of social, intellectual, economic, and political developments, which have molded the modern western world. This course covers the ancient and medieval periods and concludes in the era of the Renaissance and Reformation.

HIS 102 Western Civilization II **3**

This course is a continuation of HIS 101. It surveys development of the modern western world from the era of the Renaissance and Reformation to the present.

HIS 201 United States History I **3**

This course surveys United States history during colonial, Revolutionary, early national, and antebellum periods. It concludes with the Civil War and Reconstruction.

HIS 202 United States History II **3**

This course is a continuation of HIS 201. It surveys United States history from the Reconstruction era to the present.

HIS 256 African-American History **3**

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.

HOME ECONOMICS

HEC 140 Principles of Nutrition **3**

This course introduces students to the principles of nutrition and the role and functions of nutrients in man's food. Basic information concerning food selection and nutrition as a factor in health, ecology, and economy is included. Implications of nutrition for children may be stressed.

HUMANITIES

HUM 101 introduction to Humanities I **3**

This course is a two-semester sequence which offers the student an introduction to humanities using selections from art, music, literature, and philosophy which relates to unifying theme.

HUM 102 introduction to Humanities II **3**

Prerequisite: HUM 101

This course is a continuation of HUM 101.

HUM 298 Directed Studies in the Humanities **1-3**

This course provides an opportunity for the student to study selected topics in the area of 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.

INTERDISCIPLINARY STUDIES

IDS 102 Ethics **3**

This course introduces the student to basic concepts, types, and schools of moral theory, and illustrates how these may be applied to contemporary moral problems and ethical questions in academic, professional, and social endeavors.

IDS 114 Interdisciplinary Seminars - Current Topics in Human Concerns **1-2**

This course is a seminar discussion course designed to provide an opportunity for the student to conduct an in-depth investigation of selected topics. The particular topic selected will include issues from two or more disciplines and is determined by faculty and student

interest. Classroom experiences emphasize and help develop skills in organizing and presenting information as well as explaining and defending ideas and conclusions. An oral seminar presentation is required. IDS 114 may be repeated for credit.

IDS 115 Forum **1**

In this course, credit is given in recognition of attendance at academic lectures, concerts, and other events. IDS 115 requires attendance at designated events which are chosen from various lectures, concerts, and programs given at the college or in the community. IDS 115 may be repeated for credit.

IDS 200 College Scholars Bowl Workshop **1**

Prerequisite: College Bowl Team or permission of instructor

This course offers the student preparation, practice, and participation in the College Scholars Bowl Program and competition. IDS 200 may be repeated for credit each semester that the student is enrolled in college.

INDUSTRIAL ELECTRONICS

ILT 106 Concepts of Direct Current **5**

This course provides a study of basic concepts and application of direct current (DC). Specific topics include but are not limited to: an introduction to electrical theory, units of electrical measurement, DC electrical components, and constructing, and various types of DC circuits. Students gain hands-on experience through various laboratory problems. Emphasis is placed on the use of scientific calculators and the operation of common test equipment used to analyze and troubleshoot DC circuits and to prove the theories taught during classroom instruction.

ILT 107 Concepts of Alternating Current **5**

This course provides a study of basic concepts and application of alternating current (AC). Specific topics include but are not limited to: an introduction to AC electrical theory, AC electrical measurements, and constructing and measuring various types of AC circuits. Students gain hands-on experience through various laboratory problems. Emphasis is placed on the use of scientific calculators and the operation of various test equipment used to analyze and troubleshoot AC circuits.

ILT 109 Electrical Blueprint Reading I **3**

This course will enable the student to obtain a working knowledge of the elements of blueprint reading; the ability to interpret electrical, mechanical, and architecture drawing; and the ability to visualize the entire building structure in relationship to the electrical system.

ILT 111 Concepts of Solid State Electronics **5**

This course is an introduction to semiconductor fundamentals and applications to the electronic devices. Course covers the basic operations and applications to include rectifier

circuits, transistors, and thyristors. Coverage is given to safety, use, and care with hazardous materials and personal 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

ILT 112 Concepts of Digital Electronics **5**

This course provides instruction in digital electronics. Topics include: number systems and codes, a review of Boolean algebra, logic elements, digital circuits, programmable logic circuits, and memory and computing circuits. This course provides laboratory exercises to analyze, construct, test and troubleshoot digital circuits.

ILT 113 Concepts of Electronic Circuits **5**

This course covers the commonly utilized circuits found in all areas of electronics. These include various rectifiers, filters, voltage regulating circuits, operational amplifier circuits, ICs, and oscillator circuits. Upon completion, students will be able to construct and test various types of electronic circuits.

ILT 117 Principles of Construction Wiring **3**

This course provides instruction in digital electronics. Topics include: number systems and codes, a review of Boolean algebra, logic elements, digital circuits, programmable logic circuits, and memory and computing circuits. This course provides laboratory exercises to analyze, construct, test and troubleshoot digital circuits.

ILT 118 Construction Wiring NEC **3**

This course provides a study of the codes that are required to safely perform electrical wiring installations. Emphasis will be placed upon the codes that apply to residential, commercial, and industrial locations. Upon completion, students should be able to apply the codes in the electrical wiring of residential, commercial and industrial applications.

ILT 164 Circuit Fabrication I **1**

This course provides instruction in fabrication of functional circuits and is an introduction to device construction and fabrication. Utilizing discrete components, students will fabricate functional circuits. Topics include soldering, cable construction, coaxial cable connection and termination, component mounting, cases, and chassis, printed circuit board design, layout, fabrication, and repair, as well as soldering techniques, care of tools, wire splicing, wire wrapping, connector maintenance, and related shop safety. Upon completion of this course, students should be able to perform basic circuit and project construction.

ILT 166 Motors and Transformers I **3**

This course covers motor operation, motor types, motor components, motor feeder and branch circuits. Topics include motor protection and motor control circuits. The lab enables to test motors, transformer types, and testing for input and output voltage. Upon completion, students should be able to test motors, transformer types, and testing for input and output voltage. Upon completion students should be able to test motors, transformer types, and testing for input and output voltage.

ILT 167 AD/DC Machinery and Controls **3**

This course provides the student with knowledge in AC/DC machinery and controls. Topics include the characteristics and operating principles of the different types of AC/DC generators and motors, manual and automatic starters and controllers. The lab enables students to test, troubleshoot, and repair AC/DC Machinery and controls. Upon completion, the student will be able to apply practical skills in AC/DC machinery.

ILT 169 Hydraulics/Pneumatics **3**

This course provides an introduction to hydraulics/pneumatics. Topics include hydraulic pumps, pneumatic compressors work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. The lab enables students to test, troubleshoot and repair hydraulic pumps, pneumatic compressors work and system components such as valves, filters, regulators, actuators, accumulators, and lubricators. Upon completion, students will be able to apply principles of hydraulic/pneumatics.

ILT 180 Special Topics **3**

This course is designed to allow students an opportunity to study directly-related topics of particular interest which require the application of technical knowledge and technical skills. Emphasis is placed on the application of skills and knowledge with practical experiences. Upon completion, students should be able to solve job-related problems using technical skills and knowledge.

ILT 181 Special Topics in ILT **3**

This course provides a guided independent study of special topics in ILT. The student and instructor design the plan of study. Upon completion, students should be able to demonstrate skills developed in these courses.

ILT 194 Introduction to Programmable Logic Controllers **3**

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, installations, and programming. Upon completion, students must demonstrate their ability by developing, loading, debugging, and optimizing PLC programs.

ILT 209 Motor Controls I **3**

This course covers the use of motor control symbols, magnetic motor starters, running overload protection, push-button stations, sizing of magnetic motor starters and overload protection, and complex ladder diagrams of motor control circuits. Topics include sizing magnetic starters and overload protection, the use of push-button stations, ladder diagrams, and magnetic motor starters in control of electric motors, wye-delta starting, part start winding, resistor starting and electric starting devices. Upon completion, students should be able to understand the operation of motor starters, overload protection, interpret ladder diagrams using push-button stations and understand complex motor control diagrams.

ILT 224 Electronic Communications **3**

This course provides the student with knowledge in electronic circuits used in amplitude, frequency, and phase modulation communication systems. Topics include modulation and detection techniques, antennas and transmission lines. Upon completion, students should be able to apply principles of filters, oscillators, classes of amplifiers, and resonance.

ILT 225 Electronic Communications Lab **2**

This lab focuses on electronic circuits used in amplitude, frequency, and phase modulation communication systems. Topics include modulation and detection techniques, antennas and transmission lines. Upon completion, students should be able to apply principles of filters, oscillators, classes of amplifiers, and resonance.

ILT 262 Certification Preparation **3**

This course provides an overview of electrical/ electronic principles to prepare the student for the CET exam. Upon completion, students should be able to pass the CET exam and be classified as a national certified electronic technician.

THERAPEUTIC MASSAGE

MSG 101 Introduction to Therapeutic Massage **2**

The purpose of this course is for students to comprehend foundational information related to the profession of therapeutic massage. Specific topics include: history of therapeutic massage, professional ethics, and standards of practice, regulatory agencies and their requirements, client and therapist's professional relationships, communication skills, and an overview of types of therapeutic massage.

MSG 102 Therapeutic Massage Lab I **3**

This course provides foundational information related to massage therapy. Students gain knowledge related to purposes, effects, applications, benefits, indications and contraindications for various types of massage therapy. Additionally, students learn procedures and precautions for various types of massage therapies. Specific topics include full body western (Swedish) massage, hot and cold therapies, stretching, and documentation guidelines. Special emphasis is placed on professional behaviors, proper draping and body mechanics. At the conclusion of this course, students will be able to perform various types of full body therapeutic massage techniques and document their activities.

MSG 103 Anatomy and Physiology **3**

This course provides students with an overview of the basic anatomy and physiology of the human body. Emphasis is placed on the importance of maintaining homeostatis. At the conclusion of this course, students will have a basic understanding of the various systems of the body and the effects of massage on these systems. Students will demonstrate this knowledge through cognitive and performance based measurement.

MSG 104 Musculo-Skeletal and Kinesiology **3**

This course introduces students to concepts related to the study of muscle movement. As part of this course students learn the interaction of muscles and various boney landmarks of the skeletal system. Students further learn how to position individuals in preparation for therapeutic massage of various muscle groups. Students will demonstrate this knowledge through cognitive and performance based measurement.

MSG 105 Therapeutic Massage Supervised Clinical I **2**

In this course, students are required to demonstrate competency in specific therapeutic massage techniques including treatment preparation, use of proper techniques, client progress, and documentation. Students are required to perform a minimum of 45 hours of hands-on client massages.

MSG 200 Business and Marketing Plans **1**

During this course, students are also taught ethical business management and professional development. This course is designed to help students to prepare for ethical decision making in professional practice while assisting in the development of their emerging identities as professional licensed massage therapists. Emphasis is placed on building and retaining clientele, communication skills, customer skills, customer services, and continuing education and setting goals. Upon completion, the student should be able to list the types of communication skills, state personal goals, and develop a business and marketing plan.

MSG 201 Therapeutic Massage for Special Populations **2**

In this course, students learn to adapt massage sessions to the needs of special populations such as pregnant women, infants, elderly, and the terminally ill. Topics include technique variations, length of session, contraindications, cautions, considerations for survivors of abuse, and possible benefits. Upon completion of this course, students will be able to discuss and demonstrate techniques for performing therapeutic massage for special populations.

MSG 202 Therapeutic Massage Lab II **3**

Prerequisite: MSG 102

Students learn advanced massage therapy techniques building upon previously gained knowledge and skills. Upon completion students will be able to apply specific therapeutic massage techniques to various regions of the body.

MSG 203 Pathology **3**

This course presents baseline information on pathologies which massage therapist may encounter in clinical practice including conditions of the musculoskeletal, neurological, cardiovascular, lymphatic, integumentary, digestive, endocrine, and immune systems. Content will include etiology, symptomatology, medical approaches to treatment and the potential positive or negative impact of massage.

MSG 204 Musculo-Skeletal and Kinesiology II **3**

In the course, students learn advanced study of the interaction of the muscular-skeletal system to include palpation techniques of the appendicular regions of the body. Students will demonstrate this knowledge through cognitive and performance based measurement.

MSG 205 Therapeutic Massage Supervised Clinical II **2**

In this course, students are required to demonstrate competency in specific advanced therapeutic techniques, including treatment preparation, use of proper techniques, client progress, and documentation. Students are required to perform a minimum of 45 hours of hands-on client massages.

MSG 206 National Certification Exam Review **1**

This course provides a consolidated and intensive review of the basic areas of expertise needed by the entry-level massage therapist. Upon completion, the student should be able to pass a comprehensive exam on information covered in the therapeutic massage program.

MATHEMATICS

Mathematics Placement Criteria

The following chart states the cutoff scores on the COMPASS Placement Test used for mathematics placement. Note: These cutoff scores are periodically reevaluated and adjusted as needed.)

COMPASS Scores	Course Recommendations by Faculty
Prealgebra	
0-35	MTH 090 Developmental Math
36-100	MTH 098 Elementary Algebra
	MAH 101 Introductory Mathematics I
	MTH 116 Mathematical Applications
Algebra	
0-33	MTH 098 Elementary Algebra
34-75	MTH 100 Intermediate College Algebra
	MTH 117 College Mathematics with Applications
76-100	MTH 112 Precalculus Algebra
College	
0-45	MTH 112 Precalculus Algebra
46-100	MTH 113 Precalculus Trigonometry
Trigonometry	
0-45	MTH 113 Precalculus Trigonometry
46-100	MTH 125 Calculus I

The following guidelines should be used for Mathematics Placement of those students not required to take the COMPASS Placement Test because their ACT mathematics score was 20 or above.

High School Course Work Completed with "C" or	LBWCC Math Course
Algebra I	MTH 098, MTH 100 or appropriate math for program of study
Algebra I and II	MTH 100
Algebra I and Geometry	MTH 100
Algebra I, II, and Geometry	MTH 112
Algebra I, II and Advanced Math (Trig)	MTH 112 or MTH 113
Algebra I, II, Geom. and Advanced Math(Trig)	MTH 112, MTH 113 or MTH 125
Algebra through Calculus	MTH 125 or MTH 126

Exit Criteria for Developmental Mathematics

To successfully exit developmental math courses and receive a grade of **S** (Satisfactory), a student must complete all course work with a 70 or above average.

Each student must take a departmentalized final exam that counts as 25% of the final average for the course. Students with a final average less than 70 will receive a grade of **IP** (In Progress) or a grade of **U** (Unsatisfactory) and will have to repeat the course. A grade of **U** will be assigned to those students who do not satisfactorily complete all required course work prior to the final exam.

A grade of **IP** will be assigned to those students who have a final average of below 70 if they have completed all required course work by the time of the final exam and have attended class on a regular basis.

MAH 101 Introductory Mathematics I **3**

Prerequisite: Satisfactory placement score

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. NCA

MTH 080 Mathematics Laboratory (Institutional Credit only) **3**

This course is designed to offer supplemental help to students in mathematics. Students work in a laboratory situation under qualified instructors. This course may be repeated as

needed. Emphasis is on arithmetic and algebra as determined by the individual need of the students. NCA

MTH 090 Basic Mathematics (Institutional Credit only) 2-4

This is a developmental course reviewing arithmetical principles and computations designed to help the student's mathematical proficiency in selected curriculum entrance. NCA

MTH 098 Elementary Algebra (Institutional Credit only) 3

Prerequisite: MTH 090 or appropriate mathematics placement score.

This course is a review of the fundamental arithmetic and algebra operations. The topics include the numbers of ordinary arithmetic and their properties; integers and rational numbers; the solving of equations; polynomials and factoring; and an introduction to systems of equations and graphs. NCA

MTH 100 Intermediate College Algebra 3

Prerequisite: Mth 092 or MTH 098 or appropriate mathematics placement score

This course provides a study of algebraic techniques such as linear equations and inequalities, quadratic equations, systems of equations, and operations with exponents and radicals. Functions and relations are introduced and graphed with special emphasis on linear and quadratic functions. This course does not apply toward the general core requirements for mathematics.

MTH 104 Plane Trigonometry 3

Prerequisite: MTH 100.

This course emphasizes such topics as the solution of triangles, vectors, geometric concepts and complex numbers.

MTH 110 Finite Mathematics 3

Prerequisite: All core mathematics courses in Alabama must have as a minimum prerequisite high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score. An alternative to this is that the student should successfully pass with a C (S if taken as pass/fail) or higher Intermediate College Algebra.

This course is intended to give an overview of topics in finite mathematics together with their applications, and is taken primarily by students who are not majoring in science, engineering, commerce, or mathematics (i.e., students who are not required to take Calculus). This course will draw on and significantly enhance the student's arithmetic and algebraic skills. The course includes sets, counting, permutations, combinations, basic probability (including Baye's Theorem), and introduction to statistics (including work with Binomial Distributions and Normal Distributions), matrices and their applications to Markov chains and decision theory. Additional topics may include symbolic logic, linear models, linear programming, the simplex method and applications.

MTH 112 Precalculus Algebra **3**

Prerequisite: All core mathematics courses in Alabama must have as a minimum prerequisite high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score. An alternative to this is that the student should successfully pass with a C (S if taken as pass/fail) or higher Intermediate College Algebra.

This course emphasizes the algebra of functions - including polynomial, rational, exponential and logarithmic functions. The course also covers systems of equations and inequalities, quadratic inequalities and the binomial theorem. Additional topics may include matrices, Cramer's rule, and mathematical induction.

MTH 113 Precalculus Trigonometry **3**

Prerequisite: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative to this is the student should successfully pass with a C (S if taken as pass/fail) or higher MTH 112.

This course includes the study of trigonometric (circular functions) and inverse trigonometric functions, and includes extensive work with trigonometric identities and trigonometric equations. The course also covers vectors, complex numbers, DeMoivers's Theorem, and polar coordinates. Additional topics may include conic sections, sequences, and using matrices to solve linear systems.

MTH 116 Mathematical Applications **3**

Prerequisite: MTH 090 or appropriate mathematics placement score

This course provides practical applications of mathematics and includes selected topics from consumer math and algebra. Some topics included are integers, percent, interest, ratio and proportion, metric system, probability, linear equations, and problem solving.

MTH 117 College Mathematics with Applications **3**

Prerequisite: MTH 098 or appropriate placement score

This is an applied course designed to meet mathematics requirements for some students in certificate and two-year terminal programs. Emphasis is placed on percent, interest, proportions, functions, graphing, systems of equations, logarithmic and exponential functions, quadratics. and linear programming as used to solve applied problems in selected programs of study. This course does not meet the general core requirement for mathematics

MTH 125 Calculus I **4**

Prerequisite: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative to this is that the student should successfully pass with a C or higher MTH 113.

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.

MTH 126 Calculus II **4**

Prerequisite: A minimum prerequisite of high school Algebra I, Geometry, and Algebra II with an appropriate mathematics placement score is required. An alternative to this is that the student should successfully pass with a C or higher MTH 125.

This is the second of three courses in the basic calculus sequence. Topics include vectors in the plane and in space, lines and planes in space, applications of integration (such as volume, arc length, work and average value), techniques of integration, infinite series, polar coordinates, and parametric equations.

MTH 227 Calculus III **4**

Prerequisite: pass MTH 126 with a C or higher

This is the third of three courses in the basic calculus sequence. Topics include vector functions, functions of two or more variables, partial derivatives (including applications), quadric surfaces, multiple integration, and vector calculus (including Green's Theorem, Curl and Divergence, surface integrals, and Stokes' Theorem).

MTH 231 Math for the Elementary Teacher I **3**

Prerequisite: None

This course is designed to provide appropriate insights into mathematics for students majoring in elementary education and to ensure that students going into elementary education are more than proficient at performing basic arithmetic operations. Topics include logic, sets and functions, operations and properties of whole numbers and integers including number theory; use of manipulatives by teachers to demonstrate abstract concepts; and by students while learning these abstract concepts as emphasized in the class. Upon completion, students are required to demonstrate proficiency in each topic studied as well as to learn teaching techniques that are grade level and subject matter appropriate, and test for mathematical proficiency and the learning of teaching concepts.

MTH 232 Math for the Elementary Teacher II **3**

Prerequisite: MTH 231

This course is the second of a three-course sequence and is designed to provide appropriate insights into mathematics for students majoring in elementary education and to ensure that students going into elementary education are more proficient at performing basic arithmetic operations. Topics include numeration skills with fractions, decimals and percentages, elementary concepts of probability and statistics, and analytic geometry concepts associated with linear equations and inequalities. The use of manipulatives and calculators in the teaching and learning process is stressed. Upon completion, students will test for mathematical proficiency and the learning of teaching concepts. Students also will demonstrate an appropriate teaching technique by preparing a lesson and teaching it to the class for their final exam grade.

MTH 238 Applied Differential Equations I **3**

Corequisite: MTH 227

An introduction to numerical methods, qualitative behavior of first order differential equations, techniques for solving separable and linear equation analytically, and applications to various models (e.g. populations, motion, chemical mixtures, etc.); techniques for solving higher order linear differential equations with constant coefficients (general theory, undetermined coefficients, reduction of order and the method of variation of parameters), with emphasis on interpreting the behavior of the solutions, and applications to physical models whose governing equations are of higher order; the Laplace transform as a tool for the solution of initial value problems whose inhomogeneous terms are discontinuous.

MTH 246 Mathematics of Finance **3**

Prerequisite: MTH 092 or MTH 098 or appropriate mathematics placement score

This course explores mathematical applications relevant to business practices. Types covered include simple and compound interest, credits, trade and bank discounts, annuities, amortization, depreciation, stocks and bonds, insurance, capitalization, and perpetuities. This course does not meet the general core requirements for mathematics.

MUSIC, APPLIED, PRIVATE LESSONS

Applied private instruction is available to students who wish to major or minor in music. Students who wish to study for cultural enrichment and general knowledge may take private instruction for elective credit when available on a first come/first serve basis. A minimum of five hours of practice time each week is required for each hour of credit. Instrumental and vocal majors will be expected to develop considerable keyboard skills.

The number of applied credit hours to be transferred and the level of attainment will be determined by the standards required by the institution to which the student is transferring.

MUS 101 Music Appreciation **3**

This course is designed for non-music majors and requires no previous musical experience. It is a survey course that incorporates several modes of instruction including lecture, guided listening, and similar experiences involving music. The course will cover minimum of three (3) stylistic periods, provide a multicultural 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.

MUS 103 Survey of Popular Music **1-2**

This course provides a study of the origins, development and existing styles of popular music. Topics include ragtime, jazz, rhythm and blues, rock, country and western, folk and world music. Upon completion, students should be able to demonstrate knowledge, understanding and an aural perception of the stylistic characteristics of popular music.

MUS 111 Music Theory I **1-4**

Prerequisite: Permission of instructor

This course introduces the student to the diatonic harmonic practices in the Common Practice Period. Emphasis is placed on the rudiments of music basic performance technique and general musicianship skills. 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, and dictation and keyboard skills.

MUS 112 Music Theory II **1-4**

Prerequisite: MUS 111

This course completes the study of diatonic harmonic practices in the Common Practice Period and introduces simple musical forms. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. 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.

MUS 211 Music Theory III **1-4**

Prerequisite: MUS 112

This course introduces the student to the chromatic harmonic practices in the Common Practice Period. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Topics include secondary functions, modulatory techniques, and binary and ternary forms. Upon completion, students should be able to demonstrate competence using chromatic harmony through analysis, writing, sight singing, dictation, and keyboard skills.

MUS 212 Music Theory IV **1-4**

Prerequisite: MUS 211

This course completes the study of chromatic harmonic practices in the Common Practice Period and introduces the student to twentieth century practices. Emphasis is placed on the rudiments of music, basic performance technique and general musicianship skills. Topics include the Neapolitan and augmented sixth chords, sonata form, late nineteenth century tonal harmony and twentieth century practice and forms. Upon completion, students should be able to demonstrate competence using chromatic harmony and basic twentieth century techniques through analysis, writing, sight singing, dictation and keyboard skills.

MUL Class Performance Instruction

MUL 111-112; 211-212; Class Voice I, II, III, IV

Group Instruction is available in voice 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 and knowledge of music fundamentals.

MUL 170 Music Workshop I (Vocal) 2

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.

MUL 171 Music Workshop II (Instruments) 2

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.

MUL 172-173, 272-273 Musical Theatre Workshop I, II, III, IV 1-2

Prerequisite: Permission of instructor

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.

MUL (See List) Music Ensembles 1-2

Prerequisite: Permission of instructor/Audition required.

MUL 182-83; 282-83 Vocal Ensemble I, II, III, IV 1-2

This course provides an opportunity for students to participate in a performing ensemble. Emphasis is placed on rehearing and performing literature appropriate to the mission and goals in the group. Upon completion, students should be able to effectively participate in performances presented by the ensemble.

MUL 184-185; 284-285 Jazz/Show Choir I, II, III, 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.

MUL 196-197; 296-297 Jazz/Show Band I, II, III, 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.

MUP (See List) Individual Performance Instruction **1-2**

Prerequisite: Permission of instructor.

MUP 101-102; 201-202 Private Piano I, II, III, IV

MUP 111-112; 211-212 Private Voice I, II, III, IV

Individual performance instruction is available in keyboard instruments, and voice. 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.

NURSING

NAS 100 Long Term Care Nursing Assistant **4**

This course fulfills the seventy-five (75) hour Omnibus Budget Reconciliation ACT (OBRA) requirements for training of long-term care nursing assistants in preparation for certification through competency evaluation. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the long-term care nursing assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations and clinical skills.

NAS 111 Fundamentals of Long Term Care **5**

This course provides the student with necessary theory and laboratory experiences for the development of skills required of the long term care nursing assistant. Emphasis is placed on infection control, safety, body mechanics, communications, observation and personal and restorative care. Upon completion of this course, students should be able to apply the theoretical concepts to care of the resident/client and perform skills in accordance with the Omnibus Budget Reconciliation Act 1987 (OBRA) guidelines.

NAS 112 Fundamentals of Long Term Care Clinical **2**

Corequisite: NAS 111

This course is designed to assist the student to develop the knowledge, attitudes, and skills needed to perform basic nursing care safely and efficiently in a supervised long term care clinical setting. Emphasis is placed on the application of knowledge, attitudes, and skills appropriate for the long term care nursing assistant. Upon completion of this course, the

student should demonstrate beginning competence in the delivery of care to the client in a long term care facility.

NAS 115 CPR & Basic First Aid **2**

This course is designed to help the student feel more confident and act appropriately in an emergency situation. Emphasis is placed on providing the student with theoretical concepts to develop skills in basic first aid and cardiopulmonary resuscitation. Upon successful course completion, which includes specific competencies in basic life support, the student will receive appropriate course completion documentation.

NUR 101 Body Structure and Function **4**

This course provides students with basic knowledge of the normal structure and function of the human body. Major content focuses on the interrelations among the organ systems and the relationship of each organ system to homeostasis. Medical terminology is integrated throughout course content. Upon completion of this course, students will be able to demonstrate basic knowledge of body systems, their interrelationships and associated medical terminology.

NUR 102 Fundamentals of Nursing **6**

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students learn concepts and theories basic to the art and science of nursing. The role of the nurse as a member of the health care team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, ethical-legal, cultural diversity, nursing history, and the program's philosophy of nursing. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with common health alterations.

NUR 103 Health Assessment **1**

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.

NUR 104 Introduction to Pharmacology **1**

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.

NUR 105 Adult Nursing **8**

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal and ethical manner using the nursing process. Emphasis is placed on providing care to individuals undergoing surgery, fluid and electrolyte imbalance, and common alterations in respiratory, musculoskeletal, gastrointestinal, cardiovascular, and endocrine systems. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

NUR 106 Maternal and Child Nursing **5**

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.

NUR 107 Adult/Child Nursing **8**

This course provides students with opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process 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.

NUR 108 Psychosocial Nursing **3**

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.

NUR 109 Role Transition for the Practical Nurse **3**

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 NCLEXPN 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.

NUR 111 Paramedic to ADN Mobility **12**

Prerequisites: As required by program

This course is designed to assist the experienced licensed EMT-P in transition to the role of the associate degree nurse. Emphasis is placed on basic and advanced nursing skills; the nursing process; communication; selected theories needed to develop competencies necessary to meet the needs of individuals through the lifespan in a safe, legal, and ethical manner; concepts related to psychosocial needs of individuals; and the role of the registered nurse. Upon completion of the course and the exit exam, students will be able to articulate into the ADN program. Clinicals required in medical/surgical; obstetrics, and pediatrics. Lab and clinical required.

NUR 200 Nursing Career Mobility Assessment **6**

Prerequisite: As required by program

This course is designed to provide LPN mobility students, self-directed opportunities to prepare for placement into the third semester of the ADN program. Emphasis is on assessment and validation of selected theory, process, and skills covered in NUR 102, 103, 104, 105, and 106. Upon successful completion of assessments, students are eligible for entry into NUR 201. Students who successfully complete this course are awarded 15 non-traditional hours at the completion of the LPN mobility curriculum.

NUR 201 Nursing Through the Lifespan I **5**

This course provides opportunities to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner using the nursing process. Students manage and provide collaborative care to clients who are experiencing selected alterations in gastrointestinal, reproductive, sensory, and endocrine systems in a variety of settings. Additional instruction is provided for oncology, mental health, teaching/learning concepts, and advanced dosage calculations. Nutrition, pharmacology, communication, cultural, and community concepts are integrated.

NUR 202 Nursing Through the Lifespan II **6**

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.

NUR 203 Nursing Through the Lifespan III **6**

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 cardio-vascular, 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.

NUR 204 Role Transition for the Registered Nurse **4**

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.

OFFICE ADMINISTRATION

OAD 101 Beginning Keyboarding **3**

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 techniques and an acceptable rate of speed and accuracy, as defined by the course syllabus, in the production of basic business documents such as memoranda, letters, reports, etc.

OAD 103 Intermediate Keyboarding **3**

Prerequisite: OAD 101 or permission of instructor

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.

OAD 104 Advanced Keyboarding **3**

Prerequisite: OAD 103 or permission of instructor

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.

OAD 125 Word Processing **3**

Prerequisite: OAD 101 or permission of instructor

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.

OAD 126 Advanced Word Processing **3**

Prerequisite: OAD 125 or permission of instructor

This course is designed to increase student proficiency in using the advanced word processing functions through classroom instruction and lab exercises. 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 advanced business documents.

OAD 130 Electronic Calculations **3**

This course is designed to teach the numeric touch system and problem-solving techniques. Emphasis is on basic mathematical functions. Upon completion, the student should be able to demonstrate an acceptable rate of speed and accuracy, as defined by the course syllabus, to solve problems based on typical business applications.

OAD 131 Business English **3**

This course is designed to develop the student's ability to use proper English. Emphasis is on grammar, spelling, vocabulary, punctuation, word usage, word division, and proofreading. Upon completion, the student should be able to communicate effectively.

OAD 132 Business Correspondence **3**

Prerequisite: OAD 125 or OAD 101

This course focuses on business correspondence. Emphasis is on the correspondence and reports. Upon completion, the student should be able to produce effective business correspondence.

OAD 133 Business Communications **3**

This course is designed to provide the student with skills necessary to communicate effectively. Emphasis is on the application of communication principles to produce clear,

correct, logically-organized business communications. Upon completion, the student should be able to demonstrate effective communication techniques in written, oral, and nonverbal communications.

OAD 138 Records/Information Management **3**

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.

OAD 200 Machine Transcription **3**

Prerequisite: OAD 103

This course is designed to develop marketable skills in transcribing various forms of dictated material through classroom instruction. Emphasis is on the use of microcomputers and a commercial word processing package. Upon completion, the student should be able to accurately transcribe documents from dictated recordings.

OAD 212 Medical Transcription **3**

Prerequisite: OAD 101

This course is designed to orient students to standard medical reports, correspondence, and related documents transcribed in a medical environment through classroom instruction and outside lab. Emphasis is on transcribing medical records and operating a transcribing machine efficiently. Upon completion, the student should be able to accurately transcribe medical documents from dictated recordings.

OAD 214 Medical Office Procedures **3**

Prerequisite: OAD 125

This course is designed to provide an awareness of the responsibilities and opportunities of professional support personnel in a medical environment through classroom instruction and lab exercises. Emphasis is on managing medical terminology, the production of appropriate forms and reports, and the importance of office procedures and practices. Upon completion, the student should be able to perform office support tasks required for employment in a medical environment.

OAD 215 Health Information Management **3**

This course is designed to promote an understanding of the structure, analysis and management of medical records. Emphasis is on managing medical records and insurance records, coding of diseases, operations, and procedures; and the legal aspects of medical records. Upon completion, the student should be able to maintain medical records efficiently.

OAD 216 Advanced Health Information Management **3**

Prerequisite: **OAD 215**

This course is designed as a continuation of OAD 215 Health Information Management. It is designed to promote an advanced understanding of the structure, analysis, and management of medical and insurance records. Emphasis is on managing medical and insurance records, coding of diseases, operations and procedures, and legal aspects of medical records. Upon completion, the student should be able to maintain medical records efficiently.

OAD 217 Office Management **3**

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.

OAD 218 Office Procedures **3**

This course is designed to develop an awareness of the responsibilities and opportunities of the office professional through classroom instruction. Emphasis is on current operating functions, practices and procedures, work habits, attitudes, oral and written communications, and professionalism. Upon completion, the student should be able to demonstrate the ability to effectively function in an office support role.

OAD 230 Computerized Desktop Publishing **3**

This course is designed to introduce the student to the elements and techniques of page design, layout and typography through classroom instruction and lab exercises. Emphasis is on the use of current commercial desktop publishing software, graphic tools, and electronic input/output devices to design and print high quality publications such as newsletters, brochures, catalogs, forms and flyers. Upon completion, the student should be able to utilize proper layout and design concepts in the production of attractive desktop published documents.

OAD 232 The Computerized Office **3**

This course is designed to enable the student to develop skill in the use of integrated software through classroom instruction and lab exercises. Emphasis is on the use of computerized equipment, software, and communications technology. Upon completion, the student should be able to satisfactorily perform a variety of office tasks using current technology.

OAD 242 Office Internship **3**

This course is designed to provide the students with an opportunity to work in an office environment. Emphasis is on the efficient and accurate performance of job tasks. Upon completion, the student should be able to demonstrate successful performance of skills required in an office support position.

OAD 246 Office Graphics and Presentation **3**

Prerequisite: OAD 125

This course is designed to provide the student with a foundation in the use of the computer and appropriate application software in the production of business slides and presentations through classroom instruction and lab exercises. Emphasis is on available software tools, presentation options and design as well as such presentation considerations as the make-up of the target audience. Upon completion, the student should be able to demonstrate the ability to design and produce a business presentation.

ORIENTATION

ORI 101 Orientation to College **1-2**

This course aids new students in their transition to the institution; exposes new students to the broad educational opportunities of the institution; and integrates new students into the life of the institution.

ORT 111 Working Students Success **1**

This course introduces the college's physical, academic, and social environment and promotes the personal development essential for success. Topics include campus facilities and resources; policies, procedures, and programs; study skills; and life management issues such as health, self-esteem, motivation, goal-setting, diversity, communication, child care provisions, college support system, managing work and study conflicts, and advisor contact process. Upon completion, students should be able to function effectively within the college environment to meet their educational and work objectives.

PHYSICAL EDUCATION

PED 100 Fundamentals of Fitness **3**

This lecture course includes the basic principles of physical education and physical fitness. It explores psychological and physiological effects of exercise and physical fitness, including effects on the human skeleton, muscle development, respiration, and coordination. It is viewed as an introduction to such laboratory courses as slimnastics, weight training, and conditioning. The course may also include fitness evaluation, development of individual fitness programs, and participation in fitness activities.

PED 103 Weight Training (Beginning) **1**

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.

PED 104 Weight Training (Intermediate) **1**

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.

PED 106 Aerobics **1**

This course introduces a program of cardiovascular fitness, involving continuous, rhythmic exercise. Emphasis is placed on developing cardiovascular efficiency, strength, and flexibility and on safety precautions. Upon completion, students should be able to select and implement a rhythmic aerobic exercise program.

PED 107 Aerobics Dance (Beginning) **1**

Prerequisite: PED 106 or permission of instructor

This course introduces the fundamentals of step and dance aerobics. Emphasis is placed on basic stepping up, basic choreographed dance patterns, and cardiovascular fitness; and upper body, floor, and abdominal exercises. Upon completion, students should be able to participate in basic dance aerobics.

PED 108 Aerobics Dance (Intermediate) **1**

Prerequisite: PED 107 or permission of instructor

This course provides a continuation of step aerobics. Emphasis is placed on a wide variety of choreographed step and dance patterns; cardiovascular fitness; and upper body, abdominal, and floor exercises. Upon completion, students should be able to participate in and design an aerobics routine.

PED 118 General Conditioning (Beginning) **1**

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 personalized physical fitness and conditioning program. Upon completion, students should be able to set up and implement an individualized physical fitness and conditioning program.

PED 119 General Conditioning (Intermediate) **1**

Prerequisite: PED 118 or permission of instructor

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.

PED 121 Bowling (Beginning) **1**

This course introduces the fundamentals of bowling. Emphasis is placed on ball selection, grips, stance, and delivery along with rules and etiquette. Upon completion, students should be able to participate in recreational bowling.

PED 122 Bowling (Intermediate) **1**

Prerequisite: PED 121 or permission of instructor

This course covers more advanced bowling techniques. Emphasis is placed on refining basic skills and performing advanced shots, spins, pace, and strategy. Upon completion, students should be able to participate in competitive bowling.

PED 123 Golf (Beginning) **1**

This course emphasizes the fundamentals of golf. Topics include the proper grips, stance, alignment, swings for the short and long game, putting, and the rules and etiquette of golf. Upon completion, students should be able to perform the basic golf shots and demonstrate knowledge of the rules and etiquette of golf.

PED 124 Golf (Intermediate) **1**

Prerequisite: PED 123 or permission of instructor

This course covers the more advanced phases of golf. Emphasis is placed on refining the fundamental skills and learning more advanced phases of the games such as club selection, trouble shots, and course management. Upon completion, students should be able to demonstrate the knowledge and ability to play a recreational round of golf.

PED 133 Tennis (Beginning) **1**

This course emphasizes the fundamentals of tennis. Topics include basic strokes, rules, etiquette, and court play. Upon completion, students should be able to play recreational tennis.

PED 134 Tennis (Intermediate) **1**

Prerequisite: PED 133 or permission of instructor

This course emphasizes the refinement of playing skills. Topics include continuing the development of fundamentals, learning advanced serves, strokes, pace, and strategies in singles and doubles play. Upon completion, students should be able to play competitive tennis.

PED 153 Karate (Beginning) **1**

This course introduces the martial arts using the Japanese Shotokan form. Topics include proper conditioning exercise, book control, proper terminology, historical foundations, and etiquette relating to karate. Upon completion, students should be able to perform line drill techniques and Kata for various ranks.

PED 154 Karate (Intermediate) **1**

Prerequisite: PED 153.

This course is a continuation of beginning Karate. Topics include proper conditioning exercise, book control, proper terminology, historical foundations, and etiquette relating to karate. Upon completion, students should be able to perform line drill techniques and Kata for various ranks.

PED 176 Volleyball (Beginning) **1**

This course covers the fundamentals of volleyball. Emphasis is placed on the basics of serving, passing, setting, spiking, blocking, and the rules and etiquette of volleyball. Upon completion, students should be able to participate in recreational volleyball.

PED 186 Softball (Beginning) **1**

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 participate in recreational softball.

PED 188 Yoga **1**

This course introduces basic instructions in yoga for beginners. Emphasis is placed on instruction in gentle stretching, breathing practices, progressive deep relaxation, and posture. Upon completion, student should be able to participate in and appreciate the benefits of the activity.

PED 216 Sports Officiating **3**

This course surveys the basic rules and mechanics of officiating a variety of sports, including both team and individual sports. In addition to class assignments, students will receive at least 3 hours of practical experience in officiating.

PED 251 *Varsity Basketball **1**

Prerequisite: Permission of instructor

This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. Upon completion, students should be able to participate in competitive basketball.

PED 252 *Varsity Baseball **1**

Prerequisite: Permission of instructor

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.

PED 254 *Varsity Softball **1**

Prerequisite: Permission of instructor

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.

*Varsity sports may be repeated. However, a maximum of four (4) credit hours will count toward graduation.

PED 265 Aikido **1**

This course is an introduction to a traditional Japanese martial art based on blending with and redirecting an attacker's energy, utilizing wrist locking, throwing, and immobilization techniques. Falling, rolling, stretching, and relaxation exercises, as well as history and philosophy are included. Students will gain self defense skills, mental focus, and self confidence.

PED 266 Intermediate Aikido **1**

Prerequisite: PED 265 – Aikido or as required by program

This course continues the development of basic Aikido skills and knowledge. Additional techniques are introduced and practiced. Emphasis is placed on developing effective technique in a mutually supportive, noncompetitive environment.

PHYSICAL SCIENCE

PHS 111 Physical Science I **4**

Prerequisite: As required by program

This course provides the non-technical student with an introduction to the basic principles of geology, oceanography, meteorology, and astronomy. Laboratory is required.

PHS 112 Physical Science II **4**

Prerequisite: MTH 098 and as required by program

This course provides the non-technical student with an introduction to the basic principles of chemistry and physics. Laboratory is required.

PHYSICS

PHY 115 Technical Physics **4**

Prerequisite: MTH 100

Technical physics is an algebra based physics course designed to utilize modular concepts to include: motion, forces, torque, work energy, heat wave/sound, and electricity. Results of physics education research and physics applications in the workplace are used to improve the student's understanding of physics in technical areas. Upon completion, students will be able to define motion and describe specific module concepts; utilize microcomputers to generate motion diagrams; understand the nature of contact forces and distinguish passive forces; work cooperatively to set-up laboratory exercises; and demonstrate applications of module-specific concepts.

PHY 120 Introduction to Physics **4**

Prerequisite: MTH 098

This course provides an introduction to general physics for non-science majors. Topics include the fundamentals in the major areas of physics such as mechanics, properties of matter, thermodynamics, wave motion, electricity, magnetism, optics, and modern physics. A 120-minute laboratory is required.

PHY 201 General Physics I - Trigonometry Based **4**

Prerequisite: MTH 113 or equivalent

This course is designed to cover general physics using a level that assures previous exposure to college algebra and basic trigonometry. Specific topics include mechanics, properties of matter, energy, thermodynamics, and periodic motion. Laboratory is required.

PHY 202 General Physics II - Trigonometry Based **4**

Prerequisite: PHY 201.

This course is designed to cover general physics using college algebra and basic trigonometry. Specific topics include wave motion, sound, light, optics, electrostatics, circuits, magnetism, and modern physics. Laboratory is required.

PHY 213 General Physics with Calculus I **4**

Prerequisite: MTH 125 and/or as required by programs

This course provides a calculus-based treatment of the principle subdivisions of classical physics: mechanics and energy, including thermodynamics. Laboratory is required.

PHY 214 General Physics with Calculus II **4**

Prerequisite: MTH 125

This course provides a calculus-based study in classical physics. Topics included are simple harmonic motion, waves, sound, light, optics, electricity and magnetism. Laboratory is required.

POLITICAL SCIENCE

POL 103-104-105 Current Affairs **2**

Prerequisite: Permission of instructor

This course sequence is designed to acquaint students with major issues and problems of contemporary society through examination of current events. Emphasis is placed on topics which contribute to student awareness of historical development and political significances of selected contemporary issues. Upon completion, students should be able to identify and explain factors in the historical development, explain political significance, and express informed judgments about selected contemporary social and political issues.

POL 211 American National Government **3**

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.

POL 220 State and Local Government **3**

This course is a study of the forms of organization, functions, institutions, and operation of American state and local governments. Emphasis is placed on the variety of forms and functions of state and local governments, with particular attention to those in Alabama and to the interactions between state and local government and the national government. Upon completion, students should be able to identify elements and explain relationships among the state, local and national governments of the U.S., and function as more informed participants of state and local political systems.

PSYCHOLOGY

PSY 106 Career Exploration **1**

This course is designed for students to explore potential career fields. This course includes an assessment through testing of strengths and weaknesses, general information about careers and job skills, value and decision making techniques, and a career research.

PSY 107 Study Skills **1**

In this course emphasis is placed on the skills "how to study." This course introduces the student to effective techniques for listening in class, note taking, preparation for test taking, and an overall system of successful study.

PSY 200 General Psychology **3**

This course is a survey of behavior with an emphasis upon psychological processes. This course includes the biological bases of behavior, thinking, emotion, motivation, and the nature and development of personality.

PSY 207 Psychology of Adjustment **3**

This course provides an understanding of the basic principles of mental health and an understanding of the individual modes of behavior.

PSY 210 Human Growth and Development **3**

Prerequisite: PSY 200

This course is the study of psychological, social and physical factors that affect human behavior from conception to death.

READING

COMPASS Placement Test Policy: Reading

All entering students who enroll in associate degree or certificate programs and who enroll for more than four credit hours per semester will be assessed for reading skills.

If a student makes **20 or above in Reading on the ACT** Test or 470 or above on the SAT I writing test component and enrolls within three years of high school graduation, he or she will not be

required to take the Reading Skills Test of the COMPASS and will not be required to enroll in a reading class. In addition, the following students are exempt from taking the Reading Skills Test of the COMPASS:

- Students who have an associate's degree or higher;
- Students who transfer degree-creditable, college level English courses with a grade of "C" or better;
- Senior citizens, auditing students, and non-award seeking majors who are taking classes for vocational reasons only;
- Students in short certificate programs having no English requirements; and
- Students who within the last three years have completed required developmental course work at another Alabama College System institution.

Students who have scored below 20 in Reading on the ACT Test or below 470 on the SAT I writing test component or those students who have not taken the ACT or SAT tests will be assessed with the Reading Skills Test of the COMPASS computerized assessment instrument and placed at the appropriate level as indicated. Scores are valid for three years from the date of the original or re-test assessment. **A STUDENT MAY RETAKE THE PLACEMENT TEST ONE TIME AT A COST OF $8.00.**

Students who score below 70 on the Reading Skills Test of the COMPASS will be required to take RDG 084 Developmental Reading II. Students who place in RDG 084 must take the course within the first two semesters of enrollment as a corequisite to college level courses. A student must complete RDG 084 Developmental Reading II or have a COMPASS Reading Skills Test score of 70 or above before he or she may enroll in ENG 102 English Composition II. Students who score 70 or above on the Reading Skills Test of the COMPASS will not be required to take a reading course.

RDG 083 Developmental Reading I (Institutional Credit Only) 3

This course is designed to assist students whose placement test scores indicate difficulty with decoding skills, comprehension, vocabulary, and study skills.

RDG 084 Developmental Reading II (Institutional Credit Only) 3

Prerequisite: RDG 083 or equivalent placement score This course is designed to assist students whose placement test scores indicate difficulty with decoding skills, comprehension, vocabulary, and study skills.

RELIGIOUS STUDIES

REL 100 History of World Religions 3

This course is designed to acquaint students 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.

REL 152 Survey of the New Testament **3**

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.

SOCIOLOGY

SOC 200 Introduction to Sociology **3**

This course is an introduction to vocabulary, concepts and theory of sociological perspective of human behavior.

SOC 247 Marriage and the Family **3**

This course is a study of family structures and families in a modern society. It covers preparation for marriage, as well as sociological, psychological, biological, and financial factors relevant to success in marriage and family life.

SPANISH

SPA 101 Introductory Spanish I **4**

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.

SPA 102 Introductory Spanish II **4**

Prerequisite: SPA 101 or equivalent

This continuation course includes the development of basic communication skills and the acquisition of basic knowledge of the cultures of Spanish-speaking areas.

SPA 201 Intermediate Spanish I **3**

Prerequisite: SPA 102 or equivalent

This course includes a review and further development of communication skills. Topics include readings of literary, historical, and/or cultural texts.

SPA 202 Intermediate Spanish II **3**

Prerequisite: SPA 201 or equivalent

This continuation course includes a review and further development of communication skills. Topics include readings of literary, historical, and/or cultural texts.

SPEECH COMMUNICATION

SPC 103 Oral Communication Skills **3**

This course introduces the basic concepts of interpersonal communication and the oral communication skills necessary to interact with co-workers and customers, and to work

effectively in teams. Topics include overcoming barriers to effective communication, effective listening, applying the principles of persuasion, utilizing basic dynamics of group discussion, conflict resolution, and positive communication patterns in the business setting. Upon completion, students should be able to demonstrate interpersonal communication skills, apply basic principles of group discussion, develop a businesslike personality, and effectively present themselves before coworkers and the public.

SPH 106 Fundamentals of Oral Communication **3**

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.

SPH 107 Fundamentals of Public Speaking **3**

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.

SPH 206 Oral Interpretation **3**

This course is designed to help students develop specific skills in the analysis and oral interpretation of poetry, prose and drama. It includes a study of the elements of oral communication such as imagery, structure and dramatic timing. Opportunity is given for public/classroom performance of literature.

SURGICAL TECHNOLOGY

SUR 100 Principles of Surgical Technology **5**

Prerequisite: Admission to the program

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, principles of patient care, surgical procedures, operative techniques, blood-borne pathogens, safety, pharmacology, and surgical instrumentation. Upon completion, the student should be able to demonstrate practical application of the basic principles and skills of the surgical technologist.

SUR 102 Applied Surgical Techniques **4**

Prerequisite: Admission to the program

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, and applying skills of intraoperative procedures. Upon completion of this course, the student should be able to participate in mock surgical procedures.

SUR 103 Surgical Procedures **5**

Prerequisite: Completion of SUR 100, SUR 102, SUR 107, and HPS 114

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.

SUR 104 Surgical Practicum I **5**

Prerequisite: Completion of SUR 100, SUR 102, SUR 107, and HPS 114

This course is the application of perioperative principles in the perioperative setting. Emphasis is placed on application of the surgical technologist. Upon completion of the course, the student should be able to participate in the surgical technologist role.

SUR 105 Surgical Practicum II **5**

Prerequisite: Completion of SUR 100, SUR102, SUR 107, HPS 114, SUR 103, and SUR 104

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 to student level.

SUR 106 Special Topics in Surgical Technology **1**

Prerequisite: Completion of SUR 100, SUR 102, SUR 107, HPS 114, SUR 103, and SUR 104

This course is designed to provide specialized instruction in selected topics in 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.

SUR 107 Surgical Anatomy and Pathophysiology **3**

Prerequisite: Admission to the program

This course is an overview of surgical anatomy and pathophysiology. Emphasis is placed on the organizational structure of the body, organ systems, relevant surgical pathophysiology, and related medical terminology. Upon completion, the student should be able to apply knowledge of anatomy in the clinical environment.

HPS 114 Basic Pharmacology **2**

Prerequisite: Admission to the program

This course is an introduction to basic pharmacology. Content includes classifications, indications, contraindications, desired effects, and side effects of medications used during diagnostic procedures and the prevention and treatment of common illnesses. Upon completion of the course, the student should be able to relate basic pharmacological concepts to the maintenance of health.

THEATRE ARTS

THR 120 Theater Appreciation **3**

This course is designed to increase appreciation of contemporary theater. Emphasis is given to the theater as an art form through the study of history and theory of drama and the contributions to modern media. Emphasis of playwright, actor, director, designer and technician to modern media. Attendance at theater production may be required.

THR 131 Acting Techniques I **3**

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.

THR 132 Acting Techniques I **3**

Prerequisite: THR 131

This course is a continuation of THR 131.

WELDING

WDT 108 SMAW Fillet/OFC **3**

This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) process. Emphasis is placed on safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW process. This course also covers the rules of basic safety and identification of shop equipment and provides the student with the skills and knowledge necessary for the safe operation of oxy-fuel cutting.

WDT 109 SMAW Fillet/PAC/CAC **3**

This course provides the student with instruction on safety practices and terminology in the Shielded Metal Arc Welding (SMAW) process. Emphasis is placed on safety, welding terminology, equipment identification, set-up and operation, and related information in the SMAW process. This course also covers the rules of basic safety and identification of shop equipment and provides the student with the skills and knowledge necessary for the safe operation of carbon arc cutting and plasma arc cutting.

WDT 110 Industrial Blueprint Reading **3**

This course provides students with the understanding and fundamentals of industrial blueprint reading. Emphasis is placed on reading and interpreting lines, views, dimensions, weld joint configurations and weld symbols. Upon completion students should be able to interpret welding symbols and blueprints as they apply to welding and fabrication.

WDT 119 Gas Metal Arc/Flux Cored Arc Welding **3**

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.

WDT 120 Shielded Metal Arc Welding Groove **3**

This course provides the student with instruction of 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.

WDT 122 SMAW Fillet/OFC Lab **3**

This course is designed to introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is place 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.

WDT 123 SMAW Fillet/PAC/CAC Lab **3**

This course is designed to introduce the student to the proper set-up and operation of the shielded metal arc welding equipment. Emphasis is placed on striking and controlling the arc, and proper fit up of fillet joints. This course is also designed to instruct students in the safe operation of plasma arc and carbon arc cutting. 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.

WDT 124 Gas Metal Arc/Flux Cored Arc Welding Lab **3**

This course provides instruction and demonstration using the various transfer methods and techniques to gas metal arc and flux arc welds. Topics included are safety, equipment set-up, joint design and preparation, and gases.

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

This course provides instruction and demonstrations in the shielded metal arc welding process on carbon steel plate with various sizes 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.

WDT 156 GTAW Stainless Pipe Lab **3**

Prerequisite: WDT 116 and/or as required by college.

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.

WDT 180 Special Topics Theory **3**

This course allows the student to plan, execute, and present results of individual projects in welding. Emphasis is placed on enhancing skill attainment in the welding field. The

student will be able to demonstrate and apply competencies identified and agreed upon between the student and instructor.

WDT 181 Special Topics Lab **3**

This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students' needs.

WDT 182 Special Topics **3**

This course allows the student to plan, execute, and present results of individual projects in welding. Emphasis is placed on enhancing skill attainment in the welding field. The student will be able to demonstrate and apply competencies identified and agreed upon between the student and instructor.

WDT 183 Special Topics **2**

This course allows the student to plan, execute, and present results of individual projects in welding. Emphasis is placed on enhancing skill attainment in the welding field. The student will be able to demonstrate and apply competencies identified and agreed upon between the student and instructor.

WDT 219 Welding Inspection & Testing **3**

This course provides the student with inspection skills and knowledge necessary to evaluate welded joints and apply quality control measures as needed. Emphasis is placed on interpreting welding codes, welding procedures, and visual inspection methods. Upon completion, students should be able to visually identify visual acceptable weldments as prescribed by the code or welding specification report.

WDT 257 SMAW Carbon Pipe Lab **3**

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 weld 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 code.

WDT 281 Special Topics in Welding Technology **3**

This course provides specialized instruction in various areas related to the welding industry. Emphasis is placed on meeting students' needs.

ADULT EDUCATION AND WORKFORCE DEVELOPMENT DIVISION

The Adult Education and Workforce Development Division provides a broad range of programs, services, and training opportunities for residents in the Butler, Coffee, Covington, Crenshaw and Geneva County areas. The goal of the Adult Education and Workforce Development Division is to offer quality educational programs and services that will meet the changing personal and professional development needs of the community as well as training and retraining the workforce to meet the needs of the business community's public and private sectors.

The Adult Education and Workforce Development Division offers a variety of courses, workshops, programs, and other services that are designed for quick skills training, professional development, and personal enrichment. Although these courses are non-credit and will not lead to a college degree, certificates are awarded for each completed class. These short-term personal and professional development courses are provided on campus, off campus, and in the workplace.

The Adult Education and Workforce Development Division provide the following:

- Customized training for existing business and industry
- Skills assessments
- Continuing Education courses
- Computer hardware and software training
- Access to Alabama's Career Center System
- Others

Developing a highly skilled and well trained workforce, promoting economic and community growth and development, and providing quality programs, services and opportunities that meet the training needs of the community, are but a few of the goals and objectives of the Adult Education and Workforce Development Division.

If you are an employer seeking to increase productivity and profits or an employee seeking to improve or upgrade job skills, you should contact the Adult Education and Workforce Development Division to inquire about the many different offerings. For further details, please call 334-493-5344.

Adult Education Program

The purpose of Alabama's Adult Education program is to provide free quality adult education and literacy services to Alabama residents. Adult education classes provide a second opportunity for adult learners to improve their academic and life skills. Instructional methods are based on individual student needs and may include one-on-one tutoring, group instruction, and computer-based instructional programs. Day and evening classes are provided in a variety of facilities conducive to adult learning. The three program goals are to assist adults to:

1. Become literate and obtain the knowledge and skills necessary for employment and self-sufficiency
2. Obtain the educational skills necessary to become full partners in the educational development of their children
3. Complete secondary school or complete the equivalent of a secondary school education

Adult Education Services

- Academic Assessment
- Adult Basic Education
- GED Preparation
- College Prep Classes
- Workplace Education
- English as a Second language (ESL)

In order to enroll in the Adult Education program at LBWCC, each applicant should meet one or more of the following criteria:

- Must be 17 years of age or older and not be enrolled or required to be enrolled in secondary school under Alabama law
- Lack sufficient mastery of basic educational skills to enable them to function effectively in society or postsecondary education
- Have not earned a secondary school diploma or its recognized equivalent and have not achieved an equivalent level of education, and/or
- Are unable to speak, read, or write the English language

Classes are conveniently held in Andalusia, Opp, Florala, Luverne, and Greenville. All classes are free of charge. For more information about the Lurleen B. Wallace Community College Adult Education program, please call 334-493-5344.

GOVERNANCE

Lurleen B. Wallace Community College is one of the institutions that comprise the Alabama Community College System. The Chancellor of Postsecondary Education is responsible to the State Board of Education for the management of the Alabama Community College System. Lurleen B. Wallace Community College is represented by the board member from the Second District.

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The Alabama Community College System

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Diploma, MacArthur State Technical College

Hudson, Debra……Administrative Assistant for the Instructional Division
A.A.T., MacArthur State Technical College
A.S., Lurleen B. Wallace Community College

Kilpatrick, Sonia…….....Secretary to the Director of College
A.S., Lurleen B. Wallace Junior College Facilities and Maintenance

Lowery, Kathy……...Admissions & Records Clerk/Administrative Assistant
Certificate, Lurleen B. Wallace State Junior College to Greenville Campus Director
A.S., Lurleen B. Wallace Junior College
B.S., Troy State University
M.S., Troy State University

Maxwell, Jennifer…….Adult Education & Workforce Specialist
A.A.T., MacArthur State Technical College
B.S., Capella University
M.S.M., Troy State University

McClung, Donna……Fitness Center Coordinator
A.A., Lurleen B. Wallace Junior College
B.S., Troy State University
M.S., Troy State University

McCrory, Jeanie ……...Switchboard Coordinator
A.S., Hinds Junior College
B.S., University of Southern Mississippi

Messick, Bobby……..Maintenance Custodian

Mikel, Babs ……...Part-Time Librarian-Andalusia
B.S., Judson College
M.S., University of South Alabama

Moody, Debra ……..……Financial Affairs/Accounts Payables Coordinator
A.A.T., MacArthur State Technical College
A.S., Lurleen B. Wallace Junior College
B.A., Huntingdon College

Newton, Cheryl ……...Administrative Assistant to the President
Certificate, Lurleen B. Wallace State Junior College

Newton, Larry ……..Maintenance Custodian
Diploma, Reid State Technical College

Norris, Paul……Maintenance Custodian

Patterson, Lisa……..Advertising & Publications Specialist
A.A.S., Calhoun Community College

Patterson, Lynne……...Accountant/Payroll Officer
B.S., Troy State University

Pichon, Nurmi ……..Maintenance Custodian
Diploma, MacArthur State Technical College

Pope, Bonnie ……Laboratory Assistant/Health Sciences
Certificate, MacArthur State Technical College
A.A.S. Lurleen B. Wallace Community College

Powell, Alice……Part-time Librarian, MacArthur Campus
B.A., Florida State University
M. A., Florida State University

Powell, Suzanne ……..…Secretary, Student Support Services (TARGET)
A.S., South Georgia College Andalusia Campus
B.Ed., Georgia Southern University

Rawls, Gayle……Cooperative Education Officer/Financial Aid Assistant
Certificate, Twentieth Century College of Mobile Andalusia Campus

Reeves, Melissa ……Administrative Assistant for the Luverne Center
A.A.S., Lurleen B. Wallace Community College

Reynolds, Phyllis……..Bookstore Manager
A.S., Lansing Community College

Riley, Jan……Administrative Assistant to the Director of Admissions & Records
B.S., Auburn University

Roberts, Donna……...Administrative Assistant, Health Sciences
A.A.T., MacArthur State Technical College

Sanders, Jerry ……Maintenance Custodian

Sewell, Emily ……..Administrative Assistant
B.A., Auburn University Greenville Campus

Sheridan, Shannon……Maintenance Custodian
Diploma, MacArthur State Technical College

Short, Stacey……...Financial Affairs Clerk -MacArthur Campus
A.A.T., MacArthur State Technical College and ½ time Title III Secretary
A.S., Lurleen B. Wallace Junior College

Steele, Martha ……Learning Resources Technical Assistant

Taylor, Eugene……Maintenance Custodian
A.A.T., MacArthur State Technical College
A.A.T., MacArthur State Technical College
A.A.T., MacArthur State Technical College

Underwood, Cynthia……..Network Specialist/Instruction
A.A., Lurleen B. Wallace State Junior College MacArthur Campus
A.A.T., MacArthur State Technical College
B.S., Kaplan University

Walker, Karen……Clinical Facilitator
A.A.T., MacArthur State Technical College
Diploma, MacArthur State Technical College
A.A.S., Lurleen B. Wallace Community College
B.S.N., South University

Watson, Martha……Preschool Teacher Assistant/Switchboard Operator
A.S., Lurleen B. Wallace State Junior College

Watson, Penney……..Financial Affairs/Purchasing Coordinator
A.S., Lurleen B. Wallace Junior College
B.S., Troy State University

White, Charles……Network Specialist
A.A.S., Faulkner State Community College
B.B.A., Faulkner University

Wilkerson, Alfaquenia ……..Administrative Assistant for
A.A., Lurleen B. Wallace Community College Institutional Effectiveness & Quality
B.B.A., Faulkner University
M.S., University of West Alabama

Williams, Lyntresa..... .....Secretary, Student Support Services (TARGET)
A.A.T., MacArthur State Technical College MacArthur Campus
A.A., American Intercontinental University

Wise, April……Clinical Facilitator
A.S., Enterprise State Junior College
Diploma, MacArthur State Technical College
A.A.S., Lurleen B. Wallace Community College
B.S.N., South University

Wishum, Jerry……..Network Administrator
B.A., Birmingham Southern College

Wood, Glen……..Maintenance/Carpenter

LURLEEN B. WALLACE COMMUNITY COLLEGE

STUDENT HANDBOOK

2010-2011

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STUDENT SERVICES

Lurleen B. Wallace Community College is an open-door institution. It has a student body that is diverse in age, interests, ability, cultural background, and economic position. The College offers a variety of instructional programs supported by services such as assessment and counseling, orientation, registration and records management, academic advising, personal counseling, financial assistance, career planning, job placement, and student activities. Services are provided to prospective, enrolled, and former students.

The following goals of Student Services are compatible with and supportive of the mission of the institution:

1. To actively encourage the enrollment of a diverse student body through a multifaceted recruitment program. This includes publications about college programs and services as well as visitations to area schools, businesses, and civic groups.

2. To ensure students' effective transition into the academic environment by providing a variety of college orientation activities.

3. To assist new, continuing, and prospective students in identifying clear educational and career goals through comprehensive counseling services, which include placement testing, general and specific career information and individualized counseling.

4. To assist students in achieving their educational goals by helping them identify, secure, and maintain adequate financial assistance.

5. To provide an accurate, confidential system of record keeping which limits access to student records to authorized personnel only and which contains an exact record of students' progress toward, or achievement of, their educational goals at the College.

6. To provide a systematic process for registration that facilitates student access to courses in their respective programs of study.

7. To assist graduates and continuing students in identifying and securing full-time or part-time employment by providing job placement services.

8. To assist students in reaching their educational goals by providing personal counseling and by referring students, when appropriate, to other college support services and community agencies.

9. To provide for health and safety needs of the students.

10. To provide appropriate student activities for the enjoyment and education of students.

STUDENT RIGHTS AND RESPONSIBILITIES

Education after high school requires time, money and effort. To make a good choice, you should have information on a college's academic program, the facilities, and cost of education, refund policy and financial aid programs.

Student Rights

You have the right to ask Lurleen B. Wallace Community College the following:

1. The names of its accrediting and licensing organizations.
2. About its programs; it's instructional, laboratory, and other physical facilities and its faculty.
3. What is the cost of attending, and what is the policy for refunds to students who drop out.
4. What financial assistance is available, including information on all federal, state, local, private and institutional financial aid programs?
5. What the procedures and deadlines are for submitting student applications for each available financial aid program.
6. How it selects financial aid recipients.
7. How it determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies and personal and miscellaneous expenses are considered in your cost of education. It also includes the resources considered in calculating your needs (such as parental contribution, other financial aid, assets, etc.).
8. How much of your financial need, as determined by the College, has been met.
9. How and when you will be paid.
10. To explain each type and amount of assistance in your financial aid package.
11. If you are offered a Federal Work-Study job, what kind of job it is, what hours you must work, what your duties will be, what the rate of pay will be, and how and when you will be paid.
12. To reconsider your financial aid package, if you believe a mistake has been made or if your enrollment status or financial circumstances have changed.
13. How the College determines whether you are making satisfactory progress and what happens if you are not.
14. What special facilities and services are available to the students with disabilities?

Student Responsibilities

You have the responsibility to do the following:

1. Review and consider all information about a college's program before you enroll.
2. Pay special attention to your application for student financial aid, complete it accurately and submit it on time to the right place. Errors can delay or prevent your receiving aid.
3. Know all the deadlines for applying or reapplying for aid, and meet them.
4. Provide all documentation, corrections and/ or new information requested by either the financial aid office or the agency to which you submitted your application.
5. Notify your college of any information that has changed since you applied.
6. Read, understand and keep copies of all forms you are asked to sign.
7. Satisfactorily perform the work agreed upon in a Federal Work-Study job.
8. Understand your college's refund policy.

Accommodations for Disabilities

Lurleen B. Wallace Community College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Programs, services, and meetings conducted by the College will be accessible to all people who desire to attend. If you have a disability that might require special materials, services, or assistance, or if you have questions relating to accessibility, please contact the ADA Coordinator on the respective campuses. For TDD users in Alabama, the Alabama Relay Center is available by calling 1-800- 548-2546. All materials related to compliance with the Americans with Disabilities Act are maintained by the college coordinators.

Andalusia Campus	Greenville Campus	Luverne Center	MacArthur Campus
Bridges Anderson	Annie Adams	Laura Elliott	Jason Cain
334-881-2247	334-383-6703	334-335-2187	334-493-5363

Academic Advising

Students are assigned faculty advisors based on their major program of study. The advisor is familiar with the college program and with the student's area of career interest. Advisors assist students in understanding course requirements for programs of study, in scheduling of classes, in planning long-range educational goals, and in resolving any difficulties encountered by the student in the educational program. Advisors are available throughout the term to advise students during regularly scheduled office hours as well as registration times.

Books, Supplies, and Tools

Students furnish their own books, supplies, and tools. Books and supplies are available at the book-store; however, students are not obligated to purchase their supplies at the College. For those students who need tools, the names of vendors handling such tools will be made available to them by their instructors.

The Andalusia Campus Bookstore is located in the Jeff Bishop Student Center. Art supplies, paper supplies, textbooks, and other related materials may be bought during scheduled hours. Books at the Greenville Campus are available during the first two weeks of the semester. The Bookstore on the MacArthur Campus is located adjacent to the Student Center.

Career Services

A variety of career resources such as books, brochures, computer software, and video tapes are available for use. These materials, along with assistance from Career Services personnel, can help students to learn more about themselves, identify prospective careers, and plan programs of study. Computers with Internet access are available for online search of various career resources. Career Services is open to all students, alumni, employers, and the community for career information.

Cooperative Education

The Cooperative Education Program is an individualized voluntary plan whereby a student can integrate classroom learning with practical work experience in a technical, business or professional setting. Students work in positions educationally related to their chosen fields of study. The Cooperative Education Office coordinates the placement and supervision of students enrolled in the program.

The Cooperative Education Program allows students to earn credit at part-time and full-time jobs. The jobs should provide work and learning experiences that directly relate to the program of study in which the student is enrolled. In many cases in the technical programs, the credit earned by the student may directly replace lab or shop courses that are part of the student's curriculum. In these cases, the student may be released from classes for a part of each day to go to work. In other cases, the student may work only after school or on weekends to earn elective credit. An alternating plan is available so that students can attend classes full-time and work full-time during alternating terms. The grade for cooperative work experience is based upon an evaluation of the student's performance on the job by the supervisor and the instructor. Credit for Cooperative Education is based upon the number of working hours per week. (Only eight (8) credit hours may apply toward the Associate in Arts and the Associate in Science degrees.)

Counseling Services

Professionally trained counselors are available to provide counseling services in the areas of educational, vocational, personal, and social needs. Counselors are available to assist students in making an evaluation of their potential for success as they select a career and an appropriate educational program. Instructors in chosen fields of study are also available to provide the requirements and career opportunities for their particular area. Academic, personal, career, and financial counseling services are available to all prospective and enrolled students.

Health Services

First aid kits for minor injuries are available in the following locations:

Andalusia Campus

- Administration Building – Business Office
- Learning Resources Center – Room 241
- Student Center – Student Services – Room 105
- Dixon – Conference Center – Music Director's Office
- Gymnasium – Room 102

Greenville Campus

Main Office and Science Laboratory

Luverne Center

Main Office and Science Laboratory

MacArthur Campus

Student Center and each Department Office

First aid kits contain general medical supplies to assist with minor cuts and abrasions, minor burns, headaches, and other minor ailments. College personnel will assist students, as per student's request, regarding first aid.

Major Health Needs – In case of a severe medical problem, dial 911 to contact Emergency Medical personnel. Then contact the Dean of Student Affairs, or the Director of College Facilities and Maintenance. Greenville personnel should contact the Greenville Campus Director.

Housing

Lurleen B. Wallace Community College does not provide housing facilities for students. Several housing opportunities (apartments and rental houses) are available in the area. Local realtors are available for assistance.

Job Placement

The administration, faculty, and staff cooperate fully to help students and graduates who are seeking full-time and part-time employment. Announcements from agencies and private employers are posted for student information.

On the Andalusia Campus, the College maintains a job placement office in Career Services to inform and to assist students with job opportunities in the area. Announcements from agencies and employers are posted for student information.

On the MacArthur Campus, students interested in seeking employment should contact their instructors. Announcements from agencies and employers are also posted for student information. Students interested in these services should contact their instructors.

Learning Resources Center/Library

The Learning Resource Center at LBWCC is a multi-campus library whose goal is to provide library materials, services, and facilities necessary to support the College's instructional programs, career-

oriented associate degrees and certificates. The Learning Resource Centers are located on the second floor of the William H. McWhorter Learning Resource Building on the Andalusia Campus, room 22 of the Student Services building on the Greenville Campus, and within the Opp Public Library building adjacent to the MacArthur Campus. Students have access 24/7 via the library web site (http://www.lbwcc.edu/library) to a combined collection of over 40,000 books, ebooks, magazines and journals, newspapers, and audio-visual materials, as well as, current and reliable full-text electronic resources offered by the College and the Alabama Virtual Library. Access to the AVL is available on campus from networked computers and off-campus remotely via authentication with a username and password provided at any of the libraries.

Library personnel are available to assist students, faculty, and staff in using the library's resources. Instruction is available to both classes and individuals. Requests for assistance may also be made electronically by email. Community patrons may use the facilities and services but will need to purchase a library card to check-out materials. Audio-visual materials may be viewed in-house. Computers are available for use. A courier service is in place to provide requested materials between campuses.

Live Work Policy

Live Work is work performed by students in the technical program shop or laboratory area, relative to that specific technical program, for individuals or other entities upon request and for which fees are charged. Live work projects include service, repair, or production and are usually done on the college campus. Approved work project, however, may be performed at a job location.

Live work is performed as specific projects for individuals and organizations. The scope and extent of each project must be well defined before acceptance. Live work projects can be conducted for the following:

1. Employees and students of the College
2. Tax-supported programs and institutions
3. Charitable organizations that are supported by donations
4. State employees
5. 5. Persons directly connected with education

Charges for live work include the costs of parts and materials plus 20 percent and sales tax. All charges must be paid to the Business Office, and a receipt for payment is issued. Before an item can be removed from campus, this receipt must be presented to the instructor of the department that completed the work. The person, who signs the work order, whether for himself or herself, an institution, or an organization, is responsible for all costs involved.

To avoid competition with private enterprise, live work is restricted as follows:

1. Live work is done only when it is essential to training and necessary for the acquisition of occupational skills leading to employment.
2. Live work cannot be performed for any program, organization, institution or individual that

would profit financially as a result of the work.

3. No person, regardless of his or her connection, shall use the College for personal gain or profit.

Lost and Found

Misplaced or lost articles may be turned in or claimed from the Switchboard on the Andalusia Campus, the Secretary located in the main office on the Greenville Campus, the main office at the Luverne Center, and the Business Office on the MacArthur Campus.

Parking Decals

All students are required to have a Lurleen B. Wallace Community College Parking Decal placed in the lower left rear window of all vehicles on campus. These decals can be obtained from the Business Office.

STARS (Alabama Articulation Program)

The Alabama Articulation Program (also called STARS – Statewide Articulation Reporting System) is a computerized articulation and transfer planning system designed to inform students who attend Alabama Community Colleges about degree requirements, course equivalents, and other transfer information pertaining to specific majors at each state funded four-year institution. STARS is an efficient and effective way of providing students, counselors, and educators with accurate information upon which transfer decisions can be made. STARS is the information link between the state's public two-year and four-year institutions. The STARS database, if used properly, can prevent the loss of course credit hours, can provide direction for the scheduling of course work, and can ease the transition from one institution to another.

Lurleen B. Wallace Community College students planning to transfer to an Alabama public senior institution must print and retain the Articulation Guide for their major along with the transfer institution's Area V courses. The guide and Area V course listing must be submitted to the senior institution upon transfer. Failure to follow the guide may result in the courses not being transferable. It is the student's responsibility to become familiar with the requirements of the intended transfer senior institution.

Students who are interested in receiving a STARS Transfer Guide should visit the STARS website at **http://stars.troy.edu,** or contact their advisor or the Office of Student Services.

Student Information Center (On-Line)

The Student Information Center is an on-line information resource through which prospective students may track the status of their college admission and financial aid files. Student applicants are encouraged to monitor their files to be sure required documents are submitted before registration. Submission of all required documents will expedite the registration process. Enrolled students may use the **Student Information Center** to check their grades, register for classes, print unofficial

transcripts, print their degree plans, and much more. Students who do not have internet access in their homes may use computers on campus to use the features available to them through the Student Information Center.

To access the Student Information Center, log on to the Lurleen B. Wallace Community College website, **www.lbwcc.edu** and follow the steps below:

1. Click **LBWCC On-Line** in the Quick Reference box.
2. Read the information regarding your User ID and PIN.*
3. Click **LOGIN.**
4. Enter your User ID and PIN.

To Check the Status of Your Admission File:

Click on Admission Requirements - If you have attended other colleges before applying to LBWCC, you will also need to click on Prior Transcript Requirements to check the status of other college transcripts. NOTE: All required documents must be submitted before financial aid can be awarded.

To Check the Status of Your Financial Aid File:

Click on Financial Aid Requirements - Select appropriate year.

NOTE: All required documents must be submitted before financial aid can be awarded.
Additional Features:

1. **Degree Plan**– to view/print current program degree plan
2. **My Schedule** – to view/print current class schedule
3. **Unofficial Transcript** – to view/print unofficial transcript
4. **Transcript Request** – to request official transcripts for admission to other colleges, for employment interviews, etc.
5. **View Transcript Requests** – to check the status of submitted requests.
6. **Financial Aid Status** – to view Financial Aid Award Summary
7. **Change PIN** – to change your PIN
8. **My Mid-Term Grades** – to view mid-term grades
9. **View My Grades** – to view your final grades for the term
10. **Registration** – to register once you are authorized by your advisor

*Access to your records via the web requires the entry of your unique User ID and PIN. While your PIN is initially set to your date of birth in the format MMDDYY, you are encouraged to change your PIN from your date of birth to the PIN of your choice (must be numeric). Your User ID will remain your social security number (without hyphens). Should you forget your PIN, you must present your photo ID to the Office of Student Services to have your PIN reset. You may present your photo ID either in person or by fax. Telephoned requests will not be accepted.

Federal Trio Programs

Federal TRIO programs are designed to assist low-income, first generation and/or disabled students in successfully graduating from college. TRIO grant programs, funded by the U.S. Department of Education, target students who would typically not seek a college degree and break down barriers to enable students to enter, attend and graduate from college. At least two-thirds of all TRIO program participants must meet low-income, first-generation status. TRIO programs traditionally provide numerous services: academic counseling, mentoring, tutoring, study skills workshops, motivational seminars, admission and financial aid information services, and community referrals. Presently, LBWCC manages two Federal TRIO grant programs: Student Support Services and Upward Bound.

Student Support Services Program (TARGET)

The Student Support Services (TARGET) Program is a grant funded through the U.S. Department of Education and has been part of Lurleen B. Wallace Community College for over 35 years. The SSS TARGET Program works in cooperation with all departments at LBWCC and continues to be committed to helping students progress towards graduation and beyond. The SSS TARGET Program provides opportunities for academic development, assists students with basic college requirements, and serves to support and motivate students toward the successful completion of their postsecondary education. The goal of the SSS TARGET Program is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

SSS TARGET Program participants have benefited from services such as the following:

- Academic advising
- Career planning
- Counseling
- Campus visits to four-year universities
- Cultural and social enrichment activities
- Financial aid workshops
- Financial/Economic literacy programs
- Grant Aid funds
- Tutorial services

To qualify for participation in the SSS TARGET Program at Lurleen B. Wallace Community College, an applicant must meet the following criteria:

- Be officially admitted and enrolled at LBWCC
- Be a citizen of the United States of America
- Be a first-generation college student, (parent(s) did not graduate from a 4-year institution) and/or,
- Meet income criteria set forth by the U.S. Department of Education and/or,
- Have a documented disability

If you are interested and want to determine your eligibility, please call or visit one of the Student Support Services TARGET Program offices.

- Andalusia Campus – (334) 881-2241, Room #241, Learning Resource Center Building
- Greenville Campus – (334) 382-6703, Student Services Building
- MacArthur Campus – (334) 493-5362, Student Center Building

Upward Bound

Upward Bound is a highly successful, college-based program of rigorous academic instruction. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students (grades 10th, 11th, and 12th) most of whom are the first generation of their families to consider postsecondary education. The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. The program provides academic instruction in the areas of math, laboratory science, composition, literature, and foreign language. Other services include: instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school, exposure to academic programs and cultural events, tutorial services, information on postsecondary education opportunities, assistance in completing college entrance and financial aid applications, assistance in preparing for college entrance exams, and work study positions to expose participants to careers requiring a postsecondary degree.

Student Records

The Director of Admissions and Records is responsible for keeping official records for all students. Records are kept in a fireproof storage vault and/or fireproof files. In addition, computer records are also maintained for each student. Student Services personnel and instructional personnel have access to information on currently enrolled and former students. Student files may be viewed by any college personnel with a legitimate need but may not be removed from the Office of Admissions and Records.

Student records are confidential and are released outside the College only upon receipt of written permission from the student. Students may review their files upon written request to the Director of Admissions and Records.

Testing Programs

Advanced Placement (AP)
Students who have made a score of 3 or higher on any AP subject examination may be awarded credit for a minimum of one course in the subject area. The maximum hours of credit that may be awarded will be set by State policy.

American College Test (ACT)
The College is an official center for administering the ACT. Students interested in taking the test may secure an application packet from an area high school counselor or by contacting personnel in the Office of Student Services. Students may apply online. **www.act.org**

General Education Development Test (GED)

The College is authorized to administer the GED test to those who meet the required standards. The GED test is administered on the Andalusia, Greenville, and MacArthur Campuses. Upon successful completion of this test, a high school equivalency diploma is awarded by the Alabama State Department of Education.

COMPASS (Computer-Adaptive Placement Assessment and Support System by ACT)

Test for placement in English, Reading, and Mathematics. All students who plan to attend LBWCC are required to take the COMPASS Placement test. Students who have scored 20 or higher in English, 20 or higher in Reading, and 20 or higher in mathematics on the ACT are exempt from taking this test; however, students must bring documentation of ACT scores.

Transcript Request Policy

In compliance with the Family Educational Rights and Privacy Act, the College does not release transcripts without the student's written request. Written requests must be made directly to the Director of Admissions and Records, Lurleen B. Wallace Community College, P.O. Box 1418, Andalusia, AL 36420 or requests may be faxed to 334-881-2201.

Official transcripts are sent to institutions, companies, agencies, etc., upon the student's written request. Official transcripts will not be issued to the individual student. However, the student may request an unofficial transcript that does not bear the college seal and is marked "Issued to Student".

Transcript requests are processed as they are received. Requests should be made at least two weeks in advance of need.

Official transcripts from other institutions are not issued. Requests for transcripts from other institutions must be directed to the institution concerned.

Transcript requests may be denied for students who have a financial obligation to the College. Any financial obligation to the College must be cleared before transcripts will be released.

Tutorial Services

Tutorial Services are provided by the Student Support Services Program (TARGET) in collaboration with the College. On the Andalusia Campus, the tutorial lab is open from 8:00 a.m. to 7:00 p.m. on Monday through Thursday. On the Greenville Campus, tutors are available by student request. For assistance, call 334-881-2264 for the Andalusia Campus and 334-383-6703 for the Greenville Campus.

The TARGET Program on the MacArthur Campus provides tutorial assistance to qualified students. There is no cost to students for TARGET services. TARGET is located in the Student Center. For assistance, call 334-493-5355 or 334-493-5362.

STUDENT ACTIVITIES AND ORGANIZATIONS

All students are encouraged to contribute to the decision-making process of the College. Students should voice their comments and suggestions through the student organizations and follow the chain of command. Student organizations and activities give the student body an opportunity to make positive contributions to both the community and the institution. All student organizations are open to all students of this institution who qualify for membership.

Policies for Clubs and Organizations

Campus organizations shall be open to all students without respect to race, creed, national origin, gender, or disability. All clubs and organizations must conform to the laws and policies of the State of Alabama and the State Board of Education. No club or organization shall cause or encourage non-attendance of classes or campus activities without prior consent of proper college officials. Clubs or organizations shall not encourage any action that might cause disrespect to a student, instructor, or college activity.

Obtaining Continued Recognition Chartering Procedures/Official Recognition

A. Formation of New Organizations - Any group wishing to organize on campus must submit a written request to the Dean of Student Affairs. The Dean of Student Affairs will present this request to the Executive Council for approval and then notify the group of that decision. At the appropriate time, a constitution containing the following information must be presented to the Dean of Student Affairs for approval:

1. The name of the organization.
2. The statement of purpose of the organization.
3. Membership eligibility requirements.
4. A list of promoting students.
5. A listing of officers by title and duties and any special function of the offices.
6. A statement of the length of terms of the officers and the time and method of election.
7. A statement of when, where, and how often meetings will be held.
8. A statement of membership dues, including amount and frequency of payment, and provision for disposition of any funds in the event of dissolution of the organization.
9. Provision for club advisors and name of club advisor.
10. Statement of any national, state, or regional affiliation and a copy of this affiliation's constitution must be attached.

B. Temporary Recognition. Temporary recognition may be given to organizations upon submission of a constitution containing the above listed requirements and would permit the organizations to function for not more than one semester pending official charter approval.

C. Review and Approval - A typewritten copy of the proposed constitution must be submitted to the Dean of Student Affairs for suggestions, recommendations, and approval. In the event that recognition is withheld, appeal may be made to the President of the

College. During the time that the application for recognition is being considered or an appeal is being made, a group may not sponsor speakers or activities in the name of the proposed organization.

Any change or amendment affecting the nature or purpose of the organization as originally approved must also be approved by the Dean of Student Affairs, and an up-to-date copy of the constitution must be on file in the Office of the Dean of Student Affairs.

Club Advisors

All student organizations must have a qualified club sponsor/advisor approved by the Dean of Student Affairs and the President of the College. Any changes to sponsors or advisors must be coordinated through the same individuals. Each organization must also have at least one co-sponsor or alternate advisor, who will also be approved by the Dean of Student Affairs and the College President.

Upon acceptance of the recommendations, the Dean of Student Affairs shall notify the sponsor/advisor. A faculty member who agrees to serve as a club sponsor/advisor accepts the responsibility for encouraging the organization in its purpose and activities, within the limits of college policy and the goals and objectives of the organization as set forth in the statement of purpose and constitution.

No meeting is authorized or recognized unless attended by the sponsor/advisor or a substitute duly approved by the Dean of Student Affairs. The proceedings of meetings held with a substitute must be reviewed by the sponsor/advisor.

Speakers, special programs, and activities, and program topics must have the formal approval of the club sponsor/advisor and the Dean of Student Affairs or his/her designees. Requests for activities, other than normal meetings must be made in writing at least seven days prior to the activity. A request for outside speakers must be made, in writing, a minimum of seven days prior to the issuance of an invitation.

Meetings

Recognized student organizations are required to hold their meetings on campus, and the College facilities will be made available to them. Special permission must be obtained from the Dean of Student Affairs or his/her designee for off-campus meetings.

Tenure of Student Organizations

Any organization determined not to fulfill its approved purpose and goals is subject to probation, reorganization, or dissolution. The Dean of Student Affairs may request minutes of meetings, financial statements, and/or any other information he/she may deem appropriate in determining the tenure of a student organization.

Procedure for Approval of Fund-Raising and/or Solicitation of Funds

All fund-raising activities for student organizations and clubs must be supervised by the faculty/staff sponsor(s). College fund-raising activities for student organizations and clubs must be approved by the Dean of Student Affairs. All student organizations must submit through their faculty/staff program sponsor to the Dean of Student Affairs a request for approval stating the purpose and type of fund-raising activity, whether it will take place on campus or off-campus, and the targeted group (e.g., community, business, student body, staff, and community agencies organization). The date the activity is planned should be specified and the request should be submitted at least one week prior to the activity. This request may be made through the use of a memorandum addressed through the faculty/staff sponsor to the Dean of Student Affairs. The Dean of Student Affairs will provide a copy of this information to all appropriate personnel of the College.

STUDENT ORGANIZATIONS

Clubs and Organizations offer all students an opportunity to be involved in campus activities, to build friendships, and to serve the College and the community. Many of these clubs and organizations are available on all campuses.

Adult Re-Entry Club – The purpose of the Adult Re-Entry Club is to promote fellowship and to provide information to students who have not been in school for an extended period of time. This club helps returning students by making them feel at home and comfortable in a new environment. It provides tutors and assistance to help students to succeed in their chosen fields. It is a family-oriented club and there are no dues.

Ambassadors – The LBWCC Ambassadors are students who serve as official hosts and hostesses for events held on campus. High school seniors who will be attending LBWCC and any students currently attending the College are eligible to apply. Applicants must complete an application, submit two letters of recommendation, and participate in an interview. The College offers a one-year Ambassador's scholarship for twelve hours per semester.

Athletics – Lurleen B. Wallace Community College participates in intercollegiate competition in men's baseball, men's and women's basketball, and women's softball. Athletic scholarships are available for qualified students. Interested athletes should contact the Athletic Director.

Christian Student Ministries – This organization is a non-denominational Christian union of students who meet weekly to share Bible study. It is composed of a group of concerned students devoted to sharing the love of Jesus Christ through outreach projects on campus and around the community. During meetings, the group discusses club business and spends time in prayer. There are no fees or dues. CSM centers on a real family atmosphere. The CSM family includes people from a variety of backgrounds and denominations.

Civitan – This club is a volunteer service organization and is a program of Civitan International that offers college students a means of personal enhancement and a better understanding of the value of community service. Civitans are individuals who desire to learn and to share with their fellow

students and their community. To become a member of the LBW Civitan, one must complete an approved application form. Anyone is welcome to visit the meeting and ask a current member to sponsor him or her. There are annual dues outlined by Civitan International.

College Bowl – This is a directed studies team that competes against junior and community colleges from Alabama as well as Florida, Georgia, and Tennessee. Four team members from a school compete against four members of another school in academic questions concerning, among other things, mathematics, science, history, art, music, and geography.

Drama Department sponsors several performance opportunities for LBWCC students to participate throughout the year. Any LBWCC student can take an acting class or audition for a show. In addition, drama students travel each year performing for children and high school students.

Ensemble is a show choir/band performance group consisting of twenty-one students. The ensemble performs for elementary, middle, and high schools in our area. In addition, they have performed for civic clubs and college events and at Disney World in Orlando. Auditions are held each year. Scholarships are awarded for tuition and fees.

Forestry Club - The purpose of this club is to promote the general and academic interests of all forestry students, to stimulate interest in forestry among the students and faculty of LBWCC and the people of Alabama, and to maintain a closer fellowship among all students interested in forestry.

Interclub Council - This Council is composed of the officers of the Student Government Association and a representative from each club and organization on campus. The Council meets each semester with the President of the College to discuss issues of concern to the student body. In addition, the Council plans events that gives students a chance to become involved in campus activities.

Mu Alpha Theta - This is an organization that promotes scholarship in and the enjoyment of mathematics among community college students. Students must have a B average in all college work and have made at least a B in college algebra or above to be invited to join Mu Alpha Theta. High school students who are already members of Mu Alpha Theta may have their membership transferred to the LBWCC organization. Mu Alpha Theta has a "once a member, always a member" policy.

National Technical Honor Society – Located on the MacArthur Campus (chartered in October of 1997) seeks to recognize technical students with high achievements. The NTHS promotes the ideals of honesty, service, leadership and skill opportunities within the Society, service projects sponsored by the Society, and a strong emphasis on maintaining high academic standards. Members must meet several criteria; therefore, membership is by invitation only.

Phi Beta Lambda - The purpose of Phi Beta Lambda is to provide leadership development in business students through projects and through competition at the state and national leadership conferences.

Phi Theta Kappa is the honor society of the two-year college system and recognizes those students who excel academically. Lurleen B. Wallace Community College chapters are Alpha Beta Eta on the Andalusia Campus and Beta Pi Nu on the Greenville Campus. Requirements are achievement of a 3.5 grade average or above, full-time student, good citizenship, and high moral standards. Those

students who make the Dean's List are sent invitations to attend an orientation session to learn about the organization and its many projects and activities. Those who meet all requirements for membership and who complete the application process are initiated into the organization in a formal ceremony. Phi Theta Kappa does not only recognize academic excellence; it also is very active in four hallmarks: leadership, scholarship, service, and fellowship.

Saints Angels – This is a volunteer group of students who serve as spirit leaders for all LBWCC athletic teams at their home games. Throughout the year, the Angels raise money through tee shirt sales. The money raised is used to make gift bags for the athletics. The Saints Angels is a great way to get involved and have fun promoting the LBWCC athletic programs.

Science and Engineering Club – The purpose of this club is to promote awareness, as well as to enrich the educational experience beyond the classroom, to the students, the faculty, and to the public about science and engineering professions. The club intends to provide a meaningful contribution to the college and surrounding community, and to offer leadership opportunities to all members with an interest in science and engineering. This club will encourage students to make a difference and to discover new and exciting things about science and engineering. LBWSEC is open to all areas of science and engineering.

Skills USA is a nationwide association for students and teachers in public career and technical programs and the businesses that employ them. Skills USA offers prestige and recognition through awards and contests. Included in the organization are co-curricular activities that give students more than occupational skill development. These activities make education and training more meaningful.

Student Government Association represents the concerns and needs of the student body. It works to promote goodwill and understanding between faculty and students, to provide leadership on student concerns, and to act as a liaison between students and the administration. Officers and representatives are elected by the student body.

STUDENT HONORS AND RECOGNITION

Annual Honors and Awards Program

During the spring of each year, the College honors and recognizes outstanding students at its Annual Honors and Awards Ceremony. Students are selected by the faculty and administration and are honored in the categories of leadership, scholastics, service, and special recognition.

All-USA and ALL-Alabama Academic Team

Two students are selected each year based upon published criteria. These students compete with other national and state nominees for national and state awards. In addition to being honored with other students from Alabama by the Chancellor of the Alabama College System during the annual state ceremony, the students are also honored by the President at the College's annual spring awards ceremony.

Who's Who Among Students in American Universities and Colleges

Who's Who Among Students in American Universities and Colleges is a designation by a national organization to recognize outstanding college students. Students are nominated and selections are made by the Student Affairs Committee. Criteria for selection include academic achievement and potential, contributions to the community at large, and promise of exemplary future citizenship.

STUDENT CODE OF CONDUCT

The publication of this Student Conduct Code documents the standard of conduct by which students and organizations are expected to abide. Students and organizations shall be aware of the fact that they will be held accountable for compliance with its provisions. By enrollment at and affiliation with the College, a student or organization neither relinquishes the right nor escapes responsibilities of local, state, or federal laws and regulations. The College is committed to maintaining an environment that contributes to its educational mission as well as the safety, health, and well-being of all students and other persons on campus. Therefore, students and organizations are obligated to abide by the rules and policies established by the College.

It is assumed that students enrolling in Lurleen B. Wallace Community College are mature and 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 the intentional attempt to injure or interfere with the personal or property rights of any person— whether a student, visitor, faculty or staff member—or the College itself, is strictly prohibited.

A faculty member has the authority to ensure that there is an appropriate classroom environment conducive to learning, in accordance with this policy. A faculty member may establish specific requirements and penalties and provide more detailed clarification of the application of this conduct policy within their respective classroom.

Application of Student Code of Conduct

The Student Conduct Code applies to individual students as well as formal and informal groups either involved in college-related activities or functioning as official representative(s) of the institution. It is applicable to the behavior of students and organizations, both on and off the College campus, which is determined to be incompatible with the educational environment and mission of the College.

Misconduct

The College expects the conduct of each student and organization to be in conformity with standards of common decency and decorum, with recognition of and respect for personal and property rights of others and the educational mission of the College. A student or organization may be disciplined and is in violation of the Student Conduct Code (CODE) for the following:

1. Looking on another student's paper during a test or examination or communicating in any way with anyone other than the test administrator;

2. Using unauthorized materials and/or devices in the preparation of any assignments or in the taking of any tests or examinations;
3. Having in the immediate testing area material or devices not expressly authorized by the test administrator;
4. Accepting or providing unauthorized assistance in the preparation of assignments or the taking of any tests and examinations;
5. Submitting as your own work essays, term papers, lab reports, or other project which have been prepared by others;
6. Obtaining, possessing, or gaining knowledge or answers to a current test or assignment before it has been distributed to the class and without the knowledge and consent of the instructor;
7. Gaining, without authorization, access to the work of another student (e.g. accessing the computer file of another student);
8. Plagiarizing (presenting as one's own the ideas, data, and/or works of another);
9. Inventing data or information in the preparation of assignments except when such invention is expressly authorized;
10. Violating any supplementary academic honesty code that has been adopted and approved in individual divisions of the College and distributed to students within those divisions;
11. Knowingly furnishing false information to the members of the College faculty or to other officers or employees of the College in pursuit of their official duties;
12. Forgery, alteration, or misuse of college documents, records, or identification;
13. Issuance of worthless checks made payable to the College;
14. Failure to comply with the authority of college officials acting within the capacity and performance of their positions;
15. Violation of written college rules, policies, and regulations;
16. Obstruction or disruption of teaching, research, administration, disciplinary procedures, other college activities, or other activities on college premises by either college or non-college persons or groups;
17. Destruction, damage, or misuse of college, public, or private property (the student or organization is responsible for any damage done to college property);
18. Conduct in violation of federal or state statutes or local ordinance which threatens the health and/or safety of the College community, or adversely affects the educational environment of the College;
19. Conviction of any misdemeanor or felony which adversely affects the educational environment of the College;
20. Obtaining college services by false pretenses including, but not limited to, misappropriation or conversion of college funds, supplies, equipment, labor, material, space, facilities, or services;
21. Hazing, i.e., any mental or physical requirement or obligation placed upon a person by a member of any organization, or by an individual, or by a group of individuals, which could cause discomfort, pain, or injury, or which violates any legal statute or college rule, regulation, or policy. Hazing has been defined as, but not limited to, the striking, laying open hand upon, treating with violence, or offering to do bodily harm to a person with intent to punish or injure the individual, or other treatment of a tyrannical, abusive, shameful, insulting or humiliating nature. Hazing is an action taken or situation created to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Hazing is also

considered to include the creation of a situation that results in or may result in mental or physical discomfort, embarrassment, harassment, or ridicule, including servitude often called "personal favors." Activities of this nature shall be dealt with promptly and sternly;

22. Profanity and lewd, obscene, licentious, indecent language or conduct or written threat of such action against another person;
23. Lewd, obscene, licentious, indecent, or inappropriate dress;
24. Harassment, intimidation, bribery, physical assault, sexual 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, etc., in this type situation;
25. Possession, while on college-owned or controlled property, of firearms, ammunition, explosives, fireworks, or other dangerous instrumentalities;
26. Possession, sale, and/or consumption of alcoholic beverages or non-prescribed, controlled drugs on college property or at a student or college-sponsored function;
27. Being under the influence of alcoholic beverages or non-prescribed, controlled drugs on college property or at a student or college-sponsored function;
28. Unauthorized manufacture, sale, delivery, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law;
29. Smoking, chewing, or dipping or other use of a tobacco product in college-owned or college-controlled property; use of tobacco products is prohibited in all College buildings and vehicles. Use of tobacco products is allowed outdoors but not within 25 feet of building entryways.
30. Theft, accessory to theft, and/or possession of stolen property;
31. Filing a false report or knowingly making a false statement about or interfering with the investigation of any situation described in this conduct code and the annual campus safety and security publication;
32. Physical or verbal abuse, threat of violence, intimidation, and physical or mental harassment;
33. Trespassing or unauthorized entry;
34. Entering false fire alarms, tampering with fire extinguishers, alarms, or other equipment;
35. Publishing, aiding in publishing, circulating or aiding in circulating anonymous publications or petitions;
36. Placement, establishment, or maintenance of any mobile, impermanent, or temporary living quarters on property of the College which shall include, but is not limited to, tents, mobile homes, camping devices, trailers, vans, and motor homes, and/or use of sanitary facilities on a regular, daily basis;
37. Disruptive devices such as cellular telephones, CD players, tape players, radios or other electronic devices in the student center, hallways, lecture room, classrooms, Learning Resource Center, or any other place which will interfere with the normal activity of the College.
38. Any form of gambling;
39. Disruptive or disorderly conduct which interferes with the rights and opportunities of those who attend the College to utilize and enjoy educational facilities;
40. Improper use of the Internet or other computer technology that is made available for student use in any facility on the campus of Lurleen B. Wallace Community College or assigned to Lurleen B. Wallace Community College.

41. Any other activity, conduct, or failure to follow procedure not specifically stated herein which impairs or endangers any person, property, or the educational environment of the College.

Violations of the above will render a student subject to disciplinary action under the procedures that provide for adequate notice and a fair hearing, outlined in this handbook. Penalties for violations may include the following: reprimand, probation, loss of privilege, suspension, expulsion, and other penalties which may be set forth in college regulations published in this handbook.

Where there has been a serious violation of Lurleen B. Wallace Community College regulations and a student's continued presence will materially threaten the welfare of the College, the President's designated representative, normally the Dean of Student Affairs, may immediately suspend the student. The student shall be entitled to a hearing according to the regular disciplinary procedures.

In the event a student charged with a violation of the Student Code of Conduct elects to withdraw from the class where the violation occurred or to withdraw from the College, such student shall nevertheless be subject to answering the charges and subject to such penalties as may be imposed at the various levels of the appeals process.

Due Process for Student Disciplinary Cases

Students are guaranteed procedural and substantive due process in all cases involving formal discipline charges. The College also assures each student that no disciplinary action is taken on grounds that are not supported by substantial evidence. Any case involving violation of published policies and regulations in this catalog will be brought to the immediate attention of the Dean of Student Affairs.

1. Charges of disciplinary nature may be referred against a student by a fellow student or members of the administration, faculty, or staff. The individual(s) preferring the charge must do so in writing to the Dean of Student Affairs.
2. The Dean of Student Affairs will notify the student of the charges against him/her. (This initial notification may be verbal in nature.) If the Dean of Student Affairs deems that the presence of the student(s) poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student(s) may be temporarily or indefinitely suspended. In this case a hearing will be held within 72 hours of the student's removal.
3. Depending on the circumstances, the Dean of Student Affairs may discuss the case with the student(s) and may arrive at a mutually satisfactory conclusion of the matter. If a satisfactory conclusion is not reached, the Dean of Student Affairs will appoint a Student Disciplinary Committee.
4. The Dean of Student Affairs will notify the student(s), in writing, of the charges and provide the date, time, and location of the Student Disciplinary Committee hearing.
5. The chair of the Student Disciplinary Committee will submit the official findings of the committee to the Dean of Student Affairs.
6. The Dean of Student Affairs will notify the student(s), in writing the results of the findings of the Student Disciplinary Committee.

Students Rights

The student does not forfeit any constitutional rights upon entrance into the student body of the College. The student does agree to abide by the College's rules, regulation, policies, and Conduct Code.

The student may have one person present to serve as counsel at the hearing for advisement only. Counsel will not have the right of cross-examination. The student's refusal to answer questions shall not be construed as admission of guilt.

A Student Disciplinary Committee hearing may be requested by a student; to review a decision made by institutional personnel whom the student feels is a violation of the right to due process. The student has the right to appeal the Student Disciplinary Committee's decision through procedure described under "Process for Right of Appeal" herein.

The Student Disciplinary Committee shall have the equal function of safeguarding the rights of students and maintaining a climate of integrity and safety for all members of the College community.

Students Disciplinary Committee Composition and Responsibilities

The Student Disciplinary Committee shall have the equal function of safeguarding the rights of students and maintaining a climate of integrity and safety for all members of the College community.

1. The Committee shall consist of two faculty members, one Student Services professional, one student, and a Chair.
2. The Committee members shall be appointed by the Dean of Student Affairs. The members shall serve for the hearing of one case and may be reappointed to serve on subsequent committees. The student representative will serve in the same manner as the faculty members. The chair will provide and shall cast a vote only when necessary to break a tie. Any committee member who has any personal interest or special information concerning the case will be disqualified from the case. A replacement shall be appointed by the Dean of Student Affairs.
3. The Committee shall maintain an adequate record of the history and disposition of each case. The record shall include a summary of the evidence upon which the Committee based its decision.
4. The decision of the Student Disciplinary Committee will be reached by majority vote.
5. A finding of the facts, decisions, and recommendations of the Student Disciplinary Committee shall be forwarded to the Dean of Student Affairs.
6. The Dean of Student Affairs will immediately notify the student of the Committee's findings and provide information on the course of any appeal.

Process for Right of Appeal

The Dean of Student Affairs shall be the final authority in the appeal process. The student may file a written request with the Dean of Student Affairs asking that Lurleen B. Wallace Community College review the decision of the Student Disciplinary Committee. The written request must be filed within five days (excluding Saturdays, Sunday and holidays) of official notification of the Committee's findings. No new evidence will be admitted in the appeal process. The Dean of Student Affairs will

then make an independent decision based on all information. The Dean of Student Affairs will notify the student of that decision which is final.

Sanctions Imposed by the Student Due Process Hearing Committee includes:

1. **Exoneration –** Complete dismissal of guilt on all charges against the accused.
2. **Censure –** A statement to the offender that he/she has violated college regulations and of the possibility of more stringent disciplinary action in the event of future violations.
3. **Restitution –** Reimbursement for damage or misappropriation.
4. **Disciplinary Probation –** Exclusion from participation extracurricular activities for a specified period of time and/or being placed on notice that subsequent violations of the Code will result in temporary or indefinite suspension.
5. **Suspension –** Exclusion from classes, the campus, and extracurricular activities for a specified period.
6. **Expulsion –** Termination of student status for a definite or an indefinite period. The conditions of readmission, if any, shall be stated in writing to the student.
7. **Community Service –** Performance of duties under the supervision of local agencies or College department officials.

Conscious effort is made to assure that all college regulations are within the scope of the lawful mission of tax-supported higher education. It is recognized that it is not a lawful mission of the College to prohibit the exercise of a right guaranteed by the Constitution or a law of the United States. However, the administration will take direct and appropriate action in any case involving the integrity of the College and the well-being of its students.

STUDENT GRIEVANCE PROCEDURES (GENERAL)

Lurleen B. Wallace Community College recognizes that in order to efficiently and effectively carry out its mission, its students must feel confident that any valid complaint or grievance a student may make concerning the College will be promptly addressed by the appropriate authorities. Therefore, the following procedures for resolving all such complaints and grievances (excluding Civil Rights complaints) have been adopted by the College.

Initial Steps to Resolve a Complaint

1. Students: Any student of the College who wishes to make a complaint shall report that complaint in writing to the Dean of Student Affairs. If the complaint is about a specific occurrence, the complaint shall be made within ten (10) business days of the occurrence.

2. Plan of Resolution: If the student's complaint cannot be resolved immediately but requires instead a "plan of resolution," the Dean of Student Affairs shall submit a written report to the President. The report shall be submitted within ten (10) working days of the complaint and shall detail the complaint and the plan to resolve the complaint.

3. Grievance Procedures: A student who submits a complaint to the appropriate college official under paragraphs 1-2 above and who is not informed of a satisfactory resolution, or plan of resolution, of the complaint within ten (10) business days shall have the right to file with the Dean of Student Affairs a written statement detailing the grievance. The written grievance statement shall include at least the following information:

- Date the original complaint was reported;
- Name of the 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.

The grievance statement may also contain other information relevant to the grievance which the Grievant wants considered by the Dean of Student Affairs. The Dean of Student Affairs shall provide copies of the grievance statement to the President.

4. Investigation, Hearing, and Findings: The College shall have thirty (30) calendar days from the date of the receipt by the Dean of Student Affairs of the grievance to conduct an investigation of the allegation(s), hold a hearing (if requested) on the grievance, and submit a written report to the Grievant of the findings arising from the hearing. The Dean of Student Affairs shall report the hearing findings to the Grievant by either personal service or certified mail sent to the Grievant's home address. The findings will also be provided to the President.

- **Investigation Procedures:** The Dean of Student Affairs shall conduct a factual investigation of the grievance allegations and shall research the applicable statute, regulation, or policy, if any. The factual findings of the investigation by the Dean of Student Affairs shall be stated in a written report which shall be submitted to the Grievant and to the party against whom the grievance was made (the "Respondent") and shall be made a part of the hearing record, if a hearing is requested by the Grievant. Each of the parties shall have the opportunity to file written objections to any of the factual findings and to make their objections a part of the hearing record. The Dean of Student Affairs shall for the hearing record present publications or verified photocopies containing relevant statutes, regulations, and policies. In the event that the Grievant does not request a hearing, the Dean of Student Affairs report and a recommendation for resolution of the complaint shall be filed with the President, and a copy provided to the Grievant and Respondent.

5. Hearing Procedures: In the event that the Grievant requests a hearing within the time frame designated by the Dean of Student Affairs, the Dean of Student Affairs shall designate a qualified, unbiased person or committee to conduct each grievance hearing. The hearing officer or committee shall notify the Grievant and each Respondent of the time and place of the hearing at least seventy-two (72) hours prior to the scheduled beginning of the hearing. The hearing shall be conducted in a fair and impartial manner and shall be open to the public unless both parties request in writing for the hearing to be conducted in private to the extent that there will be no violation of any applicable "sunshine law."

At the hearing, the Grievant and the Respondent shall be read the grievance statement. After the grievance is read into the record, the Grievant will have the opportunity to present such oral

testimony and other supporting evidence as he/she shall deem appropriate to his/her claim. Each Respondent shall then be given the opportunity to present such oral testimony and other evidence as he/she deems appropriate to the Respondent's defense against the charges. In the event that the College or the administration of the College at large, is the party against whom the grievance is filed, the Dean of Student Affairs shall designate a representative to appear at the hearing on behalf of the Respondent.

Any party to a grievance hearing shall have the right to retain, at the respective party's cost, the assistance of legal counsel or other personal representative. However, the respective attorneys or personal representative, if any, shall not be allowed to address the hearing body or question any witnesses. In the event that the College is the Respondent, the College representative shall not be an attorney or use an attorney unless the Grievant is assisted by an attorney or other personal representative.

The hearing shall be recorded either by a court reporter or an audio or videotape 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.

Report of Findings and Conclusions of Law

Following the hearing, there shall be a written report to the Dean of Student Affairs and the President of the findings of the hearing officer or the chair of the committee, and the report shall contain at least the following:

- Date and place of the hearing
- The name of each member of the hearing committee;
- A list of all witnesses for all parties to the grievance;
- Findings of fact relevant to the grievance;
- Conclusions of law, regulations, or policy relevant to the grievance; and
- Recommendation(s) to the President arising from the grievance and the hearing thereon.

6. Available Appeals:

The Dean of Student Affairs shall submit a completed report to the Grievant and the Respondent(s) and shall include a copy of the report to the hearing officer/committee. The Grievant shall have the right to appeal the decision of the hearing officer or committee to the Dean of Student Affairs provided that:

1. A notice of appeal is filed with the Dean of Student Affairs within fifteen (15) calendar days following the Grievant's receipt of the committee report.
2. The notice of appeal contains clear and specific objection(s) to the finding(s), conclusion(s) or recommendation(s) of the hearing officer or committee.

If the appeal is not filed by the close of the business on the fifteenth (15) day following the Grievant's receipt of the report, the Grievant's right to appeal shall be forfeited.

Dean of Student Affair's Review

The Dean of Student Affairs shall have thirty (30) calendar days from his/her receipt of the notice of appeal to review and investigate the allegations contained in the grievance, to review the hearing record, and to file a report of the findings of fact and conclusions of law. The Dean of Student Affairs shall have the authority to (1) affirm, (2) reverse, or (3) affirm in part and reverse in part the findings arising from the College grievance hearing. The Dean of Student Affairs' report shall be served to the Grievant and Respondent at their respective home addresses. The decision of the Dean of Student Affairs is final.

Harassment Policy

Lurleen B. Wallace Community College is committed to ensuring an environment for all employees and students which is fair, humane, and respectful, and which supports and rewards performance on the basis of appropriate considerations such as ability, effort, and productivity. Therefore, it is the policy of the College that no person shall be rewarded, punished, or suffer discrimination or retaliation on the basis of gender, race, color, national origin, religion, age, or disability, and that harassment in any form, by a student or an employee is strictly forbidden. For the purpose of this policy, harassment is defined as "language, behavior, or other activity which has the intent or effect of unduly demeaning, embarrassing, or discomforting for any person or persons of reasonable sensitivity. The term "harassment" includes, but is not necessarily limited to slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual's gender, race, color, national origin, religion, age, or disability.

STUDENT GRIEVANCE PROCEDURES (CIVIL RIGHTS)

This grievance procedure is established to provide recourse for any student who feels that his/her civil rights have been violated as set out in the following legislation:

Title VI and Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act) Title IX of the Education Amendments of 1972 Section 504 of the Rehabilitation Act of 1973 The Americans with Disabilities Act of 1990.

The purpose of this procedure is to secure at the lowest possible level, equitable solutions to the problem that may arise affecting students in their dealings with this institution. These proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

For the purpose of this procedure, a grievance is a claim by a student or prospective student who cites a failure of the institution to comply with civil rights legislation.

Steps to be Followed in Processing Civil Rights Grievance Procedure

Within ten (10) working days of an alleged violation, the complainant may arrange for a conference with the Dean of Student Affairs of the institution, and thereby try to resolve the complaint immediately and informally. If the complaint is not resolved to the satisfaction of the Complainant, he/she may pursue the following steps:

1. The original and two copies of Grievance Form A must be filed with the President or his designee within thirty (30) calendar days following the date of the alleged civil rights violation(s). The alleged violation(s) must be clearly and specifically stated (Grievant is advised to keep a copy of all forms used).

2. The President of the institution or his designee will have thirty (30) calendar days following date of receipt of Grievance Form A to investigate and study Grievant's allegation, hold a formal hearing, and make a written report of findings to Grievant. **This report must be mailed to grievant by certified mail, return receipt requested.**

3. Grievant must, within fifteen (15) calendar days, following receipt of the President's or his designee's report, file with the President or his designee written notice of acceptance or appeal of the report. If a notice of appeal is filed, appeal Form B must be used. Grievant must state clearly and specifically on Form B the objections to the findings and/or decisions of the President or his designee. Copies of Form B must be provided to the President or his designee and the Chancellor of the Postsecondary Education Department. If the Grievant fails to file notice of appeal by 5 p.m. on the fifteenth (15th) calendar day following receipt of the President's report, the right to further appeal will be forfeited. If a settlement is not reached at the local level, a student grievant may also contact the College's accrediting agency (address available from the Civil Rights Coordinator).

4. The Chancellor or his designee will have thirty (30) calendar days following date of receipt of Grievant's notice of appeal to investigate and study Grievant's allegations and the report of the President or his designee of the institution and make a written report of findings to grievant. **Grievant's copy must be mailed to his/her home address by certified mail, return receipt requested.**

NOTE: Grievant has the right to further appeal to the proper court or to the Office of Civil Rights of the U.S. Department of Education. All parties shall have the right to legal counsel and to produce witnesses in their own behalf. If the last day for filing notices of appeal falls on either Saturday, Sunday, or legal holiday, a Grievant will have until 5 p.m. the first working day following the fifteenth (15th) calendar day period to file.
The Civil Rights Coordinator at Lurleen B. Wallace Community College is:

Dean of Student Affairs
P.O. Box 1418
Andalusia, Alabama 36420
Telephone: 334-881-2245

GRIEVANCE REPORT

FORM A

DATE: _____

TO: Dr. Herbert H.J. Riedel, President
Lurleen B. Wallace Community College
P. O. Box 1418
Andalusia, Alabama 36420

FROM: _____

ADDRESS: (home)_____

_____

SUBJECT: ALLEGED VIOLATION

DESCRIPTION OF ALLEGED VIOLATION:

On_____,_____, my Civil Rights, in my estimation, were violated
In the following manner:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature: _____

APPEAL

FORM B

DATE: ----------

TO: Dr. Frieda Hill, Chancellor
Department of Postsecondary Education
P. O. Box 302130
Montgomery, Alabama 36130-2130

FROM: _____

ADDRESS: (home) _____

_____

SUBJECT: ALLEGED VIOLATION

GRIEVANCE; _____

INSTITUTION: _____

Appeal Statement(s)

_____
_____
_____
_____
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_____
_____
_____
_____
_____
_____

Signature: _____

STUDENT REGULATIONS
COLLEGE POLICIES AND PROCEDURES

Disclosure of Directory Information
Federal Family Educational Rights and Privacy Act (FERPA)

Lurleen B. Wallace Community College annually informs students of the Federal Family Educational Rights and Privacy Act of 1974 (Buckley Amendment, 20, U.S.C. 1230, 1232g). This Act, with which the institution fully complies, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

The Federal Family Educational and Privacy Rights Act of 1997 allows the disclosure of "Directory Information" by the College about a student. This information includes the following:

The student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, level of education, degrees and awards received, the most recent previous educational agency or institution attended by the student, and names of persons receiving non-need based financial assistance from the College.

Policy on Privacy Rights of Students

The educational records of an eligible student shall be accessible to the student. An eligible student desiring access to his or her educational records shall make a request in writing to the Director of Admissions and Records. These rights include the following:

1. Right to inspect and review the content of those records in the presence of an appropriate Lurleen B. Wallace Community College official.
2. Right to obtain copies of those records.
3. Right to a response from the College to reasonable requests for explanations and interpretations of those records.
4. Right to add any explanations to records of the eligible student.
5. Right to a hearing to challenge the content of those records.

Records not available to an eligible student include the following:

1. Financial records of parents of the student or any information contained therein.
2. Confidential letters and statements of recommendation, which were placed in the educational records prior to January 1, 1975.
3. Any information for which student has signed waiver of rights.

Challenges to the content of records include the following:

1. Any dispute with an eligible student regarding the content of his or her educational records will be settled, if possible, through informal meetings with the Dean of Student Affairs and/or the Director of Admissions and Records.
2. If the dispute is not settled through an informal process, either the student or the appropriate official of the College may make a request for a formal hearing on the matter.

Release of Records

An eligible student may request in writing to the Director of Admissions and Records that directory information may not be made accessible to any party with the exception of other college officials and instructors who have a legitimate educational interest in such records, officials of other schools in which the student seeks and intends to enroll, the Comptroller General of the United States, the Secretary of HRS, the U.S. Commissioner of Education, or authorized stated educational authorities (the appropriate authorities in connection with such information are specifically required to be reported or disclosed by state law adopted prior to November 19, 1974) accrediting organizations in order to carry parents as defined in Section 152 of the Internal Revenue Code of 1954, in compliance with judicial order or pursuant to any lawfully issued subpoena, upon condition that an effort is made by the institution in advance of the compliance, organizations, conducting studies for or on behalf of educational agencies if such studies are conducted in such a manner as not to permit the personal identification of students and their parents to persons other than those representing such organizations.

Information other than directory information may be made available to the student or party who wishes information released by written consent of the eligible student. The written request must be signed by the student, must be dated, must specify record to be released, must give reason for release, and must give names of parties to whom such record will be released.

Lurleen B. Wallace Community College shall not prohibit the restriction of the release of education or personally identifiable information if the release of this information is necessary to protect the health and/or safety of the student and/or the institution. No personal information about a student will be released without a written statement to the party receiving this information that no other party is to have access to such information without the written consent of the eligible student.

Equity in Athletics Disclosure Act

All co-educational institutions of higher education that participate in any federal student financial aid program (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, and Federal Family Education, Federal Perkins, and William D. Ford Federal Direct Loans) and have intercollegiate athletic programs must provide information concerning the Disclosure Act of 1994, Section 360B or Pub. L 104-382. This Act and accompanying federal regulations require that information based on the previous reporting year, be available for inspection by students, prospective students, and the public by October 1, 1996, and by October 15 each year thereafter. Copies of this report are available in the Office of the Athletic Director.

Facilities Usage Policy-Request for Facilities Usage

College facilities and equipment are provided to support the College in accomplishing its mission. Policies governing the use of these facilities are designated to permit maximum utilization by students, faculty, administrators, staff and their guests; to ensure the safety and well-being of the participants; and to provide the protection, care and maintenance of the facilities. The first priority for use of all instructional facilities and equipment shall be for regularly scheduled credit courses and their associated activities. College-sponsored special events and non-credit courses are next in priority.

Groups, including other educational agencies, state and local government entities, non-profit organizations, civic and community clubs whose purposes are in keeping with those of the College, may use college facilities by prior arrangement and approval.

Private individuals or groups may, on occasion, utilize a public area for meetings or receptions for non-profit purposes, provided the use is deemed appropriate by designated college personnel.

In all cases, outside agencies using the facilities must take full responsibility to ensure that the facilities are not damaged. Adequate liability insurance carried by the user may be required by the College prior to the event naming the College as an "additional insured" in accordance with Section 512.01 of the Alabama College System Policy Manual.

General Conditions for Use of Property or Facilities

Gambling and use of drugs/alcohol are prohibited. Smoking is not allowed in any facility.

Use of campus property and facilities, pursuant to prior approval as hereinafter required for meetings or other activities, is subject to limitations on the number of persons who may attend in accordance with appropriate building and fire codes and safety standards. A damage deposit may be required at the time a request is made to use a College facility.

Campus property and facilities may not be used by any non-affiliated group, organization or individual for the conduct of profit-making activities, except when a rental or lease agreement is negotiated and the institution receives a fair rental value for the property or facility used. Rental or lease agreements may be required for nonprofit activities of non-affiliated groups, organizations or individuals; however, rental charges for such use may be reduced or waived at the discretion of the President or Chief Financial Officer.

The preceding is intended to cover only Physical Plant related costs, such as custodial services or utilities. Charges for use of equipment and operators are not included. Additional charges may be necessary if special arrangements of furniture or personnel are required, and exceptions may be made with the approval of the President or Chief Financial Officer. No assembly, meeting, demonstration or other activity shall be authorized or permitted on any property or in any building or facility, when:

- A determination is made by the appropriate official or body of the institution is made that the requested use would cause substantial disruption or interference with the normal activities of the institution conducted in the course of its lawful mission, processes, and functions.
- A determination is made that the requested use would be contrary to federal, state or local law or regulation, or policies and regulations of the State Board of Education or the institution.
- The applicant or sponsor of the activity has not provided accurate or complete information required on the "Request for Space Facilities Utilization" form.
- The applicant or sponsor of the activity has been responsible for violation of these policies during a previous use of campus property or facilities and the institution has reasonable cause to believe such violation will reoccur.
- Approval for use of the property or facilities has previously been given to another group, organization or individual for the time(s) and location(s) requested.
- Use of the property or facilities requested would be impossible due to setup time and/or take-down time required for other previously scheduled activities at the requested location immediately before and/or after the requested use, or due to other extenuating circumstances.
- The activity creates or would create a danger, or dangerous condition.
- Such use conflicts or would conflict with existing contractual obligations of the institution.

Information Technology Policies and Procedures

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 the information technology resources is to provide educational resources for the College's students and employees. Lurleen B. Wallace Community College provides access to computer equipment and resources necessary to support the educational mission of the College. Access to college information systems is granted to students and employees as a privilege and, as such, imposes certain responsibilities and obligations.

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, college policies and standards, and to limit their use of information resources to the educational purposes and legitimate business of the College. This policy applies to all users of the College's information technology resources including faculty, staff, students, guests, organizations, and individuals accessing external network services, such as the Internet via college facilities. **By using the College's information resources, users, agree to abide by these policies and procedures.**

Violations of this policy may result in suspension or revocation of utilization privileges, administrative discipline, or immediate termination/dismissal of the violator's relationship with Lurleen B. Wallace Community College, and could lead to criminal and civil prosecution. Every member of the College community has an obligation to report suspected violations of the Acceptable Use Policy for Information Technology Resources. Reports should be directed to the department responsible for the particular system involved. College information technology usage policies apply to all users and are applicable to all telephones, computer hardware, software, networks peripheral devices, data and any other components connected to or associated with the College's computer systems, including access to the Internet and the use of electronic mail. The College will not be held liable for the actions of the College computer users when those actions are inconsistent with the policies and procedures set forth here.

The College makes no representation concerning the availability of computer resources, the privacy of material, or the integrity and/or retrieval ability of material placed on these resources. The College is not responsible for any damages resulting from the receipt and/or transmission of any electronic information. Acceptable use of the College's Internet connection provided via the Alabama Research and Education Network (AREN) is also governed by this document. Any activity that is not listed here, which violates local, state, federal laws, or the **AREN Acceptable Use Policy**, is also considered a violation of this Acceptable Use Policy.

User Responsibilities

Use of the College's information technology resources is permitted based on acceptance of the following specific responsibilities:

Use only those information technology resources for which you have permission.

Example: It is unacceptable

- to use resources you have not been specifically authorized to use,
- to use someone else's account and password or share your account and password with someone else,
- to access files, data, or processes without authorization,
- to access files or data that are not publicly available,
- to purposely look for or exploit security flaws to gain system or data access,
- to obstruct the operation of the College's computer systems,
- to insert inappropriate objects into disk drives,
- to tamper with cables,
- to add or delete files or software without authorization,
- to change computer or network settings without authorization,
- to display or print materials of sexually explicit or discriminatory nature,
- to use information technology to violate any other college policy or procedure,
- to use information technology for illegal or criminal purposes that violate federal, state, or local laws.

Use information technology resources for their intended purpose.

Example: It is unacceptable

- to send forged email,
- to use electronic resources for harassment or stalking other individuals,
- to send bomb threats or hoax messages,
- to send chain letters that may interfere with the system's efficiency,
- to intercept or monitor any network communications not intended for you,
- to use computing or network resources for commercial advertising or other commercial purposes,
- to use computing or network resources for the promotion of other external organizations not related to the mission of the College,
- to attempt to circumvent security mechanisms,
- to use privileged access for other than official duties,
- to use former privileges after graduation, transfer, or termination.

Protect the access and integrity of information technology resources and the privacy of others.

Example: It is unacceptable

- to access or attempt to access another individual's password or data without explicit authorization,
- to access or copy another user's electronic mail, data, programs, or other files without permission,
- to use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language,
- to use threatening, intimidating or vulgar behavior toward lab assistants, work study students or staff,
- to continue sending email messages to someone after being told to stop,
- to post derogatory information or statements about a person.

Abide by applicable laws and college policies, and respect the copyrights and intellectual property rights of others, including the legal use of copyrighted software.

Example: It is unacceptable

- to make more copies of licensed software than the license allows,
- to plagiarize works that you find on the Internet,
- to upload, download, distribute, or possess pornography,
- to violate copyright laws, including the use of images, programs, sounds, and test,
- to upload, download, or distribute copyrighted materials including, but not limited to, software, music and movies, for which the user does not have the permission from the owner to do so.

Laboratory Usage Policy

- Computer laboratories will be closed on all state holidays and breaks between semesters.
- Labs will have a schedule on the door listing the posted hours of operation. These hours will vary from lab to lab and semester to semester. These labs will only be open during the posted hours.
- After hours students may use the Library for computer access.
- Instructors may have to unlock the lab for your class and will be expected to lock the lab back unless a class is scheduled to follow yours.
- Maintenance staff and instructors should lock lab found open outside of the posted hours of operation.
- During class time instructors should only allow students enrolled in class to access the lab.
- If the lab usage policy conflicts with student needs and access, students should see the Associate Dean of Instructional and Information Technology.
- Labs will only be open outside of the posted hours on a case by case basis.
  For example: If a student must complete an assignment, the instructor could open the lab as long as the instructor locks the lab once the student is finished.

- **THESE POLICIES WILL BE ENFORCED.**

LBWCC Copyrighted Materials and Higher Education Opportunity Act Copyright Compliance Information

Lurleen B. Wallace Community College respects the intellectual property rights of others seriously and expects students, faculty, and staff to do so as well. It is the responsibility of all members of the Lurleen B. Wallace Community College to make a good faith determination that their use of copyrighted materials complies with the **United States Copyright Law.**

Proper use of copyright materials also extends to electronic resources available on the Internet. Anyone using LBWCC computing and network resources consents to the **IT Acceptable Use Policy**. The policy outlines the responsible use of all LBWCC computing and network resources. It states users are expected to abide by guidelines, including "respecting the public trust through which they have been provided, the rights and privacy of others, the integrity of the facilities, and pertinent laws, college policies and standards and to limit their use of information resources to the educational purposes and legitimate business of the College." Making unauthorized copies of licensed software or copyrighted material is prohibited. Persons who violate the IT Acceptable Use Policy, as well as other policies regarding the use of copyrighted materials, may be subject to suspension or revocation of utilization privileges, administrative discipline, or immediate termination/dismissal of the violator's relationship with Lurleen B. Wallace Community College, and could lead to criminal and civil prosecution.

Penalties for Copyright Violations

Under federal law, a person found to have infringed upon a copyrighted work may be liable for actual damages and lost profits attributable to the infringement and statutory damages from $200 up to $150,000. The copyright owner also has the right to permanently enjoin an infringer from further infringing activities and the infringing copies and equipment used in the infringement can be impounded and destroyed. If a copyright owner hired an attorney to enforce his or her rights, the infringer of a work may also be liable for the attorney's fees as well as court costs. Finally, criminal penalties may also be assessed against the infringer and could include jail time depending upon the nature of the violation.

Students are also responsible for observing the policies, rules, and regulations of Lurleen B. Wallace Community College. Failure to show respect for duly established laws or regulations will be handled by the Dean of Student Affairs in accordance with the Student Code of Conduct.

System Administrators Responsibilities

Systems 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. Persons 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 of 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 their account and password and promptly reporting any misuse or violations of the policy.

Student Publications Policy

The purpose of the student publications policy is to provide guidance to students in developing student publications, specifically a student newsletter. A student newsletter is a collection of information about the happenings of Lurleen B. Wallace Community College and will be utilized to assist in keeping the student body informed on campus activities and issues.

Policies applying to student publications include the following:

1. In all phases, student publications shall be published, so as to reflect credit upon Lurleen B. Wallace Community College, as an institution, and upon the student body.
2. Principles of sound business practice will be followed.
3. Recognized principles of journalism ethics will be followed, including the following practices:
    a. Student publications should be edited in a spirit of tolerance, restraint, and good will, both in its attitude toward persons on and off campus.

b. Recognizing the fact that student publications have circulation off-campus, care should be taken to follow standards of good taste. Vulgar, crude, and uncouth expressions have no place in publications and will not be published.
c. The editor and advisor shall be conscientious to avoid libelous statements.

4. Publications must be submitted at least two (2) weeks prior to printing for approval by the Dean of Student Affairs.
5. Advertisements must be approved in advance by the advisor and may not include advertisements for alcoholic beverages, tobacco products, political candidates or other advertisements that are in any way offensive to the staff, students, or community.

Bloodborne Pathogens Policy

Students or employees infected by a blood-borne pathogen will not automatically be excluded or dismissed from enrollment or employment, nor shall they be restricted in their access to services or facilities except in the event that a conscientious decision based on professional medical judgment is made to protect the welfare of the individual and/or the welfare of other members of the college community.

Students and employees who know or have reason to believe that they are infected by a blood-borne pathogen are expected to seek medical treatment and advice and to conduct themselves responsibly for the protection of other members of the college community.

Blood-borne Pathogens Post-Exposure Management Protocol

A. Introduction

The purpose of this protocol is to inform students and staff regarding the risk of exposure to blood-borne pathogens and the required procedure to follow if accidental exposure occurs. It is each person's responsibility to utilize precautions on campus, in the clinical setting and at all college sponsored events. This policy is based on the most current available information.

B. Protocol

If an exposure occurs, students and staff should follow the Lurleen B. Wallace Community College protocol as specified below. (If an exposure occurs in a cooperating agency setting, students or staff should also follow the guidelines of the agency.)

1. Immediately cleanse the affected area with soap and water.
2. If skin is punctured, bleeding should be encouraged if not excessive.
3. Provide first aid measures if applicable.
4. Report exposure immediately to supervisor. Supervisor will complete exposure incident report that will be forwarded to the Administrative Office. All records will be considered confidential.
5. Following a report of any exposure incident, the supervisor shall:

    a. Document the route(s) of exposure, and the circumstances under which the exposure incident occurred.
    b. Identify and document the source individual, unless the agency can establish that identification is prohibited by state or local law.

6. The source individual's blood shall be tested as soon as feasible and after consent is

obtained in order to determine HBV and HIV infectivity. If consent is not obtained, the institution or agency shall establish that legally required consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood, if available, shall be tested and the results documented. When the source individual is already known to be infected with HBV or HIV, testing for the source individual's known HBV or HIV status need not be repeated. Results of the source individual's testing shall be made available to the exposed person. The exposed person shall be informed of applicable laws and regulations concerning disclosure of the identifier and infectious status of source individual.

7. Refer the exposed person for collection and testing of blood for HBV and HIV serological status by the local Public Health Department or private physician. The exposed person's blood shall be collected as soon as feasible and tested after consent is obtained. If the exposed person consents to baseline blood collection, but does not give consent at that time for HIV serological testing, the sample shall be preserved for at least 90 days. If within 90 days of the exposure incident the person elects to have the baseline sample tested, such testing shall be done as soon as feasible.
8. Refer the person for post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service:
    a. Counseling
    b. Evaluation of reported illnesses
    c. Provide information to the Health Department or private physician
    d. The Supervisor shall ensure that the Health Department evaluating a person after an exposure incident is provided the following information:
    e. A description of the exposed person's responsibilities as they relate to the exposure incident.
    f. Documentation of the route(s) of exposure and circumstances under which exposure occurred.
    g. Results of the source individual's blood testing if available.
    h. All medical records relevant to the appropriate treatment of the person, including vaccination status, which are the exposed person's responsibility to maintain.
    i. It is the exposed person's responsibility to provide the College with records of their exposure results to which will be held confidentially in the school's Administrative Office.

C. Universal Precautions

Students and Staff must employ the universal precautions recommended currently by the Centers for Disease Control.

The universal precautions include but are not limited to the following:

1. Routine use of barrier precautions to prevent skin and mucous membrane exposure when contact with blood or other body fluids is anticipated. Gloves should be worn for touching blood, bloody fluids, mucous membranes or nonintact skin (e.g. abrasions, dermatitis) for handling items or surfaces foiled with blood or body fluids, and for performing venipuncture. Gloves should be changed after contact with each client. Masks, protective eye wear or face shields, and specialized clothing should be worn during procedures that are likely to generate droplets of blood or other body fluids to

prevent exposures of mucous membranes of the mouth, nose and eyes. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.

2. Surfaces contaminated with blood should be decontaminated with a solution made from a 1-10 dilution of household bleach and water; spray the surface with effective disinfectant.
3. Precautions should be taken to prevent injuries caused by needles, scalpels, and other sharp instruments or devices. To prevent needle-stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.
4. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags or other ventilation devices should be available for use.
5. Soiled clothing should be cut off and placed in biohazard container or bag.

Resources: Morbidity and Mortality Weekly Report (37:377-388, 1988)

DISCLOSURE OF CAMPUS SECURITY POLICIES AND CAMPUS CRIME STATISTICS

The information contained in this disclosure document is provided by Lurleen B. Wallace Community College in compliance with The Campus Awareness and Campus Security Act of 1990 (Title II of Public Law 101-542). Inquiries regarding the information contained herein should be directed to the Dean for Student Affairs.

A. Reporting Criminal Actions or Other Emergencies

1. It is the policy of Lurleen B. Wallace Community College that any criminal act; act or threat of violence; injury; destruction of college or personal property; traffic accident; or other situation which occurs on the main campus of, any branch campus of, or any other site operated by the College, and which may constitute an emergency, a danger to the health, safety, or property of any person, or a threat to the public order be reported immediately to the Dean of Student Affairs. In the event of the absence or unavailability of the Dean, the situation should be reported to the President.
2. All witnesses to any situation which fits into any of the above-described categories shall make themselves available to make written statements and otherwise assist college officials and law enforcement officers in the investigation of the situation. It shall be an offense subject to appropriate disciplinary action for any college employee or student to file a false report of, knowingly make a false statement about, or interfere with the investigation of, any situation of the nature described in paragraphA.1. above.
3. It shall be the duty of the College, upon its designated official or officials being made aware of any situation of a nature described in Paragraph A.1. above, to immediately take all reasonable action to prevent or minimize any harm or threat of harm to the employees, students, and visitors of the College. Furthermore, it shall be the duty of said official(s) to notify the appropriate law enforcement agency in the event of an act of a criminal nature, or of any

other nature (for example, a traffic accident) which would ordinarily involve law enforcement officials. Additionally, it shall be the duty of said official(s) to contact the appropriate fire department, emergency medical agency, or other authority or agency which is due to be notified of the respective incident.

B. Security of, and Access to, Campus Facilities

College facilities are routinely patrolled by members of the City of Andalusia, City of Greenville, and City of Opp Departments of Public Safety (Police Department) who are on standby 24 hours per day in the case of an emergency. Response time is approximately 5 minutes. The active students, faculty, and staff have access to the College during basic hours of operation. Buildings are open 7:00 a.m. and close at 10:30 p.m. Access keys are assigned to individuals as approved by the Dean of Student Affairs. Special use of facilities is approved by the President and/or Dean of Student Affairs. The campus grounds are lighted until midnight, and buildings are lighted from dusk to dawn. Students and employees are encouraged to be cautious.

C. Campus Law Enforcement Policies and Practices

Any infraction or attempted infraction of policies as set forth in the College Catalog will be reported to the Dean of Student Affairs.

D. Campus Programs on Security and Safety

Programs on security and safety will be suggested and coordinated through the Student Affairs Committee and the Dean of Student Affairs.

E. Crime Prevention Programs for Students and Employees

Programs on crime prevention for students and employees will be suggested and coordinated through the Student Affairs Committee and the Dean of Student Affairs.

F. Campus Crime Statistics

The following are statistics relating to incidents occurring on the main campus of, any branch of, or any other site operated by, Lurleen B. Wallace Community College for academic years 2007-08, 2008-09, and 2009-10.

For the purposes of this report, the definition expressed below shall apply. These definitions are consistent with those used by the U. S. Department of Justice in the Uniform Crime Reports published by the Federal Bureau of Investigation. The classification by the College of any criminal offense which occurs on campus shall be based on its designation by the investigating law enforcement agency, as opposed to the determination of a court, medical examiner, coroner, jury, or other judicial body.

1. Definitions

a. Murder (including non-negligent manslaughter) is the willful killing of one human being by another. Not included in this classification are deaths caused by negligence, suicide, or accident, or justifiable homicides. (Attempted murder and assault to murder shall also be excluded, but will be classified as “aggravated assaults as defined below.”)
b. Rape is the carnal knowledge of any student forcibly and against his/her will. Assaults or

attempts to commit rape by force or threat of force are also included; however, statutory rape and other sex offenses are excluded from this classification.

c. Robbery is the taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of force or violence and/or by putting the victim in fear.
d. Aggravated Assault is an unlawful attack by one person upon another for the purpose of inflicting severe or aggravated bodily injury. This type of assault is usually accompanied by the use of a weapon or by means likely to produce death or great bodily harm. Attempts to injure or kill are included in this category.
e. Burglary is defined as the unlawful entry of a structure to commit a felony or theft. The use of force to give entry is not required to classify an offense as a burglary, so long as the entry was unlawful.
f. Motor Vehicle Theft is defined as the theft or attempted theft of a motor vehicle. This offense includes the stealing of automobiles, trucks, buses, motorcycles, motor scooters, snowmobiles, etc. It does not include the taking for temporary use by a person having lawful access to the respective vehicle.

2. Statistics for Academic Year 2009-10 (09/01/09–08/31/10)

Murder

0 - Number of incidents classified as murder.

Rape

0 - Number of forcible rapes.
0 - Number of attempted rapes or assaults to rape.
0 - Total

Robbery

0- Number of robberies involving the use of a weapon.
0- Number of robberies involving force or threat but no weapon.
0 – Total

Aggravated Assault

0- Number of attempted murders.
0- Number of other
0-Total

Burglary

0- Number of Burglaries of occupied dwelling places.
0- Number of Burglaries of unoccupied dwelling places.
0- Number of other Burglaries.
0 - Total

Motor Vehicle Theft

0- Number of automobile thefts.
0- Number of other motor vehicle thefts. 0 - Total

Manslaughter

0- Number of incidents of manslaughter

Arson

0- Number of incidents of arson

Evidence of “prejudice” Crimes

0 - Number of incidents under the category of “prejudice” crimes of forcible and non-forcible

sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, manslaughter, arson, and other crimes that involve bodily injury that show evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity or disability.

3. Statistics for Academic year 2008-09 (9/01/08–8/31/09)

Murder

0- Number of incidents classified as murder.

Rape

0 - Number of forcible rapes.

0- Number of attempted rapes or assaults to rape.

0 - Total

Robbery

0- Number of robberies involving the use of a weapon.

0- Number of robberies involving force or threat but no weapon.

0 - Total

Aggravated Assault

0- Number of attempted murders.

0- Number of other Aggravated Assaults.

0 – Total

Burglary

0- Number of Burglaries of occupied dwelling places.

0- Number of Burglaries of unoccupied dwelling places.

0- Number of other Burglaries.

0 - Total

Motor Vehicle Theft

0 - Number of automobile thefts.

0 - Number of other motor vehicle thefts.

0 – Total

4. Statistics for Academic year 2007-2008 (9/01/07-8/31/08)

Murder

0 - Number of incidents classified as murder.

Rape

0 - Number of forcible rapes.

0 - Number of attempted rapes or assaults to rape.

0 - Total

Robbery

0- Number of robberies involving the use of a weapon.

0- Number of robberies involving force or threat but no weapon.

0 - Total

Aggravated Assault

0- Number of attempted murders.

0- Number of other

Burglary

0- Number of Burglaries of occupied dwelling places.

0- Number of Burglaries of unoccupied dwelling places.
0- Number of other Burglaries.
0 - Total

Motor Vehicle Theft

0- Number of automobile thefts.
0- Number of other motor vehicle thefts.
0 – Total

G. Reporting of Criminal Incidents Occurring at Off-Campus Student Organizations

The College does not recognize off-campus student organizations. If a campus-based organization is on a field trip, activity, conference, or meeting away from campus, the sponsor is responsible for reporting to the appropriate authorities the criminal incident at the time the incident takes place and as soon as possible to the Dean of Student Affairs.

H. Arrest Statistics Relating to Alcohol, Drugs, and Weapons

1. Definitions

The arrest statistics stated in this section are subject to the following definitions:

a. Arrest is the lawful detention by a person with arrest powers of a person where there is probable cause to believe violated one of the offenses covered in this section.
b. A Liquor Law Violation is an act or omission committed in violation of an ordinance or statute designed to control the possession, sale, distribution, or usage of an alcoholic beverage or beverages.
c. A Drug Abuse Violation is an act or omission committed in violation of an ordinance or statute designed to control the possession, sales, distribution, or usage of those items categorized as illicit drugs, controlled substances, or illegal drug paraphernalia.
d. Weapons Possession shall be the illegal possession or control of an item designated as a "weapon" by ordinance, statute, or case law.

2. Arrest Statistics for Academic Year 2009-10 (9/01/09-8/31/10)

The following are data relating to arrests which occurred during academic year 2009-10 on the campus of, any branch campus of, or any site operated by, the College

Liquor Law Violations

0 - Number of arrests for illegal possession of alcoholic beverages.
0 - Number of arrests for illegal sale or distribution of alcoholic beverages.
0- Number of arrests for public intoxication.
0 - Total

Drug Abuse Violations

0 - Number of arrests for illegal possession of an illicit drug or controlled substance.
0- Number of arrests for sale or distribution of drugs or controlled substances.
0 - Number of arrests for possession, sales, or distribution of drug paraphernalia. 0 - Total

Weapons Violations

0 - Number of arrests for illegal possession or control of a firearm.
0 - Number of arrests for illegal possession or control of explosives.
0 - Number of arrests for possession or control of weapons other than firearms or explosives.
0 – Total

I. College Policies on Possession, Use, and Sale of Alcoholic Beverages and Illegal Drugs.

Policies formulated in compliance with the Drug-Free Schools and Communities Act of 1989 and the Drug-Free Workplace Act follow.

Drug and Alcohol Abuse Prevention Program

I. Introduction

It is the policy of Lurleen B. Wallace Community College that during each academic year, the information contained in this document shall be distributed to each student and employee of the College.

It is further the policy of Lurleen B. Wallace Community College that during May of 1991 and every other May thereafter, a committee assigned by the President of the College shall review its Drug and Alcohol Prevention Program and shall:

1. Determine the effectiveness of its program and report to the President any revisions needed by the program to make it more effective; and
2. Ensure that the standards of conducts described in Part II hereof are fairly and consistently enforced; and
3. Submit a written report to the President stating the findings and recommendations of the Committee.

The President shall implement the Committee's recommended revisions as he/she shall deem appropriate and reasonable.

II. Standards of Conduct and Disciplinary Sanctions for Violations

Lurleen B. Wallace Community College is a public educational institution of the State of Alabama and, as such, shall not permit on its premises, or at any activity which it sponsors, the possession, use or distribution of any alcoholic beverage or any illicit drug by any student, employee or visitor. In the event of the confirmation of such prohibited possession, use or distribution by a student or employee, the 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 shall not be limited to, suspension or expulsion. For an employee, such administrative or disciplinary action may include, but shall not be limited to, reprimand or suspension or termination of employment or requirement that the employee participate in and/or successfully complete an appropriate rehabilitation program. Any visitor engaging in any act prohibited by this policy shall be called upon to immediately desist from such behavior. If any employee, 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.

III. Legal Sanctions Regarding Unlawful Use, Possession or Distribution of Alcoholic Beverages and Illicit Drugs

A. State Offenses

Activities which violate Alabama laws concerning illicit possession, use and distribution of alcoholic beverages or drugs include, but are not limited to, the following. (Those provisions which refer to drug "Schedules" are making reference to the authorization by the State

Legislature for the State Board of Health to classify drugs in terms of their potential for abuse and their current usage in medical treatment. Schedule I consists primarily of "street drugs" such as crystal methamphetamine, heroin, morphine, marijuana, LSD, mescaline, etc. Schedule II includes opium, cocaine and methadone, among other illicit drugs. Schedule III drugs include those which have less potential for abuse than Schedule I or II and those substances with the least potential for abuse are included in Schedules IV and V. The Schedules may be found at Code of Alabama (1975), Section 20-2-23, et seq.)

1. Public Intoxication is punishable by up to 30 days in jail. (Code of Alabama (1975), sec. 13A-11-10.
2. Possession, consumption or transportation of an alcoholic beverage by a person of less than 21 years of age is punishable by a fine of $25-$100 or a 30 day jail term. (Code, sec. 28-1-5.)
3. Possession or distribution of an alcoholic beverage in a dry county is punishable by a fine of $50-$100 and, in the discretion of the judge, a jail sentence of up to six (6) months. (Code, sec. 28-4-20, et seq.)
4. Possession of an alcoholic beverage illegally manufactured or illegally brought into the State of Alabama is punishable by a fine of $100-$1,000 plus, in the discretion of the judge, a jail sentence of up to six (6) months. (Code, sec. 28-1-1.)
5. Driving or being in actual physical control of a vehicle while under influence of alcohol or other drugs is punishable, upon the first conviction, by a fine of $250-$1,000 and/or one year in jail plus suspension of drivers license for 90 days. (Code, sec. 32-5A-191).
6. Possession of marijuana for personal use is punishable by a fine of up to $2,000 and/or a jail sentence of up to one (1) year. (Code, sec. 13A-12-213.)
7. Possession of marijuana for other than personal use is punishable by a fine of up to $5,000 and a prison sentence of not more than ten (10) years. (Code, sec. 13A12-213.)
8. The selling, furnishing, or giving away, manufacturing, delivery or distribution of a controlled substance listed in Schedules I-V of the Alabama Controlled Substance Act is punishable by a fine of up to $10,000 and/or a prison term of not more than 20 years. (Code, sec. 13A-12-211.)
9. The selling, furnishing or giving by a person 18 years or older to a person under the age of 18 years of age any controlled substance listed in Schedules I-V of the Alabama Controlled Substance Act is punishable by a fine of up to $20,000 and/or a prison term of up to life. (Code, sec. 13A-12-215.)
10. Possession of a controlled substance enumerated in Schedule I through V is punishable by a fine of not more than $5,000 and/or a prison term of not more than 10 years. (Code, sec. 13A-12-212.)
11. Conviction for an unlawful sale of a controlled substance or, within a three-mile radius of, any educational institution brings with it an additional penalty of 5 years of imprisonment with no provision for parole. (Code, sec. 13A-12-250.)
12. The use or possession with intent to use, of drug paraphernalia is punishable by up to three (3) months in jail and/or a fine of up to $500. (Code, sec. 13A-12-260.)
13. The sale of, delivery of, or possession of with the intent to sell or deliver drug paraphernalia is punishable by not more that 10 years in prison and/or a fine of up to $5,000. If the delivery or sale is to a person under 18 years of age, it is punishable by up to 20 years in prison and/or a fine of up to $10,000. (Code, sec. 13A-12-260).

Penalties for subsequent violations of the above-described provisions are progressively more severe than the initial convictions.

B. Federal Offenses

Activities which violate Federal laws concerning illicit possession, use and distribution of alcoholic beverages and drugs include, but are not limited to, the following:

- 21 U.S.C. 841 makes it a crime: (a) to manufacture, distribute or dispense or possess with intent to manufacture, distribute or dispense a controlled substance or (b) to create, distribute or dispense or possess with intent to distribute or dispense or counterfeit substance.
- The U.S. Code establishes and authorizes the U.S. Attorney General to revise as needed, classifications of controlled substances. The drugs are each classified in one or more of five "schedules", Schedule I being comprised essentially of "street drugs" and Schedule V being comprised of drugs with a "low potential for abuse" when compared with drugs in
- Schedules I-IV. Examples of Schedule I drugs are heroin and marijuana. PCP, for example, is a Schedule II drug. Amphetamine is a Schedule III drug, while Barbital is a Schedule IV drug. An example of a Schedule V drug would be a prescription medication with not more than 200 mg. of codeine per 100 grams.

The penalties for a first offense conviction of violating the laws described in items (a) and (b) above are:

1. In the case of Schedule I or II drug which is a narcotic drug, not more than fifteen (15) years in prison, a fine of not more than $25,000, or both.
2. In the case of Schedule I or II drug which is not a narcotic drug or in the case of Schedule III drug, not more than five (5) years in prison, a fine of not more than $15,000, or both.
3. In the case of Schedule IV drug, not more than three (3) years in prison, a fine of not more than $10,000, or both.
4. In the case of a Schedule V drug, not more than one (1) year in prison, a fine of not more than $5,000, or both.
5. Notwithstanding subparagraphs 1 through 4 above, the distribution of a small amount of marijuana for no remuneration is punishable by imprisonment of not more than one (1) year and/or a fine of not more than $5,000.
6. Notwithstanding subparagraphs 1 through 4 above, the manufacture, possession or distribution or intent to manufacture, possess or distribute phyncyclidine (PCP, "angel dust") is punishable by up to ten (10) years in prison and/or fine of not more than $25,000.

Penalties for subsequent violations of these provisions are progressively more severe than for initial convictions.

C. Local Ordinances

The local ordinances for the cities of Andalusia, Greenville, and Opp are covered under State and Federal laws concerning drug and alcohol abuse.

IV. Health Risks of Drug and Alcohol Use and Abuse

The following is a list of some of the health risks and symptoms associated with the following categories of substances. It is not intended to be the final word on such health risks, since the scientific

and medical communities will continue their research into the discoveries concerning the abusive use of drugs and alcohol.

A. Cannabis

1. Include marijuana, hashish, hashish oil and tetrahydrocannabinol (THC).
2. Regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time and reduce ability to perform tasks requiring concentration and coordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high". Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

B. Cocaine

1. Include cocaine in powder form and "crack" in crystalline or pellet form.
2. Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with unsterile equipment can cause AIDS, hepatitis and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive and its effects are felt within 10 seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia and seizures.

The use of cocaine can cause death by disrupting the brain's control of the heart and respiration.

C. Other Stimulants

1. Include amphetamines and methamphetamines ("speed", phenmetrazine (Preludin); Methylphenidate (Ritalin); and "anorectic" (appetite suppressant) drugs such as Didrex, Pre-Sate, etc.
2. Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness and anxiety. Extremely high doses can cause rapid or irregular heartbeat, tremors, loss of coordination and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure than can result in stroke, very high fever or heart failure.

In addition to the physical effects, users report feeling restless, anxious and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions and paranoia. These symptoms usually disappear when drug use ceases.

D. Depressants

1. Include such drugs as barbiturates, methqualone (Quaaludes), and tranquilizers such as Valium, Libruim, Equanil, Mil-town, etc.
2. The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait and altered perception. Very large doses can cause respiratory depression, coma and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia and anxiety or convulsions and death.
Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

E. Narcotics

1. Include such substances as heroin, morphine, opium and codeine as well as methadone, meperidine (Demerol), hydro-morphine (Dilaudin) and such drugs as Percocet, Percodan, Darvon, Talwin, etc.
2. Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea and vomiting. Users also may experience constricted pupils, watery eyes and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma and possibly death.

Tolerance to narcotic develops rapidly and dependence is likely. The use of contaminated syringes may result in disease such as AIDS, endocarditis and hepatitis. Addiction in pregnant women can lead to premature, stillborn or addicted infants who experience severe withdrawal symptoms.

F. Hallucinogens

1. Include phencycidine (“PCP”), lysergic acid diethylamide (“LSD”), mescaline, peyote and psiocybin.

2. Phencyclidine “PCP” interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and derangement. Time and body movements are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last 6 months to a year following prolonged daily use. Mood disorders, depression, anxiety and violent behavior also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations.

Large doses may produce convulsions and coma, heart and lung failure or ruptured blood vessels in the brain.

Lysergic acid (LSD), mescaline and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline or psiocybin. The user may experience panic, confusion, suspicion, anxiety and loss of control. Delayed effects or flashbacks can occur even after use has ceased.

G. Inhalants

1. Include such substances as nitrous oxide ("laughing gas"), amyl nitrite, butyl nitrite, chlorohydrocarbons (used in aerosol sprays), and hydrocarbons (found in gasoline, glue and paint thinner).
2. Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage.

Deeply inhaling the vapors or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops. Long-term use can cause weight loss, fatigue, electrolyte imbalance and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

H. Designer Drugs

1. Designer drugs include analogs of fetanyl and analogs of meperidine (synthetic heroin), analogs of amphetamines and methamphetamines (such as "Ecstasy"), and analogs of phencycidine.
2. Illegal drugs are defined in terms of their chemical formulas. Underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease – uncontrollable tremors, drooling, impaired speech, paralysis and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating and faintness. Psychological effects include anxiety, depression and paranoia. As little as one dose can cause brain damage. The analogs of phencycidine cause illusions, hallucinations and impaired percept.

I. Alcohol

1. Ethyl alcohol, a natural substance formed by the fermentation that occurs when sugar reacts with yeast, is the major active ingredient in wine, beer and distilled spirits.
2. Ethyl alcohol can produce feelings of well-being, sedation, intoxication, unconsciousness or death, depending on how much is consumed and how fast it is consumed.

Alcohol is a "psychoactive," or mind-altering drug as are narcotics and tranquilizers. It can alter moods, cause changes in the body and become habit-forming. Alcohol depresses the central nervous system and too much can cause slowed reactions, slurred speech and unconsciousness.

Chronic use of alcohol has been associated with such diseases as alcoholism and cancers of the liver, stomach, colon, larynx, esophagus and breast. Alcohol abuse can also lead to damage to the brain, pancreas and kidneys; high blood pressure, heart attacks and strokes; hepatitis and cirrhosis of the liver; stomach and duodenal ulcers; colitis; impotence and infertility; and premature aging. Abuse of alcohol has also been linked to birth defects and Fetal Alcohol Syndrome.

V. Where to Get Assistance

There is help available for persons who are in need of counseling or other treatment for substance. There is help available for persons who are in need of counseling or other treatment for substance abuse. Listed below are several agencies and organizations which can assist persons in need of such services.

A. On-Campus Assistance

Counselors at the College are available to students and employees of the College concerning information on substance abuse as well as information on, and assistance in obtaining, counseling or other treatment.

B. National Toll-Free Hotlines

1. 1-800-662-HELP (M-F, 8:30 a.m. - 4:30 p.m.) National Institute on Drug Abuse Informational and Referral Line
2. 1-800-241-9746 (M-F, 8:30 a.m. - 5:00 p.m.) Parent's Resource Institute for Drug Education (PRIDE)
3. 1-800-COCAINE (M-F, 9:00 a.m. – 5:00 p.m.; S-S, 12 noon – 3:00 a.m.)

C. Local Information and Referral Numbers

1. First Step 469-5347
2. Crenshaw County Hospital 1-800-662-1171
3. Southeast Alabama Mental Health Center 222-2523
4. Intensive Outpatients Substance Abuse Program
   Atmore Mental Health Center 334/368- 1675 (M-F, 1:00 p.m. - 9:00 p.m.)

D. Treatment Facilities

The treatment facilities shown below provide alcohol and/or drug treatment on an outpatient, residential or inpatient basis.

Outpatient care generally consists of counseling and other therapy on a periodic basis, such as twice-a-week. Inpatient services include such treatment as detoxification and short-term hospital care. Residential services include residing (generally from one to six months) at a treatment facility and participating in such therapeutic activities as lectures, group counseling, individual counseling and self-analysis.

Some of the listed facilities are private and some public. In most instances, the care offered at a public facility is less expensive than similar services offered at private facilities. However, many health and hospitalization insurance policies include coverage for substance abuse treatment. There are also situations in which private facilities are provided public funding to offer services to eligible clients who would not otherwise be able to afford such services.

Baptist Addictive Disease Program
2105 East South Boulevard
Montgomery, Alabama 36616 334/286-3535

Crenshaw County Hospital (A/D)
Brantley Highway
Luverne, Alabama
334/335-5763

East Central Mental Health/Mental Retardation Center (A/D)
1305 South Brundidge Street
Troy, Alabama 36081
566-6053

Spectra Care (A/D)
104 Prevatt Road
Dothan, Alabama 36301 794-0731

Montgomery Area Mental Health Authority 101 Coliseum Blvd
Montgomery, Alabama 36109
334/279-7830

New Way Recovery Center
Monroe County Hospital
Monroeville, Alabama
241/743-7361

South Central Alabama Mental Health Center
Highway 55 South
Andalusia, Alabama 36420
334/222-2523

Southwest Alabama Mental Health/Mental Retardation Center
328 West Claiborne Street
Monroeville, Alabama 36461-0964
251/575-4203 or 251/575-4204

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