

**LURLEEN B. WALLACE
COMMUNITY COLLEGE**



COLLEGE CATALOG
and
STUDENT HANDBOOK
2014-2015

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.

Nondiscrimination Policy - 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
Latrece Hall
334-881-2271

Greenville Campus
Latrece Hall
334-881-2271

Luverne Center
Laura Elliott
334-335-2187

MacArthur Campus
Jason Cain
334-493-5363

In accordance with federal regulations as set forth by the **Higher Education Act of 1965 (HEA), as amended by the Higher Education Opportunity Act of 2008 (HEOA),** Consumer Disclosure information for LBWCC can be found on the College website at www.lbwcc.edu. Gainful Employment disclosure information for technical programs is located on the website at www.lbwcc.edu/academics/careertechnical_division/programs.aspx

Accreditation

Lurleen B. Wallace Community College is accredited by the **Southern Association of Colleges and Schools Commission on Colleges** to award the Associate in Arts, Associate in Science, Associate in Applied Science degrees and certificates. 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.

Program Accreditations

Associate Degree Nursing is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, www.acenursing.org

Automotive Mechanics is accredited by the National Automotive Technicians Education Foundation (NATEF), 101 Blue Seal Drive, S.E., Suite 101, Leesburg, VA 20175, www.natef.org

Diagnostic Medical Sonography is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS), 1361 Park Street, Clearwater, FL 33756. www.caahep.org

Emergency Medical Services Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP), 1361 Park Street, Clearwater, FL 33756. EMT certificate programs (EMT and AEMT) are approved by the Alabama Department of Public Health, Office of EMS and Trauma.

Contact Information

www.lbwcc.edu

General mailing addresses, phone numbers, and fax numbers for each of the Lurleen B. Wallace Community College locations are shown below. When calling the main phone number, (334-222-6591), the answering system will prompt the entering of the extension number of the person to whom one wishes to speak. A directory of college personnel, which includes extension numbers and email addresses can be accessed from the College's website by using the following link http://www.lbwcc.edu/administration/phoneemail_directory.aspx.

Andalusia Campus
P.O. Box 1418
Andalusia, AL 36420
334-222-6591
fax 334-881-2300

Greenville Campus
750 Greenville By-Pass
Greenville, AL 36037
334-382-2133
fax 334-382-2215

Luverne Center
886 Glenwood Road
Luverne, AL 36049
334-335-2187
fax 334-335-2057

MacArthur Campus
P.O. Box 910
Opp, AL 36467
334-493-3573
fax 334-493-7003

Dear Student or Prospective Student:

Thank you for considering Lurleen B. Wallace Community College! We are one of the twenty-six member colleges of the Alabama Community College System – a leading educational and economic resource for the state and one of the 1,167 community colleges in the nation, educating 45% 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 are highly credentialed professionals and in many cases have 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 continuing economic worries, 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

2014-2015 ACADEMIC CALENDAR
LURLEEN B. WALLACE COMMUNITY COLLEGE

FALL SEMESTER 2014

August 11.....First Faculty Workday
 August 13.....First day students may apply charges to Financial Aid
 August 14.....Last Registration Day
 August 18.....Classes begin
September 1.....Labor Day Holiday
November 11.....Veterans Day Holiday
 November 14..... Spring Semester Registration begins
 November 24-26.....Professional Development
November 27-28.....Thanksgiving Holidays

Full Session (August 18 – December 16)

Classes begin.....August 18
 Drop/Add and Late Registration.....August 18-21
 Mid-Term.....October 8
 Date that students have earned 100% Pell Grant Aid....October 24
 Last Day to Withdraw.....November 13
 Final Exams.....December 10, 11, 12, 15, 16

Mini-Term Session I (August 18 – October 9)

Classes begin.....August 18
 Drop/Add and Late Registration.....August 19
 Date that students have earned 100% Pell Grant Aid....September 18
 Last Day to Withdraw.....September 30
 Final Exams.....October 9
 Grades Due.....October 16

Mini-Term Session II (October 10 – December 16)

Classes begin.....October 10
 Drop/Add and Late Registration.....October 13
 Date that students have earned 100% Pell Grant Aid....November 14
 Last Day to Withdraw.....December 1
 Final Exams.....December 10, 11,12,15,16

December 17.....Faculty Workday
 December 18.....Faculty Workday, Grades due 10:00 a.m.
 December 19.....Faculty Workday
 December 24-31.....College closed for Christmas Holidays
 December 29.....First day students may apply charges to Financial Aid

SPRING SEMESTER 2015

January 1.....New Year’s Holiday
January 2.....Local Holiday
January 5..... First Faculty Workday and Last Registration Day
January 6.....Classes begin
January 19.....Martin Luther King Holiday

Full Session (January 6 – May 5)

Classes begin.....January 6
Drop/Add and Late Registration.....January 6-9
Mid-Term.....March 2
Date that students have earned 100% Pell Grant Aid.....March 13
Last Day to Withdraw.....April 7
Final Exams.....April 29, 30, May 1, 4, 5

Mini-Term Session I (January 6 – March 2)

Classes begin.....January 6
Drop/Add and Late Registration.....January 7
Date that students have earned 100% Pell Grant Aid.....February 8
Last Day to Withdraw.....February 18
Final Exams.....March 2
Grades Due.....March 9

Mini-Term Session II (March 3 – May 5)

Classes begin.....March 3
Drop/Add and Late Registration.....March 4
Date that students have earned 100% Pell Grant Aid.....April 13
Last Day to Withdraw.....April 17
Final Exams.....April 29, 30, May 1, 4, 5

March 30-April 3Spring Break
April 10.....Summer Semester Registration begins
May 7.....Faculty Work Day, Grades Due 10:00 a.m.
May 8..... Faculty Work Day/Graduation

SUMMER SEMESTER 2015

May 14.....First day students may apply charges to Financial Aid
May 19.....Last Registration Day, Faculty Workday
May 20.....Classes begin
May 25.....Memorial Day

Full Session (May 20 –August 3)

Classes begin.....May 20
Drop/Add and Late Registration.....May 20-21
Mid-Term.....June 24
Date that students have earned 100% Pell Grant Aid.....July 4
Last Day to Withdraw.....July 17
Final Exams.....July 30, 31, August 3
Grades Due.....August 4, 5:30 p.m.

Mini-Term Session I (May 20 – June 24)

Classes begin.....May 20
Drop/Add and Late Registration.....May 20, 21
Date that students have earned 100% Pell Grant Aid.....June 10
Last Day to Withdraw.....June 15
Final exams.....June 24
Grades Due.....July 1, 5:30 p.m.

Mini-Term Session II (June 25 – August 3)

Classes begin.....June 25
Drop/Add and Late Registration.....June 25, 26
Date that students have earned 100% Pell Grant Aid.....July 18
Last Day to Withdraw.....July 17
Final Exams.....August 3
Grades Due.....August 4, 5:30 p.m.

July 3.....Independence Day Holiday Observed
July 17.....Fall Semester Registration begins
July 20 (LBWCC Experience, Greenville).....Greenville and Luverne students do not attend class
July 21 (LBWCC Experience, Andalusia)Andalusia students do not attend class
July 22 (LBWCC Experience, MacArthur).....MacArthur students do not attend class
July 23 (LBWCC Experience, Andalusia)Andalusia students do not attend class (day classes only)
August 4.....Faculty Work Day/Grades due

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INTRODUCTION TO THE COLLEGE

History of the College

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. 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-mile 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 \$3 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. Extensive renovation, remodeling, and refurbishing of the infrastructure of the College took place with twenty-six major projects undertaken.

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.

Lurleen B. Wallace Community College

On January 23, 2003, the Alabama State Board of Education took official action 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 the 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 serving the counties of Butler, Crenshaw, Coffee, Covington, and Geneva, Alabama. Campuses are located in Andalusia, Greenville, and Opp, and an instructional center is located in Luverne.

In 2004, a ten-year Facilities Master Plan was developed to facilitate the programmatic growth of the College as a result of the consolidation and expanded mission of the College. Major renovations and new construction were undertaken at the Andalusia and MacArthur campuses to accommodate new programs and courses. In 2005, construction of a 30,000 square foot technology center was initiated on the Greenville campus to facilitate the expanded comprehensive mission of that campus.

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 newbuildings, the Child Development Center on the Andalusia Campus and the Technology Building on the Greenville Campus.

Dr. Meadows resigned as President 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.

The Wendell Mitchell Conference Center on the Greenville Campus was completed in August, 2009. Renovations to the Luverne Center were completed in 2009 as well. This year also saw completion and implementation of the College's five-year strategic plan.

Renovation to the Martha and Solon Dixon Center for the Performing Arts entrance was completed in 2010 and a landscape enhancement plan for the Andalusia Campus was developed. The first phase was completed in 2012, and included a drop-off area in front of the performing arts center, an enhanced streetscape along Dannelly Boulevard with improved drainage, new curbs, angled parking, more than 40 new trees, and additional attractive street lighting. A concrete patio with picnic tables and benches was also added in front of the Jeff Bishop Student Center as a place for students to sit and relax outdoors.

A collaborative effort between LBWCC, the LBWCC Foundation, and local, state, and national government entities resulted in the creation of Saints Hall in 2013, a Foundation-owned student housing apartment complex adjacent to the Andalusia campus. This collaboration resulted in the College being named a 2014 Bellwether Award Finalist by the Community College Futures Assembly.

In 2015, LBWCC celebrates the 50th anniversary of providing higher education in South Alabama.

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.

General Education Competencies

In support of the college mission and its priority to expand and strengthen program offerings that prepare students for entry to colleges and universities and/or the workforce, the College has identified the following general education competencies:

1. Students will communicate effectively through writing and speaking.
2. Students will read effectively.
3. Students will utilize basic computer skills.
4. Students will demonstrate competency in fundamental mathematical skills.

The College assesses student attainment of these competencies each year.

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 one primary form of identification:

Examples of primary forms of identification:

- Unexpired Alabama Driver's License or instruction permit
- Unexpired Alabama identification card
- Unexpired U.S. Passport
- Unexpired U. S. Permanent Resident Card
- Resident Alien Card – Pre-1997
- Unexpired Driver's License or instruction permit from another state or possession that verifies lawful presence, dated 2000 and beyond
- U.S. Alien Registration Receipt Card (Form I-151) prior to 1978
- BIA or tribal identification card with photo
- I-797 Form with expiration date

Applicants should submit the identification referenced above to the Office of Student Services in person. Those applicants unable to present identification in person must submit a legible copy by mail or via electronic submission. **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 and proof of passage of the Alabama Public High School Graduation Examination; 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-D 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, and Nail Technology

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.
- C. College faculty credential shall be provided to the local school board of education as needed to meet credential standards of accrediting agencies.
- D. 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.
- E. 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.
- F. College courses approved for dual credit shall be posted on both high school and college transcripts. Courses completed for dual credit shall be transcribed with the appropriate statement at the postsecondary level indicating dual enrollment credit.
- G. 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.
- H. 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.
- I. 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.)
- J. 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.
- K. 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.

- L. 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.
- M. A copy of Policy 801.03 and its guidelines must be included in the Dual Enrollment/Dual Credit Agreement.

Statewide Articulation for Career and Technical Courses

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

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) standards.
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), and meet instructor qualifications established by the Alabama State Board of Education for Postsecondary instructors of the collegiate course(s) in which articulated credit is requested.
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. Colleges may grant articulated credit for courses not within the student's program of study.
7. Articulation credit must be requested by the student no later than 16 months of high school graduation.
8. Coursework completed in grades 10 through 12 is eligible for articulated credit.
9. Articulation credit is not available in postsecondary courses if granting such credit violates policies or regulations of licensure agencies or regulatory boards.

10. 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) | | | | | |
| | | | | 430126 | Refrigerants and |
| 112 | HVACR Service Procedures | 3 | | 430121 | Introduction to Heating, Ventilation Air-Conditioning, and Refrigeration (HVACR) and |
| | | | | 430125 | HVACR Electrical Components and Control and |
| | | | | 430124 | Introduction to Electricity for HVACR Systems |
| 121 | Principles of Electricity for HVACR | 3 | | 430124 | Introduction to Electricity for HVACR Systems |
| 123 | HVAC/R Electrical Components | 3 | | 430122 | Basic Compression Refrigeration and |
| | | | | 430121 | Introduction to HVACR and |
| | | | | 430125 | HVACR Electrical Components and Controls and |
| | | | | 430124 | Introduction to Electricity for HVACR Systems |

| Postsecondary Course | | Credit Value | Secondary Course Numbers | Required Secondary Course(s) |
|-----------------------------------|---|--------------|------------------------------|--|
| Automotive Mechanics (AUM) | | | | |
| 112 | Electrical Fundamentals | 3 | | 570025 Automotive Electrical & Electronic Systems I and |
| | | | | 570026 Automotive Electrical & Electronic Systems II |
| Child Development (CHD) | | | | |
| 100 | Introduction to Early Care and Education of Children | 3 | | 510021 Child Development and |
| | | | | 460009 Education and Training |
| | | | | or |
| | | | | 460013 Early Childhood Education I and |
| | 330304 | 460014 | Early Childhood Education II | |
| 202 | Children's Creative Experiences | 3 | | 510021 Child Development and |
| | | | | 51043 Creative Arts |
| Computer Science (CIS) | | | | |
| 113 | Spreadsheet Software Applications | 3 | | 450006 Business Technology Applications and |
| | | | | 450031 Business Technology Applications – Advanced |
| Cosmetology (COS) | | | | |
| 111 and 112 | Introduction to Cosmetology and Introduction to Cosmetology Lab | 6 | | 510060 Introduction to Cosmetology (year long program) |

| Postsecondary Course | | Credit Value | Secondary Course Numbers | | Required Secondary Course(s) |
|-------------------------------------|---|--------------|--------------------------|--------|---|
| 117 and 118 | Basic Spa Techniques and Basic Spa Techniques Lab | 6 | | 510063 | Introduction to Spa Techniques and |
| | | | | 510064 | Advanced Spa Techniques Applications |
| Culinary Arts (CUA) | | | | | |
| 101 | Orientation to the Hospitality Profession | 3 | | 500011 | Hospitality and Tourism |
| 112 | Sanitation, Safety and Food Service | 2 | | 500012 | Culinary Arts I and |
| | | | | 500013 | Culinary Arts II |
| Industrial Electronics (ILT) | | | | | |
| 169 | Hydraulics/Pneumatics | 3 | | 540011 | Industrial Systems and Maintenance I and |
| | | | | 540012 | Industrial Systems and Maintenance II and |
| | | | | 540013 | Industrial Systems and Maintenance III and |
| | | | | 540014 | Industrial Systems and MaintenanceIV |
| Office Administration (OAD) | | | | | |
| 103 | Intermediate Keyboarding | 3 | 540203 | 450006 | Business Technology Applications |
| 125 | Word Processing | 3 | 540203 | 450006 | Business Technology Applications |
| 135 | Financial Record Keeping | 3 | | 470012 | Accounting |

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 | Shielded Metal Arc Fillet/Oxyfuel Cutting and | 3 | 430070 | Introduction to Welding |
| WDT122 | Shielded Metal Arc Fillet Welding/Oxyfuel Cutting Lab | 3 | | |
| 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.

Senior citizens granted a tuition and fees waiver under the Senior Adult Scholarship Program may receive the waiver only one time per course. Any time a senior citizen repeats a course the student is responsible for the cost of tuition and fees.

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.

Admissions – Allied Health and Nursing Departments

The Allied Health Department includes the following programs of study: Diagnostic Medical Sonography and Emergency Medical Services. The Nursing Department includes the following programs of study: Practical Nursing and Associate Degree Nursing Mobility Program. Applicants must submit not only an Application for Admission to the College, but also an Application for Allied Health Program or an Application for Nursing 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 Allied Health Department or the Nursing 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: All of these admission requirements must be on file in the Admissions Office before an I-20 can be issued.

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

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

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 continuously 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, 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 \$113 per credit hour
Building Fee.....\$ 9 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.

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

NOTE: The College verifies that a student registering in distance education programs is the same student participating in class or coursework. There are no projected charges associated with the verification of student identity for the current terms.

Other fees

Graduation fee \$37
Returned check fee \$30

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. The College will turn over delinquent accounts to the debt collection agency of Williams & Fudge for collection.

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 will be refunded the full purchase price if returned within 3 days from the first day of classes. Receipt required.

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: THE STUDENT IS RESPONSIBLE FOR COMPLETING DROP/ADD FORM AND SUBMITTING IT 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 Title IV 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 worksheets are available in the Financial Aid Office. Students **must** apply via the internet at www.fafsa.gov. The priority date 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 Federal Financial Aid a student must meet all of the following requirements:

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

Verification Data

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

1. A signed copy of Federal Tax Transcript and W-2's,
2. A signed copy of parent's and/or spouse's Federal Tax Transcript and W-2's. To obtain an IRS Tax Return Transcript, go to www.irs.gov and click on the "Order a Return or Account Transcript" link, or call 1-800-908-9946.
3. A verification worksheet, and/or
4. Other information as requested by the Financial Aid Office.

Students may review their financial aid requirements online at www.lbwcc.edu by selecting **MYLBWCC** and logging into the **Student Information Center**. 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.gov.

A student must apply for Federal Pell Grant each academic year. This should be done during each spring semester. Confirmation page will indicate estimated financial aid, if eligible.

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 by the priority dates. 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 have all classes dropped 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.

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 at www.fafsa.gov 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 at www.fafsa.gov. 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 at www.fafsa.gov. 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 and to apply for Federal VA benefits, please visit www.benefits.

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

Federal regulations require all students receiving federal financial aid (Federal Pell Grant, Federal Work Study, Federal Supplemental Educational Opportunity Grant, or Alabama Student Assistance Programs/Knight Grant) 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. (Please note: Students enrolled in a technical program may require evaluation at the end of each term.) Students enrolled in a technical clock hour program must meet progression requirements before aid will be awarded for future disbursements.

According to 34 CFR 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 enrolled in a degree program or a certificate program requiring more than 26 credit hours must meet or exceed the following minimum cumulative GPA based upon total hours attempted:

| <u>Semester Credit Hours Attempted</u> | <u>Cumulative GPA</u> |
|---|------------------------------|
| 12-21 | 1.50 |
| 22-32 | 1.75 |
| 33 or more | 2.00 |

Students enrolled in certificate programs equal to 26 hours must meet or exceed the following minimum cumulative GPA based upon total hours attempted:

| <u>Semester Credit Hours Attempted</u> | <u>Cumulative GPA</u> |
|---|------------------------------|
| 12-17 | 1.50 |
| 18 or more | 2.00 |

All hours attempted and earned at LBWCC will be included in meeting cumulative GPA requirements.

- 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. **All credit hours (including accepted transfer credit hours) in current program of study will be included in Timeframe for Completion calculation.**

Each student on federal financial aid must earn two-thirds (67%) of all the hours (including remedial courses and accepted transfer credit 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.

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.

Repeat Courses – 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. A student, who has subsequently passed a course, will be allowed to receive financial aid to repeat that course one time. 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).

Financial Aid Suspension – Academic progress will be reviewed each academic year and at the time a student applies for financial aid. 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. If placed on academic suspension, a student is **not** eligible to receive financial aid for the duration of suspension, even if he/she is readmitted to the College upon academic appeal. Financial Aid will be reinstated when the student attends college at his/her own expense and meets the minimum standards of satisfactory academic progress or if the Financial Aid Appeal Committee reinstates eligibility.

Change in Program – A 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 attempting more than three (3) programs of study. A student must be meeting the Qualitative and Quantitative requirements in previous program(s) before receiving federal financial aid for a new program. Transfer students will be considered as attempting one program of study. Once a student has received a Pell Grant for 12 semesters, or the equivalent, they will no longer be eligible for additional Pell Grants.

Appeals Process – If a student wishes to request consideration for re-instatement of federal financial aid due to mitigating circumstances, the student must complete a Financial Aid Appeal form. A student may submit a request to reinstate federal financial aid one time. A written explanation regarding the mitigating circumstances, plan for improvement, and supporting documentation must be included with the Financial Aid Appeal form and submitted to the Financial Aid Appeal Committee no later than forty-five days before the first day of class. The student will be notified in writing the decision by the Financial Aid Appeal Committee. The decision of the Financial Aid Appeal Committee is final.

Students re-instated on Financial Aid Appeal will be required to follow an Academic Plan and if eligible, must apply with the Student Support Services Program within the first ten days of class. Students must comply with all requirements and recommendations. Documentation will be provided by Student Support Services personnel to the Financial Aid Office before the Financial Aid Probation will be removed.

Enrollment Status for Federal Pell Grant Recipients

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

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

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

| <u>Enrollment Status</u> | <u>Required Title IV Hours</u> |
|--------------------------|--------------------------------|
| Full-time | 12 |
| Three Quarter Time | 9-11 |
| Half-Time | 6-8 |
| Less than Half-Time | 1-5 |

Financial Aid Eligibility – The amount of money a student may receive through the Federal Pell Grant and other financial assistance programs is determined by the enrollment status or number of credit hours or contact hours for which a student registers each term. Only classes that are required for the student’s program of study will count toward the

enrollment status. Credit hours are used to measure the enrollment status of a student who is enrolled in a program of study which is at least two years in length and offers an associate degree, or each course within the program is acceptable for full credit toward an associate degree. Contact hours are used to measure those programs which do not meet these requirements.

Pell Grant Percentage of Award based on Enrollment Status:

| Full- Time | Three Quarter-Time | Half- Time | Less than Half-Time |
|-------------------|---------------------------|-------------------|----------------------------|
| 100 % Pell | 75% Pell | 50 % Pell | 25 % or less Pell |

Institutional Scholarships

Each year Lurleen B. Wallace Community College offers a number of scholarships and tuition waivers to qualified students in the various areas including, but not limited to, academics, athletics, career technical, performing arts, and service. In addition to the traditional scholarships offered by the College, scholarships through the Lurleen B. Wallace Community College Foundation and the MacArthur State Technical College Foundation are available. A brief description of each scholarship, the award amount, and the criteria for selection and retention of the scholarship are listed below. Scholarships are awarded for one year and must be used beginning the fall semester of the year awarded. Students may be eligible for renewal of their scholarship for the second year based on the continuation policy for their scholarship. Students will not be eligible to receive an institutional scholarship for more than two consecutive years.

Academic Scholarships

Honors Program Scholarships

Description: Effective fall semester 2014, up to 15 students will be admitted each year to LBWCC’s Honors Program, which will be housed on the Andalusia Campus.

Minimum GPA Requirement: Incoming freshman must have a 90 average to be considered.

Automatic Admission Requirements: Current Valedictorians and Salutatorians receive automatic admission into the program.

Length and Value: One year scholarship that will cover tuition and fees up to \$3500 (\$1750 fall semester and \$1750 spring semester).

Continuation Policy: This scholarship is renewable for a second year for students who successfully complete 26 credit hours, which includes honors courses, with a cumulative GPA of 3.25.

Additional Requirements: The Honors Program Scholarship selection has two phases.

Phase One: Application Packet and Essay

Application Packet: Applicants must submit the LBWCC Institutional Scholarship Application, current high school transcript, FAFSA Confirmation, the essay component, and two (2) letters of recommendation by the scholarship deadline. Letters of recommendation can be written by teachers, counselors, principal, community leaders, or employers. Applicants must have taken

the ACT and scored 20 or higher in English, 20 or higher in Reading, and 20 or higher in Mathematics. Those applicants who have not previously taken the COMPASS or who are not exempt from the COMPASS will need to take the COMPASS Placement Test prior to the scholarship deadline. Students who place into developmental courses will not be considered as candidates for the Honors Program.

Essay Component: Choose one of the following topics and write an answer using correct form (introduction, body, and conclusion). Remember to use specific examples in the body and correct grammar throughout. Do not consult the internet or another person for information. Any hint of plagiarism detected will make a student ineligible for the Honors Program. The answer should be no less than 350 words.

1. As a young adult preparing to enter the college environment, you will bring with you specific talents and abilities. Using specific examples for clarification, describe the talents and abilities that you believe will help you be successful at LBWCC. How will you use those abilities to positively impact the lives of others while a student on our campus?
2. Character is defined as “who we are when no one is looking.” At the core of character is a set of beliefs that define our view of life, relationships and morality. Describe your “character” using examples from your experiences to clarify.
3. According to “Born to be Wired: The Role of New Media for Digital Generation,” on a typical day, a teenager selects from 200+ cable television networks, 5500 consumer magazine titles, 10,500 radio stations, 30 million blogs, and over 2 billion websites. There are currently 240 million television sets in the U.S., 2 million of which are in bathrooms. We have more information available to us, instantly, than any previous generation. What positive and innovative ways can our society use this technology?
4. Sometimes, getting along with family members can be the hardest thing to do. Describe some things you can do or have done to improve your family relationships.
5. What habits of mind or personal characteristics are essential for college success? (Examples: intellectual curiosity, persistence, open-mindedness, questioning/critical thinking, reflection/meta-cognition, confidence, time management, inventiveness, pride in work.)

Phase Two: On-Campus Interview

After reviewing the information provided in Phase One, the Honors Program Committee will select students to be interviewed for the Honors Program Scholarships.

For further information, contact Michelle Goosby at 334-493-5339 or mgoosby@lbwcc.edu.

Presidential Academic Scholarships

Description: Students who have demonstrated high academic abilities.

Minimum GPA Requirement: Incoming freshman must have a minimum 90 average. All others must have a minimum 3.5 GPA to be considered.

Length and Value: One year scholarship that will cover tuition and fees up to \$3000 (\$1500 fall semester and \$1500 spring semester)

Additional Requirement: Counselor must verify GPA.

For further information contact Heather Owen at 334-881-2282 or howen@lbwcc.edu.

Presidential Technical Scholarships

Description: Students who plan to enroll in an LBWCC technical program of study.

Minimum GPA and Enrollment Requirement: Incoming freshman must have a minimum 70 average. All others must have a minimum 2.5 GPA. To be considered, student must also indicate desire to enroll in a technical program.

Length and Value: One year scholarship that will cover tuition and fees up to \$4500 (\$1500 fall, \$1500 spring, and \$1500 summer semesters).

Continuation Policy: Scholarship renewal will be based on a minimum 2.0 GPA and successful completion of 24 credit hours.

Additional Requirements: Student must plan to pursue a program of study in a technical-based field and must indicate this on the Scholarship Application and Admission Application.

Recipients **MUST** enroll in one of the following Certificate or Associate in Applied Science Degree Programs:

| | | |
|------------------------------------|----------------------------------|----------------------------|
| Air Conditioning and Refrigeration | Automotive Mechanics | Child Development |
| Computer Science | Cosmetology | Culinary Arts |
| Diagnostic Medical Sonography | Diesel & Heavy Equipment | Emergency Medical Services |
| Esthetics Technology | Industrial Electronics | Office Administration |
| Nail Technology | Practical Nursing (LPN) | |
| Welding | Registered Nursing Mobility (RN) | |

For further information, contact Heather Owen at 334-881-2282 or email howen@lbwcc.edu.

Ambassador Scholarships

Description: Ambassadors serve as official hosts for LBW Community College activities and public events held in the College's service area.

Minimum GPA and Enrollment Requirement: Incoming freshman must have a minimum 90 average. All others must have a minimum 3.5 GPA to be considered.

Length and Value: One year scholarship that will cover tuition fees up to \$4500 (\$1500 fall, spring, and summer semesters).

Continuation Policy: This scholarship is renewable for a second year for students who successfully complete 24 credit hours with a 2.5 GPA and who faithfully complete all duties assigned to Ambassadors.

Additional Requirements: The applicant must submit a completed application form and two letters of reference. A high school senior must submit at least one of the two reference letters written by his or her high school principal or guidance counselor. The letter from the school official should indicate the student's GPA and ACT scores, if available. On a separate sheet of paper, type a brief essay of no fewer than 250 words stating what being an LBWCC Ambassador

means to you. Qualified applicants may be invited to participate in an interview with the selection committee.

For further information, contact one of the following:

Andalusia Campus Sponsor, Diaon Cook, 334-881-2256 or dcook@lbwcc.edu

Greenville Campus Sponsor, Breshawn Skinner, 334-382-2133 ext. 3102 or bskinner@lbwcc.edu

MacArthur Campus Sponsor, Shannon Lee Lightsey 334-493-5331 or slightsey@lbwcc.edu

Athletic Scholarships

Description: The College awards Athletic Scholarships in baseball, men's and women's basketball and softball.

Length and Value: Tuition and fees for 12 to 15 credit hours fall and spring semesters and the loan of scholarship books (excluding student workbooks).

Continuation Policy: Scholarship renewal is at the discretion of the athletic coach. The student must also successfully complete 24 semester hours and maintain a cumulative grade point average of 2.0 by the end of 12 months to be considered for the second year.

Additional Requirement: Interested applicants should contact the appropriate coach for specific information and/or tryouts.

For further information, contact one of the following:

Baseball Coach, Steve Helms at 334-881-2203 or shelms@lbwcc.edu

Basketball Coach, Ricky Knight at 334-881-2202 or rknight@lbwcc.edu

Softball Coach, Candice Tucker at 334-881-2204 or ctucker@lbwcc.edu

Dual Enrollment Scholarships

Description: Provided by the Lurleen B. Wallace Community College Foundation, these scholarships are for those students who plan to enroll in dual enrollment courses at LBWCC during fall 2014 or spring 2015. Students must list on the application all dual enrollment courses for which they request scholarship funds.

Minimum GPA Requirement: Minimum 80 average

Length and Value: The scholarship is tuition and fees only for one course. The student is responsible for any books or supplies that may be required.

Continuation Policy: The student may reapply each year as long as he/she remains in high school.

Additional Requirement: Students must take the COMPASS Placement Test unless he or she has ACT scores which exempt the student.

Foundation Scholarships

Description: The Lurleen B. Wallace Community College Foundation and the MacArthur State Technical College Foundation are 501(c)(3) nonprofit organizations with the mission of providing student scholarships and supporting college programs. LBWCC Foundation scholarships are available to students on all campuses. MacArthur Foundation Scholarships are available for students in technical programs on the MacArthur Campus.

Minimum GPA and Enrollment Requirements: Incoming freshman must have a minimum 75 average. All others must have a minimum 2.5 GPA. This GPA must be verified by the high

school principal, counselor, or a valid transcript.

Length and Value: One year scholarships (in various amounts) for tuition and fees.

Continuation Policy: Students must reapply each year.

Additional Requirements: In addition to a completed scholarship application, students must include two letters of reference and endorsements from any two of the following: high school faculty (teacher, coach, sponsor, principal, or counselor), or an adult who is not related to you. List any extracurricular activities, proposed major, club/church/organization affiliations, as well as which LBWCC campus you plan to attend. Some foundations scholarships have certain requirements pertaining to this information. Incomplete applications will not be considered. Scholarship recipients will be required to write thank you letters to foundation donors. For further information, contact Sabrina Cobb at 334-881-2306 or scobb@lbwcc.edu.

General Educational Development Test (GED) Tuition Waivers

To qualify, an applicant must meet all admission requirements and have successfully completed the Alabama GED Test. For further information, interested applicants should contact the Director of Financial Aid: Donna Bass, Andalusia Campus 334-881-2272 dbass@lbwcc.edu, Breshawn Skinner, Greenville Campus 334-382-2133 ext. 3102 bskinner@lbwcc.edu, and Randi Bozeman, MacArthur Campus 334-493-5338 rbozeman@lbwcc.edu.

Leadership Scholarships

Description: Incoming freshmen who have demonstrated high academic and leadership abilities.

Minimum GPA and Enrollment Requirements: Incoming freshman must have a minimum 80 average. All others must have minimum of 3.0 GPA. Recipients are required to become active members of the LBWCC Student Government Association and attend the Fall Leadership Development Seminar on the Andalusia Campus.

Length and Value: One year scholarship that will cover tuition and fees up to \$1000 (\$500 fall semester and \$500 spring semester).

Additional Requirements: Applicants should list any leadership accomplishments, extracurricular activities, as well as any club/church/organization affiliations. Students must submit one letter of recommendation from someone who can verify high school leadership activities.

For further information, contact Heather Owen at 334-881-2282 or email howen@lbwcc.edu.

Performing Arts Scholarships

Performing Arts – Art Scholarships

Description: Performing Arts – Art Scholarships are awarded to students who perform over and above those requirements normally expected for Art students.

Minimum GPA and Enrollment Requirements: Incoming freshman must have a minimum 75 average. All others must have a minimum 2.5 GPA. An art studio class on the Andalusia Campus is required during both semesters while on this scholarship. Students must exhibit finished artwork in the annual LBW Student Art Exhibition.

Length and Value: One year scholarship that will cover tuition and fees up to \$3000 (\$1500 fall semester and \$1500 spring semester).

Continuation Policy: For scholarships to be renewed, the student must successfully complete 24 semester hours and maintain a cumulative grade point average of 2.5 by the end of 12 months to be considered for the second year. Scholarship recipients must also successfully complete and submit for review a portfolio of artworks completed during the first year to the art instructor.

Additional Requirements: A portfolio review is required along with official Portfolio Submission Form and two (2) letters of recommendation. Please refer to the LBWCC Financial Aid webpage for the Portfolio Submission Form. The portfolio should include a brief artist's statement describing what the student hopes to accomplish through his/her artwork. Portfolio must contain a minimum of six pieces and a maximum of eight pieces of art work.

For further information, contact Misti Purvis at 334-881-2250 or email mpurvis@lbwcc.edu

Performing Arts – Drama Scholarships

Description: Performing Arts – Drama Scholarships are awarded to students who have an interest in Drama/Performing Arts.

Minimum GPA and Enrollment Requirements: Incoming freshman must have a minimum 75 average. All others must have a minimum 2.5 GPA. An Acting class on the Andalusia Campus is required each semester while on this scholarship. Students who are accepted into the drama program must participate in all drama performance activities which will include hours beyond the classroom experience.

Length and Value: One year scholarship that will cover tuition and fees up to \$3000 (\$1500 fall semester and \$1500 spring semester).

Continuation Policy: Scholarship renewal is at the discretion of the faculty sponsor. The student must also successfully complete 24 semester hours and maintain a cumulative grade point average of 2.5 by the end of 12 months to be considered for the second year.

Additional Requirement: Student must arrange an interview with faculty sponsor.

For further information, contact Eric Lidh at 334-881-2252 or email elidh@lbwcc.edu.

Performing Arts – Music Scholarships

Description: Performing Arts – Music Scholarships are awarded annually on the basis of musical ability, integrity, and leadership to students who perform over and above those requirements normally expected for an Ensemble student. Interested students must audition. Only in extreme circumstances will an audition be granted on another date.

Minimum GPA and Enrollment Requirements: Incoming freshman must have a minimum 75 average. All others must have a 2.5 GPA. Scholarship students must enroll in an Ensemble class each semester while on scholarship.

Length and Value: One year scholarship that will cover tuition and fees up to \$3000 (\$1500 fall semester and \$1500 spring semester).

Continuation Policy: Scholarship renewal is at the discretion of the director. First year members must successfully complete 24 semester hours excluding MUL credit courses and have a cumulative grade point average of 2.5 by the end of the spring semester to be considered for the second year.

Additional Requirements: Vocal and Instrumental Auditions will be held in March each year.

Please refer to the LBWCC Financial Aid webpage for Ensemble Audition Requirements. For further information, contact Johnny Brewer at 334-881-2238 or email jbrewer@lbwcc.edu or Greg Aplin at 334-881-2227 or email jgaplin@lbwcc.edu.

Senior Adult Scholarships

Description: Senior Adult Scholarships are for individuals who are 60 years of age or older who meet the LBWCC admission requirements. Students must enroll for credit and may receive a scholarship only one time per course. For further information, contact Donna Bass at 334-881-2272 for Andalusia Campus, Breshawn Skinner at 334-382-2133 ext. 3102 for the Greenville Campus, and Randi Bozeman at 334-493-5338 for MacArthur Campus.

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 than 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 considered an essential part of the educational process at Lurleen B. Wallace Community College. The College subscribes to the philosophy that academic success derived by students is dependent on class participation. Students are expected to punctually attend all classes in which they are registered. ***Attendance will be verified as required by federal and state regulations.*** According to State Board policy guidelines, class attendance may not be used as a factor in determining a student’s course grade. However, instructors may require student participation in specific activities in the classroom or laboratory. Failure to participate in these activities may result in a “0” grade for those particular activities.

1. Each instructor should discuss attendance policies during the first class meeting, and each course syllabus **must** include information pertaining to each of the following items a. through f. viii.
 - a. The number of absences allowed for the class.
 - b. Administrative withdrawal, if used.
 - c. Handling of late arrivals and early departures.

- i. Instructors may not prevent students from entering the classroom after class has started. However, the instructor may implement a policy that requires tardy students to enter the classroom quietly to prevent interruption of any lecture or activity in progress. In such occasions, the instructor is not obligated to repeat information already provided to the class.
 - ii. If a test is in progress, it is the instructor's discretion whether to allow that student to participate in the test. If any student has already completed the test and left the classroom, it is recommended that the instructor not allow the tardy student to take the test.
 - d. Policy for course makeup work, if allowed.
 - i. Each instructor documents the policy for makeup work in the syllabus for each class.
 - ii. If the examination schedule for any course contains a minimal number of exams (e.g. three or less), it is recommended that the instructor consider a makeup opportunity since failure to attend a class may have a significant impact on the final grade.
 - e. Students on financial aid programs are responsible for knowing attendance requirements of their programs. Those students must contact the Financial Aid Office to receive information regarding attendance requirements.
 - f. Students are responsible for the knowledge, skills, and abilities not acquired due to absences and for assignments made or due from the first day of the class.
 - i. Students are expected to attend each class session, to arrive on time, and to remain for the entire class session.
 - ii. Faculty will verify attendance as required by federal and state regulations.
 - iii. Excessive absences, regardless of the reason or circumstance, may interfere with the student's ability to successfully complete the requirements of the course.
 - iv. In such cases, the student should withdraw from the class before the last day to withdraw with a grade of "W." Withdrawal from class may affect eligibility for federal financial aid. Students should contact the Financial Aid Office for information.
 - v. When a student is absent from class, the student is responsible for all material covered in the class and for any assignments made in class.
 - vi. The instructor is not required to review with the student any material missed as a result of the student being absent, nor is the instructor required to notify a student if the student is in danger of a lowered grade due to any graded work missed.
 - vii. The instructor is not required to provide an opportunity for makeup work. The instructor's policies regarding makeup work shall be clearly defined in the syllabus to be available on the first day of class.

- viii. Attendance requirements in programs that lead to board licensure or certification may differ from this policy.
2. Before the published withdrawal date (last day to withdraw with a “W”), a student **may be administratively withdrawn** from any course for excessive absences when the student has missed more than 20% of the total number of hours that the class meets, as a result of excused and/or unexcused absences. No student may be administratively withdrawn after the last day to withdraw with a “W” as published in the college calendar, except for extenuating circumstances. The number of absences resulting in administrative withdrawal may differ in programs that lead to board licensure or certification but must be clearly stated in the course syllabus. The form and the letter to be used to request a student be withdrawn from a class may be obtained from the Director of Admissions and Records. Instructors who plan to administratively withdraw students due to excessive absences must include that policy in their syllabus.
 3. Federal regulations require each instructor to submit to the Financial Aid Office by the designated deadline the names of students who have never attended a class session.
 4. Instructors **must** verify attendance as required by federal and state regulations. Faculty must maintain student attendance verification and grade records for a period of at least **two years**. Adjunct instructors **must** provide their student attendance verification and grade records to their respective division chairs at the end of each semester.
 - a. Instructors’ absences or administrative class dismissals will not be counted as student absences.
 - b. No club or organization shall interfere or support interference with the regular academic pursuit of any student by causing or encouraging non-attendance at classes or college activities without prior consent of proper college officials or by any action that might cause disruption to a student, instructor, or college activity. Sponsors of college activities must provide a list of students at least two days in advance of the activity.
 - c. Grades must be based solely on the demonstration of the understanding of principles and concepts, or the successful application and performance of skills and competencies related to course content. However, instructors are not required to provide make-up opportunities for scheduled assessment activities and instructors may assign class participation grades, provided that these do not penalize students with excused absences.
 - d. An absence **shall be** excused due to college sponsored activities or **extenuating circumstances**. College sponsored activities include approved schedules for college teams, performing arts groups, field trips, and ambassadors. Excused absences are subject to verification and may include but may not be limited to the following:
 - i. Active military duty
 - ii. Jury duty/court appearance

- iii. Illness of student or illness/death in the immediate family- This includes husband, wife, father, mother, son, daughter, brother, sister, or an individual with a close personal tie to the student. For purposes of application of this policy, an individual with a close personal tie to the student is limited to the following: a person standing *in loco parentis*; where unusually strong personal ties exist due to a student having been supported or educated by a person; father-in-law; mother-in-law; son-in-law; daughter-in-law; brother-in-law; sister-in-law; nephew; niece; grandson; granddaughter; grandfather; grandmother; uncle; aunt.
- e. Absences that occur because of emergencies may be excused with proper notification to the instructor. Proper notification requires documentation as determined by the instructor. Recommended examples include copy of accident report, hospital admittance form, doctor's excuse, death announcement, or notification to the instructor by the student prior to the class that is missed where the circumstances discussed during that notification are deemed acceptable by the instructor. Such notifications may be by the student or appropriate representative of the student considering the circumstances involved (doctor, lawyer, hospital official, parent, spouse, etc.).
- f. When excused absences make it impossible to reasonably make up class work, the instructor may assign an "I" grade in accordance with the College's Grading System Policy in the college catalog, or the student may withdraw according to the College's withdrawal policy.

Attendance requirements in programs that lead to board licensure or certification may differ from this policy.

5. Appeal Process:

- Students, who have been administratively withdrawn for failure to attend and wish to be readmitted into the class, must submit, in writing, an appeal to the course faculty member.
- The faculty member will evaluate the appeal for extenuating circumstances and will notify the student within five working days as to the outcome of the appeal. Once a written appeal is received by the faculty member, the student is allowed to return to class until the faculty member has decided on the appeal.
- If a student is to be allowed to return to class, the faculty member must submit a request to the Director of Admissions and Records for the student to be re-enrolled.
- If a student's appeal is denied, the instructor must inform the student of the Academic Appeal Policy in the college catalog.

6. Hybrid and On-line course syllabi are required to contain the same attendance guidelines as other courses.

Attendance – Nursing Students

The Alabama Board of Nursing requires strict attendance of Nursing students enrolled in the Practical Nursing and Associate Degree Nursing Mobility Programs. Arrangements for make-up assignments must be made with the Nursing Division Chair for all hours absent beyond the allowed absences during the length of the program. Students in the Practical Nursing Program are only allowed to miss 35 hours throughout the duration of the program. Students in the Associate Degree Nursing Mobility Program are only allowed to miss 25 hours during the course of the program. It is not the instructor's responsibility to let students know about missed work or missed assignments. Students are responsible for preparing all assignments for the next day's class and for completing missed work. Clinical courses have individual attendance policies, but any hours missed are part of the cumulative total.

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

Lurleen B. Wallace Community College requires a comprehensive assessment of students upon admission to the College and prior to enrollment in an associate degree or certificate programs. All first-time students who enroll in associate degree or certificate programs that enroll for more than four credit hours per semester will be assessed in the areas of English, reading, and mathematics through the administration of the COMPASS (Computer-Adaptive Placement Assessment and Support System) placement test and placed in the appropriate level as indicated by the assessment results. The tests are designed to assist advisors and counselors in placing students into appropriate college credit courses or developmental courses.

Students **must** present picture identification and have an application for admission on file with the Office of Admissions and Records in order to take the test. Admission to testing will **not** be granted without proper identification. COMPASS scores are valid for a period of three years. After three years, scores become invalid, and students must retest.

Exemptions

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

- Score 20 or above on the ACT English, reading, and mathematics, or score 470 or above on the SAT I mathematics, reading, and writing, and enroll within **three** years of high school graduation.
- Possess an Associate degree or higher.
- Transfer degree-creditable, college-level English or mathematics courses with a grade of C or better.
- Be a student who is enrolling in a particular short certificate program having no English, mathematics, or reading requirements.
- Be a student who is enrolling for personal enrichment purposes only.
- Have completed require developmental coursework at another Alabama Community College System institution within the last three years.
- Be an audit or transient student.
- Be able to provide documentation of assessment (COMPASS) within the last three years

To be eligible for these exemptions, assessment scores and/or college transcripts **must** be on file in the Admissions Office.

Retesting

Students not satisfied with their placement scores and/or placement in developmental courses may retake the COMPASS only **one time** in a three-year period and testing must be completed in one session. Students are required to pay \$8 to retest whether they take one, two, or three portions of the test. Students must retake the placement test **before** enrolling in a developmental course. Once students enroll in a developmental course, they must complete the developmental sequence. Students will not be allowed to retest once remediation in the

program has started. For assistance in preparing for the COMPASS Placement Test:

www.act.org/compass

www.act.org/compass/sample/index.html

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 website 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: Allied Health and Nursing courses have a different grading scale.)

| | | | |
|----|---|----------------|------------|
| A | – | Excellent | (90-100) |
| B | – | Good | (80-89) |
| C | – | Average | (70-79) |
| D | – | Poor | (60-69) |
| F | – | Failure | (below 60) |
| W | – | Withdrawal | |
| 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 (Withdrawal)** 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 **(I) Incomplete** 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 **(I) Incomplete** 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 ENG 093, RDG 084, MTH 090 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 Allied Health 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 and mini-terms, 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.

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.

Students may be administratively withdrawn from all courses for excessive absences or for other administrative reasons (such as student discipline leading to suspension or expulsion). Withdrawal may impact a student's ability to qualify for financial aid, and may result in the need to repay financial aid already received.

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)

STARS - 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 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.

2 to 4 Transfer Program - The Alabama Community College System's **2 to 4 Transfer Program** allows for the seamless transfer from the community college to selected independent colleges in Alabama. The transfer agreement will guide the student through the first two years of coursework and will prevent the loss of credit hours upon transfer to the selected independent four year colleges and universities in Alabama. Students who are interested in receiving a 2 to 4 Transfer Program Guide should visit the Alabama Community College System website at <http://www.accs.cc> and click on Higher Ed Transfer.

Suggested Programs of Study for the Associate in Arts and the Associate in Science Degrees

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:

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 System

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

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, 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 are 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, Interpersonal Communication, 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.

Programs of Study for the Associate in Applied Science Degree or Certificates

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

| | |
|--------------------------------------|-------------------------------|
| Child Development | Forest Technology |
| Computer Science | Industrial Electronics |
| Diagnostic Medical Sonography | Office Administration |
| Emergency Medical Services-Paramedic | Associate Degree Nursing (RN) |

Certificate Programs

| | |
|------------------------------------|--------------------------------------|
| Air Conditioning and Refrigeration | Diesel and Heavy Equipment Mechanics |
| Automotive Mechanics | Practical Nursing (LPN) |
| Cosmetology | Welding |

Short-Term Certificates

| | |
|-----------------------------------|--------------------------------------|
| Consumable Arc Welding Processes | Esthetics Technology |
| Child Development | Forestry Worker/Aide |
| Culinary Arts | Microcomputer Application Specialist |
| Emergency Medical Basic (EMT) | Nail Technology |
| Emergency Medical Advanced (AEMT) | Vascular Technology |

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, Interpersonal Communication, 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 Curricula76 Credit Hours

Maximum Program Semester Credit Hours76 Credit Hours

Semester Credit Hour Range by Award 60– 76 Credit Hours

CERTIFICATE AWARD REQUIREMENTS

The General Education Core for the Certificate:

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 Science6 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 are 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 Award30– 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 Speech0 Credit Hours

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

Area IV: History, Social, and Behavioral Sciences0 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 Award9–29 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. 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
6. 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:
 - 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. 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.
5. A student must fulfill all financial obligations to the College
6. 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:

| | | <u>Cumulative GPA</u> |
|--------------------------------|-------------------|-----------------------|
| 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

| | | <u>Cumulative GPA</u> |
|-----------------------------|--|-----------------------|
| 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 24 semester credit hours at Lurleen B. Wallace Community College.

PROGRAMS OF STUDY FOR THE 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 | 4 | 3 |
| ACR 121 Principles of Electricity for HVACR | 1 | 4 | 3 |
| MTH 116 Mathematical Applications | 3 | 0 | 3 |
| ORI 101 Orientation | <u>1</u> | <u>0</u> | <u>1</u> |
| Total | 8 | 16 | 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 in Air Conditioning and Refrigeration | 0 | 6 | 2 |
| CIS | 146 | Microcomputer Applications | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | | | 6 | 18 | 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 | 4 | 3 |
| ACR | 149 | Heat Pump Systems II | 1 | 4 | 3 |
| ENG | 101 | English Composition I | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | | | 7 | 16 | 15 |

| Fourth Semester | | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|------------------------|-----|-------------------------------------|--------------------|-----------------|--------------------|
| ACR | 203 | Commercial Refrigeration | 1 | 4 | 3 |
| ACR | 209 | Commercial Air Conditioning | 1 | 4 | 3 |
| ACR | 126 | Commercial Heating Systems | 1 | 4 | 3 |
| ACR | 147 | Refrigerant Transition and Recovery | 3 | 0 | 3 |
| SPH | 106 | Fundamentals of Oral Communication | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | | | 9 | 12 | 15 |

| | |
|----------------------------|-------------|
| Total Credit Hours | 60 |
| Total Contact Hours | 1380 |

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.

Accreditation: The instruction, course of study, facilities, and equipment of Lurleen B. Wallace Community College Automotive Program have been evaluated by the National Automotive Technicians Education Foundation (NATEF) and meets the standards of quality for the training of automotive technicians in the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, Suspension and Steering, Automotive Transmission & Transaxle, Engine Repair, Heating & Air Conditioning, and Manual Drive train and Axels.

National Automotive Technicians Education Foundation
101 Blue Seal Drive, S.E., Suite 101
Leesburg, VA 20175
www.natef.org

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 | 4 | 3 |
| AUM 112 Electrical Fundamentals | 1 | 4 | 3 |
| AUM 239 Engine Performance | 1 | 4 | 3 |
| AUM 182 Special Topics | 0 | 6 | 2 |
| *COM 100 Introductory Technical English I | 3 | 0 | 3 |
| *ORT 111 Orientation | <u>1</u> | <u>0</u> | <u>1</u> |
| Total | 7 | 18 | 15 |

Second Semester

| | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|---|--------------------|-----------------|--------------------|
| AUM 121 Braking Systems | 1 | 4 | 3 |
| AUM 122 Steering and Suspension | 1 | 4 | 3 |
| AUM 230 Auto Transmission and Transaxle | 1 | 4 | 3 |
| AUM 224 Manual Transmission and Transaxle | 1 | 4 | 3 |
| *MAH 101 Introductory Mathematics I | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 7 | 16 | 15 |

Third Semester

| | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|--|--------------------|-----------------|--------------------|
| AUM 133 Motor Vehicle Air Conditioning | 1 | 4 | 3 |
| AUM 124 Automotive Engines | 1 | 4 | 3 |
| AUM 281 Special Topics | 0 | 6 | 3 |
| AUM 130 Drive Train and Axles | 1 | 4 | 3 |
| *SPC 103 Oral Communication Skills | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 6 | 18 | 15 |

Fourth Semester

| | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|--|--------------------|-----------------|--------------------|
| AUM 162 Electrical and Electronic Systems | 1 | 4 | 3 |
| AUM 244 Engine Performance and Diagnostics | 1 | 4 | 3 |
| AUM 220 Advanced Automotive Engines | 1 | 4 | 3 |
| AUM 246 Automotive Emissions | 1 | 4 | 3 |
| *DPT 103 Introductory Computer Skills II | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 7 | 16 | 15 |

| | |
|----------------------------|-------------|
| Total Credit Hours | 60 |
| Total Contact Hours | 1425 |

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.

Minimum Admission Requirements:

1. Unconditional admission to the College
2. A minimum of 2.00 high school GPA for students without prior college (GED acceptable in lieu of high school transcript)
3. Eligibility for English 101 and Math 116 as determined by college policy
4. Good standing with the College

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 | Lab | Credit |
|--|---------------|-------------|---------------|
| | Hrs. | Hrs. | Hrs. |
| First Semester | | | |
| 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 | <u>1</u> | <u>0</u> | <u>1</u> |
| 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 Development | 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) MTH 116 Mathematical Applications Humanities/Fine Arts Elective | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 | <u>3</u> | <u>2</u> | <u>4</u> |
| 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 | <u>0</u> | <u>6</u> | <u>3</u> |
| 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 201 | Child Growth and Development (or) | | | |
| PSY 210 | Human Growth and Development | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | | 12 | 0 | 12 |
| Third Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
| CHD 215 | Supervised Practical Experience in Child | <u>0</u> | <u>6</u> | <u>3</u> |
| 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 | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 12 | 0 | 12 |

| Third Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|--|--------------------|-----------------|--------------------|
| CIS 268 Software Support | 3 | 0 | 3 |
| CIS 269 Hardware Support | 3 | 0 | 3 |
| CIS 251 C++ Programming | 3 | 0 | 3 |
| SPH 106 Fundamentals of Oral Communication | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 12 | 0 | 12 |

| Fourth Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|---|--------------------|-----------------|--------------------|
| CIS 199 Network Communications | 3 | 0 | 3 |
| CIS 212 Visual Basic Programming | 3 | 0 | 3 |
| CIS 250 E-Commerce | 3 | 0 | 3 |
| History, Social Science, Behavioral Science | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 courses designed to prepare students for entry level positions requiring skills in a variety of software applications including word processing, spreadsheets, and database management.

Job Opportunities: The outlook for graduates of the Microcomputer Application Specialist short certificate program may be similar to that for general office clerk. Employment is expected to grow about as fast as average for all occupations.

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 |
| CIS 117 Database Management Software Applications | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 |
| ENG 101 English Composition I | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 |
| DPT 103 Introduction to Computer Skills | 3 | 0 | 3 |
| *ORT 111 Orientation | <u>1</u> | <u>0</u> | <u>1</u> |
| 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 | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 148 Nail Care Theory | 3 | 0 | 3 |
| COS 162 Special Topics in Cosmetology | 0 | 9 | 3 |
| COS 125 Career and Professional Development | 3 | 0 | 3 |
| or | | | |
| COS 181 Special Topics | | | |
| COM 100 Introductory Technical English | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 12 | 18 | 18 |

Total Credit Hours**52****Total Contact Hours****1320**

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 | <u>0</u> | <u>9</u> | <u>3</u> |
| Total | 4 | 22 | 12 |

| Second Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|-------------------------------------|-------------|-----------|-------------|
| COS 163 Facial Treatments | 1 | 4 | 3 |
| COS 164 Facial Machines | 0 | 9 | 3 |
| COS 169 Skin Functions | 0 | 6 | 3 |
| COS 168 Bacteriology and Sanitation | <u>1</u> | <u>4</u> | <u>3</u> |
| Total | 2 | 23 | 12 |

| Third Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|---------------------------------------|-------------|-----------|-------------|
| COS 161 Special Topics in Cosmetology | 1 | 0 | 1 |
| COS 190 Internship in Cosmetology | <u>0</u> | <u>15</u> | <u>3</u> |
| Total | 1 | 15 | 4 |

| | |
|----------------------------|-------------|
| Total Credit Hours | 28 |
| Total Contact Hours | 1005 |

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 shops, day spas, and owning their own business.

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

State Legal Requirements for Eligibility for Licensure: Nail Technicians/Manicurists 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 150 Manicuring | 1 | 4 | 3 |
| COS 151 Nail Care | 1 | 4 | 3 |
| COS 152 Nail Care Applications | 0 | 9 | 3 |
| COS 125 Career and Professional Development | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 5 | 17 | 12 |
| Second Semester | | | |
| COS 153 Nail Art | 1 | 4 | 3 |
| COS 154 Nail Art Applications | 0 | 6 | 3 |
| COS 181 Special Topics | 3 | 0 | 3 |
| COS 182 Special Topics | <u>0</u> | <u>9</u> | <u>3</u> |
| Total | 4 | 19 | 12 |
| Total Credit Hours | | | 24 |
| Total Contact Hours | | | 675 |

CULINARY ARTS
CUA 12.0503
(Short-Term Certificate)

Program Description: This short certificate program provides instruction in food safety, nutrition, and food preparation. Students gain hands-on experience in preparing, seasoning, and cooking a variety of foods. Upon completion of the program, students will demonstrate safe handling and serving of food; apply nutrition principles to menu planning and food preparation; produce quality food products using various culinary materials, instruments, and equipment; maintain facilities and equipment according to required safety regulations and standards; plan and price menu items, order supplies, and keep records and accounts; and demonstrate effective communications and human relation skills required to work in the food service environment.

Job Opportunities: According to the Occupational Outlook Handbook, employment of cooks is projected to grow eight (8) percent from 2010 to 2020. Cooks work in restaurants, schools, hospitals, and other places where food is served.

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.

Course Number/Course Name

| First Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|---|--------------------|-----------------|--------------------|
| CUA 101 Orientation to Hospitality Profession | 3 | 0 | 3 |
| CUA 112 Sanitation, Safety, and Food Service | 2 | 0 | 2 |
| CUA 125 Food Preparation | 3 | 4 | 5 |
| CUA 203 Stocks and Sauces | 1 | 4 | 3 |
| CUA 213 Food Purchasing and Cost Control | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 12 | 8 | 16 |
| | | | |
| Second Semester | | | |
| CUA 111 Foundations of Nutrition | 3 | 0 | 3 |
| CUA 115 Advanced Food Preparation | 1 | 4 | 3 |
| CUA 150 Basic Culinary Lab I | 0 | 6 | 2 |
| CUA 200 Preparing and Processing Meat | 1 | 3 | 2 |
| CUA 204 Foundations of Baking | <u>1</u> | <u>4</u> | <u>3</u> |
| Total | 6 | 17 | 13 |
| Total Credit Hours | | | 29 |
| Total Contact Hours | | | 645 |

DIAGNOSTIC MEDICAL SONOGRAPHY**

DMS 51.0910

(Degree)

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.

Accreditation: The Diagnostic Medical Sonography Program at Lurleen B. Wallace Community College is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRS-DMS).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
www.caahep.org

Job Opportunities: Sonographers (ultrasound technologists) 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: The average annual wage (nationally) of a Diagnostic Medical Sonographer is \$52,570 - \$73,680. *Data obtained from the U.S. Department of Labor Occupational Outlook Handbook, 2010-2011 edition.

Admission Requirements:

1. Unconditional admission to the College
2. Complete general required courses for pre-sonography by end of summer term of application year
3. Submit Diagnostic Medical Sonography program application packet by **June 15th**
 - ✓ Diagnostic Medical Sonography Program Application
 - ✓ Documentation of four (4) quality hours of observation signed by ARDMS/RT(S) registered sonographer
 - ✓ Copy of transcripts from **all** colleges previously attended
 - ✓ Three (3) letters of reference
 - ✓ Essay – (one page minimum) “Why I want to be a Sonographer”
4. Receive a score of 76 or higher on the COMPASS Reading Exam or ACT Reading of 17 or higher.

5. Completion of all pre-sonography courses with a minimum of a “C” (Cumulative GPA of 2.5)*
6. Meet the essential functions or technical standards required for sonography.

*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 four semester program is available to students who have successfully completed a two-year or four-year college based on JRCERT accredited Radiologic Technology Program. Additional coursework may be needed in addition to the Radiology curriculum. (See DMS advisor for more information.)

Progression: A minimum grade of 75 is required for progression to the next Diagnostic Medical Sonography courses in the program’s required course sequence. Failure to do so will result in dismissal from 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.

Pre-Sonography Course Requirements

Course Number/Course Name

| Spring Semester | | | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|------------------------|--------------------------------|--|--------------------|--------------------------|--------------------|
| ORI 101 | Orientation | | 1 | 0 | 1 |
| MTH 100 | Intermediate College Algebra | | 3 | 0 | 3 |
| BIO 201 | Human Anatomy and Physiology I | | 3 | 2 | 4 |
| ENG 101 | English Composition I | | 3 | 0 | 3 |
| IDS 102 | Ethics | | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | | 13 | 2 | 14 |
| | | | | | |
| Summer Semester | | | | | |
| PHY 115 | Technical Physics | | 3 | 2 | 4 |
| BIO 120 | Medical Terminology | | 3 | 0 | 3 |
| PSY 200 | General Psychology | | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | | 9 | 2 | 10 |

Program Course Requirements

| Fall Semester | | | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|----------------------|--|--|--------------------|--------------------------|--------------------|
| DMS 202 | Foundations of Sonography | | 1 | 3 | 2 |
| DMS 204 | Sonography Anatomy | | 3 | 0 | 3 |
| DMS 205 | Abdominal Sonography | | 3 | 3 | 4 |
| DMS 216 | Sonographic Principles and Instrumentation | | 3 | 0 | 3 |
| DMS 229 | Sonography Preceptorship I | | <u>0</u> | <u>10</u> | <u>2</u> |
| | Total | | 10 | 16 | 14 |

| Spring Semester | | | | | |
|------------------------|-----------------------------|--|----------|-----------|-----------|
| DMS 206 | Gynecological Sonography | | 3 | 3 | 4 |
| DMS 207 | Abdominal Pathology | | 3 | 0 | 3 |
| DMS 220 | Obstetrical Sonography I | | 3 | 0 | 3 |
| DMS 230 | Sonography Preceptorship II | | <u>0</u> | <u>15</u> | <u>3</u> |
| | Total | | 9 | 18 | 13 |

| Summer Semester | | | | | |
|------------------------|---------------------------------------|--|----------|-----------|-----------|
| DMS 221 | Obstetrical Sonography II | | 3 | 0 | 3 |
| DMS 225 | Superficial Sonography | | 1 | 0 | 1 |
| DMS 231 | Sonography Preceptorship III | | 0 | 20 | 4 |
| DMS 240 | Sonography Seminar I (Physics Review) | | 2 | 0 | 2 |
| SPH 106 | Fundamentals of Oral Communication | | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | | 9 | 20 | 13 |

| Fall Semester | | | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|----------------------|--|--|--------------------|--------------------------|--------------------|
| DMS 217 | Sonographic Principles and Instrumentation Lab | | 0 | 3 | 1 |
| DMS 232 | Sonography Preceptorship IV | | 0 | 25 | 5 |
| DMS 241 | Sonography Seminar II | | 3 | 0 | 3 |
| DMS 250 | Introduction to Advanced Sonography | | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | | 6 | 28 | 12 |

| | |
|----------------------------|-------------|
| Total Credit Hours | 76 |
| Total Contact Hours | 2130 |

Diagnostic Medical Sonography with emphasis in Vascular Technology

DMS 51.0910

(Short-term Certificate)

This short certificate program is designed for sonographers who are interested in acquiring specialized skills in Vascular Technology. Completion of a CAAHEP accredited Diagnostic Medical Sonography Program and/or valid registration through ARDMS and ARRT is required to register for these courses.

| Course Number/Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|--|--------------------|--------------------------|--------------------|
| DMS 261 Vascular Sonography Techniques | 2 | 2 | 3 |
| DMS 263 Pathology of Vascular Systems | 3 | 0 | 3 |
| DMS 264 Vascular Sonographic Clinical | <u>0</u> | <u>15</u> | <u>5</u> |
| | 5 | 17 | 11 |
| Total Credit Hours | | | 11 |
| Total Contact Hours | | | 330 |

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 manage their own business.

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 | <u>1</u> | <u>0</u> | <u>1</u> |
| 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 Systems | 1 | 4 | 3 | | |
| DEM 122 | Heavy Vehicle Brakes | 1 | 6 | 3 | | |
| COM 100 | *Introductory Technical English I | <u>3</u> | <u>0</u> | <u>3</u> | | |
| 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 | <u>3</u> | <u>0</u> | <u>3</u> | | |
| Total | | 7 | 14 | 13 | | |

| Fourth Semester | | | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|------------------------|------------------------------------|----------|-----------|--------------------|-----------------|--------------------|
| DEM 126 | Advanced Engines | 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 | <u>3</u> | <u>0</u> | <u>3</u> | | |
| Total | | 7 | 18 | 15 | | |

| | |
|----------------------------|-------------|
| Total Credit Hours | 59 |
| Total Contact Hours | 1485 |

EMERGENCY MEDICAL SERVICES

EMS 51.0904

(Degree)

Program Description: Emergency medical technicians (EMTs) and paramedics care for the sick or injured in emergency medical settings. People's lives often depend on their quick reaction and competent care. EMTs and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities.

The Emergency Medical Services (EMS) program is designed to provide the student with theory, practical demonstration, lab practice, and clinical experiences for three specific levels: Emergency Medical Technician (EMT), Advanced Emergency Medical Technician (AEMT), and Paramedic.

Accreditation: The Emergency Medical Services – Paramedic Program at Lurleen B. Wallace Community College is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs
1361 Park Street
Clearwater, FL 33756
727-210-2350
www.caahep.org

The EMT certificate programs (EMT and AEMT) are approved by the Alabama Department of Public Health, Office of EMS and Trauma.

Admission Requirements: Applicants must apply and be accepted to the College prior to applying to the EMS program. Once accepted into the College, the applicant must complete the Allied Health Application and be accepted into the EMS program before they are eligible for EMS courses. In addition, entrance into the program depends on the applicant's ability to perform the essential functions identified by the Alabama Department of Public Health, Office of EMS and Trauma as documented by the physical exam.

Level specific requirements:

Emergency Medical Technician (EMT)

- Unconditional admission to the College
- Age of 18 years within 90 days of completion of the program
- Compass Placement Test is required or ACT scores of 20 or higher in Mathematics, English, and Reading
- Minimum of a 2.0 grade point average (GPA) at LBWCC
- Submission of approved health forms (physical exam and vaccinations)
- Must complete background check and drug screen

Advanced EMT (AEMT)

- Unconditional admission to the College
- Age of 18 years within 90 days of completion of the program
- Compass Placement Test is required or ACT scores of 20 or higher in Mathematics, English, and Reading
- Minimum of a 2.0 grade point average (GPA) at LBWCC
- Submission of approved health forms (physical exam and vaccinations)
- Must complete background check and drug screen
- Current EMT Licensure with the Alabama Department of Public Health, Office of EMS and Trauma. (Provisional admission to the program may be allowed for students who have completed an approved EMT training program, but have not received licensure. All AEMT students must have a current Alabama EMT licensure prior to midterm exams or they must withdraw from the program). AEMT students will not be allowed to participate in clinical activities without a current Alabama EMT licensure.

Paramedic

- Unconditional admission to the College
- Age of 18 years within 90 days of completion of the program
- Minimum of a 2.0 grade point average (GPA) at LBWCC
- Submission of approved health forms (physical exam and vaccinations)
- Must complete background check and drug screen
- Eligibility for English 101 and Math 100
- Completion of Biology 201 (Human Anatomy and Physiology I)
- Math 100, English 101, Speech 106, Psychology 200, and Biology 202 must be completed prior to entering the last semester
- Current AEMT Licensure with the Alabama Department of Public Health, Office of EMS and Trauma. (Provisional admission to the program may be allowed for students who have completed an approved AEMT training program, but have not received licensure. All paramedic students must have a current Alabama AEMT licensure prior to midterm exams or they must withdraw from the program). Paramedic students will not be allowed to participate in clinical activities without a current Alabama AEMT licensure.

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

PROGRESSION: A minimum grade of 75 is required for the progression to the next Emergency Medical Services (EMS) courses in the program's required course sequence.

READMISSION: Students who do not continue in the program for consecutive terms are subject to the most current college catalog and State of Alabama Department of Public Health – Office of EMS and Trauma policies for the latest term of admission. No more than 15 months may lapse between attempts at courses in the 200 level paramedic sequence without a repeat of the entire field of concentration curriculum sequence. Students who have been removed from the program due to violations may not be readmitted.

EMS CURRICULUM

Short Certificate - Emergency Medical Basic Certificate (EMT)

| Course Number | Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|----------------------------|--|----------------|----------------------|----------------|
| EMS 118 | Emergency Medical Technician | 6 | 6 | 9 |
| EMS 119 | Emergency Medical Technician Clinical | 0 | 3 | <u>1</u> |
| Total Credit Hours | | | | 10 |
| Total Contact Hours | | | | 225 |

Short Certificate - Advanced EMT (AEMT)

| Course Number | Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|----------------------------|---|----------------|----------------------|----------------|
| EMS 155 | Advanced Emergency Medical Technician | 5 | 6 | 8 |
| EMS 156 | Advanced Emergency Medical Technician Clinical | 0 | 6 | <u>2</u> |
| Total Credit Hours | | | | 10 |
| Total Contact Hours | | | | 225 |

AAS Degree in Emergency Medical Services – PARAMEDIC

First Semester

| Course Number | Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|---------------|---------------------------------------|-------------|-------------------|-------------|
| EMS 118 | Emergency Medical Technician | 6 | 6 | 9 |
| EMS 119 | Emergency Medical Technician Clinical | 0 | 3 | 1 |
| ORI 101 | Orientation | 1 | 0 | 1 |
| MTH 100 | Intermediate College Algebra | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | 10 | 9 | 14 |

Second Semester

| Course Number | Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|---------------|---|-------------|-------------------|-------------|
| EMS 155 | Advanced Emergency Medical Technician | 5 | 6 | 8 |
| EMS 156 | Advanced Emergency Medical Technician Clinical (90 Clinical Hrs.) | 0 | 6 | 2 |
| BIO 201 | Human Anatomy & Physiology I | <u>3</u> | <u>2</u> | <u>4</u> |
| | Total | 8 | 14 | 14 |

Prerequisite to BIO 201: BIO 103 or successful placement on the Alabama Community College System Biology Placement Exam.

Third Semester

| Course Number | Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|---------------|---|-------------|-------------------|-------------|
| EMS 240 | Paramedic Operations I | 1 | 2 | 2 |
| EMS 241 | Paramedic Cardiology | 2 | 2 | 3 |
| EMS 242 | Paramedic Patient Assessment | 2 | 2 | 3 |
| EMS 243 | Paramedic Pharmacology | 0 | 2 | 1 |
| EMS 244 | Paramedic Clinical I (45 Clinical Hrs.) | 0 | 3 | 1 |
| ENG 101 | English Composition I | 3 | 0 | 3 |
| BIO 202 | Human Anatomy & Physiology II | <u>3</u> | <u>2</u> | <u>4</u> |
| | Total | 11 | 13 | 17 |

Fourth Semester

| Course Number | Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|----------------------|------------------------------------|------------------------|------------------------------|------------------------|
| EMS 245 | Paramedic Medical Emergencies | 2 | 2 | 3 |
| EMS 246 | Paramedic Trauma Emergencies | 2 | 2 | 3 |
| EMS 247 | Paramedic Special Populations | 1 | 2 | 2 |
| EMS 248 | Paramedic Clinical II | 0 | 9 | 3 |
| SPH 106 | Fundamentals of Oral Communication | 3 | 0 | 3 |
| PSY 200 | General Psychology | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | 11 | 15 | 17 |

Fifth Semester

| Course Number | Course Name | Theory Hrs. | Lab/Clinical Hrs. | Credit Hrs. |
|----------------------|--|------------------------|------------------------------|------------------------|
| EMS 253 | Paramedic Transition to the Workforce | 1 | 2 | 2 |
| EMS 254 | Advanced Competencies for the Paramedic | 1 | 2 | 2 |
| EMS 255 | Paramedic Field Preceptor ship | 0 | 15 | 5 |
| EMS 256 | Paramedic Team Leadership (45 Clinical Hrs.) | 0 | 3 | 1 |
| HUM | Humanities Elective | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | 5 | 22 | 13 |

Total Credit Hours **75**
Total Contact Hours **1800**

Licensure: Upon completion of the program of study for each licensure level of EMS, the student is eligible to take the applicable National Registry of Emergency Medical Technician Examination. All applications and fees associated with these exams are the responsibility of the student.

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 | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 13 | 6 | 15 |

| Second Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|------------------------|------------------------------------|--------------------|-----------------|--------------------|
| FOR 101 | Cartography | 2 | 3 | 3 |
| FOR 120 | Timber Harvesting | 2 | 3 | 3 |
| FOR 130 | Forestry Mathematics | 3 | 0 | 3 |
| SPH 106 | Fundamentals of Oral Communication | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | | 10 | 6 | 12 |

| 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 | <u>3</u> | <u>1</u> | <u>4</u> |
| 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 | <u>3</u> | <u>0</u> | <u>3</u> |
| 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 | <u>3</u> | <u>3</u> | <u>4</u> |
| 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 | <u>3</u> | <u>3</u> | <u>4</u> |
| | Total | 6 | 6 | 8 |

| Second Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|------------------------|----------------------|--------------------|-----------------|--------------------|
| FOR 101 | Cartography | 2 | 3 | 3 |
| FOR 120 | Timber Harvesting | 2 | 3 | 3 |
| FOR130 | Forestry Mathematics | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | 7 | 6 | 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 109 Electrical Blueprint Reading | 3 | 0 | 3 |
| ILT 164 Circuit Fabrication | 0 | 2 | 1 |
| ILT 169 Hydraulics/Pneumatics | 2 | 2 | 3 |
| MH 100 Intermediate College Algebra | 3 | 0 | 3 |
| ORI 101 Orientation | <u>1</u> | <u>0</u> | <u>1</u> |
| Total | 12 | 8 | 16 |

| Second Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|---|-------------|-----------|-------------|
| ILT 107 Concepts of Alternating Current | 3 | 4 | 5 |
| ILT 117 Principles of Construction Wiring | 1 | 4 | 3 |
| ILT 166 Motors and Transformers | 2 | 2 | 3 |
| ILT 170 Components of Material Handling | 2 | 2 | 3 |
| SPH106 Fundamentals of Oral Communication | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 11 | 12 | 17 |

| Third Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|---|--------------------|-----------------|--------------------|
| ILT 112 Concepts of Digital Electronics | 3 | 4 | 5 |
| ILT 194 Introduction to Programmable Logic Controllers | 2 | 2 | 3 |
| ILT 209 Motor Controls | 1 | 4 | 3 |
| CIS 146 Microcomputer Application | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 9 | 10 | 14 |

| Fourth Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|--|--------------------|-----------------|--------------------|
| ILT111 Concepts of Solid State Electronics | 3 | 4 | 5 |
| ILT196 Advanced Programmable Logic Controllers | 2 | 2 | 3 |
| CIS199 Network Communications | 3 | 0 | 3 |
| History/Social Science | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 11 | 6 | 14 |

| Fifth Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|--------------------------------------|--------------------|-----------------|--------------------|
| ILT235 Principles of Robotic Systems | 3 | 0 | 3 |
| ILT262 Certification Preparation | 3 | 0 | 3 |
| EN 101 English Composition I | 3 | 0 | 3 |
| Humanities/Fine Arts | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | 12 | 0 | 12 |

| | |
|---------------------------|--------------|
| Total Credit Hours | 73 |
| Total Contact Hour | 1365* |

*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.

PRACTICAL NURSING

LPN 51.3901 (Certificate)

Program Description: The Practical Nursing Program consists 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. In addition, all students who apply to the Practical Nursing Program are required to take the Test of Essential Academic Skills (TEAS-V) as part of the application process. Proof of the TEAS-V score must be attached to the Nursing application. Students should take the exam at least one month before the deadline for application to the Nursing program. The cost of the exam is \$56 as of July 1, 2014. Applicants should check the Nursing webpage at www.lbwcc.edu information about the TEAS-V exam and how to register for the exam (select Academics, select Career/Technical programs, and then select Nursing).

Clinical 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, immunizations, health screening, background checks, malpractice insurance, and proof of health or accident insurance 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. Satisfactory completion of TEAS-V examination
9. Acceptable physical examination
10. Completion of Biology 103

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 for the Practical Nursing Program. 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 Nursing course in the program's required course sequence.

BIO 103: Principles of Biology or satisfactory performance on ACS approved placement exam*

*As a result of satisfactory performance on placement exam, students will not receive academic credit for BIO 103, but will be allowed to be placed in BIO 201

First Semester

| Course Number/Course Name | Theory | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|--|---------------|-----------------|----------------------|--------------------|
| ORI 101 Orientation | 1 | 0 | 0 | 1 |
| 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 | <u>0</u> | <u>3</u> | <u>0</u> | <u>1</u> |

| | | | | | | |
|------------------------|----------------------------|---------------------------------|---------------|-----------------|----------------------|--------------------|
| | Total | | 7 | 8 | 0 | 10 |
| Second Semester | | | Theory | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
| ENG | 101 | English Composition I | 3 | 0 | 0 | 3 |
| BIO | 202 | Human Anatomy and Physiology II | 3 | 2 | 0 | 4 |
| NUR | 102 | Fundamentals of Nursing | <u>3</u> | <u>6</u> | <u>3</u> | <u>6</u> |
| | Total | | 9 | 8 | 3 | 13 |
| Third Semester | | | Theory | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
| NUR | 105 | Adult Nursing | 5 | 3 | 6 | 8 |
| NUR | 106 | Maternal and Child Nursing | <u>4</u> | <u>0</u> | <u>3</u> | <u>5</u> |
| | Total | | 9 | 3 | 9 | 13 |
| Fourth Semester | | | Theory | 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 | <u>2</u> | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | | 9 | 3 | 12 | 14 |
| | Total Credit Hours | | | | | 50 |
| | Total Contact Hours | | | | | 1200 |

***Special Program Costs for Nursing Students**

- Malpractice Insurance
- Proof of Health Insurance or Liability Insurance
- Nursing Uniforms (2 required)
- Name Tag
- Hepatitis B Vaccination Series
- TB Skin test
- Drug Screen
- Lab Kits
- Background Check
- Proof of Measles, Mumps, and Rubella Vaccination
- Testing Fees

ASSOCIATE DEGREE NURSING

Mobility Program

RN 51.3801

(Degree)

Program Description: The Nursing Mobility Program enables the Licensed Practical Nurse (LPN) or the Licensed Paramedic 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).

Track 1 is for applicants who completed the Standardized Alabama Community College System (ACCS) Nursing curriculum more than two years prior to application for admission to AAS Mobility Program or for students who have graduated from any other PN curriculum. Students will be reassessed in rank order at the completion of NUR 200. Prior to admission to NUR 200, the student must provide proof of a valid, unencumbered license. 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 the College.

Track 2 is for applicants completing the Standardized ACCS Nursing curriculum within the previous two years. The number of slots available will be at the discretion of the College. However, recent graduates of LPN programs may apply with the commitment that they will provide proof of licensure. LPN graduates who completed the ACCS curriculum within the last two years are not required to take NUR 200.

Track 3 is for Licensed Paramedics. The applicant must provide proof of an unencumbered Alabama license as a Paramedic and documentation of 12 months of work experience as a licensed Paramedic within the last twenty (20) months. There will be a limited number of available slots. The number of slots available in NUR 111 will be at the discretion of the College.

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. Applicants will be assessed and placed in rank order prior to enrollment in NUR 200, NUR 201 or NUR 111. All students applying to the ADN Program are required to take the Test of Essential Academic Skills (TEAS-V) as part of the application process. Proof of the TEAS-V score must be attached to the Nursing application. Students should take the exam at least one month before the deadline for application to the Nursing program. The cost of the exam is \$56 as of July 1, 2014. Applicants should check the Nursing webpage at www.lbwcc.edu for information about the TEAS-V exam and how to register for the exam (select Academics, select Career/Technical programs, and then select Nursing).

Clinical experiences are conducted at area hospitals, nursing homes and community agencies. These 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, immunizations, health screening, background checks, malpractice insurance, and proof of health or accident insurance before students begin clinical rotations. Upon completion of the program, the graduate is eligible to write the NCLEX-RN 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 Nursing Division.

Accreditation: The Associate Degree Nursing Program at Lurleen B. Wallace Community College is accredited by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing
3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
www.acenursing.org

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 for Track 1 and Track 2 must hold a current Alabama Practical Nursing License and must have successfully completed the required prerequisites. Proof of licensure must be provided before registration. Track 3 students must provide proof of an unencumbered Alabama license as a Paramedic and documentation of twelve (12) months' work experience as a licensed Paramedic within the last twenty (20) months.

A minimum GPA of 2.5 for the last 24 credit hours of college credit is required. Admission to the 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 for the **Licensed Practical Nurses** admitted on Track 1 and Track 2 with the exception that Track 2 students do not take NUR 200. Courses scheduled each semester may vary.

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

Prerequisites:

| Course Number/Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|--|--------------------|-----------------|----------------------|--------------------|
| BIO 103 Principles of Biology or satisfactory performance on ACCS approved placement exam* | | | | |
| Course Number/Course Name | | | | |
| ENG 101 English Composition I | 3 | 0 | 0 | 3 |
| MTH 100 Intermediate College Algebra | 3 | 0 | 0 | 3 |
| BIO 201 Human Anatomy & Physiology I | 3 | 2 | 0 | 4 |
| BIO202 Human Anatomy & Physiology II | 3 | 2 | 0 | 4 |
| ORI 101 Orientation | 1 | 0 | 0 | 1 |
| NUR 200 LPN Role Transition to Associate Degree Nurse** | 3 | 1 | 1 | 5** |

* As a result of satisfactory performance on placement exam, students will not receive academic credit for BIO 103, but will be allowed to be placed in BIO 201.

**NUR 102, NUR 103, NUR 104, NUR 105, NUR 106 are requirements fulfilling both the Practical Nursing Certificate and the Associate in Applied Science Degree in Nursing. Therefore, credits earned for these courses apply to the AAS Degree in Nursing. Content of the courses is equivalent to NUR 200 and replaces the prerequisite requirement of NUR 200. For Track 1 students, NUR 200 earns 5 prerequisite credits, and upon completion of the Mobility Program, 16 additional credit hours will be applied to the degree for students successfully completing NUR 200 in accordance with this course's plan of instruction published by the Alabama Department of Postsecondary Education.

First Semester

| Course Number | Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|----------------------|--------------------------------|--------------------|-----------------|----------------------|--------------------|
| PSY 200 | General Psychology | 3 | 0 | 0 | 3 |
| BIO 220 | General Microbiology | 2 | 4 | 0 | 4 |
| NUR201 | Nursing Through the Lifespan I | <u>3</u> | <u>0</u> | <u>6</u> | <u>5</u> |
| | Total | 8 | 4 | 6 | 12 |

Second Semester

| Course Number | Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|----------------------|------------------------------------|--------------------|-----------------|----------------------|--------------------|
| SPH 106 | Fundamentals of Oral Communication | 3 | 0 | 0 | 3 |

| | | | | | |
|---------|---------------------------------|----------|----------|----------|-----------|
| PSY 210 | Human Growth & Development | 3 | 0 | 0 | 3 |
| NUR 202 | Nursing Through the Lifespan II | <u>3</u> | <u>0</u> | <u>9</u> | <u>6</u> |
| | Total | 9 | 0 | 9 | 12 |

Third Semester

| Course Number | Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|---------------|---|-------------|----------|---------------|-------------|
| | Humanities/Fine Arts Elective | 3 | 0 | 0 | 3 |
| NUR 203 | Nursing Through the Lifespan III | 4 | 0 | 6 | 6 |
| NUR 204 | Role Transitions for the Registered Nurse | <u>2</u> | <u>0</u> | <u>6</u> | <u>4</u> |
| | Total | 9 | 0 | 12 | 13 |

| | |
|--|-------------|
| Total Credit Hours | 73 |
| Total Contact Hours (Track 1 and Track 2) | 1290 |

Typical Student Load and Course by Semester

Note: This is a sample course sequence for **Paramedics** admitted on Track 3. Courses scheduled each semester may vary. **A minimum grade of 75 is required for progression to the next Nursing course in the program's required course sequence.**

Prerequisites:

| Course Number/Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|--|-------------|----------|---------------|-------------|
| BIO 103 Principles of Biology or satisfactory performance on ACCS approved placement exam* | | | | |
| ENG 101 English Composition I | 3 | 0 | 0 | 3 |
| MTH 100 Intermediate College Algebra | 3 | 0 | 0 | 3 |
| BIO 201 Human Anatomy & Physiology I | 3 | 2 | 0 | 4 |
| BIO 202 Human Anatomy & Physiology II | 3 | 2 | 0 | 4 |
| BIO 220 General Microbiology | 2 | 4 | 0 | 4 |
| ORI 101 Orientation | 1 | 0 | 0 | 1 |
| PSY 200 General Psychology | 3 | 0 | 0 | <u>3</u> |
| Total | | | | 22 |

*As a result of satisfactory performance on placement exam, students will not receive academic credit for BIO 103, but will be allowed to be placed in BIO 201.

First Semester

| Course Number | Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|---------------|--------------------|-------------|----------|---------------|-------------|
| NUR 111 | Paramedic Mobility | 8 | 3 | 9 | <u>12</u> |
| | Total | | | | 12 |

Fourteen (14) additional hours of Nursing credit are awarded following completion of NUR 111 with a score of 75 or higher and completion of the Mobility Program Curriculum.

Second Semester

| Course Number | Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|----------------------|---------------------------------|-------------|----------|---------------|-------------|
| SPH 106, 107, or 116 | Speech | 3 | 0 | 0 | 3 |
| PSY 210 | Human Growth & Development | 3 | 0 | 0 | 3 |
| NUR 202 | Nursing Through the Lifespan II | <u>3</u> | <u>0</u> | <u>9</u> | <u>6</u> |
| | Total | 9 | 0 | 9 | 12 |

Third Semester

| Course Number | Course Name | Theory Hrs. | Lab Hrs. | Clinical Hrs. | Credit Hrs. |
|---------------|---|-------------|----------|---------------|-------------|
| | Humanities/Fine Arts Elective | 3 | 0 | 0 | 3 |
| NUR 203 | Nursing Through the Lifespan III | 4 | 0 | 6 | 6 |
| NUR 204 | Role Transitions for the Registered Nurse | <u>2</u> | <u>0</u> | <u>6</u> | <u>4</u> |
| | Total | 10 | 0 | 12 | 13 |

Total Credit Hours **73**
Total Contact Hours (Track 3) **1275**

*Special Program Costs for Nursing Students

- Malpractice Insurance
- Proof of Health Insurance or Liability Insurance
- Nursing Uniforms
- Name Tag
- Hepatitis B Vaccination Series
- TB Skin Test
- Drug Screen
- Lab Kits (NUR 111 and NUR 200)
- Background Check
- Proof of Measles, Mumps, and Rubella Vaccination

- Testing Fees

OFFICE ADMINISTRATION

AD 52.0401

(Degree)

Program Description: The program is designed for the purpose of preparing students to keep the offices of physicians, hospitals, and other health practitioners running smoothly. Students learn to update and file patients' medical records, fill out insurance forms, arrange for hospital admissions and laboratory services, answer telephones, greet patients, handle correspondence, schedule appointments, and handle billing and bookkeeping. 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 medical office assistants to seek employment in offices of physicians, public and private hospitals, including inpatient and outpatient facilities; office of other health practitioners such as chiropractors and optometrists. Students may also seek employment in other healthcare industries such as outpatient care centers, nursing and residential 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.

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 | <u>1</u> | <u>0</u> | <u>1</u> |
| 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 |
| OAD 135 Financial Record Keeping | 3 | 0 | 3 |

| | | | | |
|------------------------|--|--------------------|-----------------|--------------------|
| | Humanities/Fine Arts Elective | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | 15 | 0 | 15 |
| Third Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
| OAD | 138 Records/ Information Management | 3 | 0 | 3 |
| OAD | 215 Health Information Management | 3 | 0 | 3 |
| OAD | 133 Business Communication | 3 | 0 | 3 |
| BIO | 120 Medical Terminology | <u>3</u> | <u>0</u> | <u>3</u> |
| | 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 | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | 12 | 2 | 13 |
| Fifth Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
| OAD | 104 Advanced Keyboarding | 3 | 0 | 3 |
| OAD | 247 Special Projects | 3 | 0 | 3 |
| OAD | 214 Medical Office Procedures | 3 | 0 | 3 |
| OAD | 242 Office Internship | 0 | 15 | 3 |
| | History, Social and Behavioral Science | <u>3</u> | <u>0</u> | <u>3</u> |
| | Total | 12 | 15 | 15 |
| | Total Credit Hours | | | 68 |
| | Total Contact Hours | | | 1215 |

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 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 | 9 | 3 |
| MAH 101 Introductory Mathematics I | 3 | 0 | 3 |
| ORT 111 *Orientation | <u>1</u> | <u>0</u> | <u>1</u> |
| Total | 8 | 22 | 16 |

| Second Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|------------------------|--|--------------------|-----------------|--------------------|
| WDT 125 | Shielded Metal Arc Welding Groove Lab | 0 | 9 | 3 |
| WDT 120 | Shielded Metal Arc Welding 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 | 9 | 3 |
| COM 100 | *Introductory Technical English I | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | | 7 | 22 | 15 |

| Third Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|-----------------------|---------------------------------|--------------------|-----------------|--------------------|
| DPT 103 | Introductory Computer Skills II | 3 | 0 | 3 |
| WDT 183 | Special Topics | 1 | 3 | 2 |
| WDT 217 | SMAW Carbon Pipe | 1 | 6 | 3 |
| WDT 257 | SMAW Carbon Pipe Lab | 0 | 9 | 3 |
| WDT 110 | Industrial Blueprint Reading | 3 | 0 | 3 |
| SPC 103 | *Oral Communications | <u>3</u> | <u>0</u> | <u>3</u> |
| Total | | 11 | 18 | 17 |

| Fourth Semester | | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|------------------------|--------------------------|--------------------|-----------------|--------------------|
| WDT 156 | GTAW Stainless Pipe Lab | 0 | 9 | 3 |
| WDT 116 | GTAW Stainless Pipe | 1 | 4 | 3 |
| WDT 228 | Gas Tungsten Arc Welding | 2 | 3 | 3 |
| WDT 268 | Gas Tungsten Arc Lab | <u>0</u> | <u>9</u> | <u>3</u> |
| Total | | 3 | 25 | 12 |

| | |
|----------------------------|-------------|
| Total Credit Hours | 60 |
| Total Contact Hours | 1740 |

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 110 Industrial Blueprint Reading | 3 | 0 | 3 |
| WDT 122 SMAW Fillet OFC Lab | 0 | 9 | 3 |
| WDT 183 Special Topics | <u>1</u> | <u>3</u> | <u>2</u> |
| Total | 6 | 14 | 11 |

| Second Semester | Theory Hrs. | Lab Hrs. | Credit Hrs. |
|--|-------------|-----------|-------------|
| WDT 125 Shielded Metal Arc Welding Groove Lab | 0 | 9 | 3 |
| WDT 120 Shielded Metal Arc Welding Groove | 2 | 2 | 3 |
| WDT 124 Gas Metal Arc/Flux Cored Arc Welding Lab | 0 | 9 | 3 |
| WDT 119 Gas Metal Arc/Flux Cored Arc Welding | <u>2</u> | <u>2</u> | <u>3</u> |
| Total | 4 | 22 | 12 |

Total Credit Hours **23**

Total Contact Hours **690**

COURSES OF INSTRUCTION

Abbreviations for Courses

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

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

COURSE DESCRIPTIONS

AIR CONDITIONING AND REFRIGERATION

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 hydronic 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 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.

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 systems. Upon completion, the student should be able to troubleshoot and perform general maintenance on commercial and residential HVAC/R 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 the 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 122 Two Dimensional Composition II** **3**
Prerequisite: Art 121
This course covers the theories and practice of composing two-dimensional images. Emphasis is placed on the relation between the basic elements and principles of design and their impact on the visual message. Upon completion, students should, through personal expression, demonstrate an effective use of these elements and principles of design in creating two-dimensional compositions.
- 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

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 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 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

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 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 215 Business Communication **3**
This course covers written, oral and nonverbal communications. Topics include the application of communication principles to the production of clear, correct, and logically organized faxes, e-mail, memos, letters, resumes, reports, and other business communications.

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 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 II **3**

Prerequisite: BUS 271

This course is a continuation of BUS 271. Topics include sampling theory, statistical inference, 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.

CHM 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 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 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 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 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 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 146 and 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 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.

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**

Corequisite: COS 112 Introduction to Cosmetology Lab

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**

Corequisite: COS 111 Introduction to Cosmetology

In this course, students are provided the practical experience for sanitation, shampooing, hair shaping, and hairstyling. Emphasis is placed on sterilization, shampooing, hair shaping, and 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 Chemical Services Lab

During this course students learn concepts of theory of chemical services related to the chemical hair texturing. Specific topics include basics of chemistry and electricity, properties of the hair and scalp, and chemical texture services. Safety considerations are emphasized throughout this course. This course is foundational for other courses providing more detailed instruction on these topics. CORE

COS 114 Chemical Methodology Lab 3

Corequisite: COS 113

During this course students perform various chemical texturing activities. Emphasis is placed on cosmetologist and client safety, chemical use and handling, hair and scalp analysis, and client consulting. CORE

COS 115 Hair Coloring Theory 3

Corequisite: COS 116 Hair Coloring Lab

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 Hair Coloring Theory

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 Basic Spa Techniques Lab

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, facialcosmetics, anatomy, hair removal, and nail care. Upon completion, the student will be able to state procedures for analysis, light therapy, facials, hair removal, and identify the structures, functions, disorders of the skin, and nail care. CORE

COS 118 Basic Spa Techniques Lab 3

Corequisite: COS 117 Basic Spa Techniques

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

for product application, recognize skin disorders, demonstrate facial massage movement, cosmetic application, and hair removal using safety and sanitary precautions, and nail care.

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 skills 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 148 Nail Care Theory** **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 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 156 Career and Personal Development** **3**
This course is designed to focus on personal development and career building. Emphasis is placed on building and retaining clientele, communications skills, customer service, continuing education, and setting goals. Upon completion, the student should be able to list types of communication skills, state personal goals, and develop a continuing education plan.
- 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 apparatus, 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 181 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.

CULINARY ARTS**CUA 101 Orientation to the Hospitality Profession****3**

This course introduces various facets and opportunities within the hospitality profession. The intent is for students to gain a broad base of information relative to the hospitality industry. Emphasis is placed on having students comprehend their role as a hospitality industry professional. Topics include an overview of the hospitality profession on society, issues that impact on various segments of the hospitality profession, and emerging trends. This is a **core** course.

CUA 111 Foundations in Nutrition**3**

This course focuses on nutrition and meal planning in relation to the food preparation industry. Topics include the science of food and nutrition, essential nutrients and their relation to the growth, maintenance and functioning of the body, nutritional requirements of different age levels and cultural influences on food selection. Upon completion of this course, students will be able to apply the basic principles to meal planning. This is a **core** course.

CUA 112 Sanitation, Safety, and Food Service**2**

This course introduces the basic principles of sanitation and safety to food service handling including purchasing, storing, preparation and serving. Specific topics include the dangers of microbial contaminants, food allergens and foodborne illness, safe handling of food, the flow of food, and food safety management systems. At the conclusion of this course, students will be prepared to test for ServSafe certification. The content of this course is foundational for all culinary arts classes. This is a **core** course.

- CUA 115 Advanced Food Preparation** **3**
In this course, students apply food preparation and meal management skills in all areas of food service. Emphasis is placed on management and technical skills needed to operate a restaurant. Upon completion, students will develop advanced skills in food preparation and meal management.
- CUA 125 Food Preparation** **5**
In this course students acquire fundamental knowledge and skills in preparing a variety of basic foods. Specific topics include safety, the history of food service, professional standards of conduct and ethics, credentialing, the kitchen brigade, tools, and techniques for preparing various types of food items. At the conclusion of this course, students will demonstrate basic food preparation skills. This is a **core** course for AAS/AAT or Diploma in Culinary Arts. Note: This course is a suitable substitute for the combination of CUA 110 and CUA 120.
- CUA 150 Basic Culinary Lab I** **2**
In this course, students will apply food preparation techniques through hands-on experiences. Emphasis is placed on manipulative skills under direct supervision. Students will develop competencies in food preparation.
- CUA 200 Preparing and Processing Meat** **2**
This course focuses on preparing and processing various types of meat including beef, pork, poultry, fish, and seafood for final preparations in the other stations of the kitchen. Upon completion, students will be able to demonstrate principles of meat preparation and processing.
- CUA 203 Stock and Sauces** **3**
This course challenges the student to the greatest tests of a chef's skills. Whether they are classic or contemporary good sauces demand the highest technical expertise. Students learn why particular sauces will or will not go with particular dishes. The student will focus on brown and white stocks; consommé's, fumets and essences; glazes and roux's. The student will further develop mother sauces and compound sauces.
- CUA 204 Foundations of Baking** **3**
This course covers basic ingredients, weights and measures, baking terminology and formula calculations. Topics include yeast-raised products, quick breads, pastry dough, various cakes and cookies, and appropriate filing and finishing techniques. Upon completion, students should be able to prepare and evaluate baked products.
- CUA 213 Food Purchasing and Cost Control** **3**
Emphasis is placed on procurement, yield tests, inventory control, specification, planning, forecasting, market trends, terminology, cost controls, pricing, and food service ethics. Upon completion, students should be able to apply effective purchasing techniques based on the end-use of the product.

DANCE

- 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.
- DNC 143 Ballet Technique I** **3**
Intensive training in classical ballet for students intending to major in dance. Intermediate level technique is studied, emphasizing posture and placement. Students are evaluated on their ability to perform the work to the required standard.
- DNC 144 Ballet Technique II** **3**
A continuation of DNC 143
- DNC 160 Dance Workshop I** **2**
This course provides practical experience in the production and performance of a dance presentation, including sound, lighting, choreography, rehearsal, costuming, make-up and other aspects of dance presentation.
- DNC 161 Dance Workshop II** **1**
Prerequisite: DNC 160 and/or as required by program
This course is a continuation of DNC 160.
- DNC 243 Ballet Techniques III** **3**
Ballet technique at advanced level emphasizing performance quality, musicality, and classical style.
- DNC 244 Ballet Techniques IV** **3**
A continuation of DNC 243

DIAGNOSTIC MEDICAL SONOGRAPHY

DMS 202 Foundations of Sonography**2**

Prerequisite: As required by program

This course provides the student with elements of the history and development of the use of sonography in medical imaging. Students also are provided concepts in patient care and medical ethics and law to include cultural diversity. Emphasis in theory and lab is placed on patient assessment and considerations of physical and psychological conditions in both routine and emergency situations. Upon completion, students will demonstrate knowledge of the history of sonographic imaging, medical ethic dilemmas that may arise, as well as demonstrate/explain patient care procedures appropriate to setting and situation.

DMS 204 Sonographic Anatomy**3**

Prerequisite: As required by program

This course is a study in gross and sectional anatomy and physiology of the human body and the correlation of that anatomy to sonographic, computed tomography and magnetic resonance images. Upon completion, students will be able to identify normal sonographic anatomy.

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 develop a protocols notebook. At course completion, the student will be prepared 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 216 Sonographic Principles & Instrumentation** **3**
Prerequisite: As required by program
This course will provide the student with knowledge of the principles of sound and imaging instrumentation 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 217 Sonographic Principles & Instrumentation Lab** **1**
Prerequisite: As required by program
This lab allows students to perform quality assurance tests and surveys. Students will also investigate statistical applications utilized in medical research. Upon completion, the student will be able to develop a quality assurance program.
- 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. Protocols 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, and other superficial structures. 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. Medical terminology is emphasized throughout this course.
- DMS 229 Sonography Preceptorship I** **2**
Prerequisite: As required by program
This course provides the sonography student with the opportunity to practice patient care skills and use beginning sonographic skills in a clinical environment. At course completion, the student should be able to provide basic patient care needs for the individual scheduled for a sonogram and create sonographic images pertinent to the current level of didactic training in general sonography specialties. **Competencies will be required.**

- DMS 230 Sonography Preceptorship II** **3**
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 pertinent to the level of didactic training in general sonography specialties. **Competencies will be required.**
- DMS 231 Sonography Preceptorship III** **4**
Prerequisite: As required by program
 This course provides a continuum in the development of sonographic skills in all general sonographic specialties while in the clinical setting. Students should be able to perform more exams with less assistance from the supervising sonographer. **Competencies will be required.**
- DMS 232 Sonography Preceptorship IV** **5**
Prerequisite: As required by program
 This course will provide an in-depth practice of all general sonographic skills in the clinical setting. Upon completion the student will perform general specialty sonograms with little to no assistance from the supervising sonographer. **Competencies will be required.**
- DMS 240 Sonography Seminar I** **2**
Prerequisite: As required by program
 This course provides a review for National Registry Exam. Topics include sonographic principles and instrumentation. Mock registries must be passed with a grade of 75% or better to complete this course.
- DMS 241 Sonography Seminar II** **3**
Prerequisite: As required by program
 This course provides a review for National Registry Exam. Topics include abdominal, superficial, gynecological, and obstetrical sonography. Mock registries must be passed with a grade of 75% or better to complete this course.
- DMS 250 Introduction to Advanced Sonography** **3**
Prerequisite: As required by program
 This course will introduce students to vascular, cardiac, neurology, and orthopedic sonography. Advanced technologies in these fields will be researched. At completion, students will identify and describe skills and modalities in sonography.

Diagnostic Medical Sonography - Vascular Courses

- DMS 261 Vascular Sonography Techniques** **3**
Prerequisite: As required by program
 This course will familiarize the student with sonographic anatomy of the peripheral vascular structures of the human body. The student will learn techniques to perform spectral, color and angiographic Doppler of these vessels. Images will be correlated with

other imaging modalities (i.e. computed technology, magnetic resonance, and angiography). The laboratory will allow the student to practice techniques learned in RAD 281 theory. The student will scan volunteers in order to develop skills in vascular analysis. At course completion student will be able to perform vascular sonograms.

DMS 263 Pathology of Vascular Systems **3**

Prerequisite: As required by program

This course will educate the student in common pathologies of the vascular system. Patient symptoms and history will be correlated with abnormalities seen. At completion students will be able to identify common abnormalities of the vascular system on sonograms.

DMS 264 Vascular Sonographic Clinical **5**

Prerequisite: As required by program

This course will allow the student to practice vascular scanning skills in the clinical setting. Competency will be sought in all types of peripheral vascular studies as well as correlation of studies with patient history, laboratory values and symptomology. At completion the student will be able to demonstrate practical application of vascular sonographic procedures.

DIESEL & HEAVY EQUIPMENT MECHANICS

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 manufactures' 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.

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.

EMERGENCY MEDICAL SERVICES

EMS 100 Cardiopulmonary Resuscitation – I 1

Prerequisite: As required by program

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/CPR 1

Prerequisite: As required by program

This course provides a study of basic first aid and cardiopulmonary resuscitation (CPR). Students will be able to perform basic first aid and CPR techniques. Upon completion, the student will be eligible for CPR certification testing.

EMS 118 Emergency Medical Technician 9

Prerequisite: As required by program

Corequisite: EMS 119 – Emergency Medical Technician Clinical

This course is required to apply for certification as an Emergency Medical Technician. This course provides students with insights into the theory and application of concepts related to the profession of emergency medical services. Special topics include: EMS preparatory, airway maintenance, patient assessment, management of trauma patients, management of medical patients, treating infants and children, and various EMS operations. This course is based on the NHTSA National Emergency Medical Services Education Standards.

EMS 119 Emergency Medical Technician Clinical 1

Prerequisite: As required by program

Corequisite: EMS 118 – Emergency Medical Technician

This course is required to apply for certification as an EMT. This course provides students with clinical education experiences to enhance knowledge and skills learned in the EMS 118, Emergency Medical Technician Theory and Lab. This course helps students prepare for the National Registry Exam.

EMS 155 Advanced Emergency Medical Technician

8

Prerequisite: As required by program

Corequisite: EMS 156

This course is required to apply for certification as an Advanced Emergency Medical Technician (AEMT). This course introduces the theory and application of concepts related to the profession of the AEMT. The primary focus of the AEMT is to provide basic and limited advanced emergency medical care and transportation for critical and emergent patients who assess the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide patient care and transportation. Topics include: extending the knowledge of the EMT to a more complex breadth and depth, intravenous access and fluid therapy, medication administration, blind insertion airway devices, as well as the advanced assessment and management of various medical illnesses and traumatic injuries. This course is based on the NHTSA National Emergency Medical Services Education Standards. Requires licensure or eligibility for licensure at the EMT level and EMS 156 must be taken as a co-requisite.

EMS 156 Advanced Emergency Medical Technician Clinical
2

Prerequisite: As required by program

Corequisite: EMS 155

This course is required to apply for certification as an Advanced Emergency Medical Technician (AEMT). This course provides students with clinical education experiences to enhance knowledge and skills learned in EMS 155. This course helps prepare students for the National Registry AEMT Exam. The student will have the opportunity to use the basic and advanced skills of the AEMT in the clinical and field settings under the direct supervision of licensed healthcare professionals. Requires licensure or eligibility for licensure at the EMT level and EMS 155 must be taken as a co-requisite.

EMS 240 Paramedic Operations

2

Prerequisite: EMS 189 or BIO 201

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: research, paramedic roles and responsibilities, well-being of the paramedic, illness and injury prevention, medical-legal-ethical issues, therapeutic communications, medical terminology, life span development, ambulance operations, medical incident command, rescue awareness and operations, hazardous materials incidents, crime scene awareness, and Alabama EMS laws and rules.

EMS 241 Paramedic Cardiology

3

Prerequisite: As required by program

This course introduces the cardiovascular system, cardiovascular electrophysiology, and electrocardiographic monitoring. This course further relates pathophysiology and assessment findings to the formulation of field impression and implementation of treatment plans for specific cardiovascular conditions. Content areas include: cardiovascular anatomy and physiology, cardiovascular electrophysiology, electrocardiographic monitoring, rhythm analysis, and prehospital 12-lead electrocardiogram monitoring and interpretation, assessment of the cardiovascular patient, pathophysiology of cardiovascular disease and techniques of management including appropriate pharmacologic agents and electrical therapy.

EMS 242 Paramedic Patient Assessment

3

Prerequisite: As required by program

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.

EMS 243 Paramedic Pharmacology

1

Prerequisite: As required by program

This course introduces basic pharmacological agents and concepts with an emphasis on drug classifications and the knowledge and skills required of a paramedic for safe, effective medication administration. Content areas include: general principles of pharmacology and pharmacologic pathophysiology; venous and intraosseous access techniques, the metric and apothecary system; computation of dosage and solution problems, administration of pharmacologic agents; pharmacokinetics and pharmacodynamics, and nasogastric tube placement.

EMS 244 Paramedic Clinical I

1

Prerequisite: As required by program

This course is directed toward the application of knowledge and skills developed in didactic and skills laboratory experiences to the clinical setting. Theory and skills are applied to a variety of patient situations in the clinical setting, with a focus on patient assessment and management, advanced airway management, electro-therapy, I.V./I.O. initiation and medication administration.

EMS 245 Paramedic Medical Emergencies

3

Prerequisite: As required by program

This course relates pathophysiology and assessment findings to the formulation of field impression and implementation treatment plans for specific medical conditions. Content areas include: pulmonology, neurology, gastroenterology, renal/urology, toxicology, hematology, environmental conditions, infectious and communicable diseases, abuse and assault, patients with special challenges, and acute interventions for the chronic care patient.

EMS 246 Paramedic Trauma Management **3**

Prerequisite: As required by program

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.

EMS 247 Paramedic Special Populations
2

Prerequisite: As required by program.

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.

EMS 248 Paramedic Clinical II **3**

Prerequisite: As required by program

This course is required to apply for certification as a Paramedic. This course provides students with clinical education experiences to enhance knowledge and skills learned in EMS 245, 246, and 247 and knowledge and proficiency from previous clinical experiences. This course helps prepare students for the National Registry Paramedic Exam. The student will have the opportunity to use the basic and advanced skills of the Paramedic in the clinical setting under the direct supervision of licensed healthcare professionals. Requires licensure at the AEMT level.

EMS 253 Paramedic Transition to the Workforce **2**

Prerequisite: As required by program

This course is designed to meet additional state and local educational requirements for paramedic practice. Content includes: ACLS, PALS or PEPP, ITLS or PHTLS, prehospital protocols, transfer drugs, and other courses as dictated by local needs or state requirements.

EMS 254 Advanced Competencies for Paramedic **2**

Prerequisite: As required by program

This course is designed to assist students in preparation for the paramedic licensure examination. Emphasis is placed on validation of knowledge and skills through didactic review, skills lab performance, and/or computer simulation and practice testing. Upon course completion, students should be sufficiently prepared to sit for the paramedic

licensure examination.

EMS 255 Paramedic Field Preceptorship

5

Prerequisite: As required by program.

This course is required to apply for certification as a paramedic. This course provides students with field experiences to enhance knowledge and skills learned throughout the paramedic program. This course helps prepare students for the National Registry Paramedic Exam. Students will utilize paramedic skills in a field setting under the direct supervision of a licensed paramedic. Requires licensure at the AEMT level and completion of EMS 240, 241, 242, 243, 244, 245, 246, 247, and 248.

EMS 256 Paramedic Team Leadership

1

Prerequisite: As required by program

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. **The ACT or SAT scores must be on file in the Office of Admissions and Records 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** Placement Test 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 before enrolling in a developmental course at a cost of \$8.00. When a student enrolls in a developmental course, he or she must complete the developmental course sequence. Students will not be allowed to retest once remediation in the program has started.**

The COMPASS cutoff scores listed below will be used to determine appropriate placement in English classes.

Students who score **0 – 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 **0 – 100** and whose programs require **COM 100** as their terminal English course will be placed in **COM 100**. Students scoring **70 – 100** will have the option of taking **ENG 101** as their English course.

Students who score **70 –100** will be placed in **ENG 101 – English Composition I**.

Students who have proper documentation on file in the Office of Admissions and Records 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 093 Basic English II

3

(Institutional Credit Only)

Prerequisite: COMPASS Placement Score of 0-69

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)

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 102 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 102 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 to include GPS and basic GIS applications.

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. Upon completion, students should be able to demonstrate a basic knowledge of timber harvesting, best management practices to include a general knowledge of sustainable forestry initiatives.

FOR 130 Forestry Mathematics **3**

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 196 Forestry Summer Practicum

8

This course covers the application of basic forestry skills to advanced surveying, forest roads, timber cruising, and management plans and to familiarize students with silviculture and major forest products industries in the southeastern United States. Topics include surveying traverses, boundary lines, and roads with transit and steel tape; road standards and erosion control; silvicultural thinning, pruning, release, improvement, site preparation, regeneration, and reproductive methods; and line plot cruising and written management plans. Upon completion, students should be able to perform forest surveying with a transit; understand the theory and practice of forest roads, silviculture, line plot cruising, and management plan preparation; and have a general knowledge of major forest products industries.

FOR 201 Harvesting & Aerial Photography

9

This course covers timber harvesting and aerial photograph use. Topics include wood procurement, OSHA, steps involved in a harvesting operation, inspecting operations, timber sale contracts, BMP's, wetlands, endangered species, timber theft, photogrammetry, and photo interpretation. Upon completion, students should be able to demonstrate basic knowledge and appreciation for timber harvesting, and be able to use aerial photographs in forest management.

FOR 202 Wildlife Control & Timber Cruising

9

This course covers prescribed burning and wildfire control and advanced mensuration or timber cruising. Topics include basic wildfire control, objectives of described fire, firing techniques, weather, planning, and smoke management, basic forest statistics, sampling designs, and specific techniques for forest cruising including plot, strip, and prism cruises. Upon completion, students should demonstrate an understanding of wildfire control and be able to skillfully apply prescribed fire and accurately estimate timber volume by forest sampling or cruising.

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 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 familiar with even-aged and uneven-aged 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 266 Forest Management Practices **4**

This course deals with the preparation of written forest management plans. Topics include stand mapping, timber inventory, stand descriptions and recommendations, and the planning of silvicultural activities to assist the landowner in meeting his/her objectives.

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, estimate fuel volume, demonstrate the use of firefighting equipment, and develop a burning plan.

FOR 281 Forest Mensuration **4**

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 103 Foundation Competencies for the Health Sciences **3**

This course is designed to assist the student in developing the knowledge, skills and abilities necessary to be successful in health-related disciplines. Content focuses on development and use of effective study and test-taking skills, assertiveness training, stress management, values clarification, diversity, ethical-legal concepts, problem-solving and communication skills. Upon completion of this course, the student will demonstrate the knowledge, skills, and abilities needed to be successful in the student role.

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 100 Humanities Forum **1**

In this course, credit is given for participation in lectures, concerts, and other events which have relevance to the study of the humanities. The course may be repeated for credit.

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**

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.

HUM 299-01 PTK Honors Course I **1**

This course provides an opportunity for the student to study selected topics in the area of the humanities under the supervision of a qualified instructor. The specific topics will be determined by the interests of the students and faculty and the course may be repeated for credit.

HUM 299-02 PTK Honors Course II **1**

This course provides an opportunity for the student to study selected topics in the area of the humanities under the supervision of a qualified instructor. The specific topics will be determined by the interests of the students and faculty and the course may be repeated for credit.

INTERDISCIPLINARY STUDIES/HONORS

IDH 214 Interdisciplinary Seminar: Current Topics of Human Concern **1**

Prerequisite: Admission to the Honors Program or consent and completion of at least one Humanities-emphasis honors course and one science-emphasis honors course

This interdisciplinary seminar provides an opportunity for the student to conduct an in depth investigation of selected topics related to human values and the influence of the sciences on those values. Classroom activities emphasize and help develop skill for public speaking. A seminar paper and oral presentation/defense are required to enhance the student's skills in analysis, critical thinking and communication.

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 Forum 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.

INDUSTRIAL ELECTRONICS

ILT 106 Concepts of Direct Current **5**
This course provides an advanced study of direct current (DC) concepts and application principles. Specific topics include safety, terms and symbols, electrical theory, Ohm's law, power law, electrical measurement, DC electrical components, series, parallel, and series-parallel circuit construction. Students gain hands-on experience through various laboratory problems. Emphasis is placed on the use of scientific calculators, reading schematics, and the operation of common test equipment use to analyze and trouble shoot DC circuits and to prove the theories taught during classroom instruction. This course may serve as a substitute **core** for DC Fundamentals.

ILT 107 Concepts of Alternating Current **5**
This course provides an advanced study of alternating current (AC) concepts and application principles. Specific topics include safety, terms and symbols, AC electrical theory, components, circuits, electrical measurement instruments, laws of AC, and methods for constructing and measuring various types of AC circuits. Students gain hands-on experience through laboratory exercises designed to analyze complex circuits, power requirements, faults, phase relationships, and power factors. Emphasis is placed on the use of scientific calculators and the operation of various types of test equipment used to analyze and troubleshoot AC circuits. This course may serve as a substitute **core** for AC Fundamentals.

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 117 Principles of Construction Wiring 3

This course provides a study of the technical skills required to safely perform electrical wiring installations. Topics include methods of wiring residential, commercial, and industrial locations. Upon completion, students should be able to apply safe wiring skills to 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 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 170 Components of Material Handling 3

This course focuses on the different modes of handling manufactured goods or products. Topics include the installation, operation, and maintenance of the material handling process components. Emphasis is placed on determining control limits, performing scheduled maintenance, and trouble shooting performance or function failures. Upon completion, students should be able to install, operate, monitor, maintain and troubleshoot a simulated material handling system.

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 196 Advanced Programmable Logic Controllers 3

This course includes the advanced principles of PLC's including hardware, programming and troubleshooting. Emphasis is placed on developing advanced working programs, and troubleshooting hardware and software communication problems. Upon completion, students should be able to demonstrate their ability in developing programs and troubleshooting the system.

ILT 209 Motor Controls I 3

This course is a study of the construction, operating characteristics, and installation of different motor control circuits and devices. Emphasis is placed on the control of three phase AC motors. This course covers the use of motor control symbols, magnetic motor starters, running overload protection, pushbutton stations, multiple control stations, two wire control, three wire control, jogging control, sequence control, and ladder diagrams of motor control circuits. Upon completion, students should be able to understand the operation of motor starters, overload protection, interpret ladder diagrams using pushbutton stations and understand complex motor control diagrams.

ILT 235 Principles of Robotic Systems 3

This course is an overview of basic robotic systems and classifications used in industry. An emphasis is placed on safety elements particular to automation. Topics include the principles and concepts associated with robotic system components. Upon completing this course, students should be able to classify robots and explain the various components of a safe robotic system and how these components interact.

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.

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 or MAH 101 Introductory Math I |

| | |
|---------------------|---|
| 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.

To qualify for an **IP** (In Progress), the student must satisfactorily complete the amount of course work specified by the instructor and attend class/lab at least 80% of the time.

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.

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 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: MTH 100. 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 rehearsing 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 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 nationally registered paramedic transitioning 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 are required.
- NUR 200 LPN Role Transition to Associate Degree Nurse (RN)** **5**
Prerequisite: As required by program
This course focuses on application of nursing science to assist the Licensed Practical Nurse (LPN) transitioning into the role of the associate degree nurse (ADN). Emphasis in this course is placed on evidenced based clinical decision making and nursing care provided in a family and community context for a variety of health alterations across the lifespan. Upon successful completion of the course students will be able to articulate into the ADN program.
- 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 cardiovascular, respiratory, and neurological systems in a variety of settings. Additional

instruction is provided care for selected mental health disorders, selected emergencies, multiple organ dysfunction syndrome and related disorders. Teaching/learning concepts, advanced dosage calculations, nutrition, pharmacology, communication, cultural, and community concepts are integrated.

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 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 135 Financial Record Keeping **3**

This course is designed to provide the student with an understanding of accounting concepts, principles, and terminology. Emphasis is on the accounting cycle and equation as they relate to different types of business ownership. Upon completion, the student should be able to demonstrate accounting procedures used in a proprietorship, partnership, and corporation.

OAD 136 Advanced Financial Record Keeping **3**

This course focuses on in-depth principles and practices of the accounting cycle. Emphasis is on the preparation of financial records such as payroll records, vouchers, accruals and deferrals, and related documents. Upon completion, the student should be able to prepare and manage financial records and information.

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 213 Advanced Medical Transcription **3**

This course is designed to develop skills in medical transcription. Emphasis is on diagnostic studies, laboratory, radiology, and pathology reports. Upon completion, the student should be able to demonstrate proficiency in the preparation of a variety of reports and forms used in the medical environment.

OAD 214 Medical Office Procedures **3**

This course focuses on the responsibilities of professional support personnel in a medical environment. Emphasis is on medical terms, the production of appropriate forms and reports, and 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 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 247 Special Projects 3

This course is designed to provide the student with an opportunity for the expansion of knowledge in an area of special interest under the direct supervision of the instructor. Emphasis is on the student's use of modern technology to study, research, or improve skills in a specialized office support area. Upon completion, the student should be able to demonstrate enhanced knowledge and skill gained through an individualized project.

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 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 171 Basketball (Beginning) 1

This course covers the 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 recreational basketball.

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 248 *Varsity Basketball I 1

Prerequisite: As required by program

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 249 *Varsity Basketball II 1

Prerequisite: As required by program

This course covers advanced fundamentals of basketball. Emphasis is placed on skill development, knowledge of the rules, and basic game strategy. This course builds upon previous instruction and provides additional opportunities to develop skills. 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.

PED 261 * Varsity Baseball II **1**

Prerequisite: As required by program

This course covers advanced baseball techniques. Emphasis is placed on refining skills and developing more advanced strategies and techniques. This course builds upon previous instruction and provides additional opportunities to develop skills. Upon completion, students should be able to play baseball at a competitive level.

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.

PED 267 Advanced Aikido **1**

Prerequisite: PED 266 – Intermediate Aikido or as required by program

Previously acquired Aikido skills are further honed and advanced techniques introduced in this course. As students progress in Aikido, increasing emphasis is placed on refinement of their own mental and physical proficiency, as well as assisting newer students.

PED 271 *Varsity Softball II **1**

Prerequisite: As required by program

This course introduces the fundamental skills and rules of softball. Emphasis is placed on proper techniques and strategies for playing softball. This course builds upon previous instruction and provides additional opportunities to develop skills. 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.

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 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.

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 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 COMPASS Placement Test one time before enrolling in a developmental course at a cost of \$8.00. When a student enrolls in a developmental course, he or she must complete the developmental course sequence. Students will not be allowed to retest once remediation has started.**

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.

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 116 Introduction to Interpersonal Communication

3

This course is an introduction to the basic principles of interpersonal communication.

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.

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 is on 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 II **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**

Note: There is an approved standardized plan-of-instruction for this course.

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 115 GTAW Carbon Pipe **3**

Note: There is an approved standardized plan-of-instruction for this course.

This course is designed to provide the student with the practices and procedures of welding carbon pipe using the gas tungsten arc weld (GTAW) process. Emphasis is placed on pipe positions, filler metal selection, purging gasses, joint geometry, joint preparation and fit-up. Upon completion, students should be able to identify pipe positions, filler metals, purging gas, proper joint geometry, joint preparation and fit-up to the applicable code.

WDT 116 GTAW Stainless Pipe

3

Note: There is an approved standardized plan-of-instruction for this course.

This course is designed to provide the student with the practices and procedures of welding stainless steel pipe using the gas tungsten arc weld (GTAW) process. Emphasis is placed on pipe positions, filler metal selection, purging gasses, joint geometry, joint preparation and fit-up. Upon completion, students should be able to identify pipe positions, filler metals, purging gas, proper joint geometry, joint preparation, and fit-up to the applicable code

WDT 119 Gas Metal Arc/Flux Cored Arc Welding

3

Note: There is an approved standardized plan-of-instruction for this course.

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 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 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 217 SMAW Carbon Pipe 3

Note: There is an approved standardized plan-of-instruction for this course.

This course introduces the student to the practices and procedures of welding carbon steel pipe using the shielded metal arc weld (SMAW) process. Emphasis is placed on pipe positions, electrode selection, joint geometry, joint preparation and fit-up. Upon

completion, students should be able to identify pipe positions, electrodes, proper joint geometry joint preparation, and fit-up in accordance with applicable codes.

WDT 218 Certification 3

Note: There is an approved standardized plan-of-instruction for this course.

This course is designed to provide the student with the knowledge needed to perform welds using the prescribed welding process. Emphasis is placed on the welding test joints in accordance with the prescribed welding code. Upon completion, students should be able to pass an industry welding standard welding test in accordance with various applicable welding code requirements.

WDT 219 Welding Inspection & Testing

3

Note: There is an approved standardized plan-of-instruction for this course.

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 acceptance weldments as prescribed by the code or welding specification report.

WDT 228 Gas Tungsten Arc Welding

3

This course provides the student with knowledge needed to perform gas tungsten arc welds using ferrous and/or non-ferrous metals, according to applicable welding codes. Topics include safe operating practices, equipment identification and set-up, correct selection of tungsten type, polarity, shielding gas and filler metals. Upon completion, a student should be able to identify safe operating practices, equipment identification and setup, correct selection of tungsten type, polarity, shielding gas, filler metals, and various welds on ferrous and/or non-ferrous metals, using the gas tungsten arc welding process according to applicable welding codes.

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 268 Gas Tungsten Arc Lab

3

This course provides the student with skills needed to perform gas tungsten arc welds using ferrous and/or non-ferrous metals, according to applicable welding codes. Topics include safe operating practices, equipment identification and set-up, correct selection of tungsten type, polarity, shielding gas and filler metals. Upon completion, a student should be able to identify safe operating practices, equipment identification and setup, correct selection of tungsten type, polarity, shielding gas, filler metals, and various welds on ferrous and/or non-ferrous metals, using the gas tungsten arc welding process according to applicable welding codes.

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 provide quality educational programs and services that will meet the changing personal and professional development needs of the community as well as local business and industry.

The Adult Education and Workforce Development Division offers a variety of courses, workshops, programs, and other services that are designed for 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 course. 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 provides the following:

- Customized training for existing business and industry
- Skills assessments
- Continuing Education courses
- Short-Term Skills Training
- WorkKeys Assessments

If you are an employer seeking to provide professional development opportunities for your employees or an employee seeking to improve or upgrade job skills, contact the Adult Education and Workforce Development Division to inquire about course offerings. For further details, please call 334-493-5344 or visit our website at www.lbwcc.edu/workforce_development or www.lbwcc.edu/communitycorp_ed/workforce_development.aspx

Truck Driver Training

Lurleen B. Wallace Community College – MacArthur Campus offers a 6 week, 240 contact hour/40 clock hours Truck Driver Training Program that will train course participants for entry-level employment as Class “A” commercial truck drivers. The classes meet Monday – Thursday from 7:00 a.m. – 5:30 p.m. Tuition cost is \$3500. Program graduates will be competent in the technical areas of hours of service regulations, vehicle inspection procedures, basic backing skills, defensive driving techniques, basic driving techniques, and recognition of driving environment hazards.

Admission requirements include the following: must be 21 years of age or older, provide and Alabama MVR, possess a valid Alabama driver’s license, possess a current Class A CDL permit, pass a DOT physical, and have the ability to read and understand the CDL manual and maintain a log book.

The occupational skill preparation is designed to meet the United States Department of Transportation, Federal Highway Administration, and Commercial Driver's License (CDL) recognized skill standards.

| Truck Driver Training Schedule | | |
|---------------------------------------|-------------------|--------------------|
| 2014-2015 | | |
| | Start Date | End Date |
| Class 1 | October 27, 2014 | December 4, 2014 |
| Class 2 | December 15, 2014 | January 22, 2015 |
| Class 3 | February 2, 2015 | March 12, 2015 |
| Class 4 | March 23, 2015 | April 30, 2015 |
| Class 5 | May 11, 2015 | June 18, 2015 |
| Class 6 | June 29, 2015 | August 6, 2015 |
| Class 7 | August 17, 2015 | September 24, 2015 |

On-line Continuing Education Courses

Discover hundreds of community education courses through LBWCC's partnership with ed2go. These short-term, high-quality, non-credit courses offer well-crafted lessons, expert online instructors, and interaction with fellow students. Whether your interest is in the business world, arts and languages, accounting, technology, law, health care, or a number of other areas, these courses allow access 24/7 from anywhere with an Internet connection.

New sessions of each course are offered each month. Courses are six weeks with two new lessons released every week. To learn more, visit the on-line instruction center at <http://www.ed2go.com/lbwcc/> or 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 locations 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
- 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 District I.

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The Alabama Community College System

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AWS Certified Welding Inspector

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M.S., Troy State University

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 M.B.A., Alabama A&M University

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 A.S., Allegany Community College
 B.S., Clemson University
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 Diploma, Applied Learning International
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 B. Ed., Athens State University

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 B.S., Troy State University
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 A.A.T., MacArthur State Technical College
 B.S., Athens State College
 M.Ed., Troy University

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 A.A., Enterprise-Ozark Community College
 B.Ed., Athens State University
 Certificate, Lurleen B. Wallace Community College
 Certificate, Lurleen B. Wallace Community College
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 J.D., School of Law and Political Science - Columbia
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 B.S., Auburn University at Montgomery
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A.A.T., MacArthur State Technical College to Director of Admissions and Records

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Diploma, Reid State Technical College

**LURLEEN B. WALLACE
COMMUNITY COLLEGE**



**STUDENT HANDBOOK
2014-2015**

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STUDENT SERVICES

Lurleen B. Wallace Community College has an “open-door” admission policy. The student body is very diverse in age, interests, ability, cultural background, and economic position. The College offers a variety of instructional programs supported by Student Services. These services include admissions, academic advising, personal and academic counseling, orientation, registration, assessment, records management, financial assistance, career planning, job placement, and student activities. These 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 College:

1. To actively encourage the enrollment of a diverse student body through a multifaceted student recruitment program. This includes publications about college programs and services as well as visitations to area schools, businesses, and civic groups.
2. To ensure an 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 to 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, students should have information on the College's academic program, facilities, the 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; its 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, as a student, 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 financial 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.

Academic Advising

Through academic advising, advisors assist students in selecting the appropriate courses to meet their educational goals and provide support in developing career goals, registering for courses, understanding college policies, and connecting to campus resources. The College has academic advisors on all campuses. Every student at the College is assigned an academic advisor, and students are required to meet with that individual for their initial registration. Academic advising is performed by counselors and faculty, with advisee assignments based upon the students program of study. This procedure is designed to create a mentoring relationship between advisor and advisee, as the student retains the same advisor throughout his or her time at the College, except when a change of program or transfer major requires a change of advisor in order to better serve the student.

Advisors in the Associate in Arts and the Associate in Science degree programs work with their advisees to follow the Statewide Transfer and Articulation Reporting System (STARS) guide and the 2 to 4 Transfer Program in planning student schedules, thereby ensuring transfer of courses to any other public institution in the state as well as private institutions. For transfer to other institutions, the advisor and student employ the catalog of the intended transfer institution. In most cases, counselors advise students who have not declared a major and faculty in the transfer programs advise students who have declared a major. The faculty in non-transfer and/or technical programs of study advise their students. Initially, advisors meet with distance learners and provide information to online Distance Education academic advising via the LBWCC website. Various means of telecommunication (phone, internet, email, etc.) are also utilized to serve distance learners.

Books, Supplies, and Tools

Students furnish their own books, supplies, and tools. Books and supplies are available at the bookstore; 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. The Greenville Campus Bookstore is located in the Student Services Building and books are available during the first two weeks of the semester. The Bookstore on the MacArthur Campus is located in the Student Center and scheduled hours are posted.

Career Services

Career Services are available at each campus as part of the comprehensive education and student

services offered at the College. Student Services Counselors assist students with exploring, developing and setting goals related to each student's unique educational and academic needs. These services include career assessments, occupational information, goal setting, and planning and employment resources.

A variety of career resources such as books, brochures, computer software, and video tapes are available for use. These materials, along with assistance from the counselors, 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.

Career Coaches serve the high schools in the College service area to inform students of career opportunities, both in the academic fields and technical/workforce development. The goal is to help ease the students' transition from high school to college and career while increasing the rate of completion and success. These specialists assist students with career exploration, career assessment, admissions applications, as well as provide individual guidance regarding career choices, articulation credits, financial aid, and scholarships.

Cooperative Education

The Cooperative Education Program is a program which allows students at Lurleen B. Wallace Community College to earn credit by working part-time or full-time jobs. For many technical courses, 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 school for a part of each day to go to work. In other cases, the student may enroll in **BUS 291 Business Co-op** for one hour elective credit or **BUS 292 Business Co-op** for two hours of elective credit. An alternating plan is available so that students can attend class full-time and work full-time during alternating semesters. The grade for a cooperative work experience is based upon an evaluation of the student's performance completed by the job supervisor and the instructor.

Program Objectives

1. To create realistic opportunities for students to develop knowledge, skills, and performance through relevant on-the-job training.
2. To provide students with first-hand opportunity to learn about the world of work in their specific occupations.
3. To provide students with a first-hand opportunity to develop and improve their ability to work well with other people.
4. To aid the career-technical instructional staff in developing a direct and consistent link with business and industry within the service area of the College.
5. To assist students in making and clarifying career choices.

Student Benefits

1. The student gains actual work experience which is a great asset when applying for full-time employment after graduation.
2. Co-op students are often given preference for full-time employment after graduation.

3. Cooperative Education allows students to put theory into practical and gives them the opportunity to provide feedback gained from practical experiences into subsequent classroom experiences.
4. Students benefit from the income generated by Cooperative Education as well as from the experience of earning and managing money.
5. Co-op students benefit from involvement in many on-the-job conditions which are difficult, and in some cases, impossible, to reproduce in the classroom or laboratory.

Employer Benefits

1. The employer receives a one term or longer commitment on the part of the student (each term approximately 15 weeks in length).
2. The time invested in training the student during the first term can be utilized the following term.
3. The program provides an effective way to test and select persons without a permanent commitment for employment.
4. The employer may need part-time workers instead of full-time workers.
5. Employers can train the student to the employer's particular work style.
6. The program motivates the students who are potential future employers.
7. Improved employee screening and selection.
8. Easier entry-level employee recruitment.
9. Reduce costs in recruitment and training.

Cooperative Education Requirements

Students typically can earn one to four credit hours per semester through a cooperative work experience. There are several factors which determine the amount and type of credit that can be awarded. These include the following:

Elective Co-op Credit (Academic)

Students interested in receiving elective college credit for off campus employment may be eligible to enroll in the following:

BUS 291 – Business Co-op for one (1) hour elective credit (requires a minimum of 15 clock hours per week). Work hours should be scheduled after school hours and on week-ends.

or

BUS 292 – Business Co-op for two (2) hours elective credit (requires a minimum of 24 clock hours per week). Work hours should be scheduled after school hours and on week-ends.

Course work may be repeated for credit; however, only eight (8) semester elective credit hours can be applied toward graduation.

These cooperative work experiences provide valuable learning opportunities, and the student's participation will be graded and documented on his/her permanent record and transcript. Grades will be assigned for these courses. For additional information concerning elective (academic) co-op credit, please contact:

Ms. Latrece Hall

Andalusia Campus
334-881-2271
lgulley@lbwcc.edu

Co-op Credit (Technical)

Students interested in a typical parallel Co-op arrangement will attend classes during the morning hours and be released to go to work in the afternoon. Each class will be handled on an individual basis and every attempt will be made to arrange the student's schedule in a manner to allow him/her to take advantage of any opportunity for employment.

Direct credit for a particular lab or shop course may be awarded if the work experience offers the student the opportunity to complete tasks which directly replace those which would be assigned to him/her while enrolled in that course at the College. Under these conditions, the student may be released from school early each day to go to work. The student could also be allowed to arrive late if class and work schedules can be arranged. Under these conditions, the student is awarded the number of semester hours credit assigned to the particular lab or shop course. The majority of cooperative work experience for career technical students will fall into this category.

Alternating Work Experience (Technical)

Students interested in an alternating Co-op arrangement will attend school full-time for a semester followed by a semester of full-time work. Other schedules of rotation are possible and will be addressed if the need arises. Credit for alternating co-op arrangements will typically be elective co-op credit. However, alternating cooperative work experiences may be evaluated on an individual basis to determine if direct credit is possible. For additional information concerning direct and alternating co-op credit, please contact:

Ms. Peggy Linton, Dean of Instruction
MacArthur Campus
334-493-5337
plinton@lbwcc.edu

Counseling Services

Student Services Counselors are available at each campus to assist students with academic, personal and career counseling. Counselors are available to provide guidance in choosing courses, discussing majors, degree plans and assisting students with the STARS Transfer Guide (Statewide Transfer and Articulation Reporting System) for Alabama public colleges and universities and the 2 to 4 Transfer Program for several private or independent colleges and universities. Counselors are qualified to assist students with their educational goals by providing personal counseling to help students with barriers that could hinder them in attaining their future goals. Personnel provide the opportunity for confidential sharing and discussion and when appropriate, will refer students to various community agencies.

Clubs and 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. Civitan members are individuals who desire to learn and to share with their fellow students and their community. To become a member of the LBWCC Civitan club, 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 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 LBWCC athletic teams. Through money raised during the year, the Angels host a supper for each team as a season opening celebration. 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.

Disability Accommodations

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 |
| Latrece Hall | Latrece Hall | Laura Elliott | Jason Cain |
| 334-881-2271 | 334-881-2271 | 334-335-2187 | 334-493-5363 |

Emergency Notification

As part of Lurleen B. Wallace Community College’s effort to ensure the safety of students, employees, and visitors, the College utilizes a campus notification system. The College has partnered with SchoolCast to implement the **Saints Alert System**. The Saints Alert System enables the College to better inform the campus community of a possible dangerous situation. Students and employees can receive time sensitive emergency messages via text and voice messages to cell phones and home phones. Everyone who has provided an email address to the College during the admission process will receive emergency alerts to those email addresses. Participation in this system is strongly encouraged. To access the Saints Alert dashboard use the following secure website <http://www.myschoolcast.com/go/lbwcc//>.

Students, faculty, and staff members can also sign-up to receive **Saint's Alert** text messages and e-mail alerts, via **mySchoolCast**, in case of a campus emergency or unplanned closure. All enrolled students will be sent an email at the beginning of each semester with a link, user name, password and instructions on how to sign up for this free service. In the event of an emergency or alert, students, faculty, and administration will receive an email and/or text message. **Note:** *Individuals will be responsible for any text messaging charges related to the Alert System messages.*

Inclement Weather / Emergency Class Dismissal

In the event that it becomes necessary to close the campus or cancel classes and other activities due to inclement weather, notices will be issued through **Saint's Alert** and will also be carried on the following television and radio stations:

Radio Stations

WAAO (103.7 FM) in Andalusia

WAMI (102.3 FM) in OPP

WKMX (106.7) in Enterprise

WFXX (107.7 FM) in Andalusia

WLWI (92.3 FM) in Montgomery

WDJR (96.9 FM) in Enterprise

WKXN (95.9 FM) in Greenville

WOPP (1290 AM) in Opp

WTBF (94.7 FM) in Troy

Television Stations

WAKA (CBS) in Montgomery

WSFA (NBC) in Montgomery

W4OBE (local) in Andalusia

WKNI (Local) in Andalusia

WTVY (CBS) in Dothan

Announcements for closing will be made by 7:30 a.m. for day classes and during the noon hour for night classes. Unless otherwise indicated, the closing of campus or cancelling of classes will be for one day.

Health Services

First aid kits for minor injuries are available in the following locations:

Andalusia Campus

- Administration Building – Business Office
- Learning Resources Building – Library
- 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 the event of a severe medical problem or immediate emergency help, dial **911** to contact Emergency Medical personnel. If using a **campus telephone, dial 9 911**. Then contact the Campus Director on the appropriate campus and the Emergency Coordinator who is also the Director of College Facilities and Maintenance.

Honors and Awards

During the spring of each year, the College honors and recognizes outstanding students at its **Annual Honors and Awards Ceremony** held on each of the three campuses. 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.

Housing

Lurleen B. Wallace Community College does not provide housing facilities for students. Several housing opportunities (apartments and rental houses) are available in the local area. Off campus housing in **Saints Hall** may be available by contacting Mr. Kent Campbell, project developer and owner, at 205-532-6412 or email Kent@CubedLLC.com or <http://www.saints-hall.com/>. Saints Hall consists of apartments which are located adjacent to the Andalusia Campus. Local realtors are also available for assistance within the local area.

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 on campus for student information.

The Alabama Career Center is currently located on the Andalusia Campus in the Jeff Bishop Student Center. It is open on Mondays, Tuesdays, Wednesdays, and Thursdays of each week, unless college facilities are closed, during the hours of 8:00 a.m. to 4:30 p.m. Representatives are available to assist with job opportunities, unemployment compensation, and the Workforce Investment Act (WIA). In Andalusia, contact the Alabama Career Center at 334-881-2304.

On the MacArthur Campus, students interested in seeking employment should contact their instructors. Announcements from agencies and employers are also posted for student information. For additional information contact the Career Centers at the following locations:

Enterprise 334-347-0044 or 334-393-3782
Greenville 334-382-3128
Brewton 251-867-4376

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.aspx>) to a combined collection of over 40,000 books, e-books, 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 GeoIP authentication. Users may only need a username and password if they travel or live out of state and want to use the resources. Additionally, users that live near the state line and users who access the Internet via an air card, cell phone, iPad, satellite, or U-verse may not be automatically authenticated; these users will need to log in with their AVL Card. Usernames and passwords may be obtained from the library if needed.

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.

Lost and Found

Misplaced or lost articles may be turned in or claimed from the Switchboard on the Andalusia Campus, the Admissions Office on the Greenville Campus, the main office at the Luverne Center,

and the Business Office on the MacArthur Campus.

On-Line Student Information Center

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 **myLBWCC** at the top of your screen.
2. Click the **Login** tab.
3. Read the information regarding your User ID and PIN.*
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, 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. Telephone requests will not be accepted.

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.

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.

STARS (Alabama Articulation Program) for Public Colleges and Universities in Alabama

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 Transfer 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 transfer 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. Articulation agreements are valid for three years.

2 to 4 Transfer Program for Private or Independent Colleges and Universities in Alabama

The Alabama Community College System's **2 to 4 Transfer Program** allows for the seamless transfer from the community college to selected private or independent colleges in Alabama. The transfer agreement will guide the student through the first two years of coursework and will prevent the loss of credit upon transfer to the selected private or independent four year colleges and universities in Alabama. Students who are interested in receiving a **2 to 4 Transfer Program Guide** should visit the Alabama Community College System website at <http://www.accs.cc> and click on Higher Ed Transfer.

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, the College manages two Federal TRIO grant programs: Student Support Services and Upward Bound.

Student Support Services Program

The Student Support Services (SSS) 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 Student Support Services Program works in cooperation with all departments at LBWCC and continues to be committed to helping students progress towards graduation and beyond. This 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 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.

Student Support Services 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
- Supplemental Grant Aid funds
- Tutorial services

To qualify for participation in the Student Support Services 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 Program offices.

- Andalusia Campus – (334) 881-2241, Learning Resource Center Building
- Greenville Campus – (334) 382-6704, 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.

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 American College Test (ACT) is a curriculum and standards based educational and career planning tool that assesses students' academic readiness for college. The ACT is administered on the Andalusia Campus on national test dates scheduled by ACT. The College is an official testing center for administering the ACT. Students interested in taking the test must apply online. www.actstudent.org

COMPASS Placement Test

Lurleen B. Wallace Community College requires a comprehensive assessment of students upon admission to the College and prior to enrollment in an associate degree or certificate programs. All

first-time students who enroll in associate degree or certificate programs that enroll for more than four credit hours per semester will be assessed in the areas of English, mathematics, and reading through the administration of the COMPASS (Computer-Adaptive Placement Assessment and Support System) placement test and placed in the appropriate level as indicated by the assessment results. The tests are designed to assist advisors and counselors in placing students into appropriate college credit courses or developmental courses.

Students **must** present picture identification and have an application for admission on file with the Office of Admissions and Records in order to take the test. **Note:** Admission to testing will not be granted without proper identification. COMPASS scores are valid for a period of three years. After three years, scores become invalid, and students must retest.

Exemptions

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

- Score 20 or above on the ACT English, reading, and mathematics, or score 470 or above on the SAT I mathematics, reading, and writing, and enroll within **three** years of high school graduation
- Possess an Associate degree or higher
- Transfer degree-creditable, college-level English or mathematics courses with a grade of C or better
- Be a student who is enrolling in a particular short certificate program having no English, mathematics, or reading requirements
- Be a student who is enrolling for personal enrichment purposes only
- Have completed require developmental coursework at another Alabama Community College System institution within the last three years
- Be an audit or transient student
- Be able to provide documentation of assessment (COMPASS) within the last three years

To be eligible for these exemptions, assessment scores and/or college transcripts **must** be on file in the Admissions Office.

Retesting

Students not satisfied with their placement scores and/or placement in developmental courses may retake the COMPASS only **one time** in a three-year period and testing must be completed in one session. Students are required to pay \$8 to retest whether they take one, two, or three portions of the test. Students must retake the placement test **before** enrolling in a developmental course. Once students enroll in a developmental course, they must complete the developmental sequence. Students will not be allowed to retest once remediation in the program has started.

For assistance in preparing for the COMPASS Placement Test:

www.act.org/compass

www.act.org/compass/sample/index.html

General Educational Development Test (GED)

The General Education Development Test (GED) provides individuals who have not earned a high school diploma the opportunity to earn a certificate equivalent to the high school diploma. The GED certificate is designed to provide both employment and higher education opportunities.

Testing Requirements

- Testing is offered on the LBWCC MacArthur Campus in Opp.
- Individuals are required to register for test via www.ged.com.
- The cost of the test is \$120; consist of four parts at \$30 each.
- Individuals must present a picture identification and social security card at the time of testing.
- Individuals 17 years of age must present a notarized parental permission letter, notarized documentation from the school or official withdrawal (Exit Interview form), and social security card at the time of testing.
- Admission to testing will not be granted without proper identification.

To register to take the GED exam go to www.ged.com or call 1-877-EXAMGED (1-877-392-6433).

LBWCC MacArthur Campus Contact: Wendy Johnson (334-493-5333)

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, 1000 Dannelly Blvd, P.O. Box 1418, Andalusia, AL 36420; requests may be faxed to 334-881-2201; or requests may be made online at www.lbwcc.edu.

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

Lurleen B. Wallace Community College provides programs and services that assist students in

obtaining and reaching their academic goals. The College provides tutorial resource labs at each campus and in cooperation with the Student Support Services Program, recruits professional and peer tutors to assist students. All tutorial labs are open Monday through Thursday 8:00 a.m. until 5:00 p.m. and Friday 8:00 a.m. until 12:00 noon. These services are provided free of charge.

Tutorial instruction is currently available for the following courses (additional courses may be requested as needed):

- Basic English 093
- English Composition 101 & 102
- Math 090, 098, 100 & 112
- Biology
- Chemistry
- Physics
- Medical Coding
- Nursing

Students may schedule appointments or visit peer-tutors upon availability. For further information, contact the Student Support Services Program – Andalusia 334-881-2243; Greenville 334-383-6704; MacArthur Campus 334-493-5363.

Additionally, students may use the online tutorial service – **Homework Alabama** from the Alabama Public Library Service at http://webmini.apls.state.al.us/apls_web/apls/apls/?q=homework. This service offers free tutoring from subject specialists. Services are available Sunday through Thursday from 3:00 p.m. until 10:00 p.m.

STUDENT REGULATIONS

COLLEGE POLICIES AND PROCEDURES

Lurleen B. Wallace Community College recognizes that in order to efficiently and effectively carry out its mission, all students must understand and follow the policies and procedures as published by the College. 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, all students are obligated to abide by the policies and procedures established by the College.

Blood-borne 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 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 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. Provide first aid measures, if applicable.
3. 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.

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.
4. 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.
5. 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.
6. 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.

j.

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 non-intact skin (e.g. abrasions, dermatitis) for handling items or surfaces soiled with blood or body fluids, and for performing venipuncture. Gloves should be changed after contact with each client.
2. 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.
3. 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.
4. 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.
5. 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.
6. Soiled clothing should be cut off and placed in biohazard container or bag.

Resources: Morbidity and Mortality Weekly Report (37:377-388, 1988)

Campus Security Policies and Campus Crime Statistics Disclosure

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 Director of Facilities and Maintenance who is responsible for security on all campuses. <http://ope.ed.gov/security/>

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 paragraph A.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, City of Luverne, 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 10:00 p.m. Access keys are assigned to individuals as approved by the Campus Directors. Special use of facilities is approved by the Campus Directors. 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 Council 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 Council 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 2010-11, 2011-12, and 2012-13.

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 2010-2011 (09/01/10–08/31/11)

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 2011-2012 (9/01/11–8/31/12)

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 2012-2013 (9/01/12-8/31/13)

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 2012-2013 (9/01/12-8/31/13)

The following are data relating to arrests which occurred during academic year 2012-13 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

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.

Clubs and Organizations Policies

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.

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 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. 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;
 16. Destruction, damage, or misuse of college, public, or private property (the student or organization is responsible for any damage done to college property);
 17. 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;
 18. Conviction of any misdemeanor or felony which adversely affects the educational environment of the College;
 19. 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;
 20. 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;
 21. Profanity and lewd, obscene, licentious, indecent language or conduct or written threat of such action against another person;
 22. Lewd, obscene, licentious, indecent, or inappropriate dress;
 23. 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;
24. Possession, while on college-owned or controlled property, of firearms, ammunition, explosives, fireworks, or other dangerous instrumentalities;
 25. Possession, sale, and/or consumption of alcoholic beverages or non-prescribed, controlled drugs on college property or at a student or college-sponsored function;
 26. Being under the influence of alcoholic beverages or non-prescribed, controlled drugs on college property or at a student or college-sponsored function;
 27. Unauthorized manufacture, sale, delivery, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law;
 28. 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;
 29. Theft, accessory to theft, and/or possession of stolen property;
 30. 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;
 31. Physical or verbal abuse, threat of violence, intimidation, and physical or mental harassment;
 32. Trespassing or unauthorized entry;
 33. Entering false fire alarms, tampering with fire extinguishers, alarms, or other equipment;
 34. Publishing, aiding in publishing, circulating or aiding in circulating anonymous publications or petitions;
 35. 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;
 36. 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;
 37. Any form of gambling;

38. Disruptive or disorderly conduct which interferes with the rights and opportunities of those who attend the College to utilize and enjoy educational facilities;
39. 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;
40. 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 student 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 student 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 the Student Code of Conduct.

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.

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 driver's 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 than 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 Barbitol 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 phencyclidine (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, Librium, 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 phencyclidine ("PCP"), lysergic acid diethylamide ("LSD"), mescaline, peyote and psilocybin.
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 psilocybin. 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, and 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 fentanyl and analogs of meperidine (synthetic heroin), analogs of amphetamines and methamphetamines (such as “Ecstasy”), and analogs of phencyclidine.
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. Analogues 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 phencyclidine 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. 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 providing 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

South Central Alabama Mental Health Center
Highway 55 South
Andalusia, Alabama 36420
334/222-2525

Southwest Alabama Mental Health/Mental Retardation Center
328 West Claiborne Street
Monroeville, Alabama 36461-0964
251/575-4203 or 251/575-4204

Equity in Athletics Disclosure

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. Interested individuals may view this information at the following college website: <http://nces.ed.gov/collegenavigator/>

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 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.

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. 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 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.

Federal Family Educational Rights and Privacy Act (FERPA) Disclosure of Directory Information

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, email 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 Director of Admissions and Records and/or the Dean of Student Affairs.
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.

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 Affairs' 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.

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 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 days for filing notice 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
Lurleen B. Wallace Community College
1000 Dannelly Blvd., P.O. Box 1418
Andalusia, Alabama 36420

Harassment Policy

Lurleen B. Wallace Community College is committed to providing an educational environment for all students and employees 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. Any practice or behavior that constitutes harassment or discrimination shall not be tolerated.

In this context, the term “harassment” includes, but is not necessarily limited to slurs, jokes, or other verbal, graphic, or physical conduct relating to an individual’s race, color, gender, religion, national origin, age, disability, or any other protected class. Harassment also includes unwelcome sexual advances, request for sexual favors, and other verbal, graphic, or physical contact if perceived as such by the recipient.

Relationships between institution personnel of different ranks, including that of instructors and students, which involve partiality, preferential treatment, or the improper use of position shall be avoided. All personnel shall be aware that any romantic relationship (consensual or otherwise) or any otherwise inappropriate involvement with another employee or students and makes them liable for formal action against them if a complaint is initiated by the aggrieved party in the relationship. Even when both parties have consented to the development of the relationship, it is the supervisor in a supervisor-employee relationship, the faculty member in a faculty-student relationship, or the employee in an employee-student relationship who shall be held accountable for unprofessional behavior.

Sexual Harassment – No student or employee of Lurleen B. Wallace Community College shall be subjected to sexual harassment. The College is committed to a working and educational environment which recognizes the dignity and worth of every employee and student of the College. Sexual harassment will not be condoned.

Sexual Harassment is defined in Alabama State Board of Education Policy 601.04. Guidelines for this policy are as follows:

Definition of Sexual Harassment – Sexual harassment can be verbal, visual, or physical. It can be overt, as in the suggestions that a person could get a higher grade or a raise by submission to sexual advances. The suggestion or advance need not be direct or explicit; it can be implied from the conduct, circumstances, and relationship of the individuals involved. Sexual harassment can also consist of persistent, unwanted attempts to change a professional or educational relationship to a personal one. Sexual harassment is distinguished from consenting or welcome sexual relationships by the introduction of the elements of coercion; threats; unwelcome sexual advances; unwelcome requests for sexual favors; other unwelcome sexual explicit or suggestively written, verbal, or visual material; or unwelcome physical conduct of a sexual nature. Examples of verbal or physical conduct prohibited within the definition of sexual harassment include, but are not limited to the following:

1. Physical assault;
2. Direct or implied threats that submission to or rejection of requests for sexual favors will affect a term, condition or privilege of employment or a student's academic status;
3. Direct propositions of a sexual nature;
4. Subtle pressure for sexual activity;
5. Repeated conduct intended to cause discomfort or humiliation, or both, that includes one or more of the following: (i) comments of a sexual nature; or (ii) sexually explicit statements, questions, jokes, anecdotes;
6. Repeated conduct that would cause discomfort and/or humiliate a reasonable person at whom the conduct was directed that includes one or more of the following: (i) touching, patting, pinching, hugging, or brushing against another's body; (ii) commentary of a sexual nature about an individual's body or clothing; or (iii) remarks about sexual activity or speculations about previous sexual experience(s);
7. Intimidating or demeaning comments to persons of a particular sex, whether sexual or not;
8. Displaying objects or pictures which are sexual in nature that would create a hostile or offensive employment or educational environment, and serve no educational purpose related to the subject matter being addressed.

Complaint Resolution - Procedures for Reporting Complaints

1. Any member of the College community who believes that he or she has been the victim of sexual harassment, as defined previously, may bring the matter to the attention of any academic or administrative officer, Dean, Associate Dean, Director, supervisor, or advisor. When a complaint has been reported to any of these individuals, the recipient of the complaint will forward the complaint to the appropriate college official, who has been designated by the President to coordinate the investigation of such complaints. At LBWCC the designated college official for complaints involving students is the Dean of Student Affairs; all other complaints shall be directed to the Director of Human Resources. College employees have an obligation to report any suspected sexual harassment. The President of the institution and the Vice Chancellor for Legal and Human Resources and the Department of Postsecondary Education shall be promptly notified of the complaint. The Vice Chancellor for Legal and Human Resources must be kept informed regarding the progress and results of the investigation of the complaint.
2. The complaint should present the complaint as promptly as possible after the alleged sexual harassment occurs. The complainant should submit a written statement of the allegations. Retaliation against a student or employee for bringing a sexual harassment complaint is prohibited. Retaliation is itself a violation of this policy and may be grounds for disciplinary action.
3. It is the intention of this policy to resolve complaints of sexual harassment as quickly as possible. Except in extraordinary cases, all complaints will be investigated and resolved within forty-five (45) days of receipt. Every possible effort shall be made to ensure confidentiality of information received as part of the investigation.

Complaints will be handled on a “need to know” basis with a view toward protecting the interests of both parties.

4. The investigation record shall consist of formal and informal statements from the alleged victim, the alleged offender, witnesses, and others deemed by the investigator to have pertinent knowledge of the facts involved in the complaint. The investigation will afford the accused a full opportunity to respond to the allegations. If the results of the investigation and informal resolution of the complaint are accepted by the alleged victim and he or she desires no further action against the alleged harasser, the complainant will sign a statement requesting that no further action be taken.

Formal Action

1. If the complaint cannot be resolved on an informal basis, the complainant may file a formal complaint. Each complainant has the right to proceed with or withdraw from the formal complaint procedure once it has been submitted.
2. The issues involved in the complaint should not be changed once the charge has been made. However, administrative procedures may be revised to accommodate issues arising during the investigation, which were not known to the complainant or the institution when the initial complaint was filed.
3. The appropriate college official will notify the accused in writing of the decision to take formal action. Formal action will consist of the Title IX procedures set forth in State Board of Education Policy 620.01 for complaints against college employees.
4. Complaints against students will be handled according to usual and customary student discipline procedures in effect at the institution.
5. It is the intent of the policy to provide a prompt and thorough investigation of any complaints. The time limits set forth within these guidelines are subject to change as needed to ensure a satisfactory conclusion to the investigation.

Appeal

The accused or the complainant may, by written request, appeal the decision to the Chancellor of the Alabama Department of Postsecondary Education within fifteen (15) calendar days of a decision. The Chancellor shall use the appeal process for Title IX complaints set forth in State Board of Education Policy 620.01.

Remedial Action

Based on the findings of the hearing panel and the decision of the President of the institution and the Chancellor, disciplinary action will be imposed as appropriate depending on the severity of the findings.

Education

A sexual harassment educational program may consist of seminars, workshops, videos, and/or printed materials. The educational elements of this policy seek to achieve the following goals through dissemination of this policy and providing a training program by the following: (1) ensuring that all administrators, faculty, students, and all employees are made aware of their rights concerning sexual harassment; (2) notifying individuals of conduct that is prohibited; (3) informing administrators and supervisors about the proper procedures addressing complaints.

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 individual 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 text,
- 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.

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. Persons directly connected with education

Charges for live work include the costs of parts and materials plus twenty (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.

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.

Social Media Policy

Social media are powerful communications tools that have a significant impact on organizational and professional reputations. Because they blur the lines between personal voice and institutional voice, Lurleen B. Wallace Community College has developed the following policy to help clarify how best to enhance and protect personal and professional reputations when participating in social media.

Social media are defined as media designed to be disseminated through social interaction, created using highly accessible and scalable publishing techniques. Examples include but are not limited to Facebook, LinkedIn, MySpace, Twitter, and YouTube.

Lurleen B. Wallace Community College created a Facebook page in 2009, and the College welcomes your questions, comments, and concerns. Our goal is to provide a community where friends of LBWCC can share content, ideas, and experiences and find helpful information. To keep the site fun and lively, we ask that you respect the rules of the social media site as well as the rules listed below. ***The College reserves the right to remove posts that do not comply with these rules.***

Be respectful

Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the person posting and/or the College and its institutional voice. The College is committed to respecting the dignity of others and to the civil and thoughtful discussion of opposing ideas. It is okay to voice a complaint or disagree with another post, but please do so in a polite and constructive manner. ***Obscenities, personal attacks, and defamatory comments about any person, group, organization, or belief will be removed.***

Remember your audience

Be aware that a presence in the social media world is or can easily be made available to the public at large. This includes prospective students, current students, current employers and colleagues, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups. On personal sites, identify your views as your own. If you identify yourself as an LBW Community College faculty or staff member online, it should be clear that the views expressed are not necessarily those of Lurleen B. Wallace Community College.

Be accurate

Get the facts straight before posting them on social media. Review content for grammatical and spelling errors. This is especially important if posting on behalf of LBWCC in any capacity. ***The College will correct or remove factual errors.***

Focus on LBWCC, and do not spam

Please keep your posts relevant to LBWCC and its students, faculty, staff, and alumni. Do not use this site to promote businesses, causes, or political candidates. If you are part of the LBWCC community, it is okay to post a link to your LBWCC-based group, or to invite community members to vote for you in an online contest, as long as you do not do it every week. ***Excessive posts will be removed.***

Posts by non-LBWCC organizations will be deleted. This includes, but is not limited to:

- Discounts offered to LBWCC students, alumni, or employees
- Promotions for non-LBWCC events
- Promotions by non-LBWCC organizations, including political, religious, and activist groups.

Protect your privacy

Your comments are visible to all. Never include your personal information, such as phone number, e-mail address, or other personal information in a post. If you want individual follow-up, send a message through the site to a page administrator. LBWCC's administrators are the Public Information Officer and Director of Marketing and Development, Renee LeMaire (334-881-2320), and the Director of Recruitment, Heather Owen (334-881-2282).

LBWCC is not responsible for the content of any website outside of the lbw.edu domain. The inclusion of any non-LBWCC link, whether by a LBWCC employee or anyone posting on the site, does not imply endorsement by Lurleen B. Wallace Community College of that website.

Posts by page administrators or any other comments on the site do not necessarily reflect the opinions and positions of LBWCC. ***It is important to understand that you are legally responsible for the comments you post.***

Your commitment

By posting any comments, links, or other material on LBWCC-sponsored websites, you give LBWCC the irrevocable right to reproduce, distribute, publish, display, edit, modify, create derivative works from, and otherwise use your submission for any purpose in any form and on any media. You also agree that you will not post the following:

1. Post material that infringes on the rights of any third party, including intellectual property, privacy, or public rights.
2. Post material that is unlawful, obscene, defamatory, threatening, harassing, abusive, slanderous, hateful, or embarrassing to any other person or entity as determined by LBW Community College in its sole discretion.
3. Post ads or solicitations of business.
4. Post the same note more than once (“spam”).
5. Post chain letters or pyramid schemes.
6. Impersonate another person.
7. Allow any other person or entity to use your identification for posting or viewing comments.

Protect confidential and proprietary information

Do not post confidential or proprietary information about Lurleen B. Wallace Community College, students, employees, or alumni. Employees must follow the applicable federal requirements such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPA) of 1996 (health information privacy) and adhere to all applicable college privacy and confidentiality policies. Employees who share confidential information do so at the risk of disciplinary action or termination.

Photography

Photographs posted on social media sites easily can be appropriated by visitors. Consider adding a watermark and/or posting images at 72 dpi and approximately 800 x 600 resolutions to protect your intellectual property. Images at that size are sufficient for viewing on the Web, but not suitable for printing. Remember that the policies of LBW Community College related to using images apply online as well as in print. Contact [Lisa Patterson](#), Advertising and Publications Specialist, at 334-881-2293 with questions.

Respect copyright and fair use

When posting, be mindful of the copyright and intellectual property rights of others and of LBW Community College. Direct any questions about fair use or copyrighted material to the Director of Learning Resources, [Mary Beth Green](#) at 334-881-2266.

Do not use the Lurleen B. Wallace Community College logos for endorsements

Do not use the LBWCC logo or any other college images or iconography on personal social media sites. Do not use LBWCC’s name to promote a product, cause, or political party or candidate.

Respect college time and property

College computers and time on the job are reserved for LBWCC related business as approved by supervisors and in accordance with the Information Technology Policies and Procedures- Acceptable Use Policy.

Terms of Service

Obey the Terms of Service of any social media platform employed.

Think twice before posting

Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on the person posting and the College. Search engines can turn up posts years after they are created and comments can be forwarded or copied. If you would not say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, ask your supervisor or instructor for input or contact [Renée LeMaire](#), Public Information Officer and Director of Marketing and Development (334-881-2320).

Institutional Social Media

If you post on behalf of an official Lurleen B. Wallace Community College unit, the following policies must be adhered to in addition to all policies listed above:

Notification

Department or college units that have a social media page or would like to start one should contact Renée LeMaire at 334-881-2320. All institutional pages must have an employee appointed who is identified as being responsible for content and monitoring. Ideally, this should be the head of the department.

Acknowledge who you are

If you are representing LBWCC when posting on a social media platform, acknowledge this.

Have a plan

Consider your messages, audiences, and goals, as well as a strategy for keeping information on social media sites up-to-date. [Renée LeMaire](#), LBWCC Public Information Officer and Director of Marketing and Development (334-881-2320) can assist and advise you with your social media planning.

Link back to the College

Whenever possible, link back to the LBWCC web site. Ideally, posts should be very brief; redirecting a visitor to content that resides within the LBWCC environment. When linking to a news article about LBWCC, check first to see whether you can link to a release on the LBWCC website (www.lbwcc.edu/news) instead of to a publication or other media outlet.

Protect the institutional voice

Posts on social media sites should protect the College's institutional voice by remaining professional in tone and in good taste. No individual LBW Community College unit should construe its social media site as representing the College as a whole. Consider this when naming pages or accounts, selecting a profile picture or icon, and selecting content to post – names, profile images, and posts should all be clearly linked to the particular department or unit rather than to the institution as a whole.

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